



17th July 2019

Mrs Debbie Grindrod
Headteacher
St George's CE Primary School
Buxton Road
Heaviley
Stockport
SK2 6NX

Assessment Date: 3rd July 2019

Summary

St George's Church of England Primary School is a lovely, welcoming school whose Christian ethos and inclusive values embrace you from arrival. It is clear from the warm welcome given by all staff and students along with their helpful attitudes and the kindness shown, that St George's is a happy place to be. There is a strong emphasis on students' personal development and well-being. The Headteacher and her senior leadership team are tenacious in their mission to remove all barriers to learning and ensure that every child in their school has the best possible provision to support their development, both intellectual and personal. They place emphasis on the children being at the centre of all that they do and want everyone to feel part of the School Community. The children feel valued and recognise how much their teachers care about them and their development. The Headteacher's solution-focussed 'can do' attitude permeates all staff; there is a strong, collective determination to find a way to support each child, no matter what. They genuinely care about each individual child and have a truly personalised approach for all students. They never give up; if one approach doesn't work, they will find an alternative. This flexibility was echoed by parents who spoke very kindly about the staff and their adaptability.

The assessment process included an evaluation of the comprehensive documentary evidence provided by the Senior Team along with external documentation such as the latest Ofsted report, the SIAMS Church School Inspection Report and data from the School Performance Service. The assessment visit comprised meetings with representatives from key stakeholders including senior staff, the SENDCO, teaching and non-teaching staff, governors, parents and a representative from the LA Behaviour Support Service Team. I carried out learning works, book scrutinies, an audit of the displays and school environment, discussions with students and observations of social times.

St George's is a larger than average, voluntary aided primary school in an urban location. Students enter St George's at foundation stage with attainment well below national expectations. There are an above average number of students who are SEND, with 90 currently on the SEND register, seven of whom have Education and Health Care

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Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

plan (and the SENDCO is in the process of more EHCP referrals.) The number of students eligible for free schools meals is 24%. Student outcomes are good and continually improving, with significant gains made in reading and writing at KS2. Maths continues to be a focus for development however the impact of this whole-school improvement drive in this area is evident. Attendance at the school is good and above local and national averages. Gaps for vulnerable groups are narrowing and remains a key priority for the Senior Team.

The School's most recent Ofsted report in December 2017 recognises the "nurturing and caring environment" created by the Headteacher. It is also highlighting the SEND provision and how "pupils needs are very personalised." This was certainly echoed in my findings during this assessment. It is clear that the staff, particularly the Senior Team, are highly committed and work endlessly to put into place bespoke provision for vulnerable children. This requires constant discussions and planning meetings with staff, parents and the Local Authority; staff go above and beyond for their students. The School also holds the RE Quality Mark Gold which supports their Christian ethos and values, underpinning their inclusive nature. Inclusion is at the heart of all work at St George's. The SIAMS Church Schools report in 2018 graded the school "outstanding". It celebrates the school as an "inclusive community where everyone is valued."

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

Assessor: Mrs Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 – The Inclusion Values and Practice of the School

Strengths:-

- The Headteacher has developed a clear vision for the school which is shared by all staff. It is communicated clearly through the School Website, displays around the school building and through the dialogue between school staff, students and parents. There is clear evidence that the School's Christian values underpin all aspects of inclusive practice.
- The school mantra "be safe, be kind and follow instructions" is understood and adhered to by all. Each classroom has their own, personalised class charter which articulates their interpretation of the mantra within their class setting.
- The school has clear provision maps in place. Provision is bespoke to each individual child and often planned in conjunction with parents and external agencies. Each SEND student has a one-page profile which is created in collaboration with the class teacher, SENDCO and parents/carers.
- There are four trained Safeguarding Officers. They have recently bought into CPOMs to aid the recoding and sharing of information. They carry out safeguarding questionnaires with students and their parents and carers. All students spoken to during the visit said they feel safe at school.
- The Headteacher has an open-door culture and is available to staff, students and parents alike.
- The Headteacher invests in varied CPD opportunities for all staff, not just with a teaching and learning focus. All staff have benefitted from Attachment training and Dyslexia Friendly Classroom training to allow them to integrate the approaches into their everyday practice. Last academic year, staff were asked to select a focus area for independent research which they then feedback to the rest of the staff.
- The Headteacher has created a role for a non-teaching Family Support and Pastoral Lead who is a valuable resource for the school. As a trained social worker with previous experience working in a specialised BESD unit, students and their families benefit from having this expertise in-house. The Family Support and Pastoral Lead also liaises well with external agencies to bridge any gaps, ensuring the School is best supported in terms of behavioural and social needs.
- The well-being and progress of all students matter at St George's. Any vulnerable students who are in need of additional help are allocated a personal tutor who offers them regular emotional and academic support.
- Leaders have created a safe culture where students feel free to express their individuality and their feelings and emotions. Students feel comfortable to communicate any concerns with their teachers. There are also 'worry boxes' in each classroom which allow students to talk about their feelings in a less-threatening way.



- Achievement is celebrated in many ways and the celebration of achievement has a high profile in the School. Each class has a bespoke approach to rewards. The students are given autonomy to decide what their class prize will be and how rewards will be recorded, for example, in one Reception class, children had chosen a movie as their reward and the rewards were recorded using a Mr Potato Head toy. The School also buys into the Class Dojo Reward System.
- Success is celebrated on a weekly basis via a celebration assembly which is hosted in the Church and parents are invited to attend. Students talk fondly of the celebration assembly and are proud when they received the Headteacher's Award or Star of the Week.
- The School buys into Forest School for its Pupil Premium Students. This has been fully supported by Governors who helped the School acquire a plot of land to use close by. This has proven so successful that the Headteacher has decided to invest in the training for one of her members of staff in order for her to lead Forest School with all students in the future.
- All year six Pupil Premium students have received intervention for English and Maths, regardless of their starting points in order to ensure there are no gaps in their progress when compared to their non-disadvantaged peers.
- There is a Nurture Group comprising students with behavioural and emotional needs who have been identified as needing additional support. They have a breakfast club for them an end of day meeting which gives them the opportunity to off-load.
- Leadership skills are developed through the Young Leaders scheme in KS2. The Young Leaders are an extremely articulate group of young people with a passion for fundraising and helping others. They have a true sense of togetherness with one student encapsulating this with their class motto "together we fall and together we rise." They talked enthusiastically about leading assemblies and believe their assemblies were the most popular as they know how to reach the students on the same level. They describe themselves as role models who younger students can aspire to.
- All students are given the opportunity to develop leadership skills through the mentoring of younger students. They also have the chance to lead playtime activities in the younger years' playground.
- The School uses the 'Mind Mechanics' approach with students experiencing mental health issues. They identify a vulnerable cohort of students (currently from years four and five) to undergo the six week programme. They feel that it has having a positive impact and equipping students with the skills to cope more effectively.



Areas for Development:-

- Have an annual CPD overview and plan with an opportunity for a full evaluation of CPD (particularly external training) to be able to measure the impact on student development and progress thus informing future CPD plans.
- Devise a policy to formally promote staff well-being and investigate the opportunity to offer support for the Designated Safeguarding Leads such as counselling supervision.



Element 2 – The Learning Environment, Resources and ICT

Strengths:-

- The School's environment is welcoming and calming. Leaders have strategically placed sofas and cushions in different areas around the school to offer somewhere comfortable for students to have some quiet time, if needed, or a place for staff to sit when working 1:1 with students. They have also installed fish tanks with goldfish around the main areas of school which have a relaxing effect.
- The School is as creative as possible with the budget to ensure that they are providing opportunities for students to use the latest technologies and ICT resources. The school has leased iPads which allow students to carry out research and use multimedia to capture records of their work, edit and share it. Each classroom is equipped with an interactive whiteboard.
- The School deploys its resources well. There is currently one Teaching Assistant working alongside each class teacher and four 1:1 Teaching Assistants who work with EHCP students.
- Displays around the school capture the School's inclusive ethos with celebrations of different cultures, international events and also scaffolding and learning support for students who may need it. There are WAGOLs (What A Good One Looks Like) on the boards and the 'Phonics Monsters' in the younger years. The displays are themed however each classroom has an individual interpretation, leading to consistency with a celebration of individuality.
- The School is fortunate to benefit from a sensory support room which is used daily by a number of students. This may be for SEND students who need a quiet place to work; a calming and relaxing place for a student who is struggling emotionally or a place for students who are in crisis to go to have some time out.
- The School has created a 'nurture room' which is an inclusion base for the most vulnerable students. There are desks and chairs for the students to work from but also bean bags and a sofa should they require a more relaxed setting. The students' work is displayed and their success is celebrated. There are SEAL displays and visual prompts to support the different learners.

Areas for Development:-

- Fund a class suite of notebooks to be used on a rota by each year group.
- To continue to develop outdoor learning areas (such as the land next to the Church).



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- The Headteacher role-models compassion and has a clear vision for how she wants her staff to work with the children, which is well-communicated.
- The school has a high volume of in-year transfers, often refugees recently arrived in the area. They have put support packages in place to ensure a smooth transition not only into school life but also the local community. They have introduced a 'Buddy System' to help the students settle and make friends more easily. There is plenty of volunteers from students to be a Buddy and when spoken to about it, they were very proud if they had taken on this role. The children talked about how when a new person arrives, they have lots of new friends by lunchtime.
- The School fully celebrates the diversity within its community. Although St George's is a Church of England school, all religions are celebrated. During the visit, I observed a year 6 Muslim student who had brought in a prayer mat to show the year 3 children who are learning about Islam. The children's interest was fully captured and the year 6 student clearly felt proud of her religious heritage and confident enough to be able to share it.
- Students' work books are well-presented demonstrating the pride that students have in their work.
- Students in Year 6 feel they have been prepared well for their transition to Secondary School. The school has an annual transition process to prepare students for their next stage in education whether that is from Year 1 to 2 or Year 6 to 7. They use PSHE sessions to open up discussions about how students feel about the change.
- Staff deal with any incidences of students' extreme behavioural responses in an expert manner so that it doesn't prevent the smooth running of the school or the learning of others. All staff are Team Teach trained. The Headteacher is very involved in dealing with incidents and supports her staff during and she also checks in with them afterwards to see if they need any further support whether that be emotionally or through practical strategies.
- PSHE time is used to respond to current issues they may be affecting individual students or families or the local area. The students and families appreciate the time the School invests in allowing students to talk about 'real' issues and providing a safe environment to talk about their feelings towards them.
- Behaviour observed during the visit was good and students showed positive attitudes towards school and learning. St George's students are polite and welcoming. They interact well together during unstructured play times. In most classrooms, where the teaching was at least good, students were engaged in the learning.



IQM Assessment Report



Areas for Development:-

- Improve consistency of high expectations and standards in all classrooms.
- Raises students' aspirations for the future through work in PSHE and assemblies around careers and aspirations.



Element 4 – Learner Progress and Impact on Learning

Strengths:-

- To support with improving outcomes for students in mathematics, the School runs fortnightly coaching sessions for staff with an opportunity to share best practice or request further support. There is an open culture towards feedback so that staff feel part of whole-school developments.
- The marking policy is applied consistently and books are mostly marked up to date. Students are given the opportunity to re-do their work and learn from their mistakes.
- The school has a highly effective assessment, monitoring and tracking procedure for all students. There are termly progress meetings where progress is analysed and students who require additional support are identified. The Headteacher evaluates the data and has meetings with staff in order to ensure that all students are making good progress. 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. All subjects are assessed and data captured on Classroom Monitor. This information is used to aid planning of future work.
- The MyMaths online learning platform has been bought in to support students with their learning at home. The school carried out an audit to ensure all students have access to the internet at home and offer support where needed.

Areas for Development:-

- Explore the possibility of offering the parents of the vulnerable cohorts additional support with helping their children at home.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- The Senior Team currently triangulate teaching as 80% good or better. Good quality teaching was observed during the assessment process, in line with the School's own evaluation. There are records that evidence the monitoring of teaching and learning by the Senior Team. Staff work collaboratively and have regular opportunities to observe and share best practice.
- The Headteacher is working relentlessly to improve consistency in teaching across the school. This is done through a robust monitoring system however there is support offered to teachers when needed. Staff say that they have all 'bought -in' to the new approach to performance management and monitoring. There is a "high challenge, low-threat" culture which promotes high standards.
- To support the teaching of maths across the school, the Lead Teacher for maths has introduced the White Rose Scheme of Learning. This has led to improved consistency and better subject knowledge. The perception of maths being a difficult subject is being challenged through the introduction of Active Maths with the aim of making maths learning more fun and relatable. The Maths Lead feels that this is having a positive impact on student progress.
- The calculation policy introduced for maths has seen basic skills revision at the start of every maths session.
- The staff engage in 'Book Look Mondays' to support the development of teaching. They plan lessons collaboratively

Areas for Development:-

- Develop 'learning intentions' language for learning objectives.
- To continue to develop the maths teaching across the school and embed the approaches introduced this year.



Element 6 – Parents, Carers and Guardians

Strengths:-

- A key strength of the school is its passion for engaging with families. There is a real family ethos and parents say that they feel part of provision planning and decision making for their children.
- Parents say that all children are part of the school, regardless of background or personal circumstances. They talk about how supportive the School is when students and families are in crisis or need additional emotional support. One parent explained how the School had helped her particular family more than the external agencies. The staff go above and beyond to help their families. They talked about how the school involves them in decisions about their children and how they work in partnership. Families employ the same approaches used by School staff with their children at home and vice versa. One parent described how the children at St George's receive an "emotional education" not just academic.
- The school has a diverse mix of parental involvement. Many parents are engaged and support the school in helping the children move forward. The school offers 'drop-in sessions' for parents, including a SEND focussed half-termly coffee morning, where parents can discuss concerns and ask for information.
- The inclusivity of parents is extended further through the 'Thumbs Up Friday' initiative which invites parents of all children in on a weekly basis to take part in the curriculum. This encourages parents to engage with their child's learning, equipping them with the skills to help their child with class work and building confidence and relationships. The School report that this is well-attended with around a minimum of 70 parents taking part each Thursday.
- Parents feel that behaviour is managed and dealt with in an effective and fair manner. They feel that any issues are handled quickly and professionally.
- Communication between home and school is excellent. Staff liaise about individual students daily and if they have any concerns, parents are informed in a timely manner. When communicating with parents, staff prefer to arrange to meet them face-to-face in a private setting.
- Parents are consulted regularly through questionnaires. The findings are then used to inform future decisions and improvement planning.

Areas for Development:-

- Devise an EAL friendly version of all school parent information books with images and simplified language to aid understanding.



Element 7 – Governing Body and Management: External Accountability/Support

Strengths:-

- Governors are fully involved in School life and they are very supportive of the School.
- The School has close working relationships with the Local Authority agencies and are currently supported by Elaine Robertson from the Behaviour Support Services. She works with schools on a strategic level, to ensure behaviour systems are in place and effective, and she also supports with interventions. She speaks very highly of inclusion at St George's. She said the staff are reflective and always think about what they can try next to support the young people. The School was recently mentioned in the Stockport Restorative Approaches Newsletter in recognition of their inclusive practice "The Team consistently go above and beyond to meet children's social, mental and emotional needs." It also praises the School due to its flexible approach which "has enabled children with significant challenges to remain in school and demonstrates St George's ethos of nature and inclusivity.
- The School also works with Primary Jigsaw, provided through Stockport Behaviour Support Services who support them on a fortnightly basis carrying out intervention with individual students and families.
- To support the development of a pilot project, the School is taking part in the Mosaic, research focussed group, alongside other schools in the LA. It is working to improve the role of working with families where there is substance misuse.
- St George's has achieved the Gold RE Quality Mark which recognises their excellent practice in religious education.

Areas for Development:-

- Continue the excellent partnership work with external agencies and the outward looking approach to finding solutions.



Element 8 – The School in the Community and how this Supports Inclusion

Strengths:-

- The School has varied links with the local community. One of the links is with Stockport County Football Club who works with the School by running football sessions in years 5 and 6 and after school clubs.
- The Young Leaders are a proactive group who are regularly raising money for local charities such as the Wellspring Homeless Charity in Stockport and also national charities such as Water Aid. They lead by example to encourage others to reduce their carbon footprint and lead a healthier lifestyle by walking to school.
- St George's offers a broad range of extracurricular activities, with a focus on sporting activities to promote keeping healthy.
- An annual residential visit at the start of year 6 encourages team building, resilience and self-belief. It is expertly timed to coincide with the start of the KS2 SATs preparation and doubles as a celebration of the students' time at St George's as they prepare to leave and embark on their next stage of education at Secondary School.
- St George's staff make the most of opportunities within the local community and further afield. They more recently participated in the Bee in the City project, collaborating to create a bee sculpture which celebrates the unique 'buzz' of Manchester. The photographs from the project demonstrate students' enthusiasm and pride.

Areas for Development:-

- Investigate working towards achieving the Eco Schools Award.