



Report on IQM Inclusive School Award



School Name: St Wilfrid's CE Primary School
Patterdale Road
Northenden
Manchester
M22 4NR

Head/Principal: Helena Miller

IQM Lead: Susanne Budgett

Assessment Date: 29th January 2021

Assessor: Sally Burston

Sources of Evidence:

- Excellent Self-Evaluation paperwork
- PHSE lesson plans
- Wellbeing Newsletter
- Wellbeing Presentation to parents
- SEND Remote Learning Presentation
- Self-Isolation Q&A Parent Information
- Introducing School Council Presentation
- SEND Data Analysis
- Pupil Voice – School Review for Governors
- Examples of Children's Work
- European Languages Day Video
- Super Learners Video with Year 1 (Evidence of Learning Environments)
- The Four Bs Video (Evidence of Learning Environments)
- Reggio Inspired Classroom Design Slideshow

Meetings Held with:

- Head of School



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- Deputy Head & SENCO
- Assistant SENCO
- Attendance Manager
- Group of 4 parents
- Named Governor for SEND & Inclusion
- Chair of Governors
- Pupil members of the School Council and Ethos Group
- Year 5 Teacher
- Rights Respecting Schools Lead Teacher
- Early Years Leader
- Key Stage 2 and Curriculum Lead Teacher
- Year 3 Teacher
- Group of Teaching Assistants

Overall Evaluation

Since the last IQM Assessment in November 2017, St Wilfrid's have been on a journey of rapid development and improvements as part of the St James and Emmanuel Academy Trust. Ofsted assessed St Wilfrid's CofE Primary School as 'Good' in all areas in March 2019. St Wilfrid's was given a Gold Award by Rights Respecting Schools in July 2020. It is clear from the evidence submitted that the school have a deeply embedded commitment throughout the school to inclusive values and practice.

Their school mission statement of Belonging, Believing and Becoming really comes to life as you spend time looking through the school website and speaking to all sections of the school community from pupils and parents through to teachers and Governors. Parents spoken to as part of the IQM Assessment clearly felt that their children were cared for as individuals and that the school would also support them as parents through difficult times and beyond. Without exception this wide range of parents were unanimous in their praise for the way the school communicated with parents and had supported them during the COVID-19 pandemic in particular. Transition arrangements have improved over recent years and parents feel their children are given more support at key times, for example, moving from one school year to the next.

Pupils spoke with unusual maturity about how they were able to influence change and suggest improvements at school but also about their responsibilities to others in their



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local community and the wider global world. One pupil spoken to during the IQM Assessment relayed with confidence about how he had raised money for the Barnabus Homeless Charity in Manchester, why he felt this was important and what he had decided to do to help. Another pupil spoke about his passion for environmental issues and how his suggestion of a trial “paper free day” had been taken up by the school. Pupils throughout the school are enthusiastic about learning. The new PHSE curriculum and other Personal Development strategies have made a huge impact on children’s resilience levels and understanding of how to become independent and successful members of their community.

Great efforts are made by the school to provide a diverse range of role models and engaging programmes of study which includes children from every background. For example, pupils learn about Nelson Mandela and Malala Yousafzai alongside Emily Pankhurst and Florence Nightingale in the curriculum module related to Significant People in History.

Celebrations of Achievement take place across school for character as well as academic ability. Children are praised for their independence, resilience, teamwork, as well as for high performance in more traditional tests or assessments. Pupil Voice is strong at St Wilfrid’s, the range of groups such as School Council, Eco Council, Ethos Group, all encourage pupils to discuss issues that matter to them and influence decision making at the school, by expressing their views and ideas to each other and to the school leaders.

Pupils are also supported to take up leadership roles, whether through becoming Prefects, Playground Buddies or leading the regular worship services in Church. A strong Christian ethos permeates every aspect of the school’s development. The passion of the staff came across strongly in their interviews, both their desire to enable every child to succeed and their commitment to self-improvement.

Teaching staff spoke about recent training they had received from Dominic Hudson which had given them knowledge of how to use a diverse range of questions in the classrooms to include all children, challenge all children at an appropriate level and promote higher order thinking skills. They recalled how the training had encouraged the use of open questions which have more than one correct answer. Open questions can encourage participation from children with a wide range of ability without fear of getting the ‘wrong’ answer and also enrich the learning experience by encouraging pupils to make links with previous understanding. This style of teaching naturally builds on prior knowledge and connects building blocks of learning in a way that supports pupils with a range of needs such as EAL or difficulties with attention and focus. School Leaders are keenly aware of areas for improvement as identified in their data analysis, School Improvement Priorities and Governing Body minutes. Their determination to engage staff, embed improvement strategies and make a difference in these areas is evident at all levels.

Leadership development has been a priority since the last assessment and this commitment to distributed responsibility has proved very successful in driving improvements.



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Staff feel a sense of ownership within their areas of responsibility as well as accountability, as one member of staff told me “We are encouraged to try new things, pushed out of our comfort zones, but also supported when things go wrong”. I have no doubt that this supportive collegial work environment where responsibility and authority is shared equally by teacher colleagues encourages new ideas to flourish and progress to be made.

Teaching staff discussed the importance of language in encouraging honest and open professional conversations. Book Scrutiny has become Book Celebration and Lesson Observation has become an opportunity to share good practice.

Teaching Assistants report a close working relationship with teachers, they feel valued as professionals and there is strong partnership working in place. Support staff are given access to lesson plans beforehand, so that they can prepare children by pre-teaching vocabulary for instance which increases their ability to access the learning. This might be relevant for pupils with SEND but is also relevant for pupils with limited experiences and a deprived background.

Teaching Assistants report that they work mainly within the classroom and the school has an ethos of including pupils wherever possible through targeted support that might be given by the teacher themselves rather than the support assistant. In line with recognised good practice – interventions are targeted, personalised to pupil needs and their impact is regularly monitored. In this way withdrawal from the classroom is limited and different pupil needs supported within the classroom.

One of the changes at St Wilfrid’s in recent years has been the development of Reggio themed learning environments. In the Reggio Emilia approach the classroom is viewed as a place that is welcoming, aesthetically pleasing, culturally representative of community embraces nature and filled with purposeful materials. The evidence I was given demonstrated that this approach together with associated teaching strategies has supported children to be more able to solve their own problems, engage with their community and environment, welcome new experiences, build social skills, express themselves with confidence and enjoy learning.

There is evidence of very strong Pastoral Support at St Wilfrid’s including rigorous safeguarding arrangements.

Strong leadership reinforces SEND as a priority for St Wilfrid’s. A very detailed SEND Policy backed up by interviews with a range of staff indicate that there is a collective responsibility for SEND children and that teaching staff across St Wilfrid’s are aware of their responsibilities to this group. The effectiveness of classroom teaching is considered before assuming a pupil has SEND. St Wilfrid’s uses a range of screening and assessment tools to support identification of SEND; such as the Wellcomm Language Assessment.

Strong partnerships exist between St Wilfrid’s and a range of external specialist agencies and organisations to support and advice teaching staff on strategies for, for example, Autism or Social & Emotional difficulties.



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A detailed Accessibility Plan is available on the school website and indicates a clear vision for improvement.

I was hugely impressed by the commitment of St Wilfrid's to the wellbeing of the whole school community – pupils, parents and staff. The amount of work they had put into this area was significant, particularly at a time of national crisis.

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

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

Assessor: Sally Burston

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 of the School

The school mission statement of Belonging, Believing, Becoming and the Rights Respecting ethos are evident across school policies such as the Behaviour Policy reviewed in 2020. This policy emphasises the sense of belonging that the school strives to instil in all children across school. It also references the type of consistent behaviour and responses it expects from both adults as well as children. This policy re-applies the importance of building pupil's self-esteem and valuing their individual contributions – it is a Behaviour Policy that clarifies how the school will support pupils to manage their own behaviour with understanding and forgiveness whilst encouraging pupils to see how their behaviour can impinge on the rights of others.

The school's own data analysis and School Improvement Plans clearly demonstrates their knowledge of strengths and areas for development.

Teachers are active role models for pupils in all aspects of behaviour and values. They are reflective and continually looking to improve their own practice. For instance, Positive Handling Plans have recently been renamed as Behaviour Support Plans to more accurately reflect the school ethos of supporting children to understand the impact of their behaviour and make the right choices.

Staffs at all levels are respected and investment is made to support their professional development, for example, the recent training for lunchtime staff ensures a consistency of approach for pupils throughout the school day.

Pupils can talk confidently about the importance of equality and respect. The values associated with inclusivity are reinforced through PHSE lessons, reflection times in Humanities curriculum subjects, the Rights Respecting Schools Framework and collective worship.

All forms of achievement are celebrated through the Class Dojo Home/School communication system, Celebration Assemblies, Newsletters, Social Media and Parents Evenings.

Wellbeing for all sections of the school community has a high profile at St Wilfrid's. Emotional Literacy is taught through a new PHSE scheme known as SCARF. The elements of Safety, Caring, Achievement, Resilience and Friendship are covered through this scheme as pupils are encouraged to develop increased emotional understanding for others and awareness of self.

Parents report that St Wilfrid's has a welcoming, family atmosphere, where staff remember who you are, they know about the children as individuals, and they take the time to care.

Next Steps:

- Consideration of a higher profile for disadvantaged groups within the School Improvement Plan – such as a SEND area of the plan or specific SEND actions related to specific priority areas.



Element 2 - Leadership and Management and Accountability

Strong leadership is evident at both a school and Trust level.

Highly experienced quality leaders are committed to their own professional development and are clear about their role in school improvement.

Staff report high levels of support, training and professional opportunities.

Effective self-evaluation systems are in place. The school encourages self-reflection at all levels from pupils through to Governance.

Professional Learning time has continued throughout the pandemic using remote systems such as Zoom, where appropriate such is the commitment to staff training.

Governors report there are opportunities for 'cross-fertilisation' between the Trust schools which supports rapid development and professional growth for staff.

SEND is represented at a senior management level with both the SENDCO and Assistant SENDCO on the school leadership team.

Governors are highly experienced and knowledgeable within a range of fields. They have clear responsibility areas and liaise closely with their staff counterparts.

Governing Body minutes reflect high quality conversations and a level of both support and challenge which underpins school improvement.

Careful decisions are made by school leaders regarding best use of additional funding based on current research and best practice guidance, as well as in-depth knowledge of the changing school context.

Regular consultations with both staff and parents are used to inform future decisions.

The Governing Body is well connected to the school community, for example, pupils present their own review of school – both strengths and possible areas of improvement to the Governors.

Pupils are aware that their voice is respected and listened to by school leaders.

Next Steps:

- As soon as possible post COVID-19, the newly appointed Governor for SEND & Inclusion should re-establish a schedule of formal school visits which includes a system of reporting back to the wider Governing Body.
- Follow up actions as a result of these visits should be recorded.



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

A highly effective and engaging curriculum has been designed which focuses on the development of knowledge and skills.

St Wilfrid's has a clear idea of what they mean by Cultural Capital and how to develop this for all their pupils so that they can become successful learners and citizens.

The curriculum has been designed to be inclusive and relevant to the local community. Inclusive themes are threaded throughout the curriculum, not just confined to limited sections and timeframes such as Black History month.

The curriculum is designed to build on prior knowledge and interleaves different topics with opportunities for pupil reflection and links to the real world.

This highly ambitious curriculum sets high expectations for learners but with scaffolded support, so that pupils stay engaged and confident learners.

Forest School has been a prominent feature of school development in recent years. The acronym SPICE helps staff to remember all the benefits of learning outdoors; Social, Physical, Intellectual, Creative and Emotional benefits are all reported by staff at St Wilfrid's.

Interestingly they say that the drive towards outdoor learning came from the children themselves, whenever pupils were asked to contribute towards school reviews – they would often say being outside was their favourite part of school life or would suggest improvements to outdoor areas above other areas of school. It was clearly a high priority in their minds.

To their credit St Wilfrid's have listened to Pupil Voice and organised whole school Outdoor Learning Days, training for staff, assemblies to explain the concept to parents, invested in raised beds where children are growing a range of produce, and arranged for 500 new trees to be planted on school grounds.

The new curriculum encourages pupils to see a purpose for their writing. Members of the Eco-Council told me about their Persuasive Letter to Costa Coffee to ask them to stop using palm oil-based products. The pupils were clearly highly motivated to write this letter and proudly told me they had received a reply.

The Super Learners Approach and the four Bs – Brain, Buddy, Book, Boss all help pupils to become self-reliant, persistent learners able to take risks and challenge themselves.

Next Steps:

- St Wilfrid's current Accessibility Plan contains a long-term target to 'audit present provision to review disabled pupils' access to extracurricular provision'. For obvious reasons much of the extra-curricular activity has been put on hold due to the COVID-19 pandemic. I would suggest when these things can re-start it is combined with an audit of not only disabled pupils but also EAL pupils, those with access to pupil premium etc to ensure that all clubs and groups across school are accessed by a diverse range of pupils.



Element 4 – Learner Progress and the Impact of Learning

Teaching staff are aware of different learning styles across the pupil group and plan for independent exploration of topics as well as more supportive partner and group work. Learning is regularly linked to real life to help pupils make connections and uncover the relevance to their own experience. Strategies such as the development of Knowledge Organisers and the pre-teaching of core vocabulary support all pupils in accessing the new curriculum.

The COVID-19 pandemic has brought particular challenges to the school community and put their skills to the test, as they utilise new technology and have found innovative ways to cover the curriculum remotely without letting go of their new found principles such as less teacher talk and more pupil involvement.

Clear expectations for each year group in every subject have been devised collectively between Phase Leaders and Subject Coordinators. This clarity for teachers and their support assistants improves outcomes for all as all staff work towards common goals.

Classroom design reinforces key learning through working walls and vocabulary displays. Everything in the classroom connects children to desired learning outcomes and is regularly reviewed to achieve consistency across the school. In line with their Reggio Emilia training, staff ensure that well stocked and purposeful resources help pupils to become independent learners.

A key element of St Wilfrid's success is their use of research-based practice and investment. Another is ownership and responsibility. Key staff such as SENCOs and Subject Leaders are encouraged to carry out resource audits and then reference latest research when making decisions about additional resources needed, or training requirements. This strategy is amplified further when good practice and experiences are shared between schools across the Trust (a strategy outlined by Governors).

Achievement of all kinds are celebrated across school using displays to add value to children's work. For example, high quality art work is given public praise and acknowledgement by being displayed with care in the same way as high-quality writing.

The active teaching of Growth Mindset and adult role models are both utilised to encourage active participation from all pupils. Staff share their own mistakes in order for pupils to understand these are an essential part of learning something new.

A collegial work atmosphere at St Wilfrid's has fostered a commitment to personal growth amongst staff. Like the pupils they feel safe to try new things and readily support each other through collaborative working groups. As an Initial Teacher Training school staff are comfortable with being observed and have become reflective practitioners able to identify their own areas for development.

Support staff benefit from annual appraisal systems alongside teaching staff.



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Next Steps:

- As a natural development from your use of national research and the commitment to personal growth by your staff, you may wish to set up your own internal research groups, which will support staff in understanding how to conduct rigorous research which could inform next steps at St Wilfrid's. This will also ensure that development is closely aligned to your own specific context.
- Ensure that all pupils including those with additional needs or working at a lower level are supported to experience success in small step targets. Growth Mindset works best when pupils also experience early success for their efforts which may need intervention with this particular group of pupils.



Element 5 – Assessment

Teaching staff have a clear understanding of their responsibility to input attainment data to the whole school software – Target Tracker. This information is then carefully analysed and shared by school leaders to inform planning.

Pupil Progress meetings are held regularly for all class groups.

Pupils and their parents are kept informed of progress, attainment and any interventions as appropriate.

All staff are aspirational for pupils and strive to ensure no-one is left behind by identifying and addressing any gaps in knowledge as quickly as possible.

Although I was not able to see any teaching and learning first hand due to the COVID-19 pandemic, the school data indicates outcomes for children are improving for most groups.

Staff have received training in high quality teaching which has given them confidence in addressing a wide range of individual need within the classroom.

Pupils have ownership of their own learning journey; they are aware of success criteria for each lesson and the use of strategies such as quick fire questions and mini quizzes enables them to acknowledge the learning that has taken place in small chunks as well as over time. Pupils are taught how to be reflective and given the confidence to talk about which things they are finding difficult.

Supportive, partnership working is encouraged in the classroom, so that pupils can receive help from their peers as well as the adults in the room. Children at St Wilfrid's are empathetic to each other, they understand the value of helping someone else to achieve as well as themselves.

Next Steps:

- Develop a clear understanding of what expected/above expected progress looks like for children working significantly below age related expectations.
- Begin SEND pupil progress days where the Leadership Team can focus on the analysis of SEND data across school.
- You may want to consider putting together some case studies of a child's journey through St Wilfrid's from initial concerns, multi-agency support, additional screening tests used, strategies employed etc. and crucially what difference has been made for the child at the Centre.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

The deep commitment of the school to Inclusive Values and respecting individual differences shines through during my conversations with staff and whilst reading their submissions.

The school has invested heavily in approaches that develop personal responsibility amongst the pupils and their ability to reflect on decisions. The Rights Respecting Schools framework, the SCARF scheme of work, Christian values have all supported this work.

Staff have received training in positive approaches to Behaviour Management, Disability Awareness, Attachment Disorder, Social Stories etc. all of which helps them to support individual pupil need.

Pupils have access to a wide range of experiences and opportunities from outdoor learning, residential trips, sport competitions, author visits, money management lessons and more, which all support strong character development and positive attitudes to learning.

High quality provision plans with smart targets, time linked and matched to resources are great examples of how to wrap provision around the child.

All adults at St Wilfrid's act as role models for behaviour and attitudes.

Wellbeing is high on the agenda at leadership meetings and in School Improvement Objectives. A specific Wellbeing Newsletter referencing the Five Ways to Wellbeing is shared throughout the school community including with parents.

Visual learning support systems such as visual timetables support those with specific language needs.

Children are aware of who they can speak to about their worries or concerns. A range of policies such as Anti-Bullying, Online Safety etc. support pupil wellbeing.

A wide range of external support is available to staff as appropriate from CAMHS, SALT, EP service and more.

St Wilfrid's has a focus on high quality teaching to support learners with additional needs.

Strong teamwork between teachers and support staff is evident.

Additional training for lunchtime supervisors has achieved consistent behaviour management approaches evident across the school day.



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Next Steps:

- Be mindful that person centred approaches do not reduce aspirations for children with SEND. Include current attainment level on Provision Plans and a space for review of targets.
- Renewed focus on Attendance post COVID-19, particularly where there are previously identified gaps for specific groups such as Disadvantaged groups – see School Improvement Plan.



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Element 7 - Parents, Carers, Guardians

A huge amount of work has been done since the last assessment to improve meaningful communication with parents.

Parents report that staff across the board take the time to understand their child's needs and family circumstances.

Parent consultations have influenced decision making at the school.

New communication systems such as Class Dojo have transformed home/school relationships.

Parent workshops have supported key areas of learning.

Strong multi-agency working such as Early Help supports vulnerable families.

Parents spoken to during the assessment were overwhelmingly positive about their experience at the school.

Next Steps:

- Consider formalising structures to gain ongoing parent feedback such as a Parent Council. Ensure that there is representation from all sections of the school community.



Element 8 - Links with Local, Wider and Global Community

St Wilfrid's CofE Primary School is particularly strong in the aspect of links with the local and wider global community.

There are well-established links with local organisations and businesses which enhance the school's resources and the children's experiences, such as CPR training and Forest School opportunities.

Pupils have chances to link with their local community in a number of ways such as taking part in Pupil Parliament and joining Wythenshawe Waste Warriors.

Pupils spoke confidently about their involvement in events outside the school such as making Christmas cards for people living alone and signing carols at Manchester Airport.

Pupils are also aware of issues in the wider world and have been given the confidence to take action, for example, the letter of support for Marcus Rashford.

St Wilfrid's accesses outreach support from a range of partner school such as Rodney House Early Years and Bridgelea PRU.

In an innovative project the main feeder high school provides St Wilfrid's with a member of staff one morning per week to work with Year 6 pupils.

The strong link between St Wilfrid's and the local Church enhances their place in the local community.

Next Steps:

In my opinion St Wilfrid's demonstrates exceptionally strong performance in this last area and there are no clear areas for development.