



Report on IQM Inclusive School Award



School Name St. Andrew's CE School and Nursery

School Address Marymans Road
Evesham
Worcestershire
WR11 2QN

Head/Principal Mrs Andrea Bailey

IQM Lead Ms Ruth Handley

Assessment Date 27th June 2023

Assessor Mr Craig Burrows

Sources of Evidence

- IQM Self Evaluation Report
- Performance tables
- School website and Policies
- Student books
- Learning walks
- Learning environment
- Internal school data analysis
- Intervention impact data

Meetings Held with:

- Headteacher
- Deputy Headteacher
- Assistant Headteacher / Special Educational Needs and Disabilities Co-ordinator (SENDCo) / Inclusion Quality Mark (IQM) Coordinator
- Students
- Family Support Officer
- Teachers
- Teaching Assistants
- Parents
- Governors
- PRU Worker
- Speech and Language Therapist



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Overall Evaluation

St. Andrew's CE School and Nursery in Evesham has 304 students on the school roll and another 76 in the nursery. The school has grown over the past few years and developed from a one form entry to two form entry as a result of expansion to the building. A purpose-built nursery was opened in January 2023 to meet the demand due to the extensive housing developments in the area. The number of students who access free school meals has risen substantially from 7.8% in 2018 to 22% in October 2022 and it sits in the fourth quintile of deprivation. Students registered as SEND make up 19.4% of the cohort and seven students have an Education, Health and Care Plan (EHCP).

The inclusive ethos is really evident in all aspects of the school; the school values of respect, perseverance and friendship are fully embedded and shape all aspects of school life. There is a warm welcome as soon as you step foot in the door which reflects the Christian vision and that continues wherever you go around the school and whoever you speak to. There is a real community feel as parents appreciate everything the school does not only for the students but for the families as well.

The Headteacher is fully committed to getting the very best for those in her care and she said, "the mindset of our staff is to help anyone in need". There is a genuine trust between the Senior Leadership Team (SLT) and the staff and this is embodied by the "approachability of the Senior Leadership Team" mentioned by so many of the staff throughout the day. The Headteacher works incredibly hard to ensure that the resources are readily available to ensure every child receives the support they need and they are constantly sourcing different streams of funding as well as getting the very best value from the Pupil Premium (PP) funding.

The leadership Team drives the inclusive ethos and facilitates its delivery through their dedication to improving standards for both staff and students. The trauma informed practice ensures the very best care for the students and the wellbeing of staff is "high on the agenda". The Assistant Headteacher said, "the Pastoral Team don't just look after the children, they look after the staff too". The Headteacher went further by saying, "we want to empower our staff to have the skills to look after themselves". As a result, there is a very close eye kept on workload and various measures have been introduced to reduce workload such as short briefings and reduction on written marking and feedback. The school supports a very broad spectrum of need which is rapidly changing; it embraces this and ensures every single student receives the support they need.

The school is very proactive in identifying needs and swiftly puts in place a very broad range of impactful interventions. Staff have a genuine passion and they take pride in the fact that, "inclusion is just normal here" and they have a "prevention not reactive approach". All staff speak highly of the support they receive from the Leadership Team and the fact that they genuinely care. In the encounters with staff it was clear they all go the extra mile to do everything possible to support the students in their class and understand their needs. The school is very proactive in identifying need, and swiftly puts in place a very broad range of impactful interventions. There is an incredible thirst for knowledge at all levels of the staff team and training is constantly sought to ensure the best quality provisions are available to students. Staff have high expectations of all students and the learning environment is excellent. There are high needs in most classrooms but students fully understand why some students need extra support. Staff make effective adaptations so all students can access the curriculum.



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The Teaching Assistants (TAs) are well trained and strategically deployed based on their strengths and the needs of the students. It is quickly evident that staff in all areas know their students and greet them wherever they are in the building. TAs have access to fantastic Continuing Professional Development (CPD) and are encouraged to grow and develop within the school. They are a passionate team and one TA said, “every child deserves an education”.

On learning walks the attitudes to learning are exemplary and the support to different groups of students is outstanding. Students acknowledge that others need different support and are focused on their own learning allowing interventions to seamlessly take place in the same classroom.

The pastoral support for students, parents and staff is exemplary at all levels and the care extends to families and the community at large. The ‘Orchard’ provides a safe space for students who may be struggling during the day due to a range of issues and they are given excellent support. This provision is not just for students and the ‘Orchard’ is used by staff as well.

Students are very proud of their school and feel their voice is both heard and valued. One student said, “No one can ever say they are not safe in this school” and “school is so fun, I love it”. There are many opportunities for leadership roles from the School Council and Pupil Parliament to Class Ambassadors. Students talk enthusiastically about the many trips they go on and the extra-curricular clubs that are available to them. They enjoy the rewards they are able to achieve and the awards they receive in the weekly assembly. The students have access to a vibrant outdoor area which includes a Multi-Use Games Area (MUGA) and Forest School. Lunch times are structured and there are a range of different activities to get involved in.

The school makes the most of external support networks and deploys them very effectively to support students, staff and parents. When I spoke to the school Pupil Referral Unit (PRU) worker and Speech and Language Therapist (SALT), they spoke very highly of the engagement that the school has with them and that the communication was excellent. The Therapist (SALT) said that the school was, “totally dedicated to ensuring students get the support they need”.

Parents have so much confidence in the school and are so thankful for the support that not only their children receive but the support they get. One parent said, “the staff care so much and constantly go above and beyond for our children” and that, “I feel like I was given a very big hug from the school community when I needed it the most” after her family was supported through a “tough time”. When asked about the staff, one parent said, “everyone knows the names of every child which is incredible, they know our children so well”. They also commented how accessible staff were and they genuinely felt that their views are valued and acted on.

I am of the opinion that St. Andrew’s CE School and Nursery 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 St. Andrew’s CE School and Nursery be awarded the Mark and be reassessed in three years’ time.



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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: Mr Craig Burrows

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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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

The whole school inclusive vision is, 'providing access to quality first teaching for all in a nurturing and caring environment'. This vision is underpinned by the school's three core Christian values of respect, perseverance and friendship. The Headteacher described this as a "mindset" for which every decision in the school is made. This vision is not only articulated by everyone in the community but physically demonstrated each day. The inclusion ethos is also clear and present on the school website. The shared values are a real strength of the school.

The school's values are high profile both inside and outside the building. The 'global curriculum' is highlighted through world maps and timelines and displays celebrate a diverse range of British role models that cover areas such as engineers and explorers. These Christian values guide all aspects of school life and adherence to these are celebrated at all levels. The school leaders are relentless in ensuring all policies and procedures link back to these core values and that they are celebrated. Consistency is very evident across the school to ensure each student has the same positive experience. The school's recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) report stated, 'Nurturing and caring relationships are at the heart of the school. This is reflected in the highly inclusive provision where all members of the community are welcomed and treated with dignity and respect'.

The school prides itself on early identification of need and its SEND and Pastoral teams work closely with families and external agencies to ensure every single student has the best possible chance to succeed. There is a range of external professionals used to support the students which include Speech and Language Therapists, Educational Psychologists and a close link with the PRU. These providers also deliver training for the whole staff body.

The school reward system is based on the school values and weekly whole school assemblies are used to celebrate student success across the school. Students talk fondly about the ability to collect 'Class Dojo's' and get rewards, such as extra play time.

There are displays of work in every corridor as the work of students at every level is celebrated, not just the 'best'. In addition, the many community projects are displayed and photos from the many trips that take place every year.

Students are fully aware of the fact that some students need extra support and that everyone should be welcome. Students work very well together to support any student who may need some help. The students say that everyone is kind to each other and accept that some students, "just need some more help than me and that's fine".

Effective transition processes are in place for when students join the school, move between year groups and in preparation for secondary school. Work is done well in advance of the move and decisions are communicated to both students and their parents. Home visits are carried out for the new starters in Nursery and Reception. Children with additional needs receive further support including regular parent meetings and referrals to external agencies where needed. All students are given booklets about the next class so they can look at them over the summer holidays.



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Next Steps:

- Further development of student voice.
- Develop 'singalong' and expand the incorporation into class teaching.
- Continue to expand the CPD offer for all staff.



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Element 2 - Leadership and Management and Accountability

The whole school inclusion culture starts with the Leadership Team, and they are fully committed to ensuring every decision has a positive impact for both their staff and students. At the heart of the decisions they make are their staff body and they always consider the impact of decisions on staff workload. They talked passionately about how committed their staff were and the need to protect their time. The Assistant Headteacher said, “meetings are kept short as we prefer to drip feed information”. It was clear meetings are only held to develop staff or student outcomes.

The Leadership Team regularly surveys their staff to check in on them, their mental health and to evaluate the outcome of any whole school decisions. The staff speak very highly of the support they receive and that they “look after us”. The team of TAs described how much they were valued and developed; one said, “the information sharing from both the SENDCo and our teachers is amazing”.

Clear schemes of work are in place to ensure staff have minimal planning to do. Teachers commented how, “workload isn’t an issue as we all look after each other” and the school is very well resourced, so staff have what they need to bring the schemes of work to life. The assessment model was streamlined around four years ago to reduce staff workload and promote assessment “in the moment” to give instant feedback.

There are effective monitoring systems in place which include subject lead monitoring, student progress meetings, student voice and it is very self-reflective with staff asked to consider their performance before any discussions take place. Subject leads are given dedicated time to monitor and support their subject teachers to ensure any CPD needs are identified. This monitoring will include the progress of students with SEND, English as an Additional Language (EAL) and Free School Meals (FSM).

The use of Pupil Premium funding is very effective and the Deputy Headteacher is creative in its application to ensure the impact is maximised. This is not only used in the classroom to fund interventions but also extra-curricular opportunities as well.

Staff development is a school priority and a detailed training log is kept to ensure development is tracked and everyone has access to CPD. The Deputy Headteacher described the use of the National College webinars as a well-used source of training for staff.

When meeting with a Governor it was clear that he and the team fully shared the inclusive values of the school and were fully aware that inclusion was extremely important in ensuring positive outcomes. The Headteacher reports each half term and is always very clear on what impact has been achieved to ensure value for money. The Headteacher is asked to clarify any, “variation in performance” and Governors had strong links with subjects as well as safeguarding and SEND.



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Next Steps:

- Ensuring the planned increased specialist training for Governors is delivered.
- Subject leader development for monitoring all groups including Early Years Foundation Stage (EYFS).
- Develop a child Self-Evaluation Form (SEF).
- Further develop the mental health support across the school.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The Curriculum is driven by the school’s vision which promotes ‘Successful learners; success for life’ and is bespoke to the local area. The curriculum has been designed not only to the requirements of the National Curriculum but with the needs of the community fully in mind. OFSTED stated that, “Pupils with special educational needs and or disabilities (SEND) follow the same curriculum as other pupils. Teachers adapt their teaching effectively so that pupils with SEND can access the learning and achieve well”.

The curriculum is sequenced to ensure knowledge and skills build over time. Consistency is clear and there are several displays, such as the key learning vocabulary walls, which are evident in every classroom to embed the intent of the curriculum offer and to aid the student’s ability to fully engage.

There is clearly a strong reading culture at the school and the Department of Education (DfE) accredited Little Wandle Scheme is used to develop phonics reading skills. There is a library and regular visits are a feature to ensure students engross themselves in books they are interested in. The ‘time to read’ session is popular among students.

The school is always looking for opportunities to link what they are doing in class to the local community. The focus on the Battle of Evesham for example is brought alive through the opportunity to watch a re-enactment of the battle by a local group. In addition, students learn where they fit within the global community and have an understanding of history timelines. Topics such as, ‘Changes Leading to a Modern Britain’ cover issues such as The Windrush Generation to explore racism.

The enrichment programme at the school gives students the opportunity to develop skills outside the classroom. These include the use of the Forest School, Youth Leaders Awards and the BE You Programme which developed self-esteem, resilience and interpersonal skills. There are a wide range of trips on offer that build on the curriculum delivery, particularly around the local community. There is also a Year 5 residential, and the venue has changed after a personal visit to check the old venue was fully inclusive.

There is an extensive extra-curricular offer which is available to all students and includes support for any student who accesses pupil premium funding. In addition, lunch times are structured, and activities are available to all students during this time.

Next Steps:

- To continue to ensure the curriculum is adapted to meet the needs of our changing community and the increasing complex SEND needs.
- Embedding of the EYFS curriculum in the newly opened Nursery.



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

During the visit I observed Key Stage (KS) 1 and 2 in addition to the nursery. Classrooms are very well resourced and consistent displays assist with developing the student journey as they progress through the school. However, there are unique displays in each classroom as well as individual support areas for students with SEND which are safe spaces for them to use when needed. These included dedicated outdoor extensions to classrooms to offer support for students. The layout of each class can facilitate a range of teaching approaches such as group, pair and individual work. The Forest School and vast outdoor space is regularly used to offer variety to the delivery of the curriculum.

The learning environment is calm and focused. I saw larger group teaching taking place which was engaging, and very effective questioning being used to check understanding and to provoke curiosity from students. In some classes smaller groups were receiving targeted intervention and both groups were fully focused and engrossed in their learning. Students are proud of their work and the differentiated displays celebrate work of all levels across the school. Students were very keen to show me and the accompanying Leadership Team their work.

Research based approaches such as Rosenshine's Principles of Learning and the National Centre for Excellence in the Teaching of Mathematics (NCETM) maths mastery approach are embedded across the school. To further aid inclusion students are supported by the use of social stories, zone boards and Voice 21 (talk tactics) to ensure they can all progress. Individual provision maps for students with SEND are regularly reviewed with both students and parents.

There is a wealth of technology resources within the classroom that include interactive boards and laptops and ipads which are used regularly to complement teaching. Technology is also used to support those with additional needs and include dictation apps.

Planning is reduced through shared schemes of work and collaborative planning, teachers commented how "we all help each other" to reduce workload whenever possible.

Teachers are constantly encouraged to develop their teaching and learning strategies through regular CPD. Staff receive personalised feedback from learning walks and are first asked to reflect on their practice before feedback is given to encourage a coaching conversation.

Next Steps:

- Continue to explore further pedagogical research to develop practice.
- Embed whole school teaching and learning practices in the nursery.



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Element 5 - Assessment

Staff use progress and attainment data to plan effective learning opportunities and the data collected is used by the SEND team to identify any interventions that are needed. Transition is well planned throughout the school so receiving staff know the students they are receiving and plan accordingly. The Leadership Team regularly speak to groups of students to ensure the curriculum and its delivery are ensuring progress.

The books seen on the learning walks were very well looked after demonstrating a real pride in the work completed in them. All books seen followed consistent assessment procedures and examples of differentiated work.

On the spot assessment or 'live marking' is encouraged to give instant feedback thus negating the need for books to be taken in and more time spent marking. This gives students the feedback they need to progress and substantially cuts down on workload. Effective questioning and white boards are also used. TAs are trained to quickly spot students who need support, and they swiftly engage strategies to secure progress. Staff also regularly check prior learning to ensure understanding is secured before building on this.

The school uses PiXL to gain snapshots of attainment and progress. Progress is reported annually alongside two parents' evenings to discuss successes and any concerns that need to be addressed. In the nursery, the children are closely tracked each half term to assess them against their GLDS (Global Learning Development Strand) and ELG's (Early Learning Goals).

TAs assess the impact of every intervention, which are tracked at a group and individual level. TAs are very knowledgeable about the Engagement Model and are confident that it ensures all students are accessing lessons, even if working below the National Curriculum level.

Staff also reported the 'open door policy' which means they can highlight to the Leadership Team that they are feeling a little overwhelmed and time is given to them to complete assessment.

Next Steps:

- Strengthening the staff's understanding of PiXL and how it can support interventions.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Attitudes to learning are exemplary with students showing a real love for learning when observed on a learning walk. Every interaction between staff and students was of a positive nature and students are welcomed from the minute they step foot in the door. All students have access to a breakfast if they need it to ensure they are fully prepared for the day.

The school behaviour policy is fully linked to the main values of the school. There is a heavy emphasis on rewarding good behaviour and particularly demonstrating the key school values. Rewards are given on the spot or during weekly and termly assemblies. In addition, class groups can earn 'Class Dojo's' to access whole class rewards, such as more playtime and treats. Rewards are student led and they are asked to give suggestions on any new rewards they would like to see added. Any poor behaviour is addressed quickly, and each student is given the chance to change and improve their behaviour. A Year 5 student stated that, "some people just need more help sometimes". The school's PRU worker stated that the school is, "very proactive and reacts quickly to recommendations to support students".

When meeting a group of students, it was clear how happy they were to be at the school. One student said, "everyone is happy here and everyone is kind to each other". Another acknowledged the support they receive saying, "our teachers help us so much". One Year 5 student gave the example of the support he received, "I was struggling with my writing but I was given an ipad to help me". One talked about an 'Emotional Group' and how helpful it was to be able to, "talk things through".

Enrichment is a big focus for the school, and they are fully aware how important cultural capital and personal development is alongside academic attainment in fully preparing their students for the future. The school uses a variety of delivery methods to develop the skills they know their students will need to succeed. The Personal, Social, Health and Economic (PSHE) curriculum promotes an understanding and awareness of differences and diversity.

Attendance is closely monitored and the School Attendance Officer has regular meetings with the Senior Attendance Champion and Pastoral Lead to ensure the correct support is in place. Home visits are carried out and the team ensure they work closely with external agencies such as Social Care and the Educational Welfare Officer (EWO).

Next Steps:

- Closing the attendance gap for students in receipt of FSM.
- Offer further opportunity for student leadership.
- Expand the range of enrichment experiences.



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Element 7 - Parents, Carers, Guardians

The parent group I met on the review day could not speak highly enough of the support they and their children receive. They described the staff as “caring”, “amazing” and “thoughtful” and all said the school staff go above and beyond each and every day. Parents said staff are very accessible and always listen to any issues their children may be experiencing. One parent said, “my son is a completely different child” after coming from a different school. They are thankful for having the opportunity to speak to staff at the school gates before and after school. The school regularly surveys parents, and in the latest survey 100% of parents stated their child was happy at the school and that they would recommend the school to another family.

The parents commented how effectively the school communicates with them through different methods. The most common method is the app ‘Class Dojo’ and parents are kept up to date on a regular basis or more often if a parent has indicated at the gate their child is feeling particularly anxious that day.

The Orchard offers so much support to the families and the parents gave so many examples of how they had asked them to talk through issues, assisted with communication to external agencies or come to the house to work with any students who were struggling to make it into school. They are highly trained and their ethos is “prevention, not reaction”. They assist with a broad spectrum of issues such as housing, homelessness, domestic abuse and bereavement to name a few. There is a designated teacher who is qualified in the mental health and trauma informed approach; this teacher has then trained the whole staff body in this approach to aid work with families.

The school tries to engage parents wherever possible and run events either to up-skill them or involve them in their child's learning. Examples of this include workshops on phonics, Standard Assessment Tests (SATs) and multiplication, as well as asking parents to come in and work alongside their children or volunteer on trips.

Parents talked positively about how the school supports them in their communication with external agencies. One said, “they fight our cause” and take us through the process of dealing with agencies “step by step”.

Next Steps:

- Reinstate the coffee mornings for parents.



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Element 8 - Links with Local, Wider and Global Community

The school SIAMS reports stated, “St Andrews is a deeply caring school rooted in the heart of their community. It provides a nurturing environment where all can learn and grow”. Engagement with the local community is excellent and the school fully understands how important their role is. Both parents and Governors highlight how well the school is perceived within the community and its active efforts to make a real difference.

The main vehicle for this engagement is the close links with the Hampton Church. The Church comes into assembly each week and runs community projects involving the school's leaders. They have recently completed projects in the Church garden and supported the Evesham Abbey Project.

The school has established many links with the community to offer their students a range of enrichment activities. These have included an art project with a local story teller, local visits and a local chef has come to the school to cook. They also include families by asking them parents or grandparents to come in to share their lived experiences to support topic knowledge and on spirituality to share different cultures and religions.

The local area has taken in a lot of refugees from Ukraine and the school has acted quickly to provide a support network. They have offered washing services to those in temporary accommodation who do not have use of a washing machine and they organised a community Christmas gift campaign and received an incredible response from the school community.

The school explores global issues through assemblies and global awareness days and staff ensure they promote students' understanding of these issues and not only how they impact them but also how they can help.

Next Steps:

- Strengthen global links using the recent experiences of their support for refugees to broaden the whole community understanding of global issues.
- Continue the work with the Evesham Welcomes Refugees group.