



14th June 2019

Mrs Jackie Ashley
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Saint Michael's CofE (VA) Primary School
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Assessment Date: 4th June 2019

Summary

St Michael's Church School is a first class example of an inclusive school. Following its opening in 2012, the school has continued to expand rapidly. It currently has 357 pupils on roll with capacity to increase to 420 pupils in 2020, following the recent opening of a new year 6 area. There are waiting lists for each year group. The vision for the school is to be placed at the heart of the community of which it serves and the ethos and initiatives in place already strongly support this view.

This is St Michael's first Inclusion Quality Mark Assessment. The rationale given for undertaking this was to celebrate good and outstanding practice within the school and embrace areas for future development. This, along with the school motto to 'be the best that we can be', encapsulates the determination observed in all stakeholders to celebrate current success whilst striving to improve further.

The school have completed a detailed review of current practice with an abundance of evidence to support the good practice in place. During my visit I had the opportunity to meet with SLT, staff, pupils, parents, external agency partners and governors all of whom substantiated this.

Inclusion is one of the school's twelve core values. There is an ongoing piece of work to reduce these down to six with the views gathered from staff, pupils, parents and governors to determine the most important values to reflect the school's ethos. Values are shared through assemblies, displays, focussed work and celebration in classes. Pupils demonstrating these in practice are nominated for Super Citizen awards which are awarded within whole school assemblies.

The positive relationships amongst staff and pupils are clear to see and from the moment you enter St Michael's you are made to feel welcome. Pupils are proud of their school and enjoy coming here to learn. They feel that staff listen to them if there is a problem and help them celebrate their successes. They enjoy the range of experiences and activities which school offers them through extra-curricular clubs, residential visits

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and trips. Pupils also feel involved in the decision making process at school and take the responsibility for this very seriously, a fact which was evidenced when the school council undertook a rigorous tasting and interview process to choose the new school catering company.

Staff are fully on board with the inclusive values of the school and were involved in the IQM evaluation process. They have a good understanding of the needs of their pupils, both on an academic, social and emotional level. The members of staff I spoke with feel that they could approach the leadership team with any concerns they may have or requests around CPD. Staff who are working alongside pupils with SEND are offered the appropriate training and support, including working with outside agencies in order to perform their role. Several members of staff have previously undertaken additional training to achieve HLTA or teaching qualifications with the full support of the school.

St Michael's school have a number of initiatives in place to communicate, build links with and work alongside parents. The recent employment of a Family Support Worker, parental workshops, involvement in their child's learning and an open door policy are all very effective and have led to the school being highly regarded by parents. There was the opportunity to speak to parents during part of the assessment visit, all of whom were keen to share their experiences of the school and how it goes 'above and beyond' to support their child. It was a pleasure to hear such positive and heartfelt feedback and it is testimony to the efforts of the staff with comments such as "I'd previously been told my son wouldn't access a mainstream school but always felt with the right support he could. He is doing so well here because of the staff's help and everything the school has put in place for him." Another parent said "As a parent I couldn't ask for a better provision for my child. I can't thank them enough."

St Michael's works closely with a number of external agencies and projects including:

- Local Authority (LA);
- Forensic Child and Adolescent Mental Health Service (FCAMHS);
- Tripod;
- SEND Audit Peer Review Project;
- Vivacity;
- The Polish Project.

Representatives from these agencies submitted letters of support to the inclusive practice of the school. The Inclusion Lead has close working links with the LA and Area SENCO. She is part of a steering group which runs training for SENCO's across Peterborough and plays a lead role alongside the Area SENCO in supporting 55 schools across the city who have signed up to undertake the SEND audit. The school works within three clusters – Church Schools in Peterborough, Local Schools cluster and Paragon Teaching School's Alliance.

The school building was designed to achieve an architectural design award. There is a living garden on the roof which is both eco-friendly and attractive within the grounds. The classrooms are bright and airy with each class having direct access to an outside learning area which pupils can access throughout the school day. Classrooms and displays have been carefully decorated and designed to take account of pupils with sensory and additional needs. Displays are attractive and stimulating whilst not being overly distracting. They demonstrate a range of purposes including celebrating pupils learning and interactive working walls.

The inclusion journey for each pupil begins before they even start school. Reception staff visit children in nurseries and home settings as part of their transition. The inclusion lead will also attend visits for pupils and families who have been identified as needing a more structured approach to transition. New parents are invited to attend a 'New to School' workshop. This runs for 3 weeks during the summer term and allows parents an opportunity to meet staff and find out more about the school in a relaxed manner prior to their child joining in September. All families are invited to a new intake evening which includes informal workshops around inclusion, supporting learning, phonics, food tasting etc. Children in need of additional support are given a transition story which is shared with the nursery and families to help reduce anxiety and further prepare children for starting school.

The school recognise transition visits as an invaluable opportunity to build initial links with pupils and families. With Peterborough being an area of high mobility and new pupils joining school throughout the academic year it was recognised that there was a need to undertake visits to all new pupils and this has been implemented to good effect.

St Michael's School have a higher than average percentage of pupils' representative of a range of different cultures. The inclusion team and lead have all accessed additional training to support pupils with EAL and provision for pupils is good. The diversity of cultures within the school is celebrated by all. St Michael's is the only school in Peterborough who took up the opportunity to work alongside the Polish project where Polish pupils in key stage 2 had the opportunity to celebrate their country and culture. Activities took place over a day including cooking and tasting Polish food, learning about historical figures and a Polish tea party which parents and younger siblings within school were invited too. The event proved so successful that a film crew from Poland have arranged to travel to the school and meet with the pupils and staff who took part in the project.

Governors work closely alongside staff to promote change and best practice within the school. New Governors are being recruited at the present time and the induction package offers them an opportunity to work alongside a mentor to support them in the role. Governors recognised a need to increase opportunities to spend time in the setting and work collaboratively with staff and as a result of this changed the timings of meetings so that they all take place during the school day. This allows them the chance to meet pupils and staff and see teaching and learning first hand. In addition to this Governors have recently started attending parents' evenings.

The SEND provision for pupils at St Michael's is very good with a strong focus on nurture. Nurture groups are in place for year 1 pupils requiring additional support.

Children are assessed using the Boxall Profile at the beginning of the provision and again at the end to monitor impact. The provision is proving very effective and the nurture approach is being developed fully within the school with well trained staff, the recent introduction of the new nurture garden and a commitment to undertake the Nurture Award Quality Mark.

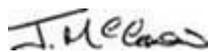
Termly pupil progress meetings highlight pupils requiring additional support in specific areas and a provision map of interventions is compiled. Interventions are run by a mixture of TA's and teachers to promote strategies being fed back into class and ensure teachers have a sound knowledge of all pupil's needs and progress. Records are kept throughout the duration of the intervention as well as assessments conducted at the beginning and end to measure any progress made. Effectiveness of the support is analysed with the Inclusion Lead and appropriate next steps planned.

The Headteacher and Senior Leadership Team (SLT) have a clear understanding of what is working well in the school as well as areas of future focus. These are identified within the IQM self-assessment document and detailed plans are in place to guarantee further advancements are made.

I am of the opinion that St Michaels fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Mark and reassessed in 3 years' time. The school are interested in applying for Centre of Excellence status in the future. This would be subject to the completion of the Centre of Excellence documentation. Should the school choose to pursue this and it were to be awarded then the school would be subject to an annual review from this point forwards.

Assessor: Lisa Bagshaw

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 – The Inclusion Values and Practice of the School

Strengths:-

- St Michaels has a culture of going ‘above and beyond’ for its pupils and the commitment of staff and Governors to put the needs of the pupils first. This is evidenced at all levels - Governors and the Headteacher have created individual learning areas with additional staffing for pupils with more complex needs, the school site manager runs lunchtime clubs to support pupils who find unstructured times challenging and a parent shared her gratitude for a member of the cleaning staff who helped and spoke with her son when he was displaying challenging behaviour at home time.
- Diversity and individual difference are celebrated and valued throughout. The recent OFSTED report states that, “The school promotes its Christian ethos and values effectively. Values such as respect, tolerance, kindness and forgiveness are evident on display in classrooms and in communal areas.”
- The Headteacher communicates her vision clearly and inclusion is reflected in the strong ethos and values of the school. The leadership team ensure that all staff have similar inclusive aspirations for the school and its pupils.
- Relationships between pupils and staff as well as between colleagues, are based on respect. There is a warm and friendly atmosphere within the school which is tangible.
- Approaches are in place to ensure that Governors, staff, pupils and parents are all involved in decision making.
- New pupils and families are welcomed into the school through a well thought out transition process. This provides an opportunity to highlight any potential areas of individual need which can be addressed in preparation for the pupil starting school - links with local nurseries and secondary schools are good.
- Staff and Governor numbers are increasing in relation to the school’s development and well-structured induction programmes are embedded to support this process.
- Staff feel supported in their work and praised the open door policy of the leadership team if they have any concerns. CPD and training requirements are recognised and addressed in line with pupils’ needs resulting in a highly skilled team of teachers and support staff.
- Barriers to learning are identified through pupil progress systems and appropriate intervention put in place. The nurture group is proving particularly effective in supporting key stage 1 pupils. OFSTED states “They receive effective help and guidance so that their personal needs are well met. In most cases, pupils can re-join their classes and become successful learners.”



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- There are a range of whole school approaches to celebrate success and achievements including a merit system, Lead Learner and Super Citizen awards and opportunities to share achievements from outside of school.
- The recent introduction of alpaca trips for pupil premium and SEND students is proving very successful, both parents and staff recognise and comment on the increased engagement of pupils following on from their time at the farm. It is worth noting that timetables are carefully planned so that all staff who wish to are given opportunities to join the sessions.
- The school works closely with external providers and agencies to support its pupils. The Inclusion Lead and Family Support Worker manage a multi-agency approach to support families through the Early Help Assessment pathway.

Areas for development:-

- To work more closely with other Primary schools similar to St Michael's Church School to share best practice and resources.
- To make good links with other schools and share Nurture room principles – to be able to achieve 'The Nurture Award' by Spring 2020.



Element 2 – The Learning Environment, Resources and ICT

Strengths:-

- The school building itself is modern and attractive. The reception area creates a welcoming first impression and classroom organisation is well thought out to ensure easy access to resources and outdoor learning areas.
- The newly built library is a stunning space with areas available for break out learning and quiet reading. Future plans to include a new entrance, reading pods and a large ICT area will enhance this further.
- The library uses an electronic booking system allowing pupils to book resources in and out to support their learning or enhance their own reading. The school website has links to the system where children and their families can search for specific books, new titles or read book reviews completed by other pupils.
- The school has a large amount of outdoor space and the use of this has been planned well. There is a MUGA, trim trail and prayer garden available for student use as well as an area which will be developed into a space for Forest Schools. Staff have access to an outdoor dining area from the staff room.
- Each classroom has its own outdoor learning space which pupils have access to for learning activities and sensory breaks throughout the day.
- There are numerous small group rooms within the building which are used for intervention work areas, 1:1 learning areas and break out spaces for pupils requiring support to regulate their social and emotional needs.
- Every effort is made to accommodate and meet the needs of individual pupils. Staff and resources are deployed to support those pupils requiring access to specialist learning areas with high levels of adult support.
- The nurture room is currently based in one of the yet to be opened year 6 classrooms. It has been set up to include access to a kitchen area for breakfast club and social snack times, a lounge area and quiet spaces.
- The newly opened nurture garden is accessible to nurture group pupils during learning time and open to all at lunch times. Pupils in the nurture group are playing a role in developing and setting the garden area up by planting their own pots with responsibility to maintain them.
- Displays within school are of a high quality and provide a balance between celebrating pupils work and promoting learning.
- The school has class sets of laptops and iPad's which are timetabled for use by classes. These will continue to be available once the new ICT area in the library is in place.



- Individual pupil access to learning is supported with the use of assistive technology examples of which include the Juno sound system, Chromebook and Now Press Play.
- The ICT coordinator has fortnightly meetings and support from an ICT specialist through links with a local secondary school. This provides an opportunity to keep up to date with new technologies available and ensure maximum impact on pupil learning within this area. New packages, apps and training are shared with staff within staff meetings.
- School staff have undertaken the National Online Safety certificate. Following this, it is planned for the programme to be rolled out to Governors and parents.
- All classes have access to their own staff laptop and interactive whiteboard. The school have purchased visualisers following a recent visit to an ICT show. These can be moved between rooms and have been implemented across classes on a trial basis. They are used to share examples of pupil's work which demonstrate good practice or achievement. The pupils respond well to having their work shared with the class.
- St Michaels School invests heavily in its support staff. Each class has allocated TA support in addition to some pupils accessing 1:1 provision. In year groups where there is a high level of need an additional member of staff is in place to float between classes.
- Where pupils are entitled to 1:1 support, the school ensure the role is shared amongst different members of staff so pupils do not become overly dependent or reliant on one person.
- Staff are highly trained to deliver interventions and support according to the needs of the pupils. The delivery of interventions is shared between teachers and TA's to ensure that teachers maintain an overview of individual pupil needs and progress. Several TA's within school have completed further courses such as HLTA and teacher training qualification with full support of the school.
- The deployment of staff is carefully planned throughout the school day, including lunchtimes where some pupils who find it difficult to cope with a full hour of unstructured time have access to the 20-20-20 programme. This enables them to access a mixture of indoor and outdoor activities led by sports leaders, TA's and the site manager.

Areas for development:-

- Forest school provision being implemented in September and members of staff being trained in the summer term and development of the new library area as an ICT base.
- The school uses the Widget programme to create visual aids for some pupils, however they might also like to investigate the potential benefits of using the dual language feature of the Widget Online programme to support pupils and families with EAL.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- Students enjoy coming to school and take pride in being a part of the St Michael's community as demonstrated by the descriptions of some pupils to define their school – Brilliant, Amazing, Happy, Respectful, Colourful, Extraordinary.
- Pupils are aware of who they can talk to in school if they need help and feel that staff are ready to listen and help them. They also feel that staff promote the importance of helping each other and teach them about how they can do this.
- Pupil voice is valued and pupils are regularly consulted about school issues. This has been evident in a number of recent changes including the school council's interviewing and deciding vote on the new catering company, streamlining school values and introduction of a new PE uniform.
- Members of the school council spoke confidently about their school and take the responsibility of their role seriously. There are plans to introduce a new system in September where pupil views and ideas from class discussions will be shared electronically within school council meetings before being fed back directly to SLT.
- Pupil behaviour within school is good and the whole school behaviour policy is used consistently throughout. Classes observed during the tour presented industrious learning environments with children fully engaged in motivational activities suited to their individual needs.
- The school took part in a trial of the 'Me, My Brain and I' project which is in the process of being offered out to schools across Peterborough. Pupils who took part in the ten week programme described to me how it helped them to understand how their brains control their emotions and what they can do if they find themselves in a 'sticky situation'. The pupils were keen to share their work and explained how they were still using several of the approaches even after the programme had finished.
- Pupils appreciate staff feedback and feel it helps them in their learning "If we get work wrong, we don't get told off. Teachers explain things nicely to help us improve."
- The Headteacher and SLT strive to maintain close relationships with the children. Class visits provide opportunities for pupils to share their learning and members of SLT follow a weekly rota where they join pupils in the school dining hall to eat with them.
- Pupils are well supported in their transition into school as well as moving onto secondary placements. Moving to new year groups are also planned for in advance. During taster visits to new classes, teachers spend time talking to the pupils about their preferred ways of learning and incorporate these into their teaching approaches.



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- There are a wide range of clubs available to pupils. Breakfast and after school clubs are offered with special provision in place to include pupils requiring additional support. The many extra-curricular clubs are very popular with spaces filling quickly, examples include, sports clubs, gymnastics, sewing, languages, a dance club with regular competitions and a school choir who have gained a place in 2019 Barnardo's Young Supporter's Concert which will take place in Westminster.
- The school extends pupil learning through visits and residential breaks. All key stage 2 pupils take part in an annual residential visit and the school is working closely with the Vivacity organisation to link curriculum learning opportunities to local resources and experiences such as art galleries, museums and the cathedral.

Areas for development:-

- To continue to develop relationships with preschools in our catchment areas and outside of this to prevent children from starting with unidentified SEND issues.
- To develop the Family Worker role to supporting the personal development of the children.



Element 4 – Learner Progress and the Impact on Learning

Strengths:-

- The leadership team have in depth knowledge of areas of strength and development across the school with relation to pupil learning and there are structured plans in place to build on good practice across the school.
- A new system of targeted maths and English groups was introduced in years 2, 5 and 6 last year with additional staff brought into support this.
- PiXL has recently been purchased and half termly assessments are used to provide a clear analysis of gaps and next steps to learning.
- Progress is monitored through termly pupil progress meetings involving teaching and support staff alongside the Headteacher and Inclusion Lead. Targeted interventions are put in place and are monitored for impact through termly provision mapping. This process is completed in liaison with the Inclusion Lead. Information on pupil progress is shared with parents at termly meetings with the Inclusion Lead.
- Pupils accessing the nurture group are assessed using the Boxall Profile on entry and exit of the provision to monitor impact.
- A system is in place for informative next step marking across all subjects which can be seen to have a positive impact on pupil learning. Pupils' books are moderated both within school and as part of school to school improvement clusters.
- Pupil progress data is shared with new teachers in July and work is moderated jointly to ensure agreement and consistency of assessment.
- Peer marking is evident across the school and is proving particularly effective in key stage 2. Pupils follow a code of marking with a focus on specific areas shared in advance.
- Pupils in year 3 and above are encouraged to attend parent consultation evenings and EHCP meetings. Where appropriate, children work collaboratively with staff to create IEP targets. Children in key stage 1 enjoy setting themselves personal targets which are kept in a sealed envelope in their books. Any pupils achieving their target over the course of the half term are awarded with a merit.
- Teachers and TA's work closely to ensure provision is good. Interventions are discussed regularly to share progress and next steps with approaches fed back into main class teaching and learning. Weekly plans are compiled jointly by year group teachers and shared with support staff. The development of a new curriculum is being planned with involvement of all staff.



- Learning targets and progress are shared with parents through parent consultations and drop in sessions which are both held termly. In addition to this, the Inclusion Lead meets with parents whose children access more targeted support.
- The needs of pupils requiring a more individualised learning plan are taken into account as is the case where children are able to request a 'time out' or sensory break when needed to help them self-regulate and re-focus for learning.

Areas for development:-

Taken from December 2018 Ofsted report:

- Making sure more pupils reach at least the expected standards in reading and writing by the end of Year 2, so they are in line with national averages.
- Ensuring that more pupils make consistent and better progress in writing, especially in lower key stage 2.
- Providing the most able pupils with opportunities to use and apply their knowledge and skills in a range of ways so they can excel and more reach the higher standards by the end of key stage 2.
- Increasing the proportion of disadvantaged pupils who reach the required standard at the end of key stage.

Continue to ensure the following still happens:

- Termly pupil progress meetings.
- Provision maps updated termly.
- CPD for all staff on interventions.
- It may be useful to explore the Autism Education Trust Progression Framework to reflect and demonstrate small steps in progress as well as inform next steps.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- Performance management targets are set by the Headteacher and reviewed with staff mid-year to monitor impact on learning and teaching.
- The percentage of lessons at good or better is 93%.
- The monitoring of learning and teaching is based on evidence from a variety of sources – paired lesson observations, learning walks with an identified focus, scrutiny of pupil’s work, pupil progress meetings and individual consultations with teachers.
- All monitoring reports include a TA focus with support staff receiving feedback from this.
- Subject leaders are released for one day a term. This provides an opportunity to monitor their subject and observe good practice in other schools. Governors join them for learning walks as part of subject based visits. General feedback from walks is shared across school with specific feedback shared individually. Subject leaders access network meetings and moderation alongside other schools.
- A new curriculum is in the process of development with all staff fully involved and given ownership of this.
- Lesson planning is carried out across shared year group teams to allow for peer support and the exchange of ideas to meet the needs of pupils. Individual needs and learning styles are reflected in activities, making learning accessible and engaging to all learners.
- Staff are appropriately deployed. There is fluid provision for use of the members of the inclusion team throughout the year to ensure areas of greatest need receive targeted and appropriate intervention. This provision is allocated and overseen by the Inclusion Lead.
- Interventions and provision maps are evaluated at the end of each half-term with next steps planned. Records are maintained throughout interventions which are scrutinised where limited impact is noted in order that other routes can be explored.
- CPD for staff is thorough and effective with areas of need identified and support put in place promptly. Staff delivering interventions all receive appropriate training and feel confident in discussing and requesting additional CPD as part of the performance management process.
- Staff are keen to embrace new teaching and learning styles to benefit their pupils. New initiatives introduced include writing themes based on core texts, Now Press Play and Story Time Phonics which will be rolled out in September 2019.



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- Staff display an excellent understanding of individual pupil need and make provision for this. One parent commented, “The teachers and TA’s always make sure that he is included. They recognise when he is becoming agitated and there are processes in place to help him. The 1:1 support is not overpowering but they are there to help him if needed.”

Areas for development:-

- To train all staff on precision teaching.
- To train all staff on emotion coaching.



Element 6 – Parents, Carers and Guardians

Strengths:-

There are a number of initiatives in place to build links with and work alongside parents:

- The Family Support Worker has been in post since Easter. She works the Inclusion Lead to manage a multi-agency approach to support families and children through the Early Help Assessment (EHA) pathway. There are plans in place to extend the role further to support pupils in school who have referred to CAMHS as well as to run parental coffee mornings and invite specialist speakers in to cover a range of topics and themes.
- The Webster Stratton parenting course takes place as part of EHA support and is run throughout the academic year. This 12 week programme is led by key members of staff who build close links with families to promote children's social and academic success and support parents to transform and reduce challenging behaviours. Parents reflect positively on the opportunity to discuss and explore potential issues in a relaxed and informal environment.
- Parents receive feedback on their child's progress through consultation and drop in meetings throughout the year as well as termly meetings with the Inclusion Lead for pupils accessing additional support.
- Tapestry is used for parents of reception children to have access to their child's learning progress. A 'Beginners guide to Tapestry' was well received at the start of the year to support parents in setting up and accessing accounts. Following positive feedback from parents, Tapestry will be introduced for year 1 pupils in September 2019.
- Many parents have jobs based on shift work and the school take account of this by offering courses and consultations at differing times of the day to allow maximum opportunities to attend.
- Family Phonics Friday offers an opportunity for parents, grandparents and childminders to get involved with phonics. Ideas around games and activities are shared to promote opportunities for learning phonics at home.
- The Early Words course is aimed at introducing basic English for multi lingual learners through stories and rhyme. This has proved successful amongst the school community with very positive feedback from parents. It is run as an after school session with families encouraged to bring children and siblings along to promote high attendance.
- Parents' views are sought on a range of school issues via online questionnaires. The impact of this is seen through the introduction of the new PE uniform and consultation around school values.



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- Parents are invited into school regularly to support pupil learning. Stay and Play sessions in key stage 1 are enjoyed by all, as are the newly introduced class assemblies.
- Parents I spoke with on the assessment day were happy with home school communication, “The Headteacher is easy to speak to and very understanding. The school puts ideas out to parents to ask their thoughts. It’s so easy to come in and chat and if you have an issue it is resolved quickly and efficiently”.
- Communication to parents is achieved through the recently updated school website, regular newsletters and Twitter and Facebook accounts.
- The Friends of St Michael’s is a growing group of parents who organise social activities to raise funds to support and fund school initiatives.

Areas for development:-

- To use the skills that parents have for topic/theme days – parents to come in and share their skills or line of work.
- To develop the communication between parents who have limited English – additional ways to communicate with them.
- Continued use of shorter online questionnaires throughout the year.
- Hosting a Parent Helper training session in the Autumn Term in order to encourage more parents to come into school to support learning.



Element 7 – Governing Body and Management: External Accountability/Support

Strengths:-

- The school have recruited new members with numbers continuing to grow. The induction and training package ensure all Governors access training relevant to their role, including safeguarding and child protection. The recently appointed Governor for SEN has attended training delivered by the LA. In addition to this there are extensive training opportunities available to Governors via online modules and invitations to join staff training sessions within school.
- The Governing body demonstrate a strong commitment to their role and have a good knowledge of the school and its key priorities for improvement such as the need for a Family Support Worker. There is a full programme of approaches to involve Governors in the life of the school including meetings and learning walks with subject leaders, work scrutiny, attendance at school council meetings and collective workshop.
- The Headteacher's report at Governors' meeting includes a focus on inclusive practice and potential issues within school.
- The school works closely with the LA to monitor learning and teaching and provide relevant staff training.
- The leadership team work in collaboration with a School Improvement Advisor in areas relating to strategic planning, self-evaluation linked to data and leadership training.
- Staff recognise that the closest partnerships exist where expertise and best practice is shared. The school is recognised within the LA and amongst local schools for its inclusive approaches and support for pupils with additional needs and offers advice and support to colleagues in other settings.
- St Michaels works closely with a number of external partners and clusters.

Areas for development:-

- For Governors to be present at parents evening to continue to build the relationships with parents.
- To develop greater links with new local cluster group and consider Triad system for School led self-improvement.



Element 8 – The School in the Community and how this supports Inclusion

Strengths:-

- St Michaels’ website states, “We believe that there is strength in working in partnership and a comfort in knowing that St Michael’s Church School is at the hub of the local community.” This is evidenced in the daily running of the school.
- The school is based within a new housing development and the building is used for a range of community groups including mother and baby groups, Slimming World and exercise classes. Children’s sports and performing arts clubs are based on site in the holidays.
- The school supports a number of national and local charities including Living Schools, Barnardo’s, Help the Aged and the local food bank.
- Recent links with a local alpaca farm has proved highly successful in motivating and engaging for pupil premium and SEND students.
- Links with a local secondary school provide opportunities for staff and pupils to access expertise advice and resources e.g. sports leader running lunchtime clubs and maths teacher supporting gifted and talented pupils.
- The school is working alongside the Vivacity organisation to promote and include learning opportunities in and around the local area.
- St Michaels is a flagship school for Sustrans, a sustainable transport charity. Representatives have visited the school throughout the year to help children learn to ride bikes, carry out bike and scooter safety checks and deliver learning activities in classes.
- Children have performed Christmas carols at the local pub and supermarket. Further community links with these resources will be developed following the employment of a school liaison officer at the supermarket.

Areas for development:-

- To find new ways for the school to become involved further in community projects.
- To extend and develop pupil learning and support the new curriculum through visits to local resources.