



Assessor's Evaluation for the IQM CoE Award



School Name St. Joseph's Catholic Primary School
Woodford Lane
Winsford
Cheshire
CW7 2JS

Head/Principal Ms Martine Gum

IQM Lead Amy Butterfield

Date of Review 14th June 2023

Assessor Mrs Sandie Isherwood

IQM Cluster Programme

Cluster Group Northwessians

Ambassador Matthew Cuss

Next Meeting 29th June 2023

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	4th May 2022	Yes
Summer 2022	5th July 2022	Yes
Autumn 2022	10th November 2022	Yes
Spring 2023	4th May 2023	Yes

Evidence

The review was conducted on site and the school leadership team submitted, prior to the assessment day, documentary evidence. During the review there was the opportunity to verify information provided on the school self-evaluation action plan through:

- Scrutiny of key documentation for 2022-23 reflecting on progress and discussing 2023/24 future actions.
- Time with the Inclusion Lead and deputy lead discussing the school's view of its own performance during the year and how they had adapted to the current situation caused by the recent pandemic.



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- Time with other staff to have discussions, questioning them on their experiences pertaining to inclusion within the academy and any strategic areas they had been leading on.
- Discussion of opportunities for staff and IQM Leader to share experiences on the outreach work of the school and the IQM Cluster programme.
- Scrutiny of the school's website/Facebook page, gaining further information supporting the school's wider community working.
- Discussion with staff.
- Parent views.
- Pupil views.
- Discussion with Governor representative.

Summary of Targets from 2021-2022

The school's targets from the previous year were based on four main targets linking closely to the school development plan.

Target 1

Evaluating the first target set by the school shows that there has been excellent progress this year; St. Joseph's aim was to establish a high-quality Autistic Spectrum resource provision and highly knowledgeable, passionate staff, had a clear plan of what needed to be done to achieve this. During the year they have focused on developing a warm, welcoming, and safe environment which allows the children to access a strong personalised core curriculum. This curriculum is clear in its intent, meeting individual's needs to prepare the children for inclusion where possible into the mainstream classroom. Working as a strong team they implement the clear, focused intent through a diverse range of opportunities, capturing learning as it happens on their 'Seesaw' assessment reporting software. Through this integrated approach of curriculum delivery, knowledge and skills are covered day in and day out so they then become embedded into the children's learning behaviours. They celebrate children's own lived experiences, promote strong relationships with parents and have established an open-door policy which has established excellent communication between school and home. It is clear that this positive, proactive, reflective, approach to the inclusion of children with a recognised need into mainstream is successful. Success is shown in the fact that the number in the provision has been increased by the Local Authority and St. Joseph's is leading the way in the local area. The team have already started work towards their next steps by providing outreach support in their WEP, Winsford Educational Partnership cluster. There is evidence of a wonderful example of co-production in the education system where school, parents and agencies are all working to meet the needs of individuals with success.



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While the work on this target will always be on going, there is a realisation and improved knowledge from all the community on how important it is for everyone to **'be a voice'**, taking an inclusive responsibility in making changes for the better. This in turn encourages all to believe that anything is possible when a community works as a team. Leadership staff in school and working within the provision, are dedicated to making this work, they support and befriend the family so that they and their child can be educated well and the whole family flourish. This target is assessed as met.

Next Steps:

Further develop the systems from graduated approach to ensure that high quality support is being provided to mainstream children and professionals within and outside the school.

Target 2

The second target was to continue to develop engagement of parents back into school to experience workshops and support. It is evident from evidence shared that strong work relationships had already be established with parents. During the year several workshops and courses have been offered on a range of topics; reading, phonics, maths, safer internet, food bank, uniform exchange, Youth connect 5 training, to name a few. Celebrations and theme days have allowed parents to come into school and view their children's work first hand. Regular updates through social media and newsletters capture how St. Joseph's is just an extension of a pupil's family life. There is a real sense of community and the team welcome those who are there to support into the school to demystify their role and showcase the contribution they can bring to families. Visitors have included PSCO, CAFAD, Tiger Trailers, a local haulage company, highlighting road safety in an innovative way, Robert's Bakery and Police Officers. All of these bring a real-life experience to learning and pupils enjoyed sharing what they have learnt from these visits with the assessor. One staff member spoke of how, ***'There is a strong commitment and awareness of the need to work with others for us to develop global citizens of the future.'*** The outcomes for this target have been achieved in an impressive manor due to being led by a passionate and dedicated Inclusion Lead and assistant deputy and specialist support teaching assistant.

Next Step:

Continue to develop more engagement and increase the parent invitations in school across a range of areas, e.g., courses offered, safe place to be, workshops and celebration events.

Target 3

Target three aimed to embed MHST service and practices, this being the Mental Health Support Team, NHS initiative, into school's everyday working procedure. Staff have been trained in mental health areas and they are closely supported by the NHS 5 ways to wellbeing. The passionate lead in this area shares how the network of support is impressive and both parents and staff have benefitted from a range of relevant targeted support and training packages, for example, Emotional Literacy Support Assistants,



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wellbeing events and transition activities. Two years into the target this is now well embedded practice. The lead has ensured that through quickly sharing MHST throughout the team ensures delivery and the specialist lead with support from senior leaders and outside agencies, monitors practice for impact, regularly. The lead continues to be proactive and has introduced visual representations for pupils to learn to understand their emotions and how to control them. **'BURT'** is used to help individuals recognised traits and give strategies for supporting them. Burt, is a busy character and advocates when things go wrong to breathe, understand, relax, and think situations through. **'WILMUR'** is totally opposite, often worried, so advocates how; it's ok to talk, let others help, make a plan, understand the steps and then, take action. Through this non-judgemental approach, pupils learn how to use conflict resolution and understand the brain's workings in different situations. Regular lessons are now planned and taught that teach pupils how their brain is complex in its nature and works to regulate several different emotions at any one time. MHST in the second year of working has been evaluated well and is a constantly improving to be a school offer open to all. A governor spoke on how the school are to be commended for the varied support they have put into this area of school practice; how they receive regular updates on implementation, how they have adapted quickly, responding to needs of their stakeholders. It is an area of their work which is reducing anxieties and impressively links into target four of their IQM action plan. Evidence seen by the assessor was varied, detailed and relevant and this target is deemed met.

Next Step:

Continue to use MHST as part of the social and emotional support package offered by school.

Target 4

Target four was to embed practices which would support staff wellbeing. Discussion with both the Inclusion lead and Governor saw a co-ordinated approach having been implemented during the past year. Staff commented how their working environment is relaxed, friendly and co-operative, they feel trusted, well cared for, but appropriately challenged to provide high quality learning and teaching. They appreciated the way that they were constantly being consulted on how to evaluate effectively and continue to make progress. Discussion was had on how effective communication regularly captured their thoughts and feelings so that leaders were able to adapt and step up when necessary to ensure staff's anxieties were well supported. Staff say they are valued as an important member of the school family. Staff shared how looking after each other is just how they work saying ***'St. Joseph's strives to support children holistically and emphasis is placed on knowing and recognising their experiences, we develop children's awareness of their emotional wellbeing and how this is just as important as their physical health. This is now disseminating to u, as staff and we are fully included in the vision.'***

The Headteacher, Governors and Senior leaders recognise how individuals experience mental health in a variety of ways and one size does not fit all in their school. There is extensive support in activities such as FAN focus day, values and champions offer, celebration assemblies and participating in charitable and fundraising events. The



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emotional literacy work of the school is evidenced in a range of big books which show a real sense of belonging. It also shows the depth of understanding of wellbeing being seen in several areas and all are taught with equal importance. They understand and emphasise these as all needing to understand and gain skills and knowledge in family, finance, religious beliefs, aspirations, connecting with nature wellbeing. The assessor sees this target as being met.

Next Step:

Review policies on workload and wellbeing of stakeholders, make staffroom improvements as suggested by staff.

Agreed Targets for 2023-2024

The school having reflected on last years identified targets, now intend to implement the following targets:

Target 1

Continue to work to enhance wellbeing of pupils, staff and parents, while embedding practices which takes account of the 'voice' of all stakeholders. This is intended to be both within and through their outreach work.

Comments

From discussion it is evident that work still need to be embedded in this area. It is their intention to complete the wellbeing award, implement 'Nourish' within the workplace action plan and review workload of teachers so that a plan can be created and implemented during the next 12 months. It is also hoped that a staffroom upgrade will happen. An impressive wellbeing notice board established by the leadership team is a constant promotion of this area of work and will be enhanced as the target progresses.

Target 2

Create and embed through an effective research approach, well-designed early identification, and implementation of outreach targeted support. Create an action plan involving all staff having access to a CPD plan which promotes inclusion for all.

Comments

The Lead will create with support from her team a clear graduated approach system designed to meet the needs of the children. Staff will be able to be recognised for providing high quality provision and staff will continue to swop from the mainstream into the resource base and share this good practice. Peer teaching/coaching will ensure that effective staff deployment ensures the upskilled staff are disseminating to others through developing strong partnerships with agencies and networking with others.



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Target 3

To provide an outreach programme of support, (initially without our WEP), but also within the IQM cluster linking into the work being done through the school.

Comments

This is an area of development within the school, they have recognised high quality practice going on and would like to develop the dissemination of their knowledge and skills to others. The discussion was how this could be through CPD courses offered, open days for practitioners to see excellent practice first hand and outreach support on specific areas of the SEND agenda. It was also discussed how the school team were aiming to secure their work being recognised as an attachment friendly school. All this will aim to upskill the professionals to meet the vision of 'all teachers are teachers of SEND pupils.'

The Impact of the Cluster Group (with details of the impact of last three meetings)

Since the school's last assessment, they have continued to be active participants of the cluster group and have attended all the available cluster group meetings. The IQM Lead reported that the school appreciated being part of this research partnership, that focused bringing several schools together from different geographical areas. It had given them an opportunity to host partners, sharing and speaking on the strengths of their own practice, as well as learn from others. The meetings attended have enabled them to reflect on their own organisation of inclusion and following the shared discussions on '**Reading in the community – STARBOOKS**'; they had returned with inspiration to reflect on enhancing their own environment and investigated. They are looking forward to being involved in the next cluster meeting where they are discussing relationships.



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Overview

St. Joseph's Catholic Primary School in Winsford currently has 345 children on roll operating from two buildings and share that their school is a **'Family of faith, hope, love, fun and learning for all.'** St. Joseph's throughout the assessment discussed and showed evidence of how they provide a dynamic and vibrant environment where every child is supported and encouraged to aim for excellence in all they do. The pupils are thus being presented with high quality educational opportunities and an unforgettable childhood experience. All children, staff, parents, and wider stakeholders feel valued, and enjoyment is embedded in all they do. Speaking to members of the community it was clear that all were contributing to ensure that inclusion is at all levels and to ensure **'all individuals learn and have a love for life through aspiration, determination and fulfilment.'**

Inclusive practice comes naturally within St. Joseph's and all professionals understand the ethos and all understand how to **'include and encourage everyone.'** This clear vision sees a school that does not stand still; a school community which looks for new paths to set; being forward thinking and innovative. This is clear with the impressive implementation of their new resource provision which caters for the needs of several children with recognised needs. Their caring and imaginative approach to this new area saw them plan, introduce and implement what it looks like, transferring from action plans to action practice and is now seen as inspirational in the true inclusion of these pupils in the main school. Professionals and pupils move freely between the base and whole school, well supported by the leads who are clear in the outcomes they aim for, as well as providing challenging aspirations.

The strong commitment to continue their 'inclusion' journey embracing the IQM standards for all learners was clear, the people make St. Joseph's special; quickly sharing with you how they see everyone in their school as one of their huge inclusive family. As a result of this, staff have been asked to present their work to the network schools in the Winsford Educational Partnership and have been asked to pilot several other professionals' new projects such as the developing mental health offers in the post COVID environment. The school's inclusive education is a continuous process, transforming practice to support all learners. The clear engagement with their active and reflective 'Inclusion Quality Mark' action plan, involving the whole team of professionals, and creating strong partnerships with each other and the wider IQM cluster has seen them working to spread to local schools that are identified in need of support, and to have established an impressively strong partnership with NHS agencies.

A considerable strength of the school is how the Headteacher allows her professionals to be creative in how they approach and lead their areas of responsibility. The Inclusion Lead has been totally trusted to ensure that their Inclusion Quality Mark action plan was implemented and, in doing so, modelled a strong 'capacity to listen' to both children and adults. With the support of a well-established deputy, they both continue to drive the IQM eight areas of provision, making it fun and interesting for all to be involved.

Staff are relentless in setting clear success indicators from the outset, the whole team were able to share the way that they have co-operated to ensure that inclusion is **'just**



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what they do, it was clear that they share the goal of achieving continuation of their IQM status this year. St. Joseph's is a 'special place where enjoyment and achievement walk hand in hand.'

Well established and highly knowledgeable Governors and Senior Leaders understand how critical it is to create an inclusive environment and they understand and demonstrate an in-depth knowledge of the unique community they serve. There are different languages spoken within the school and each class teacher has created a vibrant, bespoke learning environment that supports all their children and the diverse range of abilities they have. There is a rich and engaging curriculum that provides challenge. Children speak of the memorable experiences enabling them to acquire a multitude of skills and allowing them to succeed as individuals. The concentration and enjoyment are evident on their faces in photos that are shared with parents on the weekly newsletter and school Facebook site. One stakeholder shared how **'St. Joseph's helps me feel good about myself.'**

Support professionals within the school are highly valued and they are being developed to become a strong supportive team who work to ensure children have access to resources that support their learning. Continuing CPD provides them with explicit strategies, with examples of how to scaffold learning and how to present integrated related concepts to aid pupils' understanding. Children who face barriers to learning benefit from this growing team of excellent support professionals who tailor provision ensuring that children achieve their potential. There is an impressive **'swopping'** of staff into the resource base, adding an extra level to the professional development of all the staff in dealing with overcoming barriers to learning.

This safe and welcoming environment supports the development of a life-long love of learning for children. They shared how they have developed curiosity and inquisitiveness while being guided and encouraged to reflect and take the next steps in their learning. They love the way that the learning is taught through active participation as equal members of the community. There is a strong **'Pupil Voice'**, where through various positions of responsibility, they are encouraged to have their voices heard. They take these given opportunities to express their thoughts and ideas and feed into the work of the school. Roles for the children include being part of an active School Council, Sports Leaders, Digital Leaders, Road Safety Officers, and Eco-Warriors. Through this approach behaviour is exemplary and children work positively with each other and school management. One teacher commented **'I like that everyone can get their opinions in and, as a school, we listen to make improvements.'**

Learning is well planned, and time is never wasted, practitioners model energy of creative thinking, drawing everyone on board. They encourage children to think and discover answers together. They have a skill in connecting learning to real live cultural experiences and this is a driving force as to why the school enjoys an excellent reputation within the local community. They regularly encourage visitors into school to enhance the curriculum. There is an impressive and extensive offer of extracurricular clubs and children have a choice about what they participate in. The focus is one of enjoyment and opportunity, which will allow children to excel, giving choices ranging from; Chill out and chat, gardening, Yoga mindfulness, collaborative art, Drama, Boccia, run to Rio, Break Dance and Hip Hop, Minecraft club and tennis, to name just a few.



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Another important aspect of an inclusive environment is providing opportunities for parents, carers, and guardians to be fully involved. The school employs a school-based Family Support Professional, whose role involves working with and supporting families. This role is crucial in maintaining contact with families, providing support and advice. A new parent to the school willingly shared how their child ***'is thriving with you all and he absolutely loves it at school now.'*** Another shared how the ***'Teachers are outstanding, creating a well organised, positive and exciting environment, that encourages all the children to learn.'*** They also added how ***'it is a privilege to be able to be a volunteer in school.'*** An individual also wanted to share how the staff were; ***'always approachable, helpful and welcoming to all.'*** A further commented how they, ***'feel proud to tell people about the school my children attend.'***

I continue to be 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. Over the past year it has also developed its practice further regarding inclusion and strengthened what it achieved last year. I also believe that their response to ever developing education thinking and changes brought in show how they have the capacity, to move still further on in their IQM inclusion journey. I recommend the school keeps its IQM 'Centre of Excellence' status and is reviewed again in 12 months' time. 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: Mrs Sandie Isherwood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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