



## Assessor's Evaluation for the IQM CoE Award



### Overview

St George's vision is 'Respect for All, Ambitious in Aspiration, Bold in Actions, With God all things are possible' and this is explicit throughout all areas of the school community and is reflected in everything that they do. Members of the school council were able to articulate the vision to me and explain what this means in practice. The school reception was warm and welcoming, and I was responded to promptly by a friendly face. The welcome I received from every member of staff was warm and felt personalised with staff at all levels of the organisation and proud of their school.

The school has been on a 'real learning journey' over the past two years, and things have evolved at pace to ensure all children are supported, but especially those whose lives have been affected by trauma and, in many cases, adverse childhood experiences. The Headteacher described the school as a sanctuary for many pupils.

As a Church of England school, the Christian Ethos is tangible with staff consistently modelling the school's values and providing pupils with outstanding role models. The reverend is enormously proactive and a governor, she is visibly committed to the school and its children and their families. She talked about encouraging pupils to experience the church through touch and from discussion it is evident that the church is an integral part of the school community. There are also close links with a local mosque and pupils are encouraged to learn and experience many different faiths.

Leaders go above and beyond in realising their vision for the school through their outstanding inclusive practice and this is explicit. They have invested considerable time and where possible, money into securing support for children who were unable to gain school places anywhere else in the area, despite not receiving additional funding or incentives.

I had the opportunity to meet with a variety of stakeholders throughout the day as well as taking a tour around the school, visiting classrooms, and talking with children. It was evident throughout my interactions with all that there is a powerful sense of pride in being part of St George's. The commitment to reflect and robustly self-evaluate its practice underpins everything they do. Their passion for inclusion percolates through all areas of the school and from every member of the school team.

Relationships are exceptional and walking through the school I could see the positive ways in which staff at all levels and pupils of all ages interact with each other. There is mutual respect alongside genuine warmth amongst all.

I was shown around the school by members of the Student Council who were recently elected to post. The council is made up of pupils from all classes and selection follows a formal democratic process. They were able to explain clearly and confidently how they had been elected and what their roles involved; there are several pupil leader roles including reading ambassadors and eco ambassadors. They radiated pride in their school and chatted to me with enthusiasm and total commitment to their roles. These

pupils love their school and all that it stands for.

Speaking with staff, working at St George's is more than just a job, it is an important part of their lives. This can be said particularly about the Headteacher whose commitment to the children is inspiring. Teachers discussed how fulfilling it is to see the impact that they have on children and how the school is a unique place to work. One teacher commented on a child who had arrived at the beginning of the week with very little experience of schooling and by day four, he had made so much progress and how gratifying it is to be a part of this. Teachers feel listened to and understood, they spoke about how Parents Evenings have been replaced by Parents Day which impacts positively on their well-being.

Teaching Assistants expressed how they feel the staff are 'a family' and access regular CPD which builds their confidence. HLTAs have whole school responsibilities such as the School Council, and Breakfast Club and After School clubs, offering wrap-around care from 7.45 am to 5.45 pm. Office staff also go above and beyond, supporting parents to complete referral forms as well as organising after-school clubs and I observed a constructive discussion between a parent and a member of the office when I arrived. The encouragement given to staff 'to think outside the box' reflects how leaders value all roles and are keen to develop them to achieve their potential.

Leaders spoke about staff 'absorbing the children with love' and this was palpable throughout the day and pastoral care underpins all that they do. They were keen to express that this support is offered in a dignified way and ensures that pupils can have some of their needs met and be able to access school each day.

Staff explained the challenges that new arrivals face when they arrive in the country. They are housed in a local school and have nothing to call their own. Prior to the first arrivals starting at the school, staff set up classrooms filled with clothes, school uniforms, toys and other essentials. This meant that children had uniforms and a school bag for when they started. They also talked about how welcoming the children are, playing with them from the start and not treating them as any different to themselves.

The school uses Class Dojos as a reward and communication tool. Pupils explained to me how they gain rewards and how these are recognised, and it is a huge motivator for them. During a learning walk, class achievements were displayed on an interactive whiteboard and immediately members of the student council engaged in a commentary about what the information was telling them. A further benefit of Class Dojos is that parents can access their children's rewards and use this as a conversation starter at home. Parental communication can also be translated so all parents can understand school communication.

It is a testament to the school's inclusivity, that one refugee pupil and his family were moved to Warrington and after starting at a local school, he is now back on roll and commutes with his parent each day. This is a real commitment and further evidence of the outstanding experiences and opportunities that take place in this fantastic school.

There have been several curriculum changes that consider the changing demographics of the school. Leaders referred to classrooms as 'healing spaces' to support children to deal with trauma as well as educate pupils about the disinformation that they may experience. The children are taught how to understand such themes as displacement in


a sensitive way and I was able to see a range of texts in the Year 6 classroom to support this. One pupil was able to articulate how this has helped him to understand other cultures and leaders spoke about the curriculum as being ‘exciting’ and more real for pupils.

It was a real privilege and a pleasure to visit St. George’s and witness their outstanding practice. Having discussed the progress made since the last IQM review, and the school’s plans for next year, I am of the firm opinion that the school should maintain their Centre of Excellence status and be reviewed again in 12 months’ time. The next review will look closely at how the school has further interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its COE status.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor: Ms Alyson Tolley**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

  
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