



Report on IQM Inclusive School Award



School Name: St Paul and St Timothy's Catholic Infant School

School Address: South Parkside Drive
Liverpool
Merseyside
L12 8RP

Head/Principal Mrs Jane Griffin

IQM Lead Ms Kirsty Palmer

Assessment Date 16th October 2024

Assessor Mr David Clay

Sources of Evidence:

- Learning Walk
- Pupil books
- School Website
- School Documentation and Policies
- Observations and interactions throughout the Assessment
- Photos and videos

Meetings Held with:

- Pupils
- Headteacher
- Senior Leaders (Headteacher, Deputy Headteacher, and Assistant Headteacher)
- Teaching Staff/Subject leads
- Support Staff (HLTAs, LSAs, Kitchen and Office staff)
- Parents and grandparents
- Governors
- External practitioners (Educational Psychologist, etc.)
- School council, Eco-council, and Mini Vinnies



Report on IQM Inclusive School Award



Overall Evaluation

St Paul and St Timothy's Catholic Infant School is nestled in the heart of the community it serves. It is a four-form entry school with a slightly higher-than-average number of pupils on its SEND register and an increasing number of pupils with an Education, Health and Care Plan (EHCP), both upon entry and exit. The school supports a number of pupils with complex needs.

The school describes itself as being at the heart of the community, aiming to provide a safe, nurturing, and fully inclusive environment where all stakeholders, past and present, feel valued and welcome. Its motto, "Love, Learn, Believe, Achieve in the Spirit of Jesus," reflects the school's ambition for everyone in the community. The children, parents, and staff I spoke with love this school, and their care ensures that everyone can learn, develop, and achieve well.

St Paul and St Timothy's Catholic Infant School is a 'School of Sanctuary' and a 'Trauma-Sensitive School,' and it is evident that this solution-focused team is consistently looking to understand the reasons behind behaviours, searching for ways to support pupils and families to ensure they thrive both in and out of school. The school's focus on the wellbeing and personal development of its students is a key strength. The school received the John Cole Award for Inclusion from School Improvement Liverpool for 2023/24.

Recently, there was a change in Leadership, with the current Headteacher assuming the role of Headteacher at the start of September. The Governing Body worked hard to ensure that this appointment would continue the school's vision of being inclusive and nurturing. The new Leadership team works well together and shares a clear vision and commitment to the community, ensuring a safe, happy environment where children receive high-quality education.

The school's warm welcome is unparalleled. You cannot walk around without being greeted by a smile, whether from a child or a member of staff, teaching or non-teaching. The school, in conjunction with the values of the parish, is committed to doing everything it can to support and help families in need within the community. The school is building a strong reputation locally for its inclusive practice, and it has forged partnerships with other organisations to ensure children receive the right support at the right time.

Care is evident throughout the entire learning environment at St Paul and St Timothy's Catholic Infant School. From the moment you walk in and are greeted by the stunning art display, it is clear how much ambition the staff have for their pupils. This attention to detail continues throughout the school, with well-presented, natural displays in the classrooms, creating an environment that both pupils and staff are proud of. Despite the high numbers of young pupils in Reception, the atmosphere is calm, purposeful, and happy, thanks to careful planning of the learning environment.

The school's core rules, "Ready, Respect, and Safe," are displayed prominently throughout the building and are well understood by the entire community. During the Assessment, these values were evident in all stakeholders, reflecting the team's dedication to ensuring that everyone in the school community can succeed with this mantra.



Report on IQM Inclusive School Award



All stakeholders were keen to emphasise the school's ongoing commitment to providing a high-quality curriculum for all students. Subject Leaders that I spoke with understood their role in developing a curriculum that is accessible to and ambitious for all pupils. The staff at St Paul and St Timothy's Catholic Infant School are also committed to ensuring that no child is disadvantaged by their out-of-school experiences. They work to provide enrichment activities within school and through educational visits, and subject leads are keen for this to continue to develop. The school is working hard to ensure that all subjects are consistently well-led and are moving forward with the positive examples that they do have.

Throughout the Assessment process, it was evident that all stakeholders feel valued as part of this compassionate and caring school community. There is a strong sense of teamwork and a shared purpose. Many team members remarked, "We are a family," stating, "It's all about relationships," highlighting the hard work invested in building strong connections among staff, children, and families. This strong team ethic ensures that staff support each other to provide the best for the children in their care.

Inclusion is embedded in everything the school does and SEND is a clear priority. Everyone at St Paul and St Timothy's Catholic Infant School takes responsibility for inclusion, and everyone plays their part.

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 Inclusive School Award and be reassessed in three years.

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 David Clay

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

At St Paul and St Timothy's Catholic Infant School, they use the phrase, "Inclusion is never done, but we are doing." This vision and ethos are demonstrated throughout the school by Governors, Senior Leadership, staff, parents, and pupils. Over many years, the team has worked to create a calm, high-quality environment where children and staff love to be. They are solution-focused and work to overcome any challenges that pupils and their families face. As one parent said, the school is always "part of a solution." Leaders recognise the importance of considering child development from a holistic perspective, understanding that this forms a strong foundation for lifelong learning and development. By nurturing all aspects of a child's growth, they help children achieve their full potential and develop a positive sense of self.

Over the years, school Leaders have invested in high-quality Continuous Professional Development (CPD), including whole-school training in trauma-informed practice and emotion coaching. The Leadership Team is passionate about ensuring that all staff are trained and supported to deliver a culture where all the needs of children are supported and celebrated. The new Headteacher is committed to further developing and continuing to improve this offer, for example, initially introducing the ROAR program as a strategy.

The school promotes a Relationships, Emotional Regulation, and Behaviour Policy. At St Paul and St Timothy's Catholic Infant School, relationships are at the heart of everything. Staff are confident in implementing the policy but remain open to new ideas on how they can further support the children. Parents and staff spoke positively about the adjustments the new Headteacher has already made. Staff were eager to continue developing their provision for the benefit of the families they serve.

Even before children start school, efforts are made to build relationships with families and pupils to ensure a successful start. Transition is a priority. The school has well-embedded strategies for building these relationships and supporting children with emotional regulation and behaviour. Parents appreciate the opportunities to become part of 'the family' before their children start, through visits, meetings with staff, and regularly coming to school to pick up books from the library. Parents also highlighted the school's flexibility in ensuring children with additional needs have a successful start through well-planned transitions and opportunities to build positive relationships. The school co-produces documents with parents called "All About Me," and this pupil focus is clear in their plans. The school is aware of the changing demographic and has systems in place to support pupils with English as an Additional Language to make a smooth start.

Staff serve as effective role models who fully engage in the inclusion agenda, whether they work in the classroom, office, or kitchen. Throughout all discussions and meetings during the Assessment, there was a clear understanding of the power of positive relationships. All pupils observed during the Assessment were 'Ready, Respectful, and Safe' and embodied the school's inclusive values. Some pupils explained how the school supports and understands their needs, showing their awareness of the school's inclusive ethos and respect for the whole community.



Report on IQM Inclusive School Award



Children are proud of their achievements and work hard to earn a place in the Golden Book. They have their certificates presented during a celebration assembly each week. They eagerly shared the diverse reasons for their achievements, reflecting how much the school values the whole child.

All partners I met during the day, including those from outside agencies, praised the excellent relationships and partnerships the school has with all stakeholders. There is a whole-school understanding of the power of positive relationships and the impact this has on the quality of education provided. Staff, pupils, and the entire school community are incredibly proud of their school and have worked hard to build a truly inclusive community.

The school embraces the statement, "Inclusion will never be 'done,' we are doing!". They are indeed doing excellent work in fostering a positive and inclusive environment.

Next Steps:

- To continue to respond to the changing demographics of the pupils and their needs.
- To continue to make use of the high-quality CPD offer to ensure that new staff have the training needed to make effective use of the resources to support individual pupils.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

The experienced and knowledgeable Governing Body is clear about its vision for the school and the support it provides for its pupils. They work effectively through sound recruitment practices and are committed to supporting the Headteacher and Leadership Team at St Paul and St Timothy's. The entire team is passionate about inclusion, continually driving this value so that it is woven into everything they do. Inclusion is not an optional extra or a bolt-on; it is ingrained in every aspect of school life.

The Headteacher, Governors, and Leadership Team have a clear understanding of the school's needs and where improvement is required. However, every stakeholder demonstrated that they are not complacent and are eager to continue learning from and about their community. The school is highly regarded within the Local Authority (LA), and they regularly collaborate with colleagues to share their skills and expertise through the local area consortia, of which the Special Educational Needs Coordinator (SENCo) is a member.

The Governors I met were enthusiastic and knowledgeable. The Governing Body has a wide range of strengths and high levels of expertise, with members experienced in working in schools similar to St Paul and St Timothy's. They are passionate about ensuring that decisions are made with the children at the heart of their discussions.

The Headteacher has a clear plan for the school's development, with well-defined targets. She leads an enthusiastic team of Middle Leaders who are open to change and willing to support these developments. Inclusion is central to the School Development Plan, and upcoming changes, such as the planned development of outdoor areas, will continue to support the school's inclusive ethos.

A range of strategies are in place to ensure effective structures and systems for monitoring and self-evaluation. Subject Leaders contribute to the school development plan, and there is a strong culture of peer-to-peer support and reflective practice. Leaders ensure that colleagues have access to high-quality CPD, showing a commitment to helping staff implement new knowledge. The high level of expertise within the Leadership Team has a significant impact on staff development. Staff have access to excellent internal and external training and resources and work effectively with the Educational Psychology (EP) Team, attending any appropriate training.

Staff shared that the school is like a family. There is a clear sense of enjoyment in being part of the team, with all staff engaging in social activities together. They also have appreciated changes to support their wellbeing that give them the flexibility to take Planning, Preparation, and Assessment (PPA) time at home and also have time in school to lead and develop their subject areas.

There is a strong safeguarding culture in the school, and staff are committed to ensuring that all children know they can seek support from any member of staff. Staff are well aware of vulnerable pupils and their needs, working together effectively to support them. They are also knowledgeable about the procedures and policies they must follow in this regard.



Report on IQM Inclusive School Award



The school has an effective system for the early identification of any child causing concern. Vulnerable pupils are discussed in regular meetings where school Leaders and Pastoral staff collaborate to identify the best possible support plan. The school is fortunate to have a pastoral team that knows the families well and shows genuine care in supporting them to succeed. However, the team also challenges families where appropriate, and their strong relationships make this approach effective.

The school's wellbeing lead, Attendance Officer, office staff, and Senior Leadership team work together effectively to ensure that families have the support they need to access learning. Attendance is reviewed weekly at the Senior Leadership team meeting, with the Attendance Officer invited to participate.

Next Steps:

- To continue to share good practices and ensure consistency of middle Leadership across all foundation subjects.
- To continue with the good work in reducing the number of children who are persistent absentees.



Report on IQM Inclusive School Award



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

Pupils at St Paul and St Timothy's Catholic Infant School have access to a broad and balanced curriculum that offers a wide range of enrichment activities to embed knowledge and develop cultural capital. The children demonstrated a strong understanding of their learning across various subjects. For example, when asked about a local geography field trip, one Year 1 child was able to explain the human and physical features they observed. Year 2 pupils were proud of their work across all subjects covered this year and were eager to demonstrate their achievements in their books.

At St Paul and St Timothy's, the curriculum Leaders that I met with work hard to ensure the curriculum offers pupils meaningful learning experiences that engage, motivate, and inspire them. Children are given the opportunities to develop character, intellectual curiosity, and a broader understanding of the world. The school recognises the importance of engagement and providing children with a rich variety of subjects. Creativity is valued at St Paul and St Timothy's, as was demonstrated in the Reception classrooms that I visited.

The pupils were focused and engaged in all the lessons I observed. Children in continuous provision in Reception and Year 1 were fully involved in their learning and able to discuss the activities they were completing. They were eager to share their learning and explain their activities and successes. High-quality learning was evident in continuous provision, with well-planned, structured activities put in place.

Subject Leads have access to high-quality CPD through School Improvement Liverpool. With this support and quality assurance, they have developed a well-sequenced, knowledge-rich curriculum that ensures progression in the subjects discussed. Secure prior knowledge and the use of Assessment tools ensures that each new piece of learning builds on and connects with previous knowledge and experiences. During the Assessment day, I saw the use of title pages that highlighted key vocabulary mapped out across topics and year groups, and the children were able to explain some of the vocabulary.

The curriculum at St Paul and St Timothy's Catholic Infant School takes the children's lived experiences into account, providing them with the knowledge and experiences to broaden their horizons. The history and geography Leads spoke at length about how they have adapted their curriculum to reflect the impact of people from a range of cultures and backgrounds, particularly in the history curriculum.

The Subject Leads I spoke to were clear in their expectations for staff to provide scaffolding and adaptations to support pupils in accessing their learning. They also supplied staff with clear PowerPoints and plans to ensure consistency across each class in delivering the topics. Staff feedback showed that this support gave them the confidence to teach subjects, even in areas where they felt less confident in their subject knowledge.

In meetings with Subject Leads, it was clear that staff had opportunities to provide CPD to teachers, ensuring that scaffolding and adaptations were available for children. In the



Report on IQM Inclusive School Award



core subjects I observed, these supports were in place, and staff felt their input into the subject was valued.

Extra-curricular opportunities were particularly evident in Art, with the Subject Lead showing her passion for the subject and her determination to pass this enthusiasm and competence on to the children. The pupils spoke enthusiastically about the opportunities and visits they had experienced, making clear links between these activities and the subject knowledge covered. Subject Leads in History and Geography also shared clear development ideas and goals for their subjects, aiming to further enrich the curriculum.

Next Steps:

- To continue to share good practices and ensure consistency of Leadership across all foundation subjects.
- To ensure that there are high-quality enhancement opportunities in all subjects to build upon the work that is already there.



Report on IQM Inclusive School Award



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

At St Paul and St Timothy's Catholic Infant School, teachers are empowered by supportive Leaders to deliver high-quality teaching. CPD is planned by senior Leaders, with middle Leaders also able to request time to deliver training and provide support and guidance for other staff. Engagement and independence were evident in every lesson I visited, and children were able to explain what they were learning and how it fits into their broader learning journey.

Children with additional needs, including those on the SEND register, were supported through scaffolding and task adaptations. The SENCo shared details about the CPD she had provided to staff and felt it had made a significant impact on the school. Where scaffolding was used in the lessons observed, it was temporary and sensitively applied. When I asked a Year 2 child why they had manipulatives in maths, they responded, "I can use them if I need them."

Parents shared that they found staff proactive in meeting their children's needs and ensuring progress. They spoke positively about the one-page plans that helped them understand the progress their children were making, particularly for those with EHCPs who couldn't fully access the mainstream curriculum. I observed both collaborative and independent learning. Learning occurs in mixed-ability groups to prevent a 'glass ceiling,' while staff use flexible grouping to provide additional support where necessary. Staff take pride in their classroom environments and the shared spaces around the school. Communal areas are bright, airy, and welcoming, creating a homely atmosphere.

School Leaders have developed the learning environment based on research around therapeutic approaches. Each classroom includes a quiet space where children can regulate with age-appropriate support. There is consistency throughout the school in displays and working walls. The tidy, organised spaces contribute to a calming atmosphere, ensuring that children feel safe, loved, and connected. One Year 2 child shared the techniques that she could use to support her to regulate in the calm area of her classroom.

At St Paul and St Timothy's Catholic Infant School, the power of positive relationships is key to their inclusive ethos. The pupils conduct themselves well, showing respect and motivation, which leads to positive behaviour. The school's values of 'Ready, Respect, Safe' resonate throughout the entire community. Children are proud of their behaviour and the way their friends also behave.

Despite the school's large size in terms of pupil numbers, it has a relatively small footprint. However, spaces are used efficiently and effectively, creating a calm environment. The sensory room and the therapeutic classroom are both well-resourced and welcoming, providing a space where children can truly succeed. Overall, the layout supports emotional regulation and calm reflection effectively.



Report on IQM Inclusive School Award



Next Steps:

- To continue to improve outdoor areas so that children have access to inspiring, organised learning outside of the classroom and show the same pride as the areas inside the school.
- To fully implement and embed the role of SEND Advocate, monitoring the impact this has on teaching and learning for children with SEND across the school.



Report on IQM Inclusive School Award



Element 5 - Assessment

School Leaders measure the impact of the curriculum in various ways, using different forms of Assessment to support the next steps in learning and to further develop practice and provision. A range of formative strategies is used effectively on a day-to-day basis to help pupils make progress. Teachers use prior attainment data to identify gaps in learning and plan effective learning opportunities, with clear tracking systems in place. School Leaders shared that they make use of this data to analyse the progress of children and the curriculum that they have in place. They are currently monitoring phonics to ensure it is having the impact that they want.

The team at St Paul and St Timothy's Catholic Infant School believes that all Assessment s should be purposeful, serving as a process of seeking and interpreting evidence to determine where each child is in their learning journey and what their next steps should be.

The school records summative Assessments termly using Target Tracker. Data is collected and analysed, and pupil progress meetings are held shortly after to discuss the next steps for each child. Subject Leaders use monitoring time to review attainment and data in their subject areas, identify any training needs and necessary curriculum adaptations, and gather pupil feedback. Governors are informed termly of pupil progress, with attention to groups that may require further intervention and support. Children on the SEND register have a Play Plan in Reception or a One Page Plan in Key Stage 1. Staff set targets termly and are encouraged to use these as working documents to support learning for these pupils. Parents shared that they are kept informed termly through these plans. Where a child is struggling with emotional regulation, Boxall profiles are used to plan interventions and monitor progress.

For children with an EHCP, staff use these targets to form the child's One Page Plan. Meetings are held in line with statutory guidance to review and update targets, as well as to assess the support needed to achieve them.

Next Steps:

- To explore tracking systems that can fully capture the progress of all children, particularly those working well below age-related levels.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

The impact and power of positive relationships at this school are so evident that they are almost tangible. The pupils I met during the Assessment presented themselves as independent and resilient learners with a positive "can-do" attitude and high aspirations. Every member of the school community shares this vision, working collaboratively as one loving and nurturing family—a team that looks after each other as well as the children and families in their community. There is a clear culture focused on well-being, and the school's values and ethos—*Ready, Respect, Safe*—are reflected in all they do and understood by all. Children work collaboratively both inside and outside the classroom, actively striving to reach their full potential and fostering a lifelong love of learning.

At St Paul and St Timothy's, children experience a curriculum that is child-centred, exciting, and engaging, with a clear focus on high expectations and celebrating achievements. The views of everyone in the community are seen as valid, valued, and respected, which is reflected in the quality of relationships. During my visit, the children's behaviours and attitudes to learning, both during structured lessons and unstructured times, were exemplary.

The learning environment is calm, organised, and conducive to positive mental health and well-being. Children are explicitly taught about their emotions and strategies to self-regulate, learning various tools to support their emotional well-being. The pupils I met during the Assessment truly value the care and support they receive from the adults at St Paul and St Timothy's. They described how the teachers help them, not just with learning but also with managing their feelings and emotions.

There are numerous opportunities to celebrate positive relationships, behaviour, and attitudes toward learning. During the Assessment, pupils spoke enthusiastically about "The Golden Book" and their pride in receiving a certificate for being included in it. Staff shared how they look for opportunities to celebrate the progress of every child throughout the year. Pupils can earn rewards through various methods, and their work is celebrated and displayed across the school in ways that truly highlight their achievements.

There are many opportunities for pupils to take on Leadership roles and develop transferable skills outside the classroom. The School Council, Eco Team, and Mini Vinnies all work to support their school and the wider community. Even early in the term, the School Council shared how they had contributed to naming a room in the school. The Mini Vinnies collaborate with pupils from the nearest Junior School to explore ways they can support the local community and beyond through charity work and good deeds.

Parents highly value the support staff provide both in and out of school. One parent shared how the SENCo had written Social Stories for use at home, along with providing resources and visuals to support them in managing their child's behaviour outside school. They recognised that the school truly cares and is committed to supporting their child's development both at school and at home.



Report on IQM Inclusive School Award



Next Steps:

- To continue to develop the role of Mini Vinnies in supporting their community.
- To fully support and implement Philosophy 4 Children (P4C), developing the children's understanding, reasoning, and thinking skills.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

The team at St Paul and St Timothy's Catholic Infant School is very proud of the relationships they have with their families and the support they provide—and rightly so, as it is exceptional! There is a true sense of the school supporting and working collaboratively with the whole team around a child. All staff build strong relationships with families from the outset, and there is an open-door policy that provides daily opportunities for families to speak with staff at the gates at the start and end of the day. Leaders are highly visible, meeting, greeting, and interacting with parents and carers every day. Parents shared how all staff at the school are approachable and that they would happily speak to any one of them.

The school knows their families well and recognises the support they need. They are proactive, approaching families and offering support to the most vulnerable in a sensitive way. One parent described the staff as “gentle, personable, and on the ball.”

During the Assessment, I met several families who were eager to share their personal experiences and how much they valued the support offered by the school. Parents truly appreciate that there is always someone they can reach out to if they have any issues or difficulties. They acknowledged that all staff, including the Leadership Team, are solution-focused, listening to and validating their concerns no matter how big or small. One parent expressed deep appreciation for the staff's support, both in and out of school, and explained how the school was able to manage difficult conversations sensitively, assisting as the family came to terms with diagnoses and support needs.

Parents described the school team as being like a family. They shared how, from the moment their children were allocated a place, they were encouraged to become part of the school family and feel secure and comfortable spending time in familiar surroundings with people they Trust

Communication with families is strong, with a wide range of methods used to ensure communications are clear and timely. The online newsletters (SWAYs) were well received. The school makes every effort to support families, including talented office staff who have assisted with translation for some pupils. Families can freely contact the school and feel their concerns are addressed promptly. Often, staff respond quickly to alleviate worries, arrange meetings, and work together to find solutions. Teachers have excellent relationships with parents and are available at the gates to speak with them at the end of the day. The parents I met during the Assessment demonstrated confidence in the school. They trust the Leaders and feel included and informed about their child's education.

The school also spoke positively of the support that the families have provided to support their offer for the children. The whole school community regularly make donations to the food bank, and on the day of the Assessment provides the Reception classes with hundreds of pumpkins for their pumpkin field.

Next Steps:

- Continue to develop parental engagement and think of ways to encourage further understanding of the therapeutic methods the school deploys.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

St Paul and St Timothy's Catholic Infant School have forged strong links with schools, services, and organisations in the local area and beyond. They work collaboratively to share good practices and support colleagues outside their school. The school's SENCo currently chairs the SENCo meetings. St Paul and St Timothy's Catholic Infant School proudly stand at the heart of the local community, inviting a range of local and wider community groups into the school to deliver assemblies and workshops for the children. They also invite the parish into the school to participate in collective worship led by their Year 2 pupils.

St Paul and St Timothy's Catholic Infant School value the importance of local and broader community links in their curriculum. They have developed a series of trips, visitors, and experiences to enrich the curriculum, and subject leads are keen to further enhance their offerings. The Reception Class even set up their pumpkin-picking field, ensuring that if a child doesn't have that experience, it can come to them. Leaders recognise that children's learning is enhanced by varied experiences and opportunities that motivate and engage them, despite the challenges of planning this for such large numbers of pupils.

Four pupils in Year 2 are part of Mini Vinnies with the local Junior School. This group, working with the Deputy Headteacher and teachers from the Junior School, looks for opportunities to do good in the local community and beyond. They raise money for national charities, such as Catholic Aid for Overseas Development (CAFOD), MacMillan, Marie Curie, and Cancer Research UK. Locally, they support Nugent, Zoe's Place, Bobby Colleran, and Trust amongst others. The school even runs their food bank to support families in need within their community. Alongside this, the local parish contributes to a fund that the school uses to assist its local community, which the school works sensitively and effectively to distribute where needed. The school is currently working towards 'The Live Simply Award' through CAFOD, exploring global, local, and school actions that focus on living sustainably.

The school collaborates with and seeks outreach support from specialist staff when necessary. The school has strong links with external services, and I was able to meet with an Educational Psychologist during the Assessment. She described how the school "goes above and beyond for their pupils," and referred to the partnership as "Incredible!" The school is eager to engage with any support and training available to provide the best possible provision for all its pupils.

Global links are embedded into the curriculum where possible, giving pupils opportunities to learn about different cultures across humanities subjects and through well-chosen texts used across the curriculum. The children are growing in their knowledge about their community and beyond, and this was demonstrated in the pupil interviews. The school has employed a wide range of artists and experts to support projects such as Refugee Week. A visiting artist delivered an assembly and workshops during Refugee Week to last year's Year 2 children.



Report on IQM Inclusive School Award



Next Steps:

- To continue to work towards 'The Live Simply Award' developing the school's ambition to live sustainably.
- To continue to develop the Forest School and Outdoor Areas to give children even more opportunities to learn outside of the classroom.