



# Report on IQM Inclusive School Award



**School Name:** St Mary's C of E Primary School

**School Address:** Petworth Road  
Chiddingfold, Guildford  
Surrey  
GU8 4UF

**Head/Principal:** Sheila Buckley

**IQM Lead:** Christie Clark

**Assessment Date (s):** 6<sup>th</sup> Dec 2022

**Assessor:** Jo Weeks

## Sources of Evidence:

- IQM Self Evaluation Report Document
- National data and performance tables
- School Website and Policies
- Pupils' exercise books
- Learning Walks
- Learning Environment
- Observations

## Meetings Held with:

- Headteacher
- IQM Coordinator/SENDCo
- Senior Leadership Team
- Director of Education from The Good Shepherd Trust
- Home School Link Worker
- Governor
- Y6 Leadership Team
- Pupils (School council and Eco council)
- Parents
- Teachers
- TAs
- Other school staff including Site Manager and School Patrol



## Overall Evaluation

It was a total pleasure spending the day at St Mary's C of E Primary School. A warm welcome awaited immediately when greeted by the cheerful and helpful site manager who directed me to the parking spot for the day. The children were out in the playground completing a "Santa dash" race to raise money and the school had a large wooden nativity scene displayed at the entrance. It was clear to see how hard everyone has worked to create such a wonderful environment and the leadership qualities of the Headteacher and the Senior Leadership Team have played a major role in creating such an inclusive and important hub for the community.

St Mary's is a small, one form entry (double Y5 bulge year) village primary school for children aged 4-11 in the heart of the Chiddingfold community. The surrounding area is rural and spacious and the school is fortunate to have the use of an adjoining council owned field and tennis courts for PE and other outdoor pursuits. The school positively promotes strong Christian values, they have a collective worship every day. Currently there are 220 pupils on role, of which 9.55% have a Special Educational Need or Disability (SEND), and 24 pupils are in receipt of pupil premium funding. Being a small school means all staff contribute greatly to school decisions, outcomes and ensuring every child feels included and valued. Each week, all school staff including the site manager, support staff and kitchen staff, are invited to pastoral meetings to enable them to be informed and aware of all children in the school's care.

The school caters for children with a wide range of needs. Out of 26 children identified as having SEND, 44% have a communication and interaction difficulty, 8% have a cognition and learning difficulty, 44% have a social and emotional mental health difficulty, 4.09% have EAL and 4% have a sensory and/or physical difficulty. 4 children are supported through Education Health and Care Plans (EHCP) with 3 currently being assessed and 2 pending. The school maybe small in number, but this highlights the areas of need more keenly. The Headteacher explained about the hidden layer of cohort families that are feeling the cost-of-living crisis now, where before they may not have. However, this layer does not qualify for Government extra help. The school are doing what they can to support these families.

The school was judged as 'good' in their last Ofsted inspection in July 2019. The report recognised that "The personal development and welfare of pupils is outstanding. Pupils leave St Mary's as confident, articulate people who are ready to play their part in the wider community." And, "Pupils' progress and standards of attainment have risen significantly since the last inspection. Pupils' attainment at the end of Key Stages 1 and 2 have risen to above national averages. They make good progress, including those with special educational needs and/or disabilities and the most able."

At St Mary's C of E Primary School, there is a genuine, solid commitment to inclusive practice which informs all systems and approaches. The school vision statement is "Through humility, courage and devotion, we blossom and grow" and the staff are continually challenging themselves to look for ways to support their pupils under their four main values of Respect, Wisdom, Hope and Community.



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The Headteacher will accept and welcome all children into the school, regardless of need or background. The Leadership Team are deeply passionate about, and committed to, the inclusion agenda. They want to make a difference to all the children and improve their opportunities in life.

The pupils were very happy and enthusiastic about school and totally engaged in their learning. The pupils know that they have a strong voice and they will be listened to. One member of the eco council I talked to was articulate, knowledgeable, and very impressive. She was determined to do what she could to address all areas to make St Mary's as environmentally aware as possible. She was very vocal in her opinion around the recent Astro turf being laid to create an all-weather surface for the school but was willing to discuss further ways to offset this by creating a wildflower meadow along one side of it. A member of the Y6 Leadership team also corroborated the sense of pupil voice being strong in the school he said, "Our little voices become one big voice and we are listened to".

Staff understand that confidence and self-esteem have a major impact on a child's ability to learn and they behave in a way that demonstrates their belief that every child has strengths and positive attributes.

Parents and carers speak highly about the support and school experience their children receive. Communication is good and they felt they were welcome at any time. Many parents help out at the school, reading with the children, being members of the very strong and active PTA and offering curriculum enrichment through work connections.

The Headteacher has accurately evaluated the provision and is aware of the areas which need to be developed to keep moving the school forward. All leaders know their staff well and deploy them effectively to have a positive impact on pupils. They recognise the importance of improving the quality of teaching and learning as they want the pupils to leave with the best outcomes academically, as well as developing the wider skills they acquire through the holistic curriculum.

Teachers have a good understanding of the factors which influence pupils' mindsets and their ability to learn. They understand that behaviour is a communication, the reasons why need to be investigated and supported. This is also done in a bespoke way and individual SEMH needs are met with empathy and compassion, involving the parents/carers with no judgement.

There are adaptations and reasonable adjustments made to support all learners, whatever their needs may be in all key stages. The relationships between staff and individual children are strong and the staff get to know each individual child, what their interests are and how they learn best. Teachers and support staff work effectively together to meet the needs of the learners. They are flexible with their approaches to ensure all children can access the provision.



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The Special Educational Needs and Disability Co-ordinator (SENDCo) is warm, enthusiastic and creative and has a bespoke nature to responding to the pupils needs, for example purchasing adjustable desks for those pupils who have better focus for learning, when standing. She is very focused on the getting the best possible provision for St Mary's SEND pupils. She is the Inclusion Lead for the Trust, a full time Y5 class teacher and has 2 afternoons per week for her SENDCo role. However, if she needs more, that is always accommodated by the Headteacher, who has also been a SENDCo and understands completely the nature of the role. The parents I spoke to praised the SENDCo for her determination in accessing the correct support for their children. All of them individually also wanted it noted that since she has been in the role, their children were happier, well support and enjoying school. With her energy, enthusiasm and unwavering dedication to those children, she is an asset to the school.

Pupils are happy at school and the older ones are very caring and nurturing towards the younger ones. They are articulate, polite and all behaviour and conduct around the school observed during the assessment day, was exemplary. The strong emphasis on mental health and wellbeing ensures that pupils' emotional needs are well-supported, allowing them to focus on learning in the classroom. The addition of a small sensory space created by the SENDCo with no extra funding is inspired. The children who use it, love it and all agree that it helps them to regulate and be ready for learning.

A welcome addition is the school's therapy dog, Lindy through the "Pets as Therapy" scheme, who comes to school every week to read with the children. Alas, she wasn't in on the assessor day, but the children and staff spoke fondly of her. She has an important role and supports the school's ongoing work around mental health and wellbeing. In addition to Lindy, the school have recently joined the local therapy farm's "chance to be" programme (Mane Chance). Pupils are able to spend time at the farm with horses, learning how to look after them, groom them and feed them. This supports pupils with low self-esteem, anxiety struggles and low well-being as well as young carers and helps them to feel positive about themselves by developing skills to nurture and look after the animals. A Y6 Leader told me she had been lucky enough to go to Mane Chance and she felt it had helped her anxiety and made her more confident. She especially loved grooming the Shetland ponies.

Diversity is celebrated across the school through displays, the curriculum, the representations in books and resources, and across the general ethos. The school have strong links with Kipara School in Malawi through the Christian organisation Starfish Malawi. There are wonderful displays celebrating Malawi through artwork, books and photographs as well as letters from Kipara. There is an active WhatsApp group which has allowed them to share regular updates between the schools. The school provides a safe, nurturing environment where staff and pupils show tolerance and understanding of others. They have recently signed up to the "Global Neighbours Award" a scheme run by Christian Aid and will go through the process of accreditation to show how the school demonstrate their excellent global education.



All of the exceptional inclusive practice is fully embedded into the fabric of what St Mary's believe and show through their actions.

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 IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded, the school would be subject to annual review from this point forwards.

**Assessor: Jo Weeks**

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

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