



Assessor's Evaluation for the IQM CoE Award



School Name Green Gates Primary School
Kielder Close
Redcar
North Yorkshire
TS10 4HS

Head/Principal Mrs Katie Lowe

IQM Lead Ms Helen Beedle

Date of Review 16th June 2026

Assessor Mrs Louise Stogdale

IQM Cluster Programme

Cluster Group Inclusibles

Ambassador Ms Annette Sowden

Next Meeting TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2025	25 th Sept 2025	Yes
Spring 2026	24 th Mar 2026	No
Summer 2026	15 th Jun 2026	No

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

The autumn term cluster group provided valuable, practical suggestions for enhancing the Nest provision. The session supplied necessary resources to open the provision, advised on an effective room layout, and recommended routines and materials that supported meeting pupil needs and implementing a small-steps approach to learning and behaviour. As a result, staff were able to establish the provision more quickly and confidently, leading to smoother transitions for pupils and clearer individualised plans.

The spring cluster group was not attended, as leaders judged its focus to be already covered within the school's current structures; the summer cluster was also not attended. Leaders recognise the clear benefits of cluster group attendance and believe staff would gain further value if topics for all sessions were published at the start of the academic year so that appropriate staff can be allocated in advance. It is recommended



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that attendance be monitored and the impact of cluster-led changes be evaluated termly to ensure continued alignment with pupil needs and school priorities.

Evidence

The IQM Lead submitted a Centre of Excellence evaluation and action plan, along with a timetable, enabling the assessor the opportunity to review a range of evidence linked to the IQM action plan and the ongoing development of the 8 IQM elements.

The assessor evaluated the school's commitment to inclusion and successful completion of the previous year's targets through a range of evidence, including:

- IQM Centre of Excellence Review and Action Plan
- School Website
- Tour of school
- Observations of lessons/ break time

Alongside discussions with the following:

- SENDCO
- Phonics lead/ KS1 lead/ aspiring SEND
- Parent support advisor
- Parents/ carers
- Pupils



Evaluation of Targets for last 12 Months

Target 1: Implement a rigorous assessment system for children who have a high level of SEND needs, to ensure progress can be tracked by data.

A consistent and effective SEND assessment and tracking system has been successfully embedded for children with a higher level of need. A small-steps approach to assessment is now used to monitor progress for pupils with SEND, enabling staff to identify precise next steps and demonstrate progress over time. To ensure consistency of practice, SEND handbooks have been developed for both staff and parents. The staff handbook is provided as part of the induction process for all new members of staff, ensuring a shared understanding of SEND procedures, provision and expectations. Whole school SEND training has further strengthened staff knowledge and confidence, resulting in a consistent approach across all classes.

Personalised SEND plans are in place for pupils requiring targeted support and clearly identify individual needs, effective strategies, barriers to learning and personalised targets. Pupil Passports are used for pupils with diagnosed or identified needs who do not yet require individualised SEND targets, ensuring support is implemented at an early stage. Structured conversations with parents take place annually and contribute to the review and development of provision. A graduated approach is embedded throughout the school, ensuring pupils receive appropriate support that is regularly reviewed and adapted according to need. Detailed SEND information is shared with receiving teachers during transition, ensuring continuity of provision and support from the start of each academic year.

PIVATS has been successfully implemented for the school's most vulnerable learners and pupils with high levels of need. Staff use the system to assess progress in areas that they feel need this graduated, small step approach and this can include reading, writing, mathematics, speaking and listening. Although PIVATS does not directly align with the school's curriculum, it provides an effective tool for measuring small-step progress and informing teaching. Assessment outcomes are used to set SEND targets, inform SEND Plans and evaluate the impact of interventions.

All high-needs pupils are tracked through a dedicated monitoring system. Leaders are able to monitor progress effectively and identify where additional support is required. Staff demonstrate confidence in using assessment information to adapt teaching and provision, ensuring pupils' needs are met within the classroom. Within The Nest provision, PIVATS assessments and targets are integrated into daily practice. Learning activities, SEND targets, SEND Plans and EHCP outcomes are closely aligned, ensuring a personalised and responsive curriculum for pupils with the highest levels of need. Monitoring, staff feedback and assessment evidence demonstrate that the systems introduced are being used consistently across the school and are informing both teaching and provision. As a result, SEND pupils are better supported, progress is more accurately tracked and staff have a clearer understanding of how to meet individual needs.

Next Step:

- Ensure next class teachers understand PIVOTS and how they can impact on outcomes for all.

Target 2: Ensure that all children are making good progress within phonics groups.

The implementation of the whole school phonics programme has been successfully embedded across the school, resulting in a more consistent and effective approach to the teaching of early reading and phonics. All staff have completed Phonics training, ensuring a shared understanding of the programme and consistent delivery across all year groups and provisions. The Phonics Lead has played a key role in maintaining fidelity to the scheme through regular monitoring, coaching and support. Coaching has focused on improving the quality of teaching through reducing teacher talk, increasing pupil participation and ensuring direct, purposeful interactions that maximise learning opportunities. Regular lesson observations, assessment checks and feedback have supported continuous improvement in practice.

Assessment systems have been strengthened through more frequent assessments and ongoing progress checks completed by the Phonics Lead. This has enabled pupils to be placed in accurately matched groups and has ensured that groupings remain fluid and responsive to need. Groups are reviewed and adjusted at least half-termly, with pupils moving quickly between groups when assessment evidence indicates they are ready to do so. A strong "keep up, not catch up" approach is now embedded throughout the school. Same-day interventions are delivered promptly when misconceptions or gaps in learning are identified, preventing pupils from falling behind. Support plans are regularly reviewed and adapted to ensure interventions remain effective and responsive to individual needs.

Targeted adaptations are in place for pupils with SEND to ensure they can fully access the programme. All staff understand how to make appropriate adjustments whilst maintaining the integrity of the scheme. The use of small-step assessment trackers alongside the Engagement Builder has enabled staff to measure progress for pupils with complex needs and identify personalised next steps. Evidence shows that SEND pupils are making stronger progress in phonics and early reading than previously, demonstrating the positive impact of these adaptations.

The Phonics Catch-Up programme has been successfully introduced in Year 3, ensuring that pupils who require additional phonics support continue to receive targeted intervention beyond Key Stage 1. This has strengthened progression and reduced gaps in reading attainment. Early reading foundations have also been strengthened within Nursery. Children are introduced to key Phonics routines, language and mantras from an early age, with a particular focus on developing attention, listening skills and engagement. This early exposure has supported readiness for formal phonics teaching as pupils move through the school.

All pupils are encouraged and supported to participate in the Phonics Screening Check, reflecting the school's commitment to high expectations for every learner. The "What to

Teach When" guidance document is used effectively by staff to inform planning, monitor progress and review learning on a weekly basis, ensuring teaching remains closely aligned to assessment outcomes. Monitoring evidence, assessment data, lesson observations and pupil progress information demonstrate that the phonics programme has been implemented successfully and consistently across the school. Staff confidence and expertise have increased, assessment systems are robust, interventions are timely and effective, and pupils, including those with SEND, are making improved progress in phonics and early reading.

Next Step:

- Ensure all children make progress and pass the phonics screening test.

Target 3: Ensure that the nurture group children are having high quality curriculum coverage alongside the nurture approach.

The school has successfully transformed its approach to nurture provision by moving from a traditional nurture classroom model to the development of a fully integrated NEST provision. This strategic shift has enabled nurture principles to become embedded across the whole school, ensuring that support for social, emotional and mental health needs is accessible, responsive and inclusive. Rather than supporting a small number of pupils within a separate provision, the NEST model has strengthened the school's capacity to meet a wider range of needs through both targeted interventions and universal provision.

A key outcome of this development has been the embedding of nurture learning within the wider curriculum. Social, emotional and behavioural development is now explicitly taught through the PSHE curriculum, ensuring that all pupils have opportunities to develop emotional literacy, resilience, self-awareness, empathy and positive relationship skills. The curriculum provides a structured framework for teaching pupils how to understand and manage emotions, solve problems, resolve conflict and develop confidence as learners and members of the school community.

The school's commitment to promoting positive mental health and wellbeing is further demonstrated through the introduction of Calm Club and targeted lunchtime provision. These interventions provide additional support for pupils who experience difficulties with social communication, friendship building, emotional regulation or managing less structured times of the day. The lunchtime club offers a safe and supportive environment where pupils can practise social skills, build relationships and engage in structured activities with adult guidance. This has resulted in improved confidence, increased participation in social activities and a reduction in anxiety for identified pupils.

The implementation of the Green Gates Behaviour Curriculum has provided a consistent and proactive approach to behaviour development across the school. The curriculum explicitly teaches behavioural expectations, self-regulation strategies, emotional understanding and positive learning behaviours. Staff use a shared language and consistent expectations, ensuring that pupils receive clear messages and support throughout their school experience. This has contributed to greater consistency in



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behaviour management and strengthened pupils' understanding of how their actions impact on themselves and others.

Provision is closely aligned with the school's wider values and curriculum drivers. Nurture, behaviour and wellbeing initiatives are explicitly linked to British Values, the Rights of the Child and the SMSC curriculum. Through assemblies, classroom learning, enrichment opportunities and targeted interventions, pupils develop an understanding of democracy, mutual respect, individual liberty, tolerance and responsibility. They are encouraged to recognise their rights while understanding the rights and needs of others, supporting the development of respectful and inclusive attitudes throughout the school community.

The SEND register is regularly reviewed and remains fluid to ensure that support accurately reflects pupils' current needs. Pupils are added, monitored or removed following assessment, review and consultation processes, ensuring that provision remains responsive and proportionate. This dynamic approach enables early identification of emerging needs and prevents pupils from being overlooked if concerns arise. It also ensures that support is not maintained unnecessarily when pupils no longer require SEND-level intervention.

The quality of target setting has improved through the use of SMART targets. Targets are specific, measurable and personalised to individual needs, allowing staff to monitor progress accurately and evaluate the effectiveness of interventions. Regular review cycles ensure that targets are adapted promptly when progress is made or where additional support is required. This has strengthened accountability and ensured that support remains focused on achieving meaningful outcomes for pupils.

A significant strength of the school's approach is the effective use of the School Aware List. This system has established a culture of collective responsibility for vulnerable learners. Staff are aware of pupils who may require additional monitoring, support or intervention, regardless of whether they are on the SEND register. As a result, there is a stronger understanding of individual pupils across the school, enabling concerns to be identified quickly and support to be implemented at the earliest opportunity. This approach ensures that no child is overlooked and that barriers to learning are addressed proactively.

The NEST provision works alongside SEND plans, pupil passports, behaviour support plans and EHCP outcomes to provide a graduated and personalised approach to support. Provision is regularly reviewed to ensure that interventions remain appropriate and that pupils are making progress socially, emotionally and academically. Close collaboration between teachers, support staff, SEND leaders and families has strengthened the consistency of support and improved communication regarding pupil needs and progress.

Evidence from pupil voice, behaviour monitoring, attendance information, staff feedback and provision reviews demonstrates that pupils are benefiting from the enhanced nurture offer. Many pupils show improved confidence, greater emotional regulation, stronger social interactions and increased engagement with learning. Staff report increased confidence in supporting pupils' social and emotional needs, while



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parents have responded positively to the increased support available through the NEST provision and wider wellbeing initiatives.

The transition from a nurture classroom to a NEST approach has successfully embedded nurture principles into everyday practice. Systems are now in place to identify need early, provide timely support and monitor impact effectively. The school has established a culture where wellbeing, inclusion and belonging are prioritised, ensuring that all pupils are supported to thrive both academically and personally.

Next Step:

- Ensure Nest curriculum meets needs of all children.

Agreed Targets for next 12 Months

Target 1: Handwriting and letter formation to be improved

Comments:

During the next academic year, the school will implement and embed a handwriting programme as a whole-school approach to handwriting, with the aim of improving letter formation, writing fluency, physical development and pupils' readiness for writing. This development will ensure consistency from Nursery through to Key Stage 2 and provide all pupils, including those with SEND, with the physical foundations necessary for successful handwriting.

The implementation process will begin with Nursery introducing a structured Gross Motor Programme. Following a trial during the Summer Term 2026, planning will be reviewed and adapted to ensure that the programme meets the needs of pupils before full implementation in September 2026. Weekly teaching sessions will focus on developing gross motor skills, body awareness and key directional vocabulary such as up, down, across, under and over. This early emphasis on physical development will support pupils in building the strength, coordination and spatial awareness required for later handwriting success.

To ensure consistency across the school, all teaching and support staff will receive specific training. Professional development will take place throughout Spring, Summer and Autumn 2026, using staff meeting time and ongoing coaching opportunities to develop confidence and expertise. This training will ensure that all staff understand the principles of the programme and can deliver handwriting teaching using a shared language and consistent approach.

A trial of the handwriting teaching sequence will begin during Spring 2026. Following evaluation through learning walks, book scrutinies and staff feedback, the programme will be refined and fully implemented across the school. Leaders will monitor the quality and consistency of implementation and support staff in embedding the approach within daily practice.



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A key element of the programme will be ensuring that all pupils have access to the physical adjustments necessary for successful handwriting. Appropriate seating, posture and positioning will be promoted in all classrooms, with individual adaptations provided where required. These adjustments will be reviewed regularly through learning walks and classroom monitoring to ensure that pupils are developing effective writing habits and are physically prepared for handwriting tasks.

As part of handwriting lessons, pupils will be taught and encouraged to use animal positions (as per programme), helping them to understand the connection between body positioning and handwriting efficiency. They will also learn and apply the programmes pencil grip rhymes, enabling them to develop correct pencil control and consistency. These approaches will be reinforced regularly by all staff throughout the year, creating a shared understanding across the school.

The school will move away from teaching letter formation through Phonics rhymes and instead adopt the programmes approach to letter formation. This will ensure consistency in language, modelling and teaching strategies throughout the school. Staff will use the programmes routines and vocabulary to teach and reinforce correct letter formation, supporting pupils in developing automaticity and confidence in their handwriting.

Handwriting development will form a key priority within the School Improvement Plan and will be monitored closely throughout the year. Progress will be evaluated through learning walks, book looks, pupil voice, lesson observations and handwriting moderation activities. Leaders will use this evidence to assess the impact of the programme and make any necessary refinements to implementation.

By embedding the handwriting programme across the school, pupils will develop stronger gross and fine motor skills, improved posture and pencil grip, greater confidence in letter formation and increased writing stamina. Staff will have a shared understanding of effective handwriting pedagogy, resulting in a consistent and progressive approach that supports all pupils to achieve success as writers.

Target 2: Ensure that all classrooms have a therapeutic environment and ethos across the school.

Comments:

During the next academic year, the school will further develop its inclusive practice by establishing therapeutic classroom environments that support pupils' social, emotional, sensory and learning needs. The aim is to create calm, purposeful and responsive learning spaces that promote engagement, emotional regulation, wellbeing and positive outcomes for all pupils, particularly those with SEND and additional vulnerabilities.

A key element of this target will be the delivery of therapeutic classroom training for all teaching staff. Training will be led by leaders throughout the academic year through a programme of staff meetings and professional development opportunities. This training will develop staff understanding of trauma-informed practice, sensory needs, emotional regulation and the impact that classroom environments can have on learning, behaviour



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and wellbeing. Staff will be encouraged to reflect on current practice and consider how classroom organisation, routines and resources can be adapted to better meet the needs of all learners.

Following training, staff will evaluate their current classroom environments and identify areas for development. Working collaboratively in small teams, staff will undertake termly classroom evaluations, providing opportunities to share good practice, support one another and develop a consistent approach across the school. These collaborative reviews will encourage professional dialogue and ensure that improvements are informed by both training and practical experience.

Classroom audits will be completed throughout the year to assess the effectiveness of learning environments. Staff will use findings from these audits to make purposeful changes to classroom layouts, displays, sensory supports, organisation systems and teaching resources. Particular consideration will be given to reducing cognitive overload, promoting independence, supporting emotional regulation and creating spaces where pupils feel safe, valued and ready to learn.

Additional funding will be allocated from September 2026 to support the development of therapeutic learning environments. Resources may include items such as lamps, soft furnishings, sensory supports, cushions, regulation tools and other equipment identified through classroom audits and staff evaluations. These resources will be selected carefully to enhance learning environments while maintaining high expectations for learning and behaviour.

Where appropriate, opportunities will be explored for staff to visit other schools that have successfully implemented therapeutic classroom approaches. These visits will allow staff to observe effective practice, gather ideas and evaluate how similar strategies could be adapted to meet the needs of pupils within the school. Learning from these visits will be shared with colleagues to further strengthen whole-school practice. The impact of this work will be monitored through classroom audits, learning walks, staff feedback, pupil voice and observations of engagement and behaviour. Leaders will evaluate the extent to which classroom environments support emotional wellbeing, independence and access to learning, and will use this information to inform ongoing development.

By embedding therapeutic principles within classroom practice, the school aims to create learning environments that are calm, nurturing and inclusive while maintaining high aspirations for all pupils. Staff will develop a greater understanding of how the physical environment can support learning and wellbeing, and pupils will benefit from spaces that promote engagement, emotional regulation and readiness to learn. This work will further strengthen the school's commitment to inclusion and ensure that classroom environments effectively support the diverse needs of all learners.

Target 3: Implement a rigorous assessment system for children who have a high level of SEND needs, to ensure progress can be tracked by data ensuring teachers use this to inform planning.

Comments:

Building on the successful implementation of PIVATS as a small-steps assessment tool, the school will further develop staff understanding and use of the system to ensure assessment information is consistently used to inform teaching, target setting and provision for pupils with SEND. The aim is to strengthen the link between assessment and classroom practice, ensuring that pupils' next steps are accurately identified and that provision is closely matched to individual needs.

The first stage of this work will involve a comprehensive evaluation of the current use of PIVATS across the school. This review will consider how consistently assessments are being completed, the accuracy of judgements, the quality of target setting and the extent to which assessment outcomes are influencing planning and provision. Evidence will be gathered through discussions with staff, scrutiny of assessment records, SEND plans and classroom practice.

Following this evaluation, work will focus on developing teachers' understanding of PIVATS and increasing confidence in its use. Professional development opportunities will support staff in understanding progression within the assessment framework, identifying meaningful small-step achievements and using assessment information to plan effective next steps. Particular emphasis will be placed on ensuring that teachers understand PIVATS as a tool for informing teaching rather than solely tracking attainment.

Coaching and support for teachers and teaching assistants will take place, with a formal coaching programme beginning also. This will provide opportunities for staff to work alongside SEND leaders to develop assessment expertise, moderate judgements, review pupil progress and explore how assessment information can be translated into practical classroom strategies. Coaching will also support teaching assistants in understanding how their work contributes to the achievement of individual PIVATS targets and wider SEND outcomes.

The final phase of the project will involve evaluating how effectively PIVATS is informing teaching and provision across the school. This review will examine the extent to which assessment outcomes are evident within classroom planning, adaptive teaching, intervention programmes, SEND targets and pupil progress. Learning walks, book scrutiny, pupil progress discussions and staff feedback will be used to assess impact.

Success will be demonstrated through increased staff confidence in using PIVATS, greater consistency in assessment practice and clearer links between assessment outcomes and classroom provision. Teachers will be able to identify and teach precise next steps for pupils working below age-related expectations, while teaching assistants will have a stronger understanding of how to support progress towards individual targets. Assessment information will be used more effectively to inform planning,



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interventions and SEND provision, ensuring that pupils receive support that is closely matched to their needs.

By the end of the academic year, PIVATS will be embedded not only as an assessment tool but as an integral part of the graduated approach, supporting high-quality teaching, effective target setting and improved outcomes for pupils with SEND. This work will strengthen staff expertise, improve consistency across the school and ensure that assessment has a measurable impact on teaching and learning.

Overview

The school demonstrates a strong commitment to inclusion, ensuring that every child is recognised as a unique individual whose needs are understood and met. A welcoming atmosphere is immediately evident and is experienced by visitors, parents, carers and pupils alike. Children are placed into house groups named after inspirational people from diverse backgrounds, reinforcing the school's commitment to equality, diversity and belonging.

Leaders have worked tirelessly to establish an ambitious and highly inclusive culture in which every pupil is valued and supported to achieve their full potential. There is a strong collective commitment to ensuring that no child is left behind, with staff demonstrating a thorough understanding of pupils' individual needs and barriers to learning. High expectations are consistently evident across the school, with leaders and staff working together as one team to ensure that all pupils make strong progress from their starting points. Excellent support systems are in place, enabling all children to participate fully in learning and wider school life regardless of need or circumstance. This shared vision for inclusion is embedded throughout the school and is reflected in the positive outcomes, experiences and opportunities available to all pupils.

Leaders work collaboratively across the school to ensure that all aspects of education are considered and delivered in a holistic manner. The SENDCo has an excellent knowledge of pupils and their individual needs and is highly visible throughout the school. Staff understand their pupils well and use this knowledge to provide tailored support that enables pupils to flourish. Pupils with additional needs are well integrated into classrooms, where the curriculum is carefully adapted to ensure they feel included whilst remaining appropriately challenged. Small but effective classroom adaptations make a significant difference to pupils' learning experiences.

The school has established a high-needs provision, 'The Nest', which provides a bespoke package of support whilst enabling pupils to remain connected to their peers and wider class community. Individual timetables are used effectively, targets are highly visible to staff, and Education, Health and Care Plans (EHCPs) are readily accessible to ensure a consistent focus on individual outcomes. Learning is delivered through a carefully planned small-steps approach, enabling all pupils to experience success. Children are encouraged to work towards individual targets and achievements are recognised and celebrated, promoting confidence, resilience and self-esteem.

Consistency is a notable strength across the school. Daily routines, including lining up, lunchtime arrangements and classroom organisation, are embedded from an early age, beginning in the nursery setting. These predictable structures reduce anxiety and create a calm, purposeful learning environment. Classroom layouts and resources are intentionally similar across year groups, supporting successful transitions and reducing the need to repeatedly establish expectations. Learning environments are thoughtfully designed, with consideration given to factors such as lighting, accessibility and the provision of both collaborative and quiet spaces. These areas support academic progress, emotional wellbeing and pastoral care. Evidence of progress can be seen not only academically but also in pupils' wider personal development.



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All pupils begin new learning through carefully planned experiences, such as trips or engaging books, which are designed to be meaningful and accessible to everyone. No child misses out on these opportunities. Staff carefully consider how such experiences can enrich learning without causing unnecessary distraction. From Year 1 onwards, pupils have access to iPads, which support independence, engagement and focus. Behaviour throughout the school is exemplary and is underpinned by familiar routines, positive relationships with trusted adults and a rigorous behaviour curriculum that is revisited and reinforced regularly. Continuous Professional Development has focused on understanding different cognitive approaches, while coaching cycles have supported staff in recognising and responding to the individual needs of all pupils. Neurodiversity training has been provided for both staff and parents, further strengthening understanding and promoting inclusive practice throughout the school community.

The Curiosity Approach is embedded within the Early Years Foundation Stage, encouraging all children, regardless of ability, to explore the world around them through enquiry and discovery. In Year 1, continuous provision remains in place for pupils who need it, enabling children to develop at their own pace and according to their individual needs.

The school ensures that there are no missed opportunities for pupils to acquire new skills and experiences. Children participate in structured play opportunities that promote resilience, teamwork and confidence. Recent additions, such as the trim trail, provide further opportunities for physical development and challenge. Initiatives such as "Dinner Time Debates" encourage pupils to discuss current affairs and important issues, developing their communication and critical thinking skills. Pupils speak positively about the many opportunities available to make friends and work collaboratively with others both within school and the wider community.

The school serves as a vital point of contact and support for families. Staff, particularly the Parent Support Advisor, work tirelessly to assist parents and carers. Support includes counselling services, home visits, signposting to external agencies, wellbeing initiatives and practical assistance. Families can access a school shop, pop-up uniform banks, housing and financial advice, Citizens Advice referrals, online resources and information leaflets. Community engagement opportunities are extensive and include family events, yoga sessions, after-school clubs and wellbeing support. The school also commissions mental health support services where required and operates a free breakfast club for pupils from Reception to Year 6.

Partnership working with families is a key focus. SEND drop-in sessions provide structured opportunities for parents, carers and pupils to discuss concerns and seek advice. Leaders actively encourage positive engagement with families and place considerable importance on the SEND family voice when evaluating and developing provision. Adult learning opportunities are also available, further strengthening relationships between school and home.

Parents speak highly of the support provided by the school and feel that staff consistently advocate for their children. Parents commented that staff "push for their children" and work hard to ensure that they receive the support they need. Parents report feeling listened to and valued and believe that all pupils are treated equally



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regardless of their needs. They describe their children as thriving and appreciate that staff ensure children with additional needs are fully included in school life. Parents recognise that pupils are not isolated, labelled or made to feel different and that adaptations are carefully considered to enable success whilst maintaining a sense of belonging.

Parents value the positive communication from staff, who take time to celebrate achievements and share successes as well as addressing concerns. Families report that they can approach any member of staff for support and appreciate the visibility of staff at the start and end of the school day. Parents consistently describe staff as inclusive, caring, nurturing, approachable and welcoming. Many commented that staff regularly go above and beyond to support both children and their families and ensure that all pupils feel comfortable, safe and valued.

Pupils describe their school as a place where everyone “works together as a team” and where “every member of staff is helpful”. Pupil Ambassadors ensure that no one is left out, while Pupil Buddies help younger pupils and support the organisation of equipment. Anti-Bullying Ambassadors play an active role in promoting positive relationships and preventing issues from arising. Pupils define inclusion as ensuring that “everything is accessible for everyone”, allowing all children to participate fully in school life. They describe staff as understanding, respectful, hardworking, supportive and fun.

Pupils are proud of the school's core values of Respect, Resilience and Honesty. They particularly value the wide range of after-school clubs, residential visits and support provided to families through initiatives such as food hampers. Pupils appreciate the flexibility offered by staff, including opportunities to work outside the classroom, use alternative seating arrangements and learn alongside adults.

A recurring theme from both pupil and parent voice is the strong sense of community that exists within the school. Parents describe the school as a “safe haven” and speak warmly about the atmosphere that greets them on entering the building. They acknowledge the significant investment and thought that has gone into creating an environment that is welcoming, inclusive and supportive for all. Pupils feel safe, valued and respected and know that there is always an adult available to help them.

Overall, the school has created an inclusive environment where pupils are valued, supported and enabled to thrive academically, socially and emotionally. Inclusion is embedded throughout the school's ethos, provision and practice, ensuring that all members of the community are able to participate, achieve and belong. The school's unwavering commitment to meeting the needs of every learner, alongside its strong partnerships with families and the wider community, ensures that inclusion is not simply an aspiration but a lived reality across all aspects of school life. Leaders, staff, pupils and families share a common belief that everyone belongs, everyone is supported and everyone can succeed.

The school continues to move from strength to strength in terms of its superb inclusive practice and 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



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recommend that the school retains its Centre of Excellence Status, pending submission of an Agreement to Participate which commits the school to annual reviews for the next 3 years (minimum) and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools.

Assessor: Mrs Louise Stogdale

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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