



## Report on IQM Inclusive School Award



**School Name:** Grange Community Nursery and Primary School

**School Address:** Brindley Avenue  
Winsford  
Cheshire  
CW7 2EG

**Head/Principal** Ms Sara Albiston

**IQM Lead** Mrs Harriet McGilloway

**Assessment Date** 29<sup>th</sup> November 2023

**Assessor** Ms Alison Williams

### Sources of Evidence:

- IQM Self Evaluation Report.
- Office for Standards in Education (Ofsted) Report.
- School website.
- Special Educational Needs and Disabilities (SEND) profile.
- Policies.
- Continuing Professional Development (CPD) log.
- Curriculum maps.
- Examples of cross-curricular maps and documents.
- Trust values and vision.
- Children's books.
- Homework projects.

### Meetings Held with:

- Headteacher.
- Inclusion Co-ordinator (Inco).
- Senior Leadership Team (SLT).
- Parents.
- Parent Governor.
- School Governing.
- Chair of the Trust Board.
- Chief Executive Officer (CEO).
- Pupil group.
- Early Career Teachers (ECTs).
- Support staff.



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### Overall Evaluation

It was an absolute pleasure to visit Sarah, Harriet and the team at Grange Community Nursery and Primary School.

It is an excellent example of inclusive practice and the sheer determination and passion to improve outcomes for all children is palpable.

The school, with 142 children currently on roll is within a catchment area that has predominantly white British families. Inclusion is evident in all aspects of the school's work and there are fantastic links with the community to offer support for families. The Headteacher works effectively with her leadership team, the Governing Body and the Weaver Multi-Academy Trust to ensure that all staff have similar aspirations for children at the school. All teachers are expected to be teachers of Special Educational Needs and Disabilities (SEND) and all leaders, leaders of SEND.

The Trust Board and Governing Body are committed to ensuring the values of 'Inspire, Believe and Achieve' not only apply to the children but to the whole staff as well. The aim is to inspire the staff to ensure everyone has the right skills and encourage them to develop professionally. The relevant training is available to all staff from leaders to Early Career Teachers (ECTs), support staff, office staff and midday assistants.

The Trust and leaders use current pedagogy, Education Endowment Foundation (EEF) research and national guidance to drive the school forward. 'If we can unlock the future for children and their families, life outcomes are improved'.

The school's journey to rebuild its ethos, attainment, local perception and reputation is inspiring and the commitment and investment demonstrated by the Trust Board to believe in the Headteacher's vision for the school was clear. This was acknowledged in the recent 'Good' rating that the school received during the inspection in April this year.

Inclusion is a shared responsibility at Grange Community Nursery and Primary School. Responsibilities are delegated across a skilled and professional team who work closely together to implement the aims of the school and drive standards. 'For us, inclusion encompasses behaviour, assessment, safeguarding, SEND and the curriculum'. There is a cascade of leadership which consists of the Headteacher who is the Designated Safeguarding Lead (DSL), the Assistant Headteacher who is also the Inclusion Co-ordinator (Inco)/SEND and Pupil Premium (PP), the behaviour and curriculum lead and the pastoral lead who is also the Deputy DSL.

The Headteacher and Inco were asked to describe the school in one word. "We cannot choose just one, nurture and passion are the drivers. After the journey we have had, we would not be where we are today without this. These underpin everything and all the opportunities for our children."

The school's values of 'Inspire, Believe and Achieve' are embedded into every aspect of school life and this will only grow as the school aspires to reach out to support the whole community. "The community hub is the next step for us. We want to be the local centre, not just for our current families, but for anyone who needs help and support."



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The day review was filled with examples that consistently reflect the 'togetherness' of the school.

Parents understand the expectations of behaviour and the inclusive ethos of the school and recognise the improvements made over recent years. They understand the high expectations of all staff to ensure children have a positive learning experience. They could not have spoken more highly about what the school has to offer. One described the help and support that is given as 'natural', "if the school sees something, they act straight away. They do not wait for diagnosis or funding; they just do it." They love the level of engagement they have with their children. They attend assemblies, workshops, and coffee mornings and can be part of lessons so they know what is going on in phonics or topic lessons. They feel that they can take away what they have learned themselves. "The behaviour is brilliant in the school, they (the staff) are prepared and they act straight away".

The school provides a challenging, stimulating and creative curriculum delivered in a calm, supportive learning environment where all pupils are encouraged and enabled to achieve their best and to become independent, resilient learners. Pupils have made good progress over the last six years from low starting points and all staff in the school are committed to ensuring individual progress continues to reflect the hard work that has been devoted to developing a broad, balanced, diverse and well-thought-through curriculum that offers opportunities for every child to progress.

Children with special educational needs access the same, but sometimes modified, curriculum as other children in the school, and consequently make good progress. The Assistant Headteacher/SENCo plays an important part in ensuring every effort is made to cater to the needs of every child and goes out of her way to ensure all agencies, teachers and support staff have the child's needs uppermost in their minds. Consequently, the progress of all children is good. The school's assessments support the identification of needs and provision is made to support children with their emotional wellbeing, communication needs and attainment. Diversity, inclusion, health and safeguarding are addressed in Personal, Social, Health and Economic (PSHE) lessons weekly and through the 'No Outsiders' curriculum.

The indoor and outdoor learning environments are spacious, offering children opportunities to develop aspects of sport, sustainability and learning through play. These environments are important and supplement the focus on the mental health and wellbeing of staff and pupils and the understanding that high-quality learning experiences support pupil development.

There is an open-door policy with teachers able to check in with their teaching teams or leaders to express any concerns they may have. Staff commented that even a simple message from the Headteacher to check in after a stressful day is so important and 'means a lot.'

Support staff feel included in the life of the school. They say, "there is no hierarchy- everyone is given responsibility", they are always kept up to date with regular training in different areas of learning. The friendly faces at the school reception provide parents with the confidence to approach the school with their concerns. They are an important



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first line of contact for parents who may have an issue they need to discuss. Staff are also available at the beginning and end of the day for a 'meet and greet'. This close liaison helps to ensure a two-way monitoring of attitudes, pupils' progress and the opportunities to celebrate successes.

During the review, the children were polite, friendly, engaged in their learning and keen to talk about their school. They have a love for their school and are proud to attend Grange Community Nursery and Primary School. They could articulate the school's values and talked about the teachers. "They believe in us, but you must believe in yourself first. They help us to do that." The children were asked towards the end of the review, "what could Grange do better?" One boy, who was very quick to throw his hand in the air, quite passionately replied, "nothing, it is perfect".

The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the assessor.

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 the Mark and be reassessed in three 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: Ms Alison Williams**

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

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



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### Element 1 - The Inclusion Values of the School

Inclusion lies at the heart of the school and they remain driven by their inclusive moral purpose. All staff, parents, Governors and the Trust Board are committed to inclusive practices, reinforced through the values, practices and ethos of the school.

The school celebrates diversity and inclusion through well-thought-out texts, a bespoke package of support for all children and the use of the 'No Outsiders' curriculum which together ensure that the leaders do not chase attainment measures, but instead encourage students to study an enriched curriculum that is appropriate to them and the community they serve.

The school acknowledges its status as a white majority British school in a predominantly White British Area, so it takes steps to promote the British Values, offers a diverse curriculum and welcomes visitors into school such as leaders from Jewish, Muslim and Bahá'í faiths.

In discussions, all staff, pupils, parents, Governors and members of the Trust Board reiterated how the school invested in pupils and staff and were clear about the role they had in taking responsibility for individual needs. The school believes in the clear analysis of needs and the Principal's determination that all staff will recognise and understand disadvantage in its widest sense fully supports the need for early intervention. This was acknowledged by Ofsted in their recent inspection (April) which states that, 'leaders make sure the wellbeing and the quality of the curriculum are their most important priorities'. This is having an impact on the reputation of the school as mobility is steadily increasing and despite being below Planned Admission Number (PAN), the numbers on roll have already increased since September from 128 to 142. SEND profiles are created to support individual pupils. The school makes good use of outside agency provisions. A Speech and Language Therapist (SALT) is in one day a week for assessment as well as supporting staff. This is in addition to the National Health Service (NHS) SALT which supports pupils with Education, Health and Care Plans (EHCPs). Further support comes in the form of Occupational Therapists, Physiotherapists, Educational Psychologists and the Local Authority (LA) outreach service for autism. Thus, the school has ensured pupils have individualised support. Action for Inclusion meetings will take place for any child with additional needs or any new children to the school. The school was complimented by one of the Governors who shared information about a new child who will be starting at the school with Cystic Fibrosis. They could not speak highly enough of the staff about the level of research they have conducted to find out what adaptations and resources will be needed to support the child and fully immerse them into school life.

The school's commitment to fund and maintain single-year group classes despite low numbers in some cohorts, allows for the needs of pupils to be closely tracked, monitored and reviewed. It also creates a calm, purposeful and engaging school environment with sensory space, library areas and break-out spaces.

Teaching and support staff said how they felt valued by the SLT and that their views were listened to. The range of teachers spoken to stated that it was acceptable, and indeed encouraged, to challenge and raise issues with SLT and that these ideas could



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then be adopted. ECTs talked about the focus and support for their wellbeing, after a tough day there will be check ins, phones calls from SLT to make sure they are ok. Support staff said how they felt part of the team, could speak to teachers, were involved in the SEND reviews and had access to parents. All staff spoke positively of the training they had received.

Parents and children all talked with great enthusiasm about the opportunities to celebrate success in school. The awards system in place is personal to every child, they can receive an 'award' for academic achievements – such as receiving their pen licence or personal achievements in and out of school. The children receive certificates in assembly once they have reached 15 in Reception/Key Stage 1 (KS1) or 25 in Key Stage 2 (KS2).

They have special mention awards, and Grange 'Reader of the Week' and children thoroughly enjoy receiving a bookmark or stickers for these.

### Next Steps:

- To continue to embed the links with secondary schools to ensure that transition links are effective.
- To establish half-termly coffee mornings with parents/carers.
- To ensure that the children can verbalise the vision and values of the school.



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### Element 2 - Leadership and Management and Accountability

The school has been on a journey of rapid change and improvement since 2017 when it was placed into Special Measures. The school was inadequate in all areas, attendance was high, attainment low, there were no children with an EHCP and exclusion rates were considerably higher than the national average.

Since then, the school has become part of the Weaver Multi-Academy Trust, a new leadership team is in place, and as the Headteacher states, "we have worked tirelessly from that point. No stone has been left unturned."

The leaders are proud of their recent 'good' rating in Ofsted in 2023. It reflects the commitment and drive from all stakeholders to improve the school. In July 2023, the school achieved 40% Good Level of Development (GLD) in Reception, 88% of Year 1 children passed their phonic screening test, Year 2 achieved a combined score of 63%, and Year 6 achieved a combined score of 84.4 % in the KS2 Standard Assessment Tests (SATs). Seven children now have EHCPs with more assessments being made and attendance is at 96%. Only one child has received a short, fixed-term exclusion in the last 12 months.

The school's mission to, 'Inspire, Believe and Achieve' demonstrates their aspiration, that all children can achieve highly, irrelevant of their starting points.

The school has worked towards and received numerous recognitions, such as the Primary Science Quality Mark, Attachment Friendly School, UNICEF Rights Respecting Bronze and Schools Game Mark. The Headteacher stated, "the IQM Award has been in our sights for some time and we now feel in a strong position to be able to apply for it".

During a conversation with the Governors and Trust board, there has been a collective approach to how the school has moved forward and the stability within the leadership of the school has underpinned the focus to drive and improve standards and attainment. They have developed a 'no excuse' culture that permeates through the principles and values of the school. I was told, "everything has a purpose. The policies reflect the inclusion ethos, the website and the School Development Plan (SDP) all centre around the views of the school and everyone contributes to that."

They have been able to provide the space and capacity to offer Continuing Professional Development (CPD) and training to staff to ensure, "the right skills are developed for the right people". They encourage the staff to go further and offer opportunities for them to do this. They want to unlock the future to improve opportunities, not just for the children but for the staff as well.

There is a commitment from the stakeholders to constantly review and reflect on practice. The Governors speak regularly with parents to gain a clear understanding of what is working well at the school and to build confidence to engage with the school. Parents are welcomed into school at every opportunity. They acknowledge that it was previously hard to engage with some families; however, they feel so much more confident now. There is an open-door ethos and they actively encourage parents to be honest with school.



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Safeguarding procedures are effective. Looking through the wealth of evidence provided within the school evaluation report and reading the recent Ofsted inspection report, the monitoring systems are established and embedded and all relevant training and procedures are followed.

### Next Step:

- To ensure all new Governors receive the relevant training and induction.





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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Grange Community Nursery and Primary School, which is broad and balanced, encompasses local, national and international themes and inspires and motivates children. The values of 'Inspire, Believe and Achieve' underpin the intent of the curriculum and are displayed in all classrooms as a reminder and prompt for staff and children to use and revisit during learning.

Reading, vocabulary development and phonics, alongside opportunities that provide 'real life' experiences are at the heart of the curriculum design and using the Trusts' seven interconnections, the curriculum focuses on elements such as Religious and Cultural Diversity, Technological Innovation and Environmental Impact. These are visible across the school, within classroom displays and woven into curriculum areas throughout the year.

As part of the curriculum, there is a wide range of extra-curricular activities available to children at lunch time and after school which enriches their learning and interest. The pupils talked excitedly about the trips they went on. They talked about finding out about dangers and keeping safe at 'Safety Central', going to Tatton Hall, learning more about space and the sun at Jodrell Bank, visiting London and going into the bat cave at Chester Zoo. When asked if they had learned new things from the trips, one child said they enjoyed going to the farm because they learned about the habitats of animals.

The parents spoken with during the review loved the range of trips that were on offer. They explained that all children from Years 1 – 6 can go on a residential, from one night up to a week as they get older and they praised the number of after-school clubs on offer for the children, such as judo, crafts, allotment and arts. The children get to suggest ideas for the clubs. Last half term, 78 children accessed these clubs and the staff are proactive in monitoring who is accessing these clubs to ensure those who may have SEND or are disadvantaged have the same opportunities to take part.

The prioritisation of reading ensures pupils have the best possible start to their school lives and it greatly enhances children's prospects for the future. The school aims to foster a love for reading and ensures pupils have regular opportunities to engage with texts across the school day. The school library is an excellent facility and it is well stocked and used well by children at lunch time and during free time. Each class also has a timetabled session in the library each week. Quality texts are chosen to enhance the children's learning and one boy could very enthusiastically discuss the story of 'Henry's Freedom Box'.

The children have also emphasised promoting an inclusive culture, through the 'No Outsiders' scheme which is woven into the Personal, Social, Health, Citizenship and Economic (PSHCE) curriculum. The group of children spoken to said they love the stories and assemblies as they, "teach us to tolerate people, it does not matter what our religion or skin tone is, we accept everyone. We should be considerate and never give up."



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Teachers' planning takes into consideration the needs of all pupils and planning is supported by the SENDCo teacher for those with additional needs. There are a range of resources available to support sensory and emotional needs as well as curriculum work. Planning is monitored to see how teachers use resources to support learning. Good use is made of the break-out space between classrooms. Support staff work there with individual pupils or small groups on intervention strategies and curriculum support. The school is trialing a new scheme called, 'Ready, Steady, Spell', which builds on the Ready Steady phonic scheme already in place. A short phonics intervention was observed where three boys were accessing the session and consolidating sounds, y, z, qu and zz. The predictability of the scheme allows the children to prepare and engage fully and is having an impact on the end-of-year phonics data. The company that produced the scheme has asked the school to give feedback and is having a direct impact on the rollout of the programme to other settings.

### Next Step:

- To build on the children's knowledge and recall of key facts and information.



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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The quality of the learning environment enhances the provision for the children. During a walk around the school, it was calm and inclusive which was consistent across all year groups. Despite the high SEND needs in the school, children were enthusiastic, engaged and accessing their learning. It was clear that adaptations were in place. Adaptions such as workstations, task lists, now and next boards, sensory equipment and colourful semantics were all seen in use. In some cases, clear scaffolding could be seen in children's books, where they had less vocabulary to learn or could produce their work differently. The teachers plan specifically to cater to each need.

There has been a commitment from the school to keep the year groups in single classes, despite the low numbers in some cohorts. This has a huge implication on budgets and funding; however, the school recognises the value of having small class sizes that are highly staffed to provide support for different children.

Technology is used across the school to enhance their learning and children actively engage in lessons using the interactive whiteboards, Ipads or chrome books. They can independently complete research projects or use it to help with their understanding of vocabulary. It was noted as part of the evidence provided, that some Year 3 children had produced a video news report based on the Amazon Rainforest.

Support staff are valued highly and deployed through the school based on the needs of the children. Support can be provided through whole-class support, small group work, one-to-one SEND support, academic, social and emotional interventions or team teaching with teachers during class input. The group of support staff spoken to during the review could describe a clear process of delivering interventions. They talked about gaps that are identified through assessment, a programme is delivered and then monitored and reviewed every half term. The school has invested in the International Dyslexia Learning (IDL) programme in mathematics and English and is now seeing the progress that children are starting to make. The intervention also allows for the lowest 20% of readers to be read with every morning. Additional intervention will then provide support to build inference or comprehension skills as well as practice for SAT-style questions as the children move through the school.

The support staff all agreed that they have clear communication with the teachers. I was informed, "plans are sent through to us at the end of the week, so we know what is happening next week, but we also chat each night. We talk about what went well and what to change. It is a team effort." The staff said they are involved with parents' evenings and have a close relationship with the parents, they will talk to them about their child.

Staff felt that they are provided with the right training, if they are new to a year group, they are given time to talk with the teachers. They might attend whole staff meetings or have some CPD focused on what they individually need.

#### Next Step:

- Enrich the experiences of the children using IT, such as virtual headsets.



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### Element 5 - Assessment

The school has embraced the challenges of the children starting at the school with low starting points. They have effective systems in place and a clear approach to target setting and tracking data. The school uses a system, 'Target Tracker' to track individual pupil data and attainment in core subjects. They also have systems in place to track attainment in foundation subjects. Children with additional needs have individual SEND profiles. Targets are focussed on small steps of progress and reviewed on a termly basis or sooner if required.

Together with pupil progress meetings, the triangulation of evidence from books, pupil voice and lesson observations allows all teachers and leaders to have a clear overview of the needs of the children and for them to act swiftly if there are gaps in learning. Teachers provide the next steps for the children daily and they use verbal feedback and live marking to identify misconceptions quickly and support the children to understand where to go next in their learning.

Due to the close working relationships with support staff, the year group teams can continually reflect upon, and review practice daily and ensure that children are not left behind. The atmosphere in classes and across the school is calm with children reflecting on their knowledge, and valuing the care and attention that all staff show for them.

One child talked about the help they had received in mathematics during a fractions lesson. They said that their teacher explained it in a much easier way and they could use the 100 square to help them.

The children all agreed that teachers will always help them, but so will their friends if they get stuck.

The work ethic of the children, their positive behaviour, friendliness and politeness impacts greatly on their engagement with their schoolwork.

These factors all contribute to the impressive national data and attainment which is now being achieved by the school despite the low starting points for the children, and the high levels of Pupil Premium (PP) and SEND in school.

#### Next Steps:

- To work with the Trust to implement a new tracking system for Art.
- To implement a new reading system across KS2.
- To develop ways to ensure children are aware of their targets.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The inclusive atmosphere around school and in classes continues to promote and drive a culture in which everyone is welcome. Alongside the 'No Outsiders' curriculum, the dedication to promoting diversity is driven through quality texts in all-year groups such as, 'The Vanishing Rainforest', 'A Story Like Wind' and 'Jemmy Button'.

British Values are also given high priority and are visible around the school. These are particularly important as the catchment area of the school is not as diverse as some other areas in the country.

Children demonstrate positive engagement in the school's rules and expectations for high-quality learning and conduct expectations. Pupils' behaviour is excellent. They are confident, courteous and enthusiastic and are very positive about their school, particularly their teachers. Comments included, "teachers are fun", and "teachers help us when we are stuck." "They give us opportunities to be what we want to be." One child said, "they give us the knowledge to get better so we can go into the world and use our mathematics to buy things".

The children could state the values of the school, 'Inspire, Believe and Achieve', and when asked to say what they mean, they said, "Inspire is for us to be whatever we want, even if it's hard". "Believe means that the teachers believe in us, but we know we have to believe in ourselves first," and, "achieve means getting things like my pen licence. Now, I'm going to help my friend to get one!"

Relationships between pupils are very positive in classrooms, around the school and in the playground. They are sensitive to the needs of others and are very patient and thoughtful towards children with additional needs. In lessons, pupils are well-focused and engaged with their learning. They show genuine respect for each other and a real enthusiasm for learning. There is a real sense of mutual respect and trust between them which is impressive and referred to in the Ofsted report, 'there is a strong ethos of mutual respect between the staff and pupils, pupils are eager to learn and they listen well in class'.

Children's achievements are recognised regularly throughout the week and ample opportunities are provided to celebrate success through special mention, awards certificates given out in the weekly family celebration assembly, Grange readers and praise cards that are sent home by staff.

Attendance is a key focus for the school and is a priority of the Strategic School Development Plan (SSDP). Historically, attendance has been low and has been a huge barrier for the school. All leaders and teachers have worked tirelessly to improve this. They have invested heavily in driving attendance by employing a school-based Attendance Officer, arranging regular meetings with parents and families with the support of a Local Authority (LA) attendance officer, and developing new initiatives to motivate families.

Both parent and children groups spoken to during the review talked about the new 'attendance wheel'. This initiative allows the class with the highest attendance each



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week to take a turn to spin the wheel which has a range of 'treats' chosen by the children, including hot chocolate, extra play time, biscuits or class 'v' teacher games of dodgeball. Parents are also excited about the hampers that are available to 'win' if their family's attendance is 96% or above at the end of the term.

The school also works with other Trust schools to discuss and share good practice and are committed to breaking down the barriers with families to engage them in school life and their children's education. As a result, children enjoy their time in school and attendance has risen from 92% to 96% over the last 12 months.

### Next Step:

- Continue to explore new initiatives to engage with parents through one-to-one parenting support.



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### Element 7 - Parents, Carers and Guardians

Excellent work is carried out with families, pupils and the community to ensure that children are cared for and valued. There are good communication systems that give parents and carers confidence in the school and its support for their child's needs.

The parents could not have spoken more highly of the school. They were consistent in their enthusiasm and praise for the whole team. They talked about the constant drive to get the best outcome for their children. One parent talked about the continued referrals that the school made to external agencies for their child. "The school did not think twice about giving support to my child, even though they did not have a diagnosis, it comes naturally to them if they see something, they will put it in place".

Another parent spoke highly of the support they receive from the staff. "The teachers are always asking how we are doing. It is such a strong sense of family." One parent spoke at length about the Special Education Needs (SEN) support their child receives and since starting at school, they feel that everything has been tailored to their child to help them concentrate more. Another parent who moved to the school a couple of years ago feels their child is now thriving following previous troubles with anxiety. They are so proud of how their child has developed and grown.

Parents are positive about the school and feel very well supported by all staff. They find the school welcoming and friendly, appreciate its small size and are pleased with the progress that pupils make. Parents were asked about the positives of the school. Their responses were, "behaviour is brilliant." "Teachers are prepared all the time and they act straight away if they need to". One of the parents, who also works as a lunch time supervisor in the school said, "children are not 'naughty', people are always looking a bit deeper and they are accepting of everyone". "It is reflective, people are kind and we are a real family unit".

Parents believe that the school's communication with them is excellent. The Headteacher greets parents at the gate and they like that all staff are available to see parents in the morning or after school. Parents appreciate the fact that the school will always look into any concerns if their child has a problem and will take on board what they say.

Parents went on to discuss a range of events that the school runs to engage them with their children, they mentioned assemblies, coffee, mornings and stay and play events. Parents enthusiastically described the workshops available. They enjoy coming in and seeing what happens in school. For example, in phonics, they can join in with the session, so they can do it at home. They like to participate in afternoon sessions to see the topic lessons being taught and they have opportunities to have lunch with their children.

They talked about the opportunities to develop life skills such as first aid or using the allotments and forest school. One parent talked about the soup that their child made.



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They also talked about the learning hub zone and the opportunities this provides for parents to access courses and family learning such as IT skills, budgeting and first-aid. This is always well attended by a lot of parents.

### Next Step:

- Continue to develop family workshops and opportunities to work together.





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### Element 8 - Links with Local, Wider and Global Community

The school has good links with the local community and the senior staff are trying to improve these relationships even further. The school's improving data, their good Ofsted report, the links with the wider world in their curriculum and their inclusive mindset are making changes to the perception of the wider community's view of the school. Good use is also made of the local church, leisure centre and high school to extend the curriculum. There is good support for local and national charities and an involvement of the children in raising funds for children less fortunate than themselves. The school engages well with local agencies to develop provision and support for families. The school is a local hub for 'Skills for Families, Life and Work' which is a local workforce team. They have offered courses such as functional English and mathematics, First Aid or Budgeting. They invite visitors into the school and try to engage with the local community to support children's understanding of their community and the local community's understanding of the school.

The enrichment days and the opportunities for visitors from the local and wider community to come into school are opening many opportunities to give pupils an understanding of their extended community. The children have visited their local care home for example.

The school works closely with the Winsford Education Partnership and other local schools in the area to enrich learning opportunities. They have taken part in a Christmas Lantern parade and Christmas Cantata. The Physical Education (PE) lead has accessed training and CPD through the Vale Royal School Sports Partnership allowing for the children to participate in school-based and locally organised competitions. A sports company also provides holiday clubs for the children and families.

The school aims to ensure that its children see what opportunities exist beyond the school. Staff want the children to understand that their current learning leads to many opportunities. Positive comments and views from parent/carer surveys mentioned in the local newspaper demonstrate a positive impact on the community, participation in local activities and fundraising for local and national charities. These all add to the school's growing recognition within the local community as well as to the children's understanding of their immediate environment.

The transition to the local High School is also forward-thinking. It has developed excellent links with the High School SENCo and the school receives outreach support from a nearby resource provision to constantly review and adapt practice for those with additional needs.

The Parent Teacher Association (PTA) is now an active part of school life. They recently rebuilt the committee and have made sure that everyone feels welcome. All ideas are shared and discussed with the school. The parents I spoke with explained that they run events such as movie nights and discos and recently organised a school sleepover for 70 children.

Parents are quick to praise the school for the huge range of trips and opportunities they offer from local farms, visiting space dome to school and residential to London.



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### Next Steps:

- Develop a Community Hub to serve not just the families of the school, but the whole area.
- The school is waiting to hear about their funding application to adapt the building use, so this will form the next stage of development.