



Report on IQM Inclusive School Award



School Name: St George's School

School Address: St George's School
Canterbury Road
Colchester
CO2 7RU

Head/Principal Mr Carl Messer

IQM Lead Ms Lauren Dunt

Assessment Date 15th May 2024

Assessor Mr Roger Leeke

Sources of Evidence:

- A tour of the school with the Headteacher and Inclusion Lead
- Informal observations
- Chats with children and staff in classrooms
- Observation in the playground (lunch time and start and end of the day)
- Self-Evaluation Report

Meetings Held with:

- Headteacher
- Inclusion Lead/Special Educational Needs Co-ordinator (SENCo)
- Key Stage (KS)1 and KS2 pupils
- Chair of Governors
- Inclusion and Nurture Team
- Parents (formally and informally)
- Office Staff
- Senior Leadership Team (SLT)
- Teaching Staff
- Learning Support Assistants (LSAs)



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Overall Evaluation

St George's School is a three-form entry primary school in Colchester. It has 32 first languages and the proportion of disadvantaged pupils supported by the Pupil Premium is above the national average. The proportion of pupils with Special Educational Needs and Disabilities (SEND) requiring support is broadly in line with the national average. The number of pupils with an Education, Health and Care Plan (EHCP) is below the national average but is rising as new pupils join with high needs. The children have a wide range of backgrounds and are central to all decisions made within the school.

There is great pride in the staff team's dedication and commitment in seeking to include all school members. The leadership and staff have high expectations in themselves to endeavour to find ways to ensure the best experience for all children at St George's. The children are valued as individuals within a caring atmosphere and there is a celebration of all the pupils so that they feel understood. Teachers and LSAs know their pupils well and have an excellent rapport with their children. Support staff are totally involved in the learning process and there is a highly supportive relationship between staff and pupils. Staff feel very well supported and respected by the school leaders. There is a big emphasis on distributive leadership and staff have welcomed this empowerment. They know that their wellbeing is a priority and Senior Staff are fully aware that in order for staff to be emotionally available to the children, they need to feel supported and recognised themselves. All teachers are expected to be teachers of SEND and all leaders to be leaders of SEND.

St George's School was formed from two previous schools that amalgamated through a closure and expansion process to become the full primary school in January 2021. The previous infant setting closed and the junior school expanded its age range, changing the name of the school accordingly. The school now has 649 children on two sites which are close together. The Headteacher of the junior school became the substantive Headteacher of the primary school. The school now has one SLT with common policies and expectations. The Headteacher works effectively with his Leadership Team and the Governing Body to ensure that all staff have similar, inclusive aspirations for children at the school.

The school has a strong inclusive culture and actively ensures that families in the locality can consider the school as a first choice. Local confidence has been strong in the Nursery, Early Years Foundation Stage (EYFS) and KS1; a consistent quality of provision is now offered. The school is an active member of the Tiptree and Stanway Consortium (TSC), a partnership of 15 primary schools working in collaboration. The school has a nursery provision for three-year-olds which provides excellent provision and a good start for children at the school.

The Ofsted report of November 2023 stated the following: "Staff value the support and advice they receive from leaders. They say that leaders consider their wellbeing. The parents who shared their views during the inspection were overwhelmingly positive about the work of the school team."



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Governors support the school's inclusive ethos wholeheartedly. The Chair of Governors spoke eloquently about the Governors' involvement in the activities of the school and the support and challenge that Governors provide. He has been involved with the school for a long time and has seen the excellent progress made in that time, particularly with the amalgamation of the two schools in recent years. He commented on the school's inclusive nature which he fully supports. "The school looks at every child. Every child has their own personal story. We know what we have to do to do the best we can for these children. The No Outsiders books give a good account of differences and we, as Governors, have seen the school becoming more diverse. We need to continue the journey!" He demonstrated total involvement and support for the school and the school is fortunate to have such a strong leader as Chair of Governors. His support of the Headteacher is to be commended.

St George's intends to be the hub of excellence for inclusion and on the findings of this assessment, has moved a long way to achieve that aim. Within the space of three years, the amalgamation of the two schools has been seamless, with staff from both schools acknowledging the support from leaders and the strong inclusive culture that exists. The DRAGON vision (Dream, Reach, Achieve, Grow, Opportunity and Nurture) permeates all aspects of the school's work and older children can articulate the vision with no problem at all.

Children with Special Educational Needs (SEN) access the same, but sometimes modified, curriculum as other children in the school and consequently make good progress. The Inclusion Lead/SENCo plays an important part in ensuring every effort is made to cater to the needs of every child and goes out of her way to ensure all agencies, teachers and support staff have the child's needs uppermost in their minds. Consequently, the progress of all children is good.

The Thrive assessments support the identification of needs and there are presently three Thrive Assessors in the school. The school has a Thrive assembly every Wednesday which addresses basic messages such as belonging, relationships and transitions such as loss and hope. The Boxhall Profile is also used as an indicator of behaviours. The school has an active Inclusion and Nurture team that focuses on Therapeutic Thinking, allowing children to talk about their emotions, providing them with the ability to look closely at their behaviours, how they responded and how they would change that response. There are Nurture Rooms on each floor and a Hub that offers specific support to children with complex needs. It is a sensory room that helps children understand themselves and their behaviours in a very supportive way. There is also a Behaviour and Inclusion Support Leader who provides additional support for children in the classroom if it is needed.

The School Council plays a big part in supporting other children and provides a 'voice' for the children in the school. They take their roles very seriously and come forward with ideas and suggestions about school life and remind other children of their responsibilities. Health and Safeguarding are addressed in Personal, Social, Health and Economic (PSHE) lessons weekly and these lessons are sometimes adapted to meet the needs of specific children in the class.



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Ofsted similarly supported the excellent attitudes and understanding of fellow pupils in the following statement: "There is an effective programme for Personal Development. The Personal, Social and Health Education curriculum, high-quality story books and themed assemblies combine effectively to ensure pupils' learning helps them to build character and resilience. Pupils are taught to be compassionate and kind. They know that they are 'Agents of Change' through the shared values at the heart of the curriculum. Pupils understand the importance of respecting individual differences, as well as equality and diversity."

Compassion and kindness were visible in all the Assessor's dealings with pupils over the two-day assessment and, strikingly, this was evident in the Nursery, the EYFS, KS1 and KS2 settings. The well-set-out EYFS and Nursery outdoor environments encourage free flow, teacher-directed and child-initiated activities. They are well designed with a sand pit, climbing apparatus, water play and a range of other apparatus to stimulate children's imaginations. Children were observed having fun and calmly engrossed in a variety of activities. In KS1 the children were actively involved in small group phonics lessons using the Little Wandle scheme. Calming music was also used when children were writing longer pieces of writing. Children in Year (Y)2 spoke of enjoying the Maths challenges and one boy spoke articulately about his love of PE, "PE makes me feel alive with the outside world".

In KS2 children spoke clearly about their learning and how they plan and research. Children's needs were addressed with some children using manipulatives such as Lego, headphones, iPads and sitting close to the teacher to ensure attention doesn't wander. A tutor was observed providing additional support and a class reading with the teacher was encouraged to build expression into their reading. Reading is a high priority across the school. One child showed the Assessor his Agents of Change booklet and how he had achieved three of the activities. "It's nice when you achieve one", he proudly commented.

Every term the school also has bi-lingual days which means that children become curious about the wider world around them; families are invited to share cultural elements such as food, language and experiences. Children have shared how this has made them feel included, recognised and proud through the Pupil Voice following these events or particularly poignant assemblies relating to celebrating 'who we are'.

The behaviour and attitude of the children in both formal and informal settings are excellent and the calm, tidy and purposeful learning environment encourages that level of behaviour by the children. One child summed up the attitudes by saying, "We are respectful - we don't shout out. We can make a difference and nobody is left out", a reference to 'No Outsiders'. The indoor and outdoor learning environments are spacious, offering children opportunities to develop aspects of sport, sustainability and learning through play. Music in the classrooms adds to the calm atmosphere. Displays in classes are of a consistently high level demonstrating a support for learning and a celebration of children's work. Displays in corridors show a similar care and attention. Displays focusing on Agents of Change, Woodlands Writing, We Love Reading Books, Celebrating Music, Readers are Leaders, Science Investigations, Lower Key Stage memories and Out of this World work represent the variety of work across the school.



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Times Tables Rockstars have a display focusing on the need to learn tables. One Y4 child proudly answered all the Assessor's questions up to 12 times tables without a flinch! The Nursery Lead teacher, who is the Art Lead across the school, spoke of the Art focus and how the whole school joined together to provide an Art Gallery that was celebrated and enjoyed by pupils, staff and parents. These class and corridor environments are important and supplement the focus on the mental health and wellbeing of staff and pupils and the understanding that high-quality learning experiences support pupil development. Staff and pupil wellbeing is regularly addressed.

The friendly faces at the School Reception provide parents with the confidence to approach the school with their concerns and are an important first line of contact. The office staff are exceptional in their understanding of family issues and provide additional support for families in many ways, helping children to attend school regularly whilst addressing the family concerns of finance and deprivation. Staff members are also available at the beginning and end of the day for a 'meet and greet'. This close liaison helps to ensure a two-way monitoring of attitudes, pupils' progress and the opportunities to celebrate successes. A Breakfast Club offers selected children a good, calm start to the day.

The Friends of the School has been reformed over the past years and offers parents a variety of events over the year where they can engage with the school. The committee is community-minded and is conscious of families' difficulties with finance. They ensure that everyone is included, offering free Easter eggs to all children and free events at the Christmas Fair. The Chair of the Committee spoke about "their very inclusive ethos" and "a sense of belonging" which align with the school's aims. A random selection of parents at the school gate in the mornings supported the exceptional satisfaction demonstrated by parents and carers for how the school addresses the needs of every child and family. One parent said, "It is an excellent school - they go out of their way to support and help us". Another mother of a child who had moved from abroad to the school a year ago said that she could not fault the school. "They have given my daughter and myself every help. We had no English when we started, but now I can speak to you and my daughter is doing so well in school. I really thank them".

St George's School is a particularly outstanding example of a school committed to meeting the needs of its pupils and is outstanding in its commitment to and implementation of inclusive practice. All staff have an enthusiasm and passion for their part in the learning and lives of the pupils at the school. They are dedicated and positive about the futures of their pupils. They are well led by a dedicated and ambitious Headteacher who ensures everyone is committed and wants to do the best they can for the pupils at St. George's School. They provide an outstanding, caring environment for pupils where high expectations have a huge impact on their progress and wellbeing.

The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the Assessor.

I am of the opinion that St George's School fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award.



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St George's School has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that St George's School has also achieved Centre of Excellence status at this time.

Assessor: Mr Roger Leeke

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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



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Element 1 - The Inclusion Values of the School

St George's Junior School amalgamated with St George's Infant School and Nursery on 1st January 2021. Since that time there have been significant developments put in place to ensure both schools work as one unit, providing excellent provision for the children, families and staff. Everyone is welcome and that forms the basis of the school's inclusive culture. The school has grown into a diverse and well-respected school community where everyone is appreciated. The school's vision is based upon DRAGON (Dream, Reach, Achieve, Grow, Opportunity, and Nurture). This vision is based on high expectations and a caring ethos and epitomises the work carried out at the school to raise the aspirations of the children and to ensure they stay grounded and work hard on the basic aspects of life and education. The school is inclusive, where everyone is welcomed, whatever their ethnicity, religion, disability, behavioural needs or any other characteristics. Pupils are taught to value everyone as an individual and they do so routinely.

The 'good' Ofsted report of November 2023 stated: "Pupils are proud to attend St George's. They welcome visitors and are keen to explain their learning. Pupils embody the school rules, 'be ready, be respectful, be safe'. They know how these contribute to their progress and school life. Pupils are kind to each other. They feel safe in school and trust adults to deal with any concerns. Bullying is rare."

The Assessor can confirm that this continues to be so during this assessment. Pupils know and understand the school's values. They benefit from a supportive, caring environment which encourages them to discuss their worries, lives and concerns when necessary. Access to Child First resources is an important part of this support including speech therapy, counselling and parent support mentoring. There are also good links with organisations such as Dedham Therapy and Lexden Springs outreach support to offer families further support and guidance.

Staff are trained to understand that learners can respond to different stimuli. When the chosen method is ineffective, staff have the skills to switch to make it more accessible to support their understanding. The school behaviour policy has evolved to include several attributes that celebrate diversity and inclusion. The behaviour policy for Pro-social Behaviour and Ready, Respectful and Safe Learners is embedded and is continuously being adapted and developed to meet the needs of all pupils.

Resources are readily available for pupils who require them to meet their needs and there is also a SEND hub for a small number of pre-verbal pupils. Weekly meetings are held to ensure pupils are being discussed with plans to support them and strategy meetings regularly review the pupils requiring more individual support. These involve hearing the views of pupils and parents to ensure a robust, supportive plan is in place. The Child Protection Online Management System (CPOMs) is effectively used to ensure the effective communication of pupils' behaviours, identifying the need for support where there are any concerns.

Next Step:

- To create a specialist provision unit for children with complex needs



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Element 2 - Leadership and Management and Accountability

Senior Leaders and Governors have a joint focus and vision of a single community serving local children and families. This is evident in everything they do. Relationships between staff and pupils are excellent and pupils feel cared for and supported in their learning with teachers and support staff understanding their pupils' needs. The dedication and strong Leadership of the Headteacher, his accessibility, commitment to inclusion and the improvement of the opportunities for all children has had an exceptional impact on expectations and relationships over the past three years in particular, whilst ensuring the amalgamation of the two schools has been seamless. The promotion of inclusivity across the school and the high aspirations for every child have been a particular feature of the school's ethos. Good performance management systems have been effective in focusing teachers and LSAs on pupil progress and moving the school forward. These systems ensure there are common themes related to the school improvement plan and personal development opportunities that relate to whole school improvement.

The focus on pupil and staff wellbeing and its impact on positive attitudes within the school have also been addressed to ensure staff feel welcomed and have a system that caters for their needs when necessary. The SLT is committed to raising standards across all aspects of the school and providing staff and pupils with the best possible environment and opportunities. Staff wellbeing questionnaires are provided for the Leadership Team to be aware of any whole school areas that need addressing, which are then acted upon as appropriate. There is also a trained Mental Health Lead who is supportive in addressing staff wellbeing. Staff are proud to work in the school and the leaders support staff well.

Termly reviews are carried out by teachers to identify gaps in pupil learning to move teaching and learning forward over the following half term. The monitoring of pupil progress is an area that staff at all levels understand and leaders are aware of the progress being made. Phase Leads regularly monitor learning through lesson dips, book looks, discussions with staff and moderation. Ofsted commented: "Staff value the support and advice they receive from leaders. They say that leaders give strong consideration to their wellbeing. The parents who shared their views during the inspection were overwhelmingly positive about the work of the school team." The Assessor can confirm that these were his findings during the review.

The Chair of Governors interviewed had a great deal of praise for the school and how it had moved forward under the Leadership of the Headteacher. The Governors are experienced and their understanding of the key issues relating to school improvement also impact on outcomes for children. The Chair of the Governors comes into the school regularly, has been a Governor for a long time and has seen the excellent progress made by the school, particularly in the past three years since the amalgamation.

Next Step:

- Teachers to feel more confident in teaching newer adaptations to foundation subject plans through carefully planned training opportunities



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Subject Leads, along with Phase Leads and teaching staff work together to ensure a clear and robust curriculum map is suitable for the pupils at St. George's. This is cross-referenced to ensure teaching and learning are carried out progressively and strategically to ensure learning is not missing or taught more than necessary. All pupils and their specific learning needs are planned for, to ensure effective practice and enable progress for all. The curriculum is broad and balanced, encompassing local, national and international themes, which inspires and motivates the children. It is based on the National Curriculum and it has evolved to provide a holistic view of education from reception to Y6. The core subjects have been given priority and this has resulted in good end-of-key stage progress. Reading overall is one of the strengths of the school. The school uses the Little Wandle phonics scheme to great effect.

The Ofsted inspection stated: "The school prioritises reading. The new phonics scheme has improved the rate at which pupils gain accuracy and fluency in their reading. Those who need to catch up are well supported. The books pupils read are closely matched to the sounds they know. This helps them quickly become confident and fluent readers."

Pupils hear reading every day, including a weekly story assembly. Pupils have access to one of three libraries situated around the school buildings to explore new texts. The library in KS2 is an excellent facility and it is well stocked and used well by children at lunch time and during free time. Each class also has a timetabled session in the library each week with the librarian. All Subject Leaders have created progression documents that detail the sequence and progression of learning from Nursery through to Year 6. Key Stage Leaders support each other well, understand the school ethos and ensure there is curriculum continuity and understanding throughout the school.

School Leaders understand that pupils will receive the best possible teaching when there is a commitment to Continuing Professional Development (CPD). As a result, teachers and LSAs receive frequent, carefully selected training and support. This aligns with the curriculum and school priorities, considers the skill sets of individual teachers and is in response to monitoring activities.

As part of the curriculum offer, there are a variety of activities that take place in the local community as well as several visitors to the school to enhance the learning experience. The curriculum has an over-arching theme for the half term, but each subject within the theme is taught explicitly so the pupils understand which subject is the focus.

Pupils have access to a breadth of extra-curricular activities, delivered both by school staff and outside clubs. A range of experiences are provided to the pupils to enrich the curriculum provision.

Next Step:

- To continue to promote the use of Makaton signing throughout the school over the coming year



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

The aspirational and diverse curriculum is a vehicle for the high-quality teaching and learning that takes place in the school and incorporates the key elements that are important to pupils. The Target Tracker pupil tracking software is used to plan for gaps for individuals and groups of children. 'I can', 'I should' and 'I could' statements are used to scaffold learning so that all children can achieve in each lesson. Various resources are used to support children's needs such as manipulatives, pencil grips, visuals (widgets), word banks, phonics grids and technology. These can be used by all children as well as children with specific needs.

The school's commitment to CPD to maintain high-quality teaching is promoted amongst all staff and there is also a strong promotion of equality and diversity. Children are well motivated with good, innovative systems in place to improve the quality of learning. There are a variety of outdoor learning environments and their impact on pupils' physical and mental wellbeing cannot be underestimated. The well-set-out EYFS and Nursery outdoor environments encourage free flow and teacher-directed and child-initiated activities. They are well designed with sand pit, climbing apparatus, water play and a range of apparatus to stimulate children's imagination. Children were observed 'having fun' and calmly engrossed in a variety of activities. Children in the early years get off to a good start in learning to read. There is a consistency of display in classrooms and shared areas which shows a balance between celebrating children's work and providing a focus for learning. The displays in all classrooms are of particular high quality and there is a reinforcement of expectations. The quality and consistency of the displays around the school are exceptional and children recognise its significance and impact.

All classrooms and some group rooms have an Interactive Whiteboard to support day-to-day learning. The children also have daily access to Chrome books, iPads, and recordable whiteboards to help and support them and some teachers use visualisers to support the modelling of teaching and learning. Oracy has been a significant driver across the school to develop pupil language skills and there has been staff training to embed this.

Ofsted stated: "The school has established a broad and interesting curriculum. Learning is planned carefully, and new knowledge and skills build securely on what pupils already know. Teachers carefully check what pupils know and provide timely support when there are misunderstandings. Pupils revisit what they have previously learned. This helps them apply knowledge to new situations."

Next Step:

- To ensure that the transition from the EYFS curriculum to more formal teaching in Y1 is understood by all parents



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Element 5 - Assessment

The tracking of individual pupil data including the progress meetings, together with the triangulation of evidence from books, pupil voice and lesson observations contributes to the regular assessment and progress of individual pupils, sometimes in small steps. The work ethic of the children, their good behaviour, friendliness and politeness impacts greatly on their engagement with their school work. The atmosphere in classes and shared areas is calm with children reflecting and valuing the care and attention that all staff show for them.

Children enjoy their time in school and consequently, attendance is at national levels. This is celebrated in Friday assemblies alongside celebrating good attitudes and behaviours in front of parents and teachers. Staff use verbal feedback throughout the lessons to check progress and understanding. Live marking and feedback also take place so that pupils understand the next steps in their learning. The school uses Target Tracker, which has been tailored specifically to the school's needs, to support the assessment of all pupils academically and teacher assessment is triangulated through 'cold' tasks using PiXL papers. Pupils are assessed at their specific level so that learning can be carefully planned and adapted to meet the needs of all pupils. Where pupils' needs are more complex, the Autism Education Trust (AET) framework is used to support assessments and the identification of small-step progress. CPOMS is also used to record behaviours that need support and to ensure there is an accurate overview and a record of actions so that impact can be effectively reviewed. Pupils sit in mixed-ability groups for many aspects of their learning to promote communication and support for learning. There is a use of paired discussion and peer support across the school.

Pupils' Personal, Social and Emotional Development (PSED) is shared within termly parent meetings and is an ongoing priority of staff in day-to-day lessons and practice. PSHE is also adapted to meet the needs of the classes if needed. All pupils are assessed at least half termly, and reports are provided to parents termly to show progress. Pupils with additional needs are placed on the SEND register, with termly review meetings of their progress through the Assess, Plan, Do Review process. Thrive and Social, Emotional and Mental Health Needs (SEMH) profiles are created for more specific support by the Nurture Leads and specific interventions are introduced based on the needs of the class or individuals. The Thrive programme is now well established with three Thrive Assessors in the school. The Boxhall Profile is also used to expertly assess and address SEMH needs. Parents of children on these programmes may be involved in regular meetings with staff and there are also communication books for daily feedback from the school or the family.

Ofsted stated: "Pupils with SEND get the help that they need. They are supported to access the curriculum through careful adaptations. As a result, pupils with SEND achieve well."

Next Step:

- To further develop the school's behaviour curriculum to promote an inclusive pro-social approach



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The Ofsted report stated on behaviour: “Pupils are taught the principles of good behaviour. They respond well to adults’ high expectations. Early years children settle well into school routines. Positive relationships are at the heart of the school community.”

This assessment reaffirms these sentiments. All adults have very high expectations for pupils’ behaviour at school, both in the playground and in lessons. Pupils are fully committed to the school values of ‘be ready’, ‘be respectful’ and ‘be safe’. They listen attentively to one another and to the adults they work with. In all classes, pupils contribute well to class discussions.

The atmosphere in classes and shared areas is calm with children reflecting and valuing the care and attention which all staff show for them. Children are often involved in the decision-making process when matters relating to their school environment and learning are concerned. Pupils have recently been introduced to ‘No Outsiders’ which demonstrates a high level of tolerance and acceptance of all. This will continue to be embedded within the school’s curriculum. Children are encouraged to take part in looking more closely at their environment.

There are high aspirations for every child and a promotion of high self-esteem. Everyone at the school has high expectations for behaviour and strong, consistent routines are in place. These have been developed with staff and explicitly taught. Low-level disruption is rare and classrooms are calm and purposeful. Children are keen to learn, take pride in their work and are engaged. The school encourages pupils’ personal development and has recently introduced ‘Agents of Change’. Most pupils understand the importance of valuing themselves, others and the community.

There is close collaboration between teaching and non-teaching staff to improve the chances of all children. The enrichment programme includes first-hand experiences to local places of interest and the range of visitors to the school offers pupils experiences they might not normally have. The curriculum is carefully planned to ensure children are explicitly taught how to be healthy (both physically and mentally) and active.

Attendance is in line with current National percentages and the attendance team in the school offices maintains communication and works collaboratively with families to unpick barriers to coming to school so that support can be implemented and attendance can improve. There is an understanding of the reasons why children might be absent and a supportive attitude to encouraging children back to school. The school has a range of ways to communicate to enable all families to be able to engage regardless of need. Good attendance is rewarded considering the additional needs of the child and family with certificates, prizes and ‘well done’ texts. All staff have received Trauma Perceptive Practice (TPP) Training or Therapeutic Thinking Training which have provided a positive direction for staff to understand the impact of stress and trauma on pupil’s wellbeing. There are two Nurture Mentors, one of whom is also the Mental Health Lead, these staff, in addition to the Inclusion Lead are also THRIVE trained.



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Next Step:

- To further embed the 'No Outsiders' programme



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Element 7 - Parents, Carers and Guardians

There is an understanding of the importance of parents and carers in supporting children's learning and the school encourages a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school. Excellent work is carried out with families, pupils and the community generally to ensure that children are cared for and valued. The school operates an 'Open Door' policy so parents can talk to school staff when necessary. Regular coffee mornings take place led by the Designated Safeguarding Lead, with invitations to more vulnerable families and outside agencies who may support them. The school has a positive growing Friends' Association that is actively involved in encouraging more vulnerable parents to be part of the community and support attendance of coffee mornings. The Friends Leaders have an excellent attitude towards their work. They see the balance between raising funds, not leaving any family out due to lack of funds and having a 'fun' occasion.

Parent workshops on phonics and reading and other subjects are regularly on offer and family visits into the school include class-based learning opportunities. Funding is planned to ensure engaging experiences are accessible to everyone and a wide range of clubs are available to all children across the school. Support with uniform is available for vulnerable families and the school is a distributor of food bank vouchers.

The Nurture and Inclusion team has regular check-ins with specific families to ensure they feel listened to and are with strategies, signposting and support. Staff use a listening and empathetic approach towards families. This allows them to work more closely together in a trusting relationship. Staff work to find the best way to communicate with families to break down barriers and build positive interactions. The Assessor saw how staff are available for discussions every morning, and are visible on the gates as families arrive at school. This provides families and children with a good start to the day. One of the parents interviewed was glowing about the progress made by her child and how the school "goes out of its way to ensure their needs are met". Parents interviewed during the assessment were unanimous in their support for the school.

This is also reflected in the Ofsted report: "There is an effective programme for personal development. The personal, social and health education curriculum, high-quality story books and themed assemblies combine effectively to ensure pupils' learning helps them to build character and resilience. Pupils are taught to be compassionate and kind. They know that they are 'agents of change' through the shared values at the heart of the curriculum. Pupils understand the importance of respecting individual differences, as well as equality and diversity."

The School also buys into a local charity, Child First Trust (CFT) which includes access to a Family support worker for families in need.

Next Step:

- To offer opportunities for family and community involvement with the school through projects via the No Outsiders work and Agents of Change



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Element 8 - Links with Local, Wider and Global Community

The school engages well with local agencies to develop provision and support for families. The schools have strong links with their local communities and good use is also made of the local environment and services to extend the curriculum. St. George's School works together with 16 other schools through the TSC. This offers additional training opportunities for the staff and enables networking. The schools are very much part of the community and staff have planned for outside visitors to enhance experiences and learning in school.

There is good support for local and national charities and an involvement of the children in raising funds for children less fortunate than themselves. They invite visitors into the school and try to engage with the local community to support children's understanding of their community and the local community's understanding of the school. The school aims to ensure that its children see what opportunities exist beyond the school. Staff want the children to understand that their current learning leads to many opportunities. The local area has a wide diversity so it is important that the schools' learners are exposed to a variety of cultures, experiences and opportunities. The curriculum is consequently designed to include local, national and international references. Agents of Change has given a strong basis to ensure that the pupils play their role as local, national and global citizens. Children have visited local residential homes for the elderly, left stones of positivity in the local area, written to MPs and Greenpeace and staged protests on making environmental changes. They have raised money through maths enterprises linked to gardening and won prizes for 'Schools in Bloom' awarded by the Colchester city mayor.

The bi-lingual days each term have meant that children become curious about the wider world around them, and families are invited to share cultural elements such as food, language and experiences. Children have shared how this has made them feel included, recognised and proud following these events by using pupil voice organising assemblies relating to celebrating 'who we are'.

The pupils have received a range of enrichment activities this year and local visits and events within the school are significantly subsidised by the school to ensure all pupils have access to these opportunities.

To celebrate reading across the school, the children visit other classes, celebrate World Book Day with 'potato parades' and have teachers swap classes to read stories. All the pupils have accessed a Pantomime, which is provided every year. The youngest pupils (EYFS and Y1) receive this via a travelling theatre company which attends the school, whilst years 2-6 access the pantomime at the local theatre. The children celebrate key parts of the year, such as Christmas and Easter and the local church offers assemblies around these events in school. There are good links with the two local churches near the school.

Next Step:

- To develop a wider community impact through the Friends of St. George's