



Assessor's Evaluation for the IQM CoE Award



School Name St Margaret's CEVA Primary School
Bolton Lane
Ipswich
Suffolk
IP4 2BT

Head/Principal Rev Jo Gunn

IQM Lead Rev Jo Gunn

Date of Review 20th June 2024

Assessor Mrs Debbie Shirley

IQM Cluster Programme

Cluster Group MADIE B

Ambassador Mr Roger Leeke

Next Meeting To be confirmed

Meeting Focus To be confirmed

Cluster Attendance

Term	Date	Attendance
Summer 2022		N/A
Autumn 2022	19th October 2022	Yes
Spring 2023	7th February 2023	Yes
Summer 2023	14th June 2023	Yes
Autumn 2023	18th October 2023	No
Spring 2024	14th February 2024	No
Summer 2024	12th June 2024	Yes

The Impact of the Cluster Group

This year, St Margaret's CEVA Primary School has attended one Cluster meeting due to staff availability and changes in Special Educational Needs Co-ordinator (SENCo) leadership. Below are details of the meeting attended. It is important to note that a conversation around the importance of attending clusters was held but also that the school has accessed resources and is making use of them to further their inclusion journey, and this is detailed below.



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18th October 2024: The Bridge School Ipswich (Not attended)

Focus: Rebound Therapy, Swimming, Boccia, Music with Egle, Makaton, Sensory Story.

Resources shared from the day enabled the Inclusion Manager to explore how sensory stories could be used across the school as a support for the work around the arts curriculum ensuring that it is promoted and celebrated to support learning and wellbeing.

14th February 2024: Thomas Gainsborough School (TGS), Sudbury (Not attended)

Focus: School context and values, TGS Early Help and the role of the Learning Mentor, 'Access Provision', Exam concessions at a Titan School.

The resources shared supported leaders in looking at the effectiveness of our School Chaplain and how she could have a bigger impact across the school as well as exploring the Learning Mentor role and the possible ways it could benefit pupils.

12 June 2024: Clements Primary Academy, Haverhill

Focus: Attendance and Special Educational Needs and Disabilities (SEND) Hub Provision.

The Inclusion Manager attended this Cluster meeting in person and as a result:

- Increased understanding of specialist hubs within mainstream and how it may look has led to conversations around what this looks like for St Margaret's.
- Reflected upon Forest Schools and the power of it as a universal offer.
- Ability to share good practice on attendance and found it useful to have an open conversation around the challenges that were solution-focused.
- Good to see trauma-informed practice in action which has supported the way forward with Zones of Regulation.

Evidence

- Website.
- Tour of School.
- Governor Feedback – shared with the school.
- Office for Standards in Education, Children's Services and Skills (Ofsted) report – May 2024.
- Pupil books.

Meetings held with:

- Headteacher.
- SENCo and Inclusion Manager.
- Deputy Headteacher.



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- Teachers including Phonics/Reading Lead, Early Career Teacher (ECT), Religious Education (RE) and Personal, Social, Health and Economic (PSHE) Lead, Curriculum Lead/Assistant Headteacher and Mathematics Lead/Assistant Headteacher.
- Pupil Leaders including Trust Council Leaders, Head and Deputy Boy and Girl, Librarians, Play Leaders, Buddies and Pupil Parliament leaders.
- Pupils from Year 1 to Year 6.
- Support staff members.
- Chaplain.
- Parent.
- Staff Governor.



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Summary of Targets from 2023-2024

Target 1:

Continue to seek out the views and opinions of all stakeholders through the development of the Wellbeing Ambassadors and the development of coffee mornings and parent surveys.

Ensure the wellbeing ambassadors are given a small budget for their ideas.

Leaders at St Margaret's CEVA Primary School have established Pupil Wellbeing Champions who meet regularly with the School Chaplain. The purpose has been to harness pupil voice and empower them to share their ideas and meet need in the school community. Through discussion forums, pupils have shared their ideas and developed actions around improving their community. An example has been working on a Youth Social Action project to support the homeless in Ipswich which had been noticed by a pupil when visiting the church and seeing tents in the churchyard. They have also worked hard to make improvements to their playgrounds such as introducing 'Fun Fridays' and 'Music Mondays.' The Wellbeing Champions are responsible for a small budget to support them in running events which in turn raises money.

Leaders have also increased the opportunities for parents and carers to engage in school by attending coffee mornings. These are termly and are increasing in attendance. Staff are keen to ensure they are purposeful and as a result, have responded to parental feedback around developing 'Meet and Chat' sessions within year groups. These mornings enable parents to meet each other in a structured way supporting the local community further.

Next Step:

- The Inclusion Manager and Pastoral Team are keen to develop the coffee mornings further to meet the needs of parental feedback. Plans are in place to involve the pupils in these. The Wellbeing Champions are also being supported to apply for a Picture News Impact Award for their social action project.

Target 2:

Continue to train and mentor Middle Leaders and aspiring Middle Leaders so that they can in turn support and mentor ECTs and each other.

Develop capacity for all staff to access the Continuing Professional Development (CPD) programme and monitor and track the hours accessed.

Ensure that the culture of subject ownership is installed with all members of staff, allowing the freedom, time, support and mentoring to do this.

Share staff practice from outstanding practitioners who address misconceptions skilfully and timely.



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The development of middle leaders and building capacity in all staff is a strong element of St Margaret's work. Leaders are given protected time for key roles such as ECT mentorship, which enables them to manage their workload effectively as well as ensure that the members of staff they are responsible for are well supported. On the assessment day, an ECT mentioned that, "we get protected time to talk to our line managers" which had enabled him, "to reflect and talk through things". Supporting each other is a key strength and is well-developed. Staff talk of, "being a team" and "supporting one another all the time". When I met with the staff, they spoke of the challenges that they face in their role and development as a class teacher. It is clear that they are supported at these times with an approach which is "built on trust and no judgement". One member said, "we are a team and they come and support". Another member of staff mentioned that they had taught elsewhere but could not, "find anywhere nicer".

Senior Leaders lead by example with one saying, "I would not ask them to do anything I wouldn't". This is exemplified in the work with subject leaders. All Subject Leads have been given protected time to develop their subject, ensuring that they take ownership of each year group's plans. The introduction of a new assessment system has been carefully implemented to ensure it does not contribute to an overburdened workload. They are well supported through coaching and mentoring which enables them to take responsibility and build leadership skills further.

Staff enjoy seeing each other develop with one member of staff saying, "it is lovely to see others grow" and "there is a wisdom in school that supports everyone!"

Next Step:

- Leaders are keen to ensure that there is a coaching culture embedded across the school. Ensuring that opportunities are provided to share thoughts, feelings and ideas in and between phases/year groups will be key. Senior leads will continue to ensure that protected time is given to develop and cultivate new ideas. This will be particularly important as the school starts to develop its curriculum to reflect and support the Ipswich 825 Charter.

Target 3:

Continue to assist families who wish to know more or learn for themselves the curriculum by holding workshops.

Further support for English as an Additional Language (EAL) parents and regular coffee mornings/drop-ins for parents with the Inclusion Manager and invited outside agencies as appropriate, weekly homework support groups to help EAL parents with English language skills, through supporting their children with homework and a stay and play session for some of our most vulnerable families.

Develop a series of strategies to enable parents with language barriers to find and access external support.



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Staff at St Margaret's CEVA Primary School go above and beyond in supporting and assisting families in their community. Regular workshops have been hosted to enable families to understand the curriculum and this has developed their confidence in supporting their child. Maths Share afternoons, reading workshops and phonics information briefings have been delivered in a way that meets the family's needs and are non-judgemental.

Leaders have also recently appointed a Roma Liaison Officer (RLO) to support a growing and significant number of parents from this community. This has had an immediate and significant impact on parental engagement, enabling families to have access to the school's communication around events and curriculum. The RLO supports by reaching directly into the Roma community, sharing key messages as well as having open and honest conversations with some families. Parents can contact her directly via a work mobile and raise any concerns or queries they may have. This enables staff to know more about these families and how best to support them. Examples of this include supporting families with trips and finances. The RLO mentioned when I met with her, that her role builds confidence in families noticing how the child engages in class now, "his parent can be understood".

This role alongside the Early Year (EY)/Key Stage 1 (KS1) support member of staff responsible for EAL pupils means that families and pupils feel well supported and listened to. When a new family transitions into the school, they meet with the family in advance to ensure that they feel comfortable and that they are there to greet them on their first day. This welcoming act supports pupils in quickly settling into class and the routines of school. EAL support staff remain nearby to support when necessary.

The Inclusion Manager is keen to support families in the local community and as such has accompanied parents to meetings or appointments where it is felt necessary. She is an active advocate for families and is keen for them to access services. The Headteacher talks of, "walking alongside" families and focusing support on, "building strong trustful relationships". This extends to doctor and housing appointments. I met a parent on the assessment day who spoke highly of the support she had been offered. She mentioned she had, "felt understood and heard" when experiencing challenges and that the family, "would not be where they are now without the support offered". She said that leaders enabled her and her child to, "feel safe" and the pastoral support had been "phenomenal".

Next Steps:

- Senior Leaders want to build on the impact of the RLO role in developing a parental support offer. It is hoped that this will enable parents to receive and access support through school and the community through signposting to other agencies. To support EAL families, leaders are looking to translate letters for families as part of the welcome pack to new families.
- The RLO is keen to augment the offering to EAL pupils by running additional learning workshops for parents and families to support with maths and English development.



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Target 4:

To further improve technology for learning.

To offer all pupils high quality fun visits this term to try to fill in some of the missed opportunities over the last two years.

To launch a series of 'Language of the Month' assemblies to further celebrate the diversity of the school.

Leaders have spent considerable time this year revisiting the curriculum and exploring where it could be made more relevant for pupils at St Margaret's. As a result, staff are keen to embed technology within sessions and have purchased additional iPads to support the wider curriculum. The Computing Lead has written new plans for the programming elements of the curriculum to support teacher confidence in delivering this aspect. After the successful support of a KS2 SEND pupil, the Microbits programme has been purchased to support pupils universally across KS2. External training has been provided to support teachers' understanding of the programme.

Senior Leaders have also worked hard to ensure that the curriculum is accessible for all and that high quality curriculum opportunities are created to ensure a deeper understanding of what is being taught in classes. The school has recently funded trips to Jimmy's Farm and Colchester Zoo for every child to encourage pupils' attendance and engagement. The school's specialist music teacher has enabled pupils to make and listen to music in a range of settings including concert halls and opera workshops. A powerful example is a collaboration with the English National Opera, ensuring that families and the community notice the importance of the arts curriculum. There is an artist in residence who also supports the creation of high quality art. In turn, this has raised expectations and aspirations amongst the community.

Next Steps:

- The school is keen to keep exploiting these opportunities by building on the successful partnerships built in the local and national communities. The Parent Teacher Community will continue to fund the trips as well.
- The use of technology will be further developed through the set up of Digital Leaders across the school which will aid in addressing the gap between those that do and do not have technology access at home. The Computing Leader is also keen to increase the pupils' understanding of aspiration careers in computing.

Target 5:

Develop a whole school strategy to improve attendance to ensure it returns to pre-Covid levels and continues to improve.

Encourage the continued involvement between school and parents who need support in understanding the value of education and how this can influence a child's life.



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Leaders at St Margaret's have focused heavily on improving attendance this year. Whilst they acknowledge that the data shows that they are above national averages, they have not rested on their laurels as the figures “would not budge”. As a result, leaders read and researched the latest pedagogy around attendance improvement and set up an implementation plan based on best practice. Attendance continues to be monitored regularly but communication around this has been improved. Attendance slips now communicate attendance quickly and efficiently, enabling less confusion and a clearer up-to-date picture. Governors and Leaders have had challenging conversations around whether to reward attendance and how, and now pupils receive rewards for attendance at 95+% and 97+% to support fairness and equity. A “gold standard of expectation” has been introduced to allow for the inclusion of all pupils.

A gentle persistent and thoughtful approach is taken involving the pastoral team and RLO. Daily phone calls as well as a half-term attendance audit support the knowledge of families and enable leaders to step in early and provide intervention. The audit has allowed leaders to open up trusted conversations with families rather than a “whip-cracking approach” that existed previously. The Inclusion Manager told me how the audit, “has built trust between families and school”.

The impact of this approach coupled with the RLO role has enabled leaders to engage fully in the community and the impact can be felt in the attendance figures.

Next Step:

- The Inclusion Manager is keen to extend the positive relationships and conversations surrounding attendance further by offering workshops for SEND parents enabling them to develop emotional support for their child. She is keen to use the impactful work of the RLO to support SEND families in a similar way.



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Agreed Targets for 2024-2025

Target 1:

To introduce and embed Zones of Regulation across the whole school.

Leaders are keen to support a trauma-informed approach to behaviour by increasing the awareness of staff of the complexities of families and developing key skills through training. This will build on the successful relational approach that is already in place across the school and will be done through:

- Senior Leader planning meetings to decide on the implementation plan.
- Governors informed and feedback taken.
- Planning meetings for Project Leads (two days).
- Staff training planned and implemented.
- Staff who may have barriers to change worked alongside for buy-in.
- Launch to school and parents.
- Continued training across the academic year.

Target 2:

To improve attendance and persistent attendance of vulnerable groups, specifically pupils with SEND.

The school has seen an impact from developing its attendance processes and structures this year and is keen to develop this further sharpening the focus around SEND pupils in particular. This will be led by the Inclusion Manager and through:

- Continued daily analysis of data.
- Meetings half-termly with Governors.
- Robust approach to every child needs to be in school every day.
- Pupils with SEND falling into a persistent attendance category or low attendance (<90%) will need individual action plans and parents/carers to be contacted very regularly to ensure positive relationships are built.

Target 3:

To diversify the curriculum further, specifically improving learning opportunities of equality, equity and inclusion

The curriculum at St Margaret's meets the need of pupils well and is highly adapted to support those more vulnerable pupils in their community. However, they are keen to further develop this by considering how it supports, celebrates and encompasses diversity, inclusion, equality and equity. Curriculum Leads ably supported by Senior Leaders will:

- Review the curriculum that is already in place to ensure that the high-quality parts are kept, but further extended to develop and provide pupils with opportunities to think about equality, equity, inclusion, diversity and how forms of discrimination affect history and how we can learn from this to make the world a better place.
- Work with Subject Leads to examine how this can be done using good practice, local context and history (Windrush in Ipswich, etc).



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Overview

St Margaret's CEVA Primary School is a larger-than-average school based in Ipswich, serving families with a wide range of diverse cultures and needs. What is noticeable about St Margaret's is its friendly and consistent welcome from all associated with the school community. Ensuring that you feel welcome is the responsibility of everyone you meet and this starts from the 'hello' given as you walk through the door as a warm introduction. When I arrived on the assessment day, the Headteacher and Deputy Headteacher were welcoming each family by name at the front gate as they arrived.

The school's vision is "Transforming lives by living and learning together in God's love" but is encapsulated in three words 'Live Love Learn' by the pupils. This is shared and known by all. Clearly displayed on the website and within classrooms, it noticeably underpins all the work of the school and is integral to the relationships that St Margeret's has built and maintains. These three words are important to all associated with the school and at the heart of them is working together as a community, supporting each other and enabling all to thrive.

There is a real ongoing desire at St Margaret's to ensure that the curriculum meets the needs of all pupils and the world that they are growing up in now and in the future. The school is focused on investing in a curriculum that embraces technology and prepares pupils for aspirational jobs that will excite and motivate them. Curriculum leaders regularly review the curriculum, adapting and responding to changing needs and are supported by leaders to be innovative and courageous. One leader mentioned to me that, "we have to address the background of our school community in all we do and adapt the curriculum accordingly". Leaders understand the importance of providing a successful curriculum but also that the school environment provides learning too. Staff place a heavy investment in the development of social responsibility and skills. Building opportunities for pupils to react, respond and take action over the things they see, notice and feel affected by. Curriculum leaders mentioned how the curriculum supports pupils to "reflect and respond". An example of this would be the recent and ongoing work around support for homelessness in Ipswich. Leaders have spent considerable time ensuring that there is a balance of emphasis placed on the arts and spiritual curriculum, in turn supporting all pupils holistically in their development.

The school has actively sought the involvement of the wider community in developing the curriculum. Parent workshops have enabled conversations to be opened around what families need to support them in supporting their child. Maths, reading and phonics workshops have gently supported families in a non-judgemental way and enabled the school's curriculum to have more reach into the community they serve.

St Margaret's strives to involve pupils with leadership opportunities and encourages all to have a voice. This is a key part of the school's vision to contribute to growing "confident, independent and responsible young people". Pupils have the opportunity to be a Wellbeing Champion and are encouraged to listen to all pupils' ideas and respond effectively. They have made changes to their school playground ensuring that it is a safer and calmer place to be and shown leadership in structuring a fundraising event for homeless community members. They have done this with sensitivity and kindness. They talk confidently about the part they play in school life but also the enjoyment they get from it.



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Building character is core to the purpose of everyone at St Margaret's. The vision of 'Live Love Learn' permeates everything that you see when visiting the school, from the interactions between pupils, their peers and adults and the thoughtfulness given to supporting families pastorally. All discussions are underpinned by what is right to do. As you walk around the school, there is a calm and respectful atmosphere. Pupils spoke of the school being "soft and calm", "no one shouts or tells you off". Pupils are encouraged to be independent in their learning and the organisation of resources. For instance, independence trays were used to enable SEND pupils to support themselves through learning tasks and Early Years pupils accessed many activities outside in an appropriate way. Whilst playing outside, pupils told me how they know to look after the things they have and where they belong. Pupils actively sought out adults to play alongside too. I witnessed pupils supporting each other getting ready for their lunchtime, managing their own maths equipment and approaching adults to gain support when needed. Pupils spoke confidently and articulated their thoughts well when meeting with me. This is actively encouraged. When asked if they felt safe at school, they mentioned that they liked the structures of the day. One pupil told me, "we know what is coming and that helps us". They like how they are encouraged to learn for themselves. A pupil said, "there are high expectations, but we do not get forced to do things, we are helped to do it".

The work the school has completed in developing the outdoor area has been key to developing character within the pupils. Leaders shared an example of how a recently adapted calm and quiet environment has enabled vulnerable pupils to have increased outdoor play opportunities alongside their peers. This has supported them in feeling safe and accessing the playground environment and has supported those with significant need within the school. For instance, a Year 1 child has now been able to stay for a longer period of the day as they feel more supported and safer as a result of being integrated into a full day.

Staff and Leaders at St Margaret's know each pupil personally and their approach is personalised, seeing each child as unique. Despite the challenges of a larger school, senior leaders know their pupils well and use this to inform decision-making. There is thoughtful and well-planned provision put in place for those pupils with additional needs and this means that complex needs can be met. When I toured the school with the Inclusion Manager and SENCo, I saw first-hand how personalised learning environments had been created to support pupils such as shared group areas, calm de-escalation and breakout areas and larger rooms for nurture provision such as the Rainbow Room. Individualised programmes of support enable pupils to have a bespoke curriculum in which resources are adapted to deliver the curriculum. Picture Exchange Communication Systems (PECS) and Microbits technology are examples of this. The Engagement Model is used to support the planning of activities for a non-verbal SEND pupil.

The community the school serves is diverse and the school has invested significantly in ensuring families are supported. Mobility rates are high and staff go above and beyond to welcome anyone into their school community with their heart and practically too, with induction sessions and support. The learning environments reflect diversity ensuring that they, "teach respect for all, regardless of differences or background". The Senior Leadership Team (SLT) are keen to let you know that everyone is welcome and



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valued and that culture is embedded within the school. The Headteacher told me, “that fairness is the key driver for us” and “everyone should be able to access the curriculum and learn about each other”. There is a full integration of cultures in learning environments and classrooms.

The school has reached into the community and beyond its boundaries. A clear sense of purpose underlines the work St Margaret's staff do alongside parents. An active Parent Teacher Association (PTA) is encouraged and supports community events bringing everyone together. Parents are well supported by the office staff who know them well and when they communicate with the school they receive timely responses. One parent said, “I can speak to the teacher 100% of the time and they give advice and suggestions without judgement”. This is evident in the support parents and carers give the school. This has further enabled the staffing team to be diverse and represent its school community.

Leaders have ensured that the curriculum and learning at St Margaret's CEVA Primary School are enriched by working with their community. Established links have been secured by organisations such as the local playhouses, theatres and concert halls. Links with the Church are predictably strong, but the relationship pupils have is gentle, encouraging and kind. All pupils, regardless of faith, enjoyed visiting the church and the Chaplain mentioned that, “there is a multifaith approach”, “giving everyone the chance to reflect and be still”. Pupils have worked in partnership with charities and a wider sense contribute to their community. This makes them smile when they talk about the impact they have. It is of note that the Headteacher is also supported by a further school, again increasing the success within her community. The community ethos is created purposefully by leaders, and followed by pupils to ensure that the curriculum best meets the needs of all pupils.

St Margaret's is a fun and caring place to be. Staff know each other well and enjoy each other's company. They speak confidently with each other and at times slip into familiar language such as “caboodle” and “Brucie bonus” when talking about the things they are familiar but passionate about. This is purposeful and makes the things they talk about relatable.

It is evident, clear and obvious that leaders strive to invest in their staff. As you walk around the school, staff are keen to talk to you freely about what they are doing and the focus. On many occasions, you will see staff dealing with a challenging environment or an incident quietly but effectively and with confidence. Staff are encouraged to make decisions themselves in the best interests of the pupils and have a real voice in the shaping of interventions and school development. For instance, I noticed support staff managing pupils' timetables to enable them to de-escalate situations and teachers using small group interventions to pre-teach or consolidate learning in the moment. Staff are supported through coaching and mentoring, having advocacy and a voice in what is being changed or developed. The Headteacher leads with an, “autonomous leadership style”. “There is no need to micromanage” she says. She has set a strong embedded vision, and the staff are supported by the boundaries that this gives them and in turn, can move forward with their responsibilities confidently. The Headteacher said that, “it is our role as leaders to express to the staff how good they are”. Showing the passion she has for building skills and confidence.



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It was lovely to meet a staffing team who articulated inclusion with such clarity and passion, and it was a pleasure to visit the classroom areas that echoed this practice. Thank you to everyone, including the wonderful children, who made my day so special.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Mrs Debbie Shirley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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