



Report on IQM Inclusive School Award



School Name: St Thomas Cantilupe Church of England Primary School

School Address: Coningsby Street
Hereford
Herefordshire
HR1 2DY

Head/Principal Ms. Asha Begley

IQM Lead Mrs Kahlia Laws

Assessment Date 18th June 2025

Assessor Ms Jane Flynn

Sources of Evidence:

- School Self Evaluation Document
- School Development Plan
- Web Site
- Statements from Parents
- Parental Survey Data
- Pupil Survey documents
- Assessment Schedule
- Documents relating to Performance Management and CPD
- Attainment and Progress Data
- Attendance data
- Tour of school/Learning Walk

Meetings Held with:

- Headteacher
- SENDCo
- A group of pupils, from KS1 and KS2, comprising EAL, SEND and PP



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- SEND/Inclusion/Safeguarding Link member of Strategic Task Group
- Year 1 Teacher/Science Lead
- Year 2 Teacher/EAL Lead
- Teacher leading on Rights Respecting Schools and extra-curricular provision
- PSHE lead
- School Counsellor
- Family Learning Mentor



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Overall Evaluation

St Thomas Cantilupe Church of England Primary School (STC) is located in the centre of Hereford City and is part of the Diocese of Hereford Multi-Academy Trust. It is a one form entry school with a large Nursery. In recent years, there have been some changes in the demographic of the local population and 21 languages are spoken in the school, with 65% of children having English as an Additional Language and coming from minority ethnic backgrounds. The area is one of some social and economic disadvantage, resulting in 26% of pupils being in receipt of PP/'disadvantage' funding. Pupils identified as having Special Education Needs and Disabilities (SEND), constitute 24.2% of the cohort and 7 of these children have an EHCP. Furthermore, as a result of some transience in the area, 37% of the school cohort was not admitted in Reception but has joined STC as within year transfers at various points since then.

Nevertheless, staff want to meet the needs of all children, if at all possible, and consider its demographic, as the most diverse school in the county, 'to be not a problem, but a challenge' which they are determined to meet. This commitment to inclusion runs through the school 'like a stick of rock'. There is much experience within education and the local community on the Strategic Task Group (formerly Governors) and members both support and challenge a very able and quietly passionate Senior Leadership Team, who, in turn, run 'a very happy ship', having been involved in significant school improvement over recent years.

The aim is that all stakeholders should be part of a positive, diverse, yet cohesive community, in which all can give of their very best and every child can fulfil the guidance in the Book of Matthew to 'Shine Bright Your Light'. This stems from a clear strategic vision and firm belief in it being achieved through a culture of 'high standards and low threat'. Everything in the school emits a sense of 'high quality'. Extensive thought has been put into the creation of an ethos of 'inclusion' in which environment, curriculum and pedagogy are accessible for all, with the same ultimate objective.

STC is a delightful place to learn and work. Not only is the physical environment of the school comfortable, attractive and well resourced, but teachers and other staff feel very supported to do their jobs by a framework of clear expectations, systems, structures, training and positive professional relationships. Leadership is distributed with clearly defined roles and areas of responsibility. There is a desire and expectation from every member of staff I met to constantly aim 'to improve, not prove'. A highly structured, rigorous, supportive approach to Performance Management has resulted in a comprehensive, self-evaluation process based upon qualitative and quantitative data. This is discussed with line managers and bespoke Continuing Personal Development (CPD) is agreed and put in place to enable staff to continuously develop their practice to meet the needs of all their pupils.

The curriculum is both broad and deep. Extensive investment has been made in creating and resourcing a culture of Reading and developing Literacy, as the driver of access to learning. This is evident throughout the school. Intensive Phonics work, at all levels, as required, is the 'order of the day'. Leadership is developing STEM learning for a rapidly changing world and, at the same time, ensuring that all children receive a rich education



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in the Arts. The curriculum is enhanced by clubs and activities which all children are supported to attend and by the use of various opportunities in the community to enliven topics, give them real life application and offer children memorable experiences of awe and wonder. Support is given to ensure equity of access and not merely equality of opportunity.

Pedagogy is rooted in sound, up to date research and strategies and techniques determined by data and knowledge of each child. This comes from an almost forensic approach to identifying the needs of individual pupils through appropriate assessment procedures, liaison with parents, other agencies, if relevant, and pupil feedback. There is regular review of progress and various support plans are put in place, as required. Children are fully integrated into mainstream classrooms as much as possible and given extra appropriate support alongside their peers.

Consequently, teachers' 'toolkits' are constantly developing, in order that they can be experts in Adaptive Teaching. They have become increasingly successful in this, as demonstrated by 2024 Attainment Data which exceeded National Average. Nevertheless, there is no easy satisfaction, and Leadership has identified targets for further improvement.

Extreme effort is made to welcome all families into school and offer a range of different kinds of support to parents to help them, in turn, support their children to 'be fit to learn' and address any barriers they might have. There have been particular initiatives introduced to support families new to the area and celebrate other cultures.

Children spoke warmly of their teachers and school experience. I observed children playing well together and they are clearly used to busy, yet controlled activity in classrooms. There was an evident awareness of routine and the expectation that they would take some independence in their learning, no matter what needs they might have. They were aware of strategies to use to do so. They appreciate the uniqueness of each person and were seen to be supporting each other. Any off-task activity is managed quietly, thoughtfully and sensitively by staff.

There is a calm energy at STC and a thoroughness to detail which is almost tangible. It appears that everything is intentional, carefully strategically planned for and pre-empted – nothing is left to chance. All this is within a culture and framework which facilitate forward thinking, initiative, efficiency and resourcefulness, allowing staff to respond positively and with versatility when they are presented with new needs and challenges and focus on the wellbeing of every child, whilst fostering an enjoyment of learning in each of them. However, complacency is not in the vocabulary of STC and having been involved in a challenging journey of school improvement, there is no intention to stop. Staff are continuing to research strategies and resources to enable the light in all children to shine ever brighter.

I very much wish I could have spent longer at STC, as it was a very pleasant experience. .

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



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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: Jane Flynn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

.....
Joe McCann MBA NPQH
CEO Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

The recent rapid development of STC has placed 'inclusion' at its core. From the moment one enters the building, one senses the warm, welcoming atmosphere and respect for all people and the environment. Certificates and Awards on display celebrate the achievements of the school in offering a broad range of learning experiences and support for all. A board displaying photographs of all children who have recently joined STC, be they in Reception or within year transfers to other year groups, together with their names, also written in the script of their native language, emphasises that they are 'Welcome' and enables other children to identify new members of 'the STC family'.

The school's core Christian values of 'Love, Unity and Perseverance' are at the heart of everything it does and drive systems and structures which enable all pupils to 'Shine their bright light'. Children are given the confidence to believe in the uniqueness of themselves and others and that challenging barriers can be addressed and overcome.

The multi-cultural demographic of the school is celebrated as a richness and something to be valued. The school admits pupils, irrespective of their religion. Every effort is made to meet individual learning needs and to 'ignite each child's light'. This is evident in the very positive interactions between staff and pupils. I also witnessed part of an assembly, in which pupils clearly followed a protocol which was wholly inclusive. Some pupils with SEND were involved in leading activities.

Expectations of all are high and these are supported by carefully structured CPD for staff, enabling them to take responsibility for the wellbeing and progress of every child in their individual classes and ensuring smooth, informed transition from one year group to another. Consequently, there is a very strong team ethos, with shared inclusive philosophy and practice which provides a firm structure to promote and support achievement.

Pupils are able to describe a wealth of positive experiences which they have in school. It is clear that they know each well, even if in different year groups, and emotional empathy and understanding were evident in my discussions with them. They had a very positive outward looking perspective on the world and were very respectful of each other. Their enjoyment in sharing in various cultures at specific events such as 'India Day' and 'Eastern European Day' was clear, and they were looking forward to a forthcoming 'Africa Day' with enthusiasm. They were also appreciative of the range of clubs and activities to which they have access – 'something for everyone'.

Staff use a range of communication methods to ensure that all parents/carers are included in the school life of their children and are kept fully up to date. This relationship starts as soon as it is agreed that a child will join STC. A carefully structured process identifies the needs of every child and an induction plan for both pupil and parent/carer is put in place, so they very quickly are included in the school community. Staff regularly draw upon external agencies and organisations, working in partnership, in the best interests of their pupils



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Next Steps:

- Staff plan to respond to pupil feedback and amend the curriculum further, in order that it is more accessible to English as an Additional Language (EAL) PP and SEND pupils. This will also include using three pedagogical strategies from CPD on Adaptive teaching.



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Element 2 - Leadership and Management and Accountability

There have been significant changes in Leadership at STC during the past five years and the school has improved from an Ofsted judgement of 'Requires Improvement to 'Good.' This has been achieved by a strong SLT creating a team of staff with high expectations and a shared ethos. The headteacher, who left the school earlier this year, to take up another role in the Trust, led the process, along with a Deputy and SENDCo. The former Deputy is now the substantive Head of STC and both she and the SENDCo, who is also on the Senior Team, have been involved in the improvement 'journey' from the beginning. A new Deputy Headteacher is now also part of the SLT.

As part of The Diocese of Hereford Multi-Academy Trust, leadership works closely with schools from three other counties. The SENDCo at STC has supported some other schools within the trust in developing their inclusive practice for children with SEND. The Director of Education for the MAT visits STC termly to discuss current effectiveness, focussing on L&M, Quality of Education, Teaching and Learning, Behaviour and Attitudes, Early Years and Personal Development. In addition, reports are provided by the Headteacher, and other specific staff, as relevant, to the Strategic Task Group (STG - a replacement of the Governing Body) on a termly basis.

The STG is a well-informed group of educational professionals and representatives from the local community. It is chaired by the CEO of the MAT and includes a serving Headteacher of another school, with particular experience of SEND, and also the MAT Leader of SEND across the trust. Another member has experience of SEND working as a Health Care professional.

Safeguarding procedures are robust, and staff are all trained in the use of 'My Concern' to report and log issues and actions. Safeguarding is a Standing Item on all meeting agendas and protocols are checked annually by the Director of Safeguarding for the MAT. This is in addition to the Link Member for Safeguarding on the STG. Consequently, there is 'joined up thinking' and a valuable sharing of varying kinds of experience.

The STG is committed to inclusion at STC and challenges data to ensure that all pupils are receiving the best possible education. Its willingness to agree to fund electronic tablet devices for each child, facilitating translation and the use of supportive learning strategies, is evidence that members are prepared to make big financial decisions to promote high quality learning for all and to support teachers in the development of their pedagogy. There is a recognition that the role of an STG Member should be as appropriately participatory as possible. This was demonstrated by a member who instigated a relaunching of the school choir, which is inclusive in its cohort of over fifty pupils, and which has led Evensong at Hereford Cathedral. In a similar vein, a member has worked on an Art project with staff and children. Members visit school regularly to monitor areas for which they have responsibility. STG Meetings take place during the school day, enabling members to speak with pupils and staff.

The STG ensures that it is updated with key educational developments via CPD and its forward thinking is reflected in recent training in 'Flourishing Seeds' on the subject of Education in 2040.



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CPD for staff and monitoring of its impact are robust. Useful, practical documents support reflection and positive action, whilst also contributing to staff personal development and performance reviews. Teaching Assistants are given time to complete CPD in school within their scheduled hours. This also forms part of their Personal Reviews. Professional Development is integrated into the wider Monitoring Schedule, which assesses ongoing implementation and impact of strategies and includes weekly monitoring by Subject Leaders and the Senior Team. Findings are then fed back to staff to ensure progression.

The importance of staff wellbeing is fully acknowledged, and every opportunity is taken to ensure that workload is manageable for all. The Diocese offers support for Senior Leaders and Wellbeing is a Standing Item on STG agendas. Staff have access to a counsellor and a member of staff is trained in Mental Health 'First Aid'. A teacher in her third year of teaching, who completed her ECT training at STC, praised the quality of her induction, her learning and the support provided. She stated how happy she is to be working at STC.

Next Steps:

- All middle leaders across the MAT will attend termly meetings to further develop consistency in inclusive teaching and learning and STC will share good practice.
- Application will be made for grants to fund access to educational activities and extracurricular programmes for all.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaptation

The curriculum at STC is designed to address the needs of its pupils, acknowledging barriers. At the same time, staff draw upon the richness inherent in its multi-cultural demographic as well as particular skills of members of the community to deepen and enhance children's learning and educational experience.

The school has adopted the ethos of 'High Challenge, low threat' in both curriculum and pedagogy. Thus, the overall curriculum is ambitious in its breadth and depth and children are expected to be supported to achieve highly and make excellent progress despite any barriers which they might experience, and to have a rounded, integrated experience. 'Intent, Implementation, Impact' documents outline priorities for each subject area, providing a structure for coverage, consolidation and evaluation.

Oracy and Reading are central to the curriculum. Little Wandle Phonics are introduced in Early Years and also delivered in KS1 and KS2, as required. Welcome Speech and Language assessment enables staff to identify where interventions and adaptations need to be made. EAL pupils are assessed using the Bell Assessment tool. STC has become a 'Showcase' school in employing the 'Talk for Writing' Programme with SEND and EAL pupils and demonstrating this in action to professionals from other schools.

Timetabled story reading every day promotes a love and appreciation of narration and stories. This is further enhanced by attractive reading areas in classrooms and a superb library, promoting reading for pleasure. High quality texts expose children to high level and technical language within engaging contexts. Books represent and reflect different cultures, challenge stereotypes, include dyslexia friendly books and some suitable for older children who might have limited reading ability. On 'World Book Day' children are escorted to the local bookshop and supported in using their vouchers to choose a book. In addition, they have helped children who are not members of the local library to join. Cumulatively all these strategies help to create a culture which recognises and values the pleasure which reading can bring and its vital importance in both academic success and personal well-being.

Literacy and numeracy skills are integrated into practical subjects, and plans indicate specific vocabulary which children need to competently use at each learning stage, in order that they can be reinforced and 'practised' across the curriculum. All children are helped to become masters of number through the 'White Rose' Maths programme which is used on a daily basis.

The curriculum is constructed around termly themes and alternates between History and Geography. Wherever possible, other subjects are linked and studied in the context of the specific theme, for example the 'Water Cycle' element of Science is taught alongside 'Rivers' in Geography, making meaningful connections in understanding for children. Subjects are revisited in a spiral fashion.

Opportunities are given to extend and challenge pupils, through their involvement across curricular projects. For example, STC's global approach to its wider curriculum is evident in the emphasis it places on awareness, knowledge and understanding of other cultures. A huge map of the world clearly indicates all the different countries from



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whence pupils in the school originate. This not only develops children's knowledge of the geography of the world but broadens their horizons in enabling them to link a particular culture to an area and promote some mutual understanding between peers.

Religious festivals are celebrated, and provision is made for any Muslim children to complete ablutions and pray, if desired. This is further enhanced by Enrichment Days when there is a focus on different ethnic groups. Backgrounds and cultures are shared and celebrated at the same time as pupils are developing their basic skills of Reading, Writing and Maths. Children expressed how they particularly enjoy these days.

Pupils were equally enthusiastic about their extra-curricular and other enrichment experiences. Staff draw on resources in the local area to engage children and enhance their learning. They have received inspirational and aspirational talks from members of the community including a Sudanese Dentist who delivered a workshop on dentistry, a Nigerian father, who led an RE session and a White British Nurse who compared Nursing today to that in the time of Florence Nightingale and Mary Seacole.

Children spoke of gardening club, Eco committee, giant Lego, an archaeology walk and Ancient Greek Objects in a museum. Fishing at a farm, going to the theatre and challenging themselves at a Residential Outdoor Pursuits Centre were also memorable experiences for them. Participation in clubs is monitored in order that any children not engaging can be supported to do so. They are all publicised to parents and some pupils are specifically invited to certain clubs. This highlights the school's careful and detailed approach to identifying 'gaps' in children's social education and cultural capital.

Outdoor Education plays an important role in supporting children at STC. A specialist works with pupils in the delightful outdoor area of the school, including the Forest school. She also delivers the 'Nurture through Nature' Programme, coaching small groups of children in Outdoor Activities and following the National Outdoor Learning Award, which focusses upon safety, respect and learning. 'Roots and Things' supports pupils at risk of exclusion by encouraging positive attitude, promoting enthusiasm and engagement and raising children's self-esteem.

The Government funded free holiday club for Free School Meals (FSM) children is mainly based outdoors. In addition, the 'WOW' scheme enables children to 'drop-in' to outdoor activities. The school participates in the Local Authority Bikeability scheme, supporting all children to learn to ride a bicycle safely. Bikes are sourced from local charities for those children who do not have one of their own.

Music has become very much part of the soul of STC. Free instrumental lessons in a range of tuned instruments are available to all pupils. Singing is encouraged and the choir has gone from strength to strength performing both in school and the local community. Leadership has supported a pupil in being offered a musical scholarship to Hereford Cathedral School in response to their identification of the child having a talent for singing.

Following the STC's positive support of the prestigious Hay Arts Festival in the past, the school is honoured this year to be chosen as the 'Base' school for a mini Hay Festival to take place over one week. The children's curriculum will be enriched by working with a



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Bollywood Artist, poets, dramatists and musicians. Every child in the school will participate and there is a focus on fully involving pupils with SEND and EAL children.

As a UNICEF 'Rights Respecting School', currently with Bronze status, pupils are encouraged to be proactive in expressing themselves, offering ideas and opinions and discussing implications. As part of this initiative, STC has held a talent show, children worked on an Art and Literacy project during Black History Month and participated in a range of related activities during Anti-Bullying Week.

Opportunities are given to extend and challenge pupils, through their involvement in cross curricular projects. For example, the Personal Development Curriculum has been enhanced by the school's involvement in the 'Courageous Advocacy Project' which requires children to be aware of and address issues of injustice, inequality and fairness. Pupils have been considering injustices in the context of wildlife, pollution, food insecurity and Food Bank usage. This has involved them in conducting surveys, weighing food waste, using air pollution monitors and identifying patterns in their data. They subsequently fed back their findings to parents at a specific event. Such structured blending of knowledge and skills applied in a mature, real-life context is symptomatic of STC's creative and holistic approach to Curriculum delivery.

Next Steps:

- Staff will continue to incorporate a range of texts from different cultural backgrounds into the 'Talk for Writing' curriculum. These will provide a global perspective and reflect issues of identity, community and social justice.
- Staff might consider introducing World Music into assemblies and other appropriate events.



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

The environment at STC has been completely refurbished in recent years. Exceptional thought has been put into both interior design and furnishing as well as a breath-taking large outdoor area. Consequently, pupils spend their days in comfort and space with a range of physical resources available to them. These are positioned with great care and no area appears cluttered. There is a strong culture of using resources and then tidying up, as a pupil vociferously explained to me, reflecting the children's understanding of the need to be aware of others and take care of the environment for the benefit of the community. Colour schemes are deliberately tastefully muted, and floor coverings reduce sound, whilst also being easy to clean. Classrooms facilitate independent, small group and whole class learning with ease, because of the careful, strategic design, and there is an easy flow from one area to another.

Attractive books, representing a range of cultures, pervade key public areas of the school and have major prominence in all classrooms. Children can begin their day at Breakfast Club which takes place in the library. The attractiveness of the book displays is enticing. The librarian has created a library which looks as inviting as a sweet shop for children! This space offers sofas, comfortable chairs, as well as tables and a coffee bar style counter area where food and drink are served. In the corner is a piano! It is clean, homely and inspiring, offering opportunity for quiet reading, should a child wish to do so, or for easy socialisation – an ideal place to begin a day of learning. An after-school activity also takes place in the same space, enabling children to end their day in a calm, relaxed environment.

Throughout the school, the promotion of reading as an activity which can bring great pleasure and support wellbeing, is very clearly evident. There are areas around the school where children can be quiet, read, think or regulate.

Corridor and open space displays are clear, accessible, purposeful and link to the celebration of inclusion and diversity. The achievements of female Mathematicians are presented to encourage aspiration, whilst confidence and self-belief are promoted from the day children join Early Years, when they can see a large poster - 'Everyone is an artist'. Nursery provision is expanding further, and Leadership has arranged for an outbuilding, which is currently unused, to be transformed into an extra space for Nursery Children. It is symptomatic of the importance which the Headteacher and her team place upon the learning environment in enabling children to have the best possible learning opportunities, that the linking, flow and purpose of the extended area has been very strategically and aesthetically designed before work commences.

Families are treated with the utmost respect at STC, and investment has been made in providing them with a Family Resource Room where they can meet with staff and/or do activities with their children, as though it were a very comfortable, pleasantly furnished 'living room'. It also contains a bank of food, toiletries, detergents etc. which are made available to families in need.

The aesthetics of the large, varied, exciting outdoor area are difficult to describe to do it justice. It has been designed to blend into the natural landscape which has developed



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over many years of the school's history and yet offers a wide range of learning opportunities in the outdoors. It includes a glorious sensory garden with quiet areas, a trail through a wooded area around a large playing field area, a performance space with a sedum roof, tepis for Storytime or music, a vegetable growing area, netball courts and much outdoor play equipment. It was warming to see children playing in the space with such joy and describing how it is used in their learning. This reflects the school's commitment to making learning as practical as possible, and finding ways for all children to access knowledge, develop skills and discover their unique talents and interests.

In making the most of the environment to motivate and resource children's learning, there is a determination that pedagogy should be of an equally high quality and that staff keep up to date with the latest research and best practice. Subject plans are in place and are implemented using a comprehensive 'toolkit'. All children have their own tablet for individual learning. 'Seesaw' is used as a significant platform for learning. Pupils have developed skills in using it as a tool to research, record and apply learning, creatively, using photography, sound and videos. Some children were sharing a video which they had made in an assembly, which I was fortunate to partly witness.

However, an emphasis on oracy and spoken communication skills is supported by a richness of vocabulary exposure through the 'Talk for Writing' process. Children are supported in using and understanding language through varying means: movement, drama and STEMS of sentences.; key vocabulary is hung from washing lines strung across classrooms. This multi-sensory approach to learning addresses a range of children's needs and learning styles. In addition, Widjits are evident on walls, documents and key items where they can be strategically used and scaffolding in children's books supports them in their thinking. In Maths, children I observed were comfortable using manipulatives in understanding numerical concepts.

The impact of pedagogical strategies in successfully addressing the needs of children is assessed at half-termly Pupil Progress Meetings when all children are discussed. The data gleaned is used to inform CPD, either for all staff or bespoke to support staff development in specific areas. This includes training of Teaching Assistants and their deployment in a variety of ways for maximum impact. Resources to support pupils with Individual Learning Plans to access the curriculum and develop their strengths are identified and provided.

Strategies to use with children who have Social, Emotional & Mental Health (SEMH) challenges are shared in their 'Ready, Respectful, Motivated' Behaviour Plans. The handover of children in transitioning from one class to another is formalised and involves both class teachers and the SENDCo in order that all information and appropriate strategies can be shared in some detail.

The learning culture at STC involves children being active and very participatory. This enables teachers to formatively assess, using a range of techniques, and constantly engage children through praise and encouragement. Learning is linked and consolidated for children through the use of 'Flashback' to reflect on previous learning and build on skills, knowledge and understanding. This not only embeds learning and gives it meaning for children but the achievement of knowing that they have learned



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something is motivational. Learning is taken very seriously at STC... and children have some serious fun!

Next Steps:

- Elicit pupils' opinions on recent developments in the learning environment
- Develop the extension to the Nursery area.



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Element 5 - Assessment

STC has a forensic approach to identifying children's needs. The process begins before they are admitted to Nursery, Reception, or as a mid-year transfer. Data then informs planning interventions at Waves, 1,2 and 3 and there is a firm belief in preparation being the key to a child's wellbeing, motivation and progress.

EAL pupils complete Phonic screening and use of The Bell Foundation's assessment programme enables their understanding and competency levels in English to be identified.

Tasks are pitched at an appropriate level, based on prior attainment. This will include base-line assessments conducted by teachers and include information from parents and any outside agencies or professionals, if involved.

Reading, Writing and Maths data is collected half-termly and recorded on 'Insight', the school's Management Information System. Subsequently, every child's progress is scrutinised at a Pupil Progress Meeting by the Class teacher, SENDCo and a member of ALT. The impact of interventions is evaluated and amended, if necessary; equally, any need for support is identified and appropriately put in place. Summative Assessments in in Reading (PiRA), Spelling (SWST) and Maths take place termly. These are set at an appropriate stage of ability level, in order that steps of progress can be identified.

All pupils with EHCPs, in receipt of extra funding have Individual Learning Plans, which are logged on Insight for staff to use when planning children's progression.

The linking of bespoke CPD to staff's individual Performance Review, enables them to develop their own 'tool kit' of techniques to constantly formatively assess all children within their classes. This means that oral feedback is instant, frequent and the impact of feedback can be quickly monitored by teachers, enabling them to adjust their teaching, in the moment, if necessary. I was able to witness some skilful questioning which quickly assisted a child's understanding. Conversely, written feedback is consciously limited, but meaningful. Green marking indicates something which a child has done which is particularly praiseworthy, whilst they are encouraged to 'Think Pink', as this highlights something they need to amend or think about to consolidate their learning. 'Purple Polishing' time enables children to do the very best they can by revisiting their 'Pink'.

Cold Tasks prior to a new aspect of learning enable both teacher and pupil to identify current knowledge/skills. Learning objectives are then made clear to pupils. A 'hot task' following the teaching and learning activit(ies) enables progress to be identified.

Consolidation is also facilitated through the use of 'Flashback', during which children recall prior learning and are prepared to extend further. Their recording of 'Flashbacks' in their Workbooks provides staff with an indication of how well children's learning is embedded and helps them to unpick gaps. Children receive pre-teaching and over-teaching to ensure that they are grasping concepts.

Children are encouraged to perceive mistakes as a necessary and normal part of learning and to understand that through perseverance, working with others by peer marking and 'magpieing' and accepting personal challenge, they might not be able to do



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something, *yet* – but they *will* achieve their goal, which is to be an ‘Expert’. They are reminded, and supported by visual prompts in classrooms, to speak like an ‘expert’ by identifying all the things which they have achieved so far, preceded by, ‘I *can*...’.

Consequently, the ethos of ‘Growth Mindset’ creates a very positive, resilient energy throughout the school. These skills obviously contributed to the KS2 SATS results in 2024, which significantly exceeded the National Average in all areas apart from Greater Depth in which STC children were slightly below except in Writing, which was above NA. Parents have access to ‘Seesaw’ which enable them to see how their children are progressing. Annual Parents’ meetings enable attainment and progress to be discussed more formally. However, parents of children with ILPs and SEND are extremely appreciative of the close liaison they have with the school regarding discussions of interventions, strategies and progress of their children. ILP meetings are termly and often more frequently, if required. The parents of pupils on the SEND register have a minimum of two extra meetings with their class teacher, TA and SENDCo, to ensure that progress and concerns are being fully addressed. All parents receive an end of year report on their children focussed on their holistic progress.

Next Steps:

- Develop engaging, meaningful and diverse assessment methods and embed ‘hot tasks’ across the Foundation Stage.
- Further embed ‘Flashback tasks, incorporating them into at least 90% of lessons across all subjects, measuring improvement in recall against baseline assessment.
- Continue to develop techniques to extend children working at Greater Depth



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Everything staff do at STC promotes positive behaviour. It is recognised that appropriate, supportive relationships are at the root of children's well-being, which is essential if they are to be happy and learn in school. Therefore, members of staff ensure that they know every child extremely well and have an understanding of their experiences outside school, 'how they tick' and that which is needed to help them to thrive.

This relational approach, combined with the work of Paul Dix as a framework which focusses upon the behaviour of adults in inculcating positive responses in children, is fundamental to the expectations of all staff in their interactions with pupils. The headteacher plans to revisit this ethos termly with staff in order that it becomes habitual and embedded in the culture of the school.

Expectations of all are high and clear. Everyone should be Motivated, Ready and Respectful. Staff have created the conditions in which these personal qualities can be ignited and developed: the environment is clean, attractive and because it is so pleasant, it is not difficult for children to respect it. Furthermore, classrooms and communal areas are all very thoughtfully resourced, in that children have what they need to complete tasks as independently as possible. A box containing items which children with SEND might need, such as ear defenders, wobble cushions, weighted lap pads, sand timers and fidget toys is in every classroom.

Work on oracy helps children to express themselves and regulate, enabling them to communicate positively with staff and their peers. The calm, trusting relationship between staff and children was reflected in the interactions I witnessed. However, there are clear systems and procedures in place to support children who have difficulties in making wise decisions. Every effort is made to work in partnership with parents, who could not speak more highly of the way in which they are supported in using strategies at home, similar to those in school.

The fact that there is a pre-emptive approach by staff to creating the ideal conditions for each child to learn is significant, as they are engaged, motivated and because they are appropriately challenged and given the tools to meet the challenge, atmospheres are positive and tensions undetectable.

The 'jigsaw' PSHE curriculum provides a structure for pupils to explore issues of diversity, personal relationships, healthy lifestyles etc., whilst the school values of unity, love and perseverance are woven into the fabric of the life of STC through assemblies, celebrations, newsletters and an emphasis on being kind. Children can be seen helping and supporting each other in working together, actively. The importance of reading and discussing stories, which is the bedrock of the curriculum, helps children to develop emotional intelligence. In discussing a character with pupils, I heard a teacher say, 'How do you think he feels?' The school website has guidance for parents in how to read positively with their children and encourage similar skills and qualities.

Furthermore, the virtue of 'forgiveness' and understanding that it's human to make mistakes, we can learn from them, and everyone can have a fresh start, permeates the



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school through its Christian ethos. Similarly, 'Unity' is connected to diversity in teaching children that being as one does not mean that we all have to be the same and that uniqueness and diversity are important because everyone brings something positive to the STC community. Children's behaviour reflected their understanding of this in the empathy and acceptance they demonstrated when playing together and recognising each other's needs. This was also evident when they were talking about the inclusive nature of clubs and trips and the children who were involved.

There was further endorsement of this by parents of children with SEND, who stated that they felt that the opportunity and encouragement to participate in clubs, hold responsibilities and be accepted by their peers had really helped the behaviour of their children, not only at school, but also at home. They felt 'wanted' and very much part of the school 'family'.

Staff look for the talents and particular aptitudes within children and support financially, if necessary, in order that they can follow their interests. For example, some children who reveal particular talent in musical instrument classes and demonstrate perseverance with their practice at home, are funded for private lessons to allow them to develop further at their pace.

At Lunchtimes, Sports Leaders, adults and children, help pupils to develop skills and qualities required; teamwork, resilience, sportsmanship, sharing, fairness etc. In addition, the Outdoor Learning Clubs focus on supporting children with SEMH needs and foster positive peer relationships, resilience and independence.

Children spoke enthusiastically about rewards and how kind their teachers are. One girl was also able to describe how she had some difficulties in regulating herself which had caused her problems with others and how through working with staff on managing emotions, making choices had really helped her to 'get better'. Her 'back story' was one of various barriers relating to SEMH, which had been addressed by the school through access to counselling and a Behaviour Plan, shared with all relevant staff.

The school works closely with outside agencies at a Wave 3 stage to provide specialist support for pupils. A large number of children have had Adverse Childhood Experiences and staff have received CPD on symptoms and support strategies which avoid triggers. The importance of careful monitoring and communication is reflected in the sharing of relevant information on a weekly basis. NHS West has delivered workshops to each class on mental health and well-being to help reduce anxieties and foster positivity.

STC is keen to continuously celebrate the positive value of each and every diverse member of the community and during children's Mental Health Week, every child took part in 'Positive Noticing Day', when they each 'noticed' and acknowledged the positive things about their peers and the staff during the day, thus promoting self-esteem and appreciation of others' qualities.

Children are happy in school and attendance is above national average. It is tightly monitored by a team which works with parents in a bespoke manner, according to each situation, to improve attendance where necessary. At the same time, children are given



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positivity notes and letters as their attendance improves and there are stickers and certificates for those with 100% each half term.

Pupils feel that they have a voice in their school and that it is valued. This has been enhanced by involvement in the UNICEF Rights Respecting Schools work which has been undertaken, whilst the 'I Will' Project as 'Courageous Advocates' fosters community responsibility and participation.

The holistic approach to wellbeing and personal development through high expectations, and low threat, appropriate curriculum and resources for all, underpinned by a firm, yet versatile, support structure, means that, despite many barriers, behaviour, attitudes and wellbeing at STC are very good.

Next Steps:

- Staff plan to continue to embed the Paul Dix approach to relationships and behaviour and monitor its effect upon the attitudes and wellbeing of staff and children.
- Leadership might wish to consider extending the training in 'When the Parents change' to more parents and carers. Furthermore, it might also include supporting parents in managing use of screens, gaming devices and phones with their children



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Element 7 - Parents, Carers and Guardians

Empathy and partnership underpin the approach of STC staff to working with parents and carers. They acknowledge and appreciate the pressures and challenges experienced by many in the community and strive to support them, in order that children are fit to learn and parents can be actively involved in their educational development.

Staff go out of their way to make families feel welcome and included at STC. As one parent stated, staff 'meet us with compassion and professionalism'. This is confirmed in the very positive responses to parental surveys.

Members of the Senior Team are on the school gates every day, making themselves available to parents for anything they might wish to raise. Meetings are arranged promptly to address issues and alleviate concerns. Translators are made available, if required. Key documents are easy to understand and translated into other languages. It has been made easy for parents to be in contact with the school by using a range of different means of communication, in order that they can use those which suit them best. Responses from staff are swift and matters dealt with in a timely manner. A parent spoke of how quickly and effectively an issue between her daughter and some other children was resolved.

Meetings with parents often take place in the very welcoming and comfortable Parent Room and are as informal as possible. Staff ensure that educational terms and 'jargon' are explained clearly to parents, and they fully understand what various terms mean, such as Pre- Key stage and 'Working Towards'. This shared understanding helps to give parents confidence to share their ideas and opinions relating to their child. Where it is felt that families might benefit from some external support, they are signposted to the relevant agency/organisation and supported in accessing it, if necessary. It has been made easier for some parents by inviting various outside agencies to school events. For example, Sports Day is combined with a picnic for parents and families in the wonderful grounds and organisations will also be present with stalls, information etc.

Some parents have shared that they do not feel sufficiently confident in their own literacy skills to help their children at home but, in response, staff have advised them on how they can help with spelling and reading. Furthermore, 'Boom Reader', an electronic reading log, enables parents to vocally record comments when they have listened to their child read. The school website has a wealth of useful information about reading with children. Workshops to help parents understand how their children are being taught Maths take place termly for each class.

Termly coffee mornings for parents provide a forum to discuss and share information on key subjects, supported by information from professionals, such as the health service and fire service. These are increasingly well attended with 54 families represented at the last event.

The fulltime Family Learning Mentor is trained to deliver the Paul Dix 'When Parents Change Course' and is following it with a parent to support them in managing their child's needs. In addition, the school counsellor works with families facing emotional challenges, in offering coping strategies either alone, or alongside other staff. She can support families



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holistically when also working 1:1 with a child or with a family together. When in crisis, staff will source as much as possible for families, whilst they wait for support from other agencies. This has included food, clothing and furniture. Parents and children have been escorted to dental, GP and hospital appointments. It's fully understood that supporting parents, in turn supports pupils.

STC welcomes families from other countries. Consequently, several are enthusiastic and grateful for the opportunity to share their cultures at events such as India Day or Eastern European Day. At the time of assessment, there was an excitement about the forthcoming Africa Day. These events provide knowledge of other cultures, celebrate diversity, foster community cohesion and develop parent/school partnerships.

Next Steps:

- Staff will Continue to hold Coffee Mornings and similar forums to enable parents to share and build some mutual support networks. They will also continue with cultural days to promote and celebrate diversity, aiming to include all nationalities and cultures in the school community.



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Element 8 - Links with Local, Wider and Global Community

Although STC is situated within a pocket of some economic deprivation, the broader locality of the city and close proximity of a rural environment offer an artistic, cultural, historical and geographical richness. Staff at STC draw upon many opportunities to use this across the curriculum to engage and enrich children's, knowledge, understanding and experience. No child is excluded.

Staff structure at least one trip per term into their curriculum planning for each class. Children were able to tell me about the nature reserve and trips to museums. They very much enjoyed going to a farm.

In addition to strong links with statutory services, such as Educational Psychology, NHS, CAMHS, Social Care and police, STC has forged links with other organisations, such as 'Stride Active Families' which supports parents in actively play with their children. Agencies and organisations are regularly invited to attend events, as part of the community, to provide information and opportunities for links with children and families.

Furthermore, Leadership took the decision to support the local bookstore in taking pupils there to spend their vouchers on World Book Day, in addition to enrolling children in the local library. Links with the National Literacy Programme's Young Readers Scheme have resulted in children attending Reading Picnics and a 'sleepover' event, after which they received a free book. Staff have also sourced donations of plants and other items from companies such as B&Q for the school's garden, some of which have been used to develop quiet, sensory areas for children.

As part of Christian Aid's Global Neighbours Programme, children at STC are involved in the 'Courageous Advocates' scheme. They are encouraged to research injustices locally, national and internationally and to be advocates for change. This has involved some of them being very actively involved in a local eco project based around pollution, focussing upon the River Wye, air pollution in certain areas and also the need for and use of Food Banks. They were able to present their evidence and concerns to parents and the local Council. 'The UNICEF Rights Respecting Schools scheme has also made children very aware of the concept of 'Rights' globally.

In a largely rural county, children have been exposed to the potential of STEM subjects in future careers. A link with the local New Model Institute for Technology and Engineering has led to staff from there leading activities which involved children in building vehicles and testing them.

Partnerships have also been used to enhance children's artistic experiences. Students from the local college of Arts have worked with groups of pupils and they have exhibited in various venues. Children spoke with admiration and inspiration about a musical scholar from Hereford Cathedral who supports their choir. He clearly motivates them hugely to use their voices to their very best and they have been able to perform in the cathedral. In addition, children have danced at The Courtyard Theatre.



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This year, STC is honoured to be chosen as the Hereford base for a 'satellite' Hay Festival, in which all children and many members of the community will be involved. This is clearly symptomatic of and testament to the outward looking, inclusive character of the school.

Next Steps:

- Leadership plans to formalise a structured programme of STEM opportunities for children of all abilities from Years 3 to 6 with the New Model Institute of Technology and Engineering, in line with the School Development Plan.
- Staff intend monitoring and evaluating the impact of the Rights Respecting School experience on all children, amending, as appropriate and achieving Silver Status.
- St the same time, they will continue to develop opportunities to draw upon the knowledge and experiences of various ethnic cultures in the school community and support them in integrating into British culture.