



Report on IQM Inclusive School Award



School Name: St George's CE Primary School

School Address: Buxton Road
Heaviley, Stockport
SK2 6NX

Head/Principal: Mrs Debbie Grindrod

IQM Lead: Ms Celine Keleher

Assessment Date (s): 11th October 2022

Assessor: Steve Gill

Sources of Evidence:

The school provided documentation to support the assessment, both prior to and during the assessment and as requested by the assessor. This included a comprehensive Self Evaluation Report, a variety of pertinent documents including the SEF and further information and evidence was taken from their website including photographic and video evidence that allowed a picture of the school to be built. Providing triangulation to ensure that the standards of the Inclusion Quality Mark, were not just established but embedded in their everyday practice and was discussed and evidenced through meetings as outlined below.

Meetings Held with:

Meetings were undertaken to support and discuss St George's CE Primary School's outstanding inclusive ethos. The schedule for the day ensured that the assessor met with the right people who spoke confidently and passionately about elements of the award and inclusion at the school. They included meetings with the Headteacher; Deputy Headteacher; the RE Lead and Year 2 teacher; the Music Lead and Year 4 teacher; the EYFS and PSHCE Lead; the Maths Lead; the schools Pastoral and Family Support Worker; as well as three HLTAs; Governors - The Chair and Vice Chair virtually; parents including a Special Guardian to a child in school; pupils including School Council, members; and support staff and ancillary staff were spoken with on tours of the school. As well as external partners from Behaviour Support, Ethnic Diversity and Primary Jigsaw.



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Overall Evaluation

St George's CE Primary School is a vibrant, larger than average Church of England school in the heart of Stockport, with close links to the Chester Diocese. It is sited in three separate Grade 2 listed buildings, linked by play areas for the children. It serves a mixed area of mostly private residences but with some council housing. It is a school where there is a very strong focus and emphasis on the individual child. Where children are encouraged to make the most of each opportunity they are offered, in order to gain the best from their education within the school's Christian setting. All of the staff employed or who volunteer at St George's work hard with the children to help them prepare for the ever-changing world in which they live both now and, in the future, and to develop their skills to sustain life-long learning as well as strong self-belief and spirituality that is encompassed in their mission statement *'Respect for All, Ambitious in Aspiration, and Bold in Action,'* and is enacted and modelled each and every day as part of their inclusive ethos. The broad, creative, and inclusive curriculum fosters collaboration as well as individual responsibility that not only benefits the children and their families but also the school and the local community.

St George's provides for a number of pupils with a wide range of special needs, and this continues to increase as the reputation of the school for being inclusive and attract more children who require a nurturing and inclusive educational environment. The proportion of pupils who have Special Educational Needs is well above the national average at 27%, with 85 children on the school SEN register, including 11 pupils with Education and Health Care plans. One pupil, a LAC child, is currently age re-located to support their needs within an earlier chronological age group. Staff work very closely with the LA Virtual Head to ensure that their specific needs are met.

The proportion of pupils eligible for Free School Meals is 36%, which is again above national. Currently there are three Looked After Children in the school. Attainment of children entering the Foundation Stage is well below the national expectation, with the majority of pupils entering at Nursery levels. The school has five designated Safeguarding Officers and has a Pastoral and Family Support Lead who is able to offer inhouse support. The school is a 'School of Sanctuary' and demonstrates its inclusivity in action by welcoming more than 30 asylum seekers, offering support to their families too.

It was a pleasure to undertake this assessment of St George's CE Primary School and to experience first-hand the fantastic work that is going on throughout the school. During the day it was very clear to see how hard everyone has worked to create such a wonderful environment that stems from the ethos and leadership qualities of the Headteacher, and members of the Senior Leadership Team who have clearly played a major role in creating such a reflective and continually evolving school. St George's has a distinctive character, spirit and attitude which speaks of its ethos. The school has managed to create an environment which supports everybody's wellbeing, learning and respects everyone's rights. Underpinning this and supporting its inclusive ethos is the assumption that all children have a right to the same educational opportunities and where possible to be included in mainstream classes, being integrated, and not segregated by placing children with difficulties elsewhere. Adjustments are made so that all children can access what they need and this flexible and accommodating approach means all children can achieve and thrive. Staff are trained in inclusive pedagogy and



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view it as their role to teach all learners in a diverse classroom for which they should be commended and applauded.

As the Headteacher states on the school's website,

'We place a strong emphasis on the individual child and encourage our children to make the most of each opportunity, in order to gain the best from their education within our Christian setting. We work with the children to help them prepare for the ever-changing world in which we live, and to develop their skills in order to sustain life-long learning as well as strong self-belief and spirituality. This helps support them throughout their future.'

A statement that fits with their mission statement, *'Respect for All, Ambitious in Aspiration, and Bold in Action.'* Both highly inclusive statements that are clearly embedded in the school's ethos and everyday life and as the assessment unfolded were clearly demonstrated time and again by staff, pupils, and external partners who all take pride in their work in the school and their learning environment. Staff at all levels work tirelessly to provide all pupils and their families with the best possible education, care, nurture, and support to enable them to reach their full potential and have the best outcomes in life. They see their roles in school as truly vocational and are prepared to go beyond what is expected to ensure successful outcomes. This is a very happy and successful school where all are welcome, and everyone is part of the family and there are no 'outsiders.' They pride themselves on valuing every child and helping them to achieve success whatever their starting point, or unique gift or talent. Staff endeavour to deliver an exciting and relevant curriculum which inspires and motivates all children. Enhancing the pupils' learning through teaching, visits, and visitors where appropriate that are linked to curriculum that are specifically designed to enrich their experience. They encourage children to be independent learners and thinkers, developing them as responsible members of their community. The school's exceptionally strong partnership with parents is vitally important to it as it firmly believes that children have the best chance of success when the school and families work closely and co-operatively together.

The schedule for the day ensured that the assessor was able to speak with a variety of staff, parents, pupil's, governors, and external partners all of whom spoke confidently and eloquently about inclusion and about their involvement with the school and how they support each other. It became apparent as the assessment unfolded that inclusion occurs naturally and is highly pervasive and ingrained in the very positive culture of the school, as is the dedication and drive of the staff to make a difference to everyone they work with.

As the assessment progressed in this vibrant, warm, and welcoming school, the assessor found a genuine ambition and integrity for its pupils, their families and themselves amongst all stakeholders, including external partners revealing that what really matters most are the pupils who come first, and all receive equitable provision and support. Staff spoken to were dedicated, knowledgeable and skilled. Their sense of drive and determination to improve the outcomes for all came through extremely strongly as did their sense of being a team and part of the *'St George's family.'*

The implementation of rigorous, but supportive and fair structures and processes supports the staff in all areas and at all levels to work strategically and collaboratively together. Inspirational and aspirational Leadership coupled with strong teamwork amongst the staff, supported by the Governing Body, the Church and external partners is at the core of



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relationships and their success. They are motivated to improve themselves and to improve the lives of everyone involved with the school, so that they achieve their potential and goals. Everyone is clear about the vision and next steps for the school with excellent reflective skills and what came across very clearly is that they want the best outcome for **'everyone'** whatever their starting points or individual need. Staff will not settle for anything but the best for the pupils, the families, the community, and themselves. It was a privilege to engage in so many wide ranging, detailed and probing discussions and conversations, with such enthusiastic, dedicated, and professional staff, pupils, governors, and external partners.

Each meeting and involved discussion were extremely useful in confirming that the school successfully addresses all elements of the IQM award. Meetings focused on the elements of the award as detailed in the school's comprehensive and detailed audit within its SER, as well as the roles of staff, how they support each other, pupils, and families and how they engage so well, with and have such strong partnerships with external partners and parents to ensure successful outcomes for all. Members of staff felt well supported and that they had opportunities to progress, and all felt that they were highly regarded members of the school family, who are highly invested in providing the best possible experience for everyone and this has an enormously positive effect on their peers, their pupils, and the families in the community. There is an outstanding level of support for pupils, staff, and families across the school that more than meets need and that everyone should be proud of, praised and highly commended for. This was supported by parents who were extremely supportive of the school. They felt that they are partners in their children's education. They were keen to stress that children are accepted for who they are, and nothing is too much for the extremely supportive staff of the school, who know their children extremely well. The virtual meeting with the Chair and Vice Chair of Governors provided valuable insight into the way that they work with each other and with the school to ensure that they support the school's ethos and values, and extremely high aspirations for all pupils, but also provide appropriate and tangible support and challenge. It was clear from the conversation that the Governing Body is proactive, well trained, effective and has the knowledge and wide-ranging skillset to support the school and they are passionate about their work in the school and spoke very highly of the school and its staff. The conversation with pupils throughout the day and with members of the School Council was extremely positive. They were a pleasure to talk to and were articulate and mature in the way they responded to questions. They are very proud of *their* school. The pupils were a credit to themselves, the school and their families and showed the remarkable relationships between each other and the staff.

The school has exceptionally strong relationships with external partners, and I was able to have discussions with representatives from a number of external partners. It was clear from the varied discussion that the school and these partners work closely and innovatively together to ensure the needs of all pupils are met. Without exception they felt that the school is extremely inclusive place for not only the pupils but staff and visitors as well and went above and beyond what they experience elsewhere to ensure that its pupils and their families are safe, looked after and receive the best education possible. Quite an accolade for the school and one that is in the assessor's opinion well deserved, demonstrating without doubt that the school is a highly inclusive place.

It was a pleasure to visit St George's CE Primary School to conduct their assessment demonstrating their outstanding inclusive ethos, and vision and was talked about and discussed openly during the assessment. During discussions a number of suggestions were



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made that the school may wish to take up and it will be interesting to see whether any of these have borne fruit in the future. I look forward to visiting in the future to see the continuation of their inclusive journey.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Strengths

The school mission statement and ethos '*Respect for all, Ambitious in action and Bold in action*' is naturally ingrained in the school and enacted by all staff, who are committed to promoting inclusion and aim to provide excellence for all, including those with diverse and complex needs. Safeguarding the interests of all pupils and ensuring they achieve their full potential is paramount.

All children have the opportunity to join with their peers in the life of the school with an explicit aim that pays particular attention to the provision for and achievement of different groups within the school. Additional resources and support are made available where appropriate. They ensure that children with Special Educational Needs and Disabilities receive their entitlement to a broad, balanced, and enhanced education meeting the requirements of the National Curriculum, enabling them to become lifelong learners and responsible citizens.

Everyone involved with the school prides themselves on its strong ethos of inclusivity, and leadership who are fully committed and work together to provide an educational setting that supports every child in their community. The school and staff pride themselves on being a family, including children, parents/carers, staff, and the local community, thus making all stakeholders a part of the development of the whole child. All staff have an awareness of the needs of individual pupils, ensuring that the curriculum they provide embraces all pupils, giving them every opportunity to be the best they can be. They provide a secure and nurturing environment, in which pupils achieve, rise to challenges, learn, and grow with pride and confidence and this encompasses everyone and all families as part of the St George's school community, a school community that challenges inspire and develop happy, creative, and resilient learners.

The whole school ethos demonstrates inclusive practice. Where the whole school vision is one which reflects diverse backgrounds and different starting points and ensuring that there are opportunities for all to achieve. Inclusion is central to the school's vision and purpose, and they are committed to being a beacon of outstanding inclusive practice, ensuring that all pupils can be successful. The school, families, the local community, external partners, and the Governors work closely as a team, sharing staff and expertise, giving the school opportunities for training and a shared set of visions and values. The school actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. Equality of opportunity in school is a reality for its pupils as part of its no 'outsiders' approach and is clearly seen by the alacrity of it accepting such large numbers of asylum seekers this year.

It is clear to see that the school has a warm and friendly atmosphere and is inclusive of individual needs, where widely shared whole school vision is that all children are provided with opportunities to achieve. The inclusion values of the school embrace the needs of parents, carers, and staff members as strongly as it does its pupils.



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Next Steps:

To develop further the interaction between staff and parents – parents to become more actively involved in pupils' learning by having opportunities to attend relevant workshops.



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Element 2 - Leadership and Management and Accountability

Strengths

The school has a strong well-established Leadership Team that works well together and that is driven and committed to driving forward school improvement, supporting children, staff, families, and their local community.

The Middle Leadership Team is a mixture of new and more established members, and the school are actively seeking LA CPD in order to develop their skills further. There is a clear vision and strategic direction for the school provided by the inspirational and highly aspirational Headteacher and this vision and clarity of focus is shared by everyone involved with the school.

The school and its staff are outward facing and thrive on the opportunity to continually improve the inclusive provision. The quality of Leadership and Management continues to drive improvement. The Leadership Team, supported by all staff have a very clear vision for inclusion and how to continue to improve their excellent practice. Leadership is aspirational, positive, and optimistic and spills out across the school community and beyond.

The majority of Subject Leads are well established and lead their subjects across the school from EYFS to Year 6. They all benefit from LA and/or Diocese CPD. The school has close links with the Diocese and attends their courses as well as the LA. The school has a good Governing Body with a number of long-standing Governors. There is a wide range of skill set and all are used well in order to hold the school to account via governor meetings and visits. There is a clear monitoring timetable for all. Book looks-all involved, subject lead time, meetings, learning walks etc.

During the assessment everyone spoken with was extremely enthusiastic and motivated. There is a unity of purpose to everyone involved in the school, including SLT and the Governors. Everyone is determined to continue to improve what is offered to children and families across the school setting.

The Governing Body take a proactive approach to the development, progression, and continuous improvement of the school. Governors are well informed, visiting the school as often as possible to involve themselves in school life and conducting monitoring visits such as learning walks, book looks and pupil interviews and communicate high expectations of the school leadership and management teams. Governors are committed to an inclusive ethos that promotes learning and achievement for all and hold Senior Leaders to account on academic and pastoral outcomes of student progress.

External agencies are used to support school staff, leverage specialist expertise and best practice to support progress. They are committed to the inclusion ethos of the school.



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Next Steps:

The school will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the SDP.



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Strengths

The school aim is to provide their children with an engaging, exciting, and empowering curriculum that equips them for today and the future. This is being achieved by providing a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential. The school has a text rich, progressive curriculum based on the National Curriculum, each year group has a curriculum overview to follow linking all subjects to quality texts. Texts are added as and when appropriate to further enhance the area.

Each year group also has a set of expectations for Reading, Writing and Maths. These expectations can also be used when pupils are not currently working at age related expectations in order to support their learning. The children are able to add to their curriculum through the child-led planning process at the beginning of new topics and for each subject there is a vocabulary progression list.

The school has bought schemes for PE, Science, Computing, French and PE and has a specialist PE Higher Level Teaching Assistant, who support pupils and staff. Pupil engagement is high with all pupils actively involved in their learning. Adaptions are made in a variety of forms for pupils. The school actively promotes Growth Mind Set and Metacognition activities. Different learning styles for pupils are considered through Quality First Teaching.

Pupils with SEND are supported through learning adaptions as planned and highlighted on their ISP's, ECHP's and there are a variety of physical aids available such as coloured overlays, yellow dyslexia friendly exercise and fidget toys. Laptops are available for pupils who need support with writing. Pupils with English as a second language are supported through the excellent Ethnic Diversity Department who support school with training and translators etc. The school has also developed materials to be used in school to support pupils and their families.

There is a very strong culture of mutual respect embedded across the school where all children are fully included. The pupils met with during the online assessment were articulate, eloquent, friendly, and polite showing respect for each other and for adults. They are a credit to the school. They were extremely positive about their school experience.

Staff have an excellent knowledge of and understanding of the individual needs of their pupils. They understand their all-encompassing needs and their family histories. Because of this outstanding inclusive environment children feel safe and well looked after. Care and compassion are embedded within the ethos of the school and occurs naturally. This is borne out by the most recent highly positive parental survey.

Next Steps:

The school will continue to develop the curriculum and texts and ensure pupil involvement continues with their learning, support pupils who need adaptions made to their learning, support teachers with CPD and continue to ensure community voice informs next steps.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Strengths

The IQM Self Evaluation Report compiled by the school gives very clear support for and evidence of its excellent inclusive practice, that the assessor was able to verify during the assessment. It has a consistent approach to the learning environments across Key Stage/phases to reflect the needs of their learners that are altered as age appropriate and for specific identified needs as required. Resources are procured to support the teaching of all learners and to ensure that all children have appropriate access to learning. Their philosophy for effective teaching and learning is firmly based on research evidence (EEF) and is underpinned by the principles of formative assessment.

ICT is used effectively to encourage independent learning and support learning at home with homework tasks. Planning shows appropriate levels of differentiation for the different ability groups, including individual plans where needed. Learning walks, lesson observations and book scrutiny's demonstrate clear evidence that the challenge of learning is appropriate for the different abilities class.

Lesson observations and work in books show that all pupils are engaged and make good progress. During lessons the teacher will often stop the class and show examples of work and discuss next steps constructively with all.

Children are engaged in their learning and respond well with little to no disruption evident. This was clearly evidenced in learning walks around the school and seen in classrooms visited. Support is deployed appropriately taking into consideration the needs of individual children and identified cohort(s). Teamwork is highly visible and a clear strength of the school. It is evident that there are excellent working partnerships between teachers and support staff across the school that actively support the learning needs of all, with an outstanding quality of provision for all children at all stages, that they should be recognised and highly commended for.

The school is in a grade 2 listed building, split across three separate buildings and as such they are continually updating the fabric of the school as and when funds become available to suit the ever-changing needs of the children and staff. All classrooms are bright and have many learning and or scaffolding aids to support pupils. The EYFS playground has recently been remodeled with support from the Diocese. And now provides an excellent outdoor learning area.

Planning shows appropriate levels of differentiation for the different ability groups, including individual plans where needed. Learning walks, lesson observations and book scrutiny's demonstrate clear evidence that the challenge of learning is appropriate for the different abilities class. A range of tools and strategies are used in lessons to engage all children in every part of the lesson with staff constantly looking at ways to push children's' engagement forward.



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Next Steps:

The school will continue to provide staff with CPD for teaching and learning, develop strategies for teaching and learning as and when research suggests changes and continue to develop the school buildings as and when funds allow in order to benefit the pupils, staff, and families.



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Element 5 - Assessment

Strengths

The school has a highly effective assessment, monitoring and tracking procedure for all pupils that includes the following: Termly, NTS tests for Reading and Maths; whole school writing assessment completed on a book or stimulus; reading, writing and maths results are triangulated by the Head, Deputy and Maths lead; Data added to the Local Authority tracker that gives all staff data concerning their children; this data is also shared with the Governing body at Teaching and Learning meetings; From this pupil progress meetings are held and as a staff next steps are discussed for the class and individual children as a result some children are then given targeted interventions.

All other subjects are tracked and assessed using the SIMS system, where subject leaders monitor the progress of their subjects and suggest next steps for all via staff meetings. Formative assessment is undertaken daily as teachers reflect on the achievements of the pupils during lessons and this informs their next steps. Pupils who need support may receive an extra targeted lesson. During lessons all pupils are supported with the areas of Growth Mindset and Metacognition as an aid to further learning.

At the end of each year staff write a report on their children's progress and liaise closely with the next teacher in order to ensure continuity and progression in order to aid transition. All subjects are assessed, and data captured on SIMS. This information is used to aid planning of future work. Moderation meetings take place yearly in addition to the moderation undertaken by the Head, Deputy, and Maths lead at the end of each half term. Cluster meetings with other local schools also occur on a regular basis; this is in addition to the Local moderation meetings for Year 2 and Year 6 teachers.

The school has the highest aspirations for all its children where all staff understand that the best quality teaching and learning is the key to their success and the biggest factor in determining their progress. As a school they are committed to continually developing knowledge and understanding in all areas pertinent to education, so that teaching is outstanding across the board. Assessment is seen as integral to and an essential part of, effective teaching and learning at St George's.

The school and its staff are meticulous in the way it tracks pupils and responds to their needs, with interventions, changes in pupil groupings or 1:1 teaching, used as appropriate. In this way, pupils are never allowed to fall behind expected progress, and when support has been accessed, they re-join their peers as quickly as possible and as soon as they are able. Prior attainment data is available and understood by staff. The use of data to inform interventions is of a high standard.

Early identification of specific learning difficulties is not seen as a barrier because the quality of normal classroom teaching and internal support is good. Barriers to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. External support is sought where needed to develop strategies for learners so that progress can be made from each child's starting points.



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Next Steps:

The school will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the SDP.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths

The school has a clear behaviour policy for pupils. This outlines stages clearly and all staff ensure it is followed. There are three rules to follow-Be Kind, Be Safe and Follow Instructions. There is a clear and consistent approach to behaviour from all members of staff. Where there are issues, these are addressed quickly and restoratively. Each class has their own behaviour targets to work towards in order to motivate pupils. Parent and pupil questionnaire feedback collaborates this and was supported by discussions with pupils and parents. Throughout the assessment children's' attitudes and behaviour towards each other and towards adults in classrooms and around the school was exemplary and this was endorsed by conversations with pupils, parents, and external partners. It is something that the pupils, staff, and parents should be proud of.

The school has worked with specialists from the Behaviour Support Service in order to deliver training to staff on behaviour, classroom practise, restorative approaches, and more specific needs of pupils such as Team Teach training. The school works with parents to ensure support is in place if required.

Pupils' attitude to learning is good, as was observed in lessons during the assessment and pupils seen on a learning walk were actively engaged in lessons. Pupils are supported by teaching assistants and HLTAs in each class. A Growth Mind Set culture across the school contributes to these positive attitudes. The pupils know that staff will listen to them and will support them no matter what their need.

Classrooms are calm and purposeful with pupils actively engaged in learning.

This is supported by the promotion of Growth Mind Set throughout the school and can be seen in daily teaching and is integral to the long-term curriculum overviews with texts supporting learning. Displays around the school and in classrooms support the Growth Mindset approach. Children's personal developments are paramount at St. George's and as a result they have developed a comprehensive PSHCE/RSE curriculum which runs from EYFS to year 6 along with a strong support package for all pupils and parents/carers.

Safeguarding at St. George's is comprehensive and effective. The school has clear and robust policies and procedures in place to ensure safeguarding and a clear code of conduct across the school. All staff have an induction to these processes.

Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others. All pupils, staff and visitors are free from any form of discrimination and all staff set an excellent example to pupils at all times. The behaviour policy is understood by pupils and staff. Pupils are helped to take responsibility for their actions.



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Next Steps:

The school will continue CPD for all staff on behaviour and techniques to ensure restorative approaches are used by all staff, continue with pupil, staff, and parental feedback. Offer parental workshops on behaviour in collaboration with the Behaviour Support Service and begin to run Restorative ambassadors to support pupils with resolving any issues at playtimes etc.



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Element 7 - Parents, Carers, Guardians

Strengths

It was clear from meetings with staff and with parents during the assessment that feedback from parents is very important to the school as well as the interaction with parents and the wider community. There are strong and consistent opportunities for parents to engage with teachers. The school is effective in informing parents on targets, progress, and attainment and how they can help at home. There is an excellent partnership between parents and the school. The parents who were spoken to during the assessment were full of praise for the school, meaning there is shared understanding between teachers, parents and other professionals of the processes that lead to improved learning and well-being within the classroom.

The school is very welcoming to parents and carers. Parents and carers are given excellent guidance in how to support their children's progress, with opportunities for them to engage in their children's learning. All parents spoken to during the assessment were delighted that their children had a place at the school and emphasised how welcome everyone is made to feel. They said that the school listens and supports them very well. Parents are confident that any of their concerns are addressed and feel well supported. They have access to relevant staff quickly, allowing early resolution of any concerns. They are confident that any of their concerns are addressed and feel well supported. They have access to relevant staff quickly, allowing early resolution of any concerns.

All staff work hard to include parents and carers in all aspects of their children's school life and to support families with their needs. There are effective communication procedures in place through Class Dojo, Teacher to Parent SMS messenger, emails, newsletters, medical tracker, and phone. Parental feedback is collated regularly on all aspects of school life and is used to inform future actions. The SENCo runs meetings with all parents of pupils with additional needs and this is in addition to the parent days/evenings which are held.

School staff work closely and effectively with the Ethnic Diversity Service in order to provide translators for parents, including a telephone service for ease. Dojo messages can also be translated into other languages.

The school has a newly formed and active PTA which is inclusive, and all are warmly invited. After the long period of Covid and Lockdown they are beginning to formulate an agenda for new fundraising. It will be interesting to see how the PTA has evolved and developed at their first review next year.

The school has many procedures in place to support families in needs from Team Around the Family Meetings, Early Health Assessments, Food bank vouchers, Aldi orange vouchers, free uniform, breakfast bagels and support in completing forms etc. The school also signposts families to other services such as Women's refuge and Housing when needed.



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Next Steps:

The school will continue to develop the PTA, offer vital support for families in need and continue to offer sanctuary for asylum seekers.



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Element 8 - Links with Local, Wider and Global Community

Strengths

The school is surrounded by housing, the church, and some small local businesses. The school draws upon many different areas for the children, with many coming due to its church distinctiveness. They have worked hard to develop links with the church community and other local schools, and they take an active role in local charities such as Well Spring which works to support the local homeless community.

All achievements are celebrated whether large or small, academic, or non-academic. Pupils take part in community singing events at the town hall and local care homes and recognise the needs of the local community and help support different events to raise awareness of different charities. They also attend local high school events such as football competitions.

The PTA has formed links with local businesses who support school by kindly donating raffle prizes for events etc. In the curriculum overviews the children partake in local walks so that they can see their surroundings and the history behind it. There are opportunities to visit other local places of worship and visit local area historic places of interest.

The school looks at global events during collective worship and encourages all to discuss events and be courageous advocates of change; by becoming engaged with climate change such as by writing letters to the local MP and Mayor or discussing how they can support the elimination of discrimination. They are waiting to hear from the British Council about possible international linking opportunities.

St George's is an outward looking and self-reflective school providing for everyone in their community. They share expertise and welcome specialists to learn from and are an outstanding friendly learning community. Staff work hard to establish good links with the local and wider community and to utilise the resources and/or skills to benefit the curriculum for all pupils.

Everyone involved with the school is justifiably proud of the fact that they are an inclusive community, and this is embodied in their two greatest assets; pupils and hardworking, enthusiastic, and highly motivated professional staff who see their role as a vocation rather than a job. This has a massively positive effect on them, the school, and the community as a whole and was seen and talked about on numerous occasions during the assessment. They utilise the Local authority expertise and external partners effectively and have very close working relationships with them all to support their staff, pupils, and families. Said external partners as a consequence of this close partnership are able to successfully support the school, pupils, and families. It is a partnership of which they should all be proud and is a beacon of good practice.

Next Steps:

The school will look to twin with an overseas school, continue to develop the PTA and working with local businesses and continue to develop the pupils' knowledge of global issues so that they can become 'Bold in Action' in improving their society.