



Report on IQM Inclusive School Award



School Name: Woodthorpe Primary School

School Address: Summerfield Road
York
North Yorkshire
YO24 2RU

Head/Principal Mr McGann

IQM Lead Ms Helen Elsworth

Assessment Date 21st May 2024

Assessor Ms Nichola Russell

Sources of Evidence:

- Assembly
- Learning walk
- Interventions
- IQM Self-Evaluation Report (SER) and supporting documentation
- Book Scrutiny
- Website
- Policy Documents
- Social Media
- Ofsted Reports
- DfE Performance Tables

Meetings Held with:

- Welcome Meeting with CEO, Executive Headteacher, Head of School, Assistant Headteacher/Special Educational Needs Co-ordinator (SENCo), Director of Special Educational Needs (SEN) and Safeguarding
- Executive Headteacher and Head of School
- Teaching Assistants (TAs)
- SENCo
- Director of SEN and Safeguarding
- Pupils from Leadership Roles - Pupil Ambassadors
- Pastoral Team Leader (Pupils' Champion)
- SEN Governors
- Trustee for SEN
- Parents
- Teachers - Phase Leaders and Subject Leaders
- Leadership Team



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Overall Evaluation

Woodthorpe Primary School is a highly inclusive, larger-than-average primary school on the outskirts of York serving an economically diverse community. The school is part of a Multi-Academy Trust (MAT) consisting of two secondary schools and four primary schools. There are currently 391 pupils on roll. 14.8% of the pupils have been identified as having Special Educational Needs or Disabilities (SEND) with 2.81% of these pupils having an Educational Health and Care Plan (EHCP). 24.4% of pupils are eligible for Pupil Premium (PP) funding. The school has supported several pupils who have moved to Woodthorpe through Fair Access Meetings across the city. The school also supports pupils who are designated 'Looked After'.

At the last Ofsted Inspection in January 2022, the school was judged to be 'Requires Improvement'. Since then, a new highly skilled Chief Executive Officer (CEO) has been appointed, the staff celebrate the impact of his presence within the MAT. In addition, a Director for SEND and Safeguarding has been appointed who is a Leader demonstrating a depth of knowledge and understanding alongside a positive track record of impactful practice. This is coupled with a commitment and determination to design and deliver a programme of the most pertinent and effective training and opportunities linked to SEND. This supports all staff in positively affecting the outcomes of pupils who require additional support to meet their potential from each individual starting point. The Teaching and Leadership Team within the school has also been strengthened further with Leaders expertly demonstrating a strategic approach to school self-evaluation and improvement.

As a collective, all stakeholders are extremely proud of the progress and achievements made so far. They demonstrate boundless enthusiasm and energy, open-mindedness and aspiration. This is coupled with a forensic approach to identifying long, medium and short-term aims. Utilising staff and stakeholder strengths has already proved to have been pivotal in the transformational journey of the school. These aspects have been driven by the determined approach of the Executive Headteacher and Head of School, who leads with warmth, humour and humility. He encourages all staff to recognise and positively embrace the changes and actively engage with the strategies, training and opportunities available. Every member of the school community exhibits an unwavering commitment to the pupils, school and community. This is a school community underpinned and framed by four key values - respect, challenge, skills for life and sport. Both equity and equality are championed for all, as depicted in the school vision statement: "Our school is a happy, exciting and caring community in which each child thrives".

From my arrival, I felt warmly welcomed into the school community. Subsequently, when meeting Leaders, staff, pupils, Governors and Trustees, it became clear that the Woodthorpe values underpin, permeate and shape every aspect of school life.

All Leaders, staff, parents, carers, and pupils 'buy in' to the inclusive culture. Classroom environments and corridors are inviting yet low sensory with beautiful use of natural materials, soothing music and the use of scents in Year 2. Outdoor provision mirrors the quality observed indoors.



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All spaces are aligned and bespoke to need, purposeful and celebratory. Examples observed during my visit were the high-quality library areas, the whole school reading journey, the Year 3 Kapow Curriculum washing line depicting previous and current learning, the learning cycle, Zones of Regulation, the growth mindset and the 'ask us about' wider curriculum. The 'Woodthorpe's 50 Things' to achieve list is significant. There is consistency in the use of working walls, in English linked to the unit of writing, Maths to arithmetic, Reading to both the class text and Grammar, Punctuation and Spelling (GPS). Leaderboards celebrate engagement, improvements, progress or attainment.

Bespoke approaches are also linked to personalised needs, for example, a sensory room, individualised display boards celebrating steps of success (NEST), Forest School and the provision of fidget toys. Curriculum enhancements support mental health and wellbeing, raise confidence, and reduce anxiety. Every area, alcove and space has been used to drive the pupils' engagement and immersion in language, oracy and reading. The staff's detailed knowledge and understanding of every child is very evident and ensures that learning opportunities are maximised, which in turn enables pupils to be engaged fully in their learning, achieve and succeed.

The highly skilled, determined and dedicated Leadership Team demonstrates a deep commitment to support and encourage, ensuring that all stakeholders recognise learning in all its forms and are committed to nurturing lifelong learners. They demonstrate a powerful resilience and ensure that as a learning community, the aspects of daily life they value the most are appreciated and cherished. The Leadership Team articulated strongly "we are a team", "it's the relationships we have" and "makes you feel valued". This has been critical to the ongoing journey of rapid transformation. All I spoke to during my visit were emotionally invested in their relationships, roles and responsibilities to fully support the community. The Executive Headteacher and Head of School have created a team of driven, motivated and inspiring Leaders and staff, who have a clear, ambitious vision for the school and are unwavering in achieving it.

The staff describe themselves as "a team" and work collaboratively to support the pupils and their families. They were keen to share that "every need is met", "the curriculum is tailored towards pupils" and "it's about celebrating goals". In all meetings, it was evident that the staff's commitment to their role extends way beyond the classroom. There is a collective responsibility amongst the staff to give pupils the most worthwhile and valuable Woodthorpe experience possible. This is evident in the establishment of the 'Woodthorpe's 50 Things' to achieve. This is a pledge made to all pupils in the hope that they will all complete each of the activities at least once throughout their years at Woodthorpe. Examples include learning to play an instrument, taking part in a treasure hunt, knowing how to keep safe, meeting and holding an animal and going on a trip.

Pupils spoken with during my visit were exemplary at discussing the many opportunities every child has to engage with and were keen to state that finance is never a barrier, "Teachers make it work so that everyone can go". This was also reiterated during my meeting with parents, "no child is ever excluded if they can't afford it". Pupils spoke with confidence and clarity about the residential visits - Spain, Peat Rigg, local visits, Murton Park, sports events, Barbican Day, after-school clubs such as netball and



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tennis and Art opportunities in addition to the Trust activities that they can take part in. One pupil summed up the curriculum offer at Woodthorpe beautifully as being about “equal and fair opportunity”.

All adults who work in the school are kind, caring, nurturing, motivated and highly proactive. Staff work tirelessly to support their pupils and are happy to do so due to the respect shown and the feeling of being valued and appreciated by Leaders and parents/carers. This was unanimous in all discussions. Staff articulated the supportive systems in place; “everyone’s door is always open” and “it’s an incredible school”.

It is evident through the documentation completed by the Assistant Headteacher/ SENCo that Leaders know their school well and can provide detailed and extensive evidence to demonstrate their effectiveness. There is a rigorous cycle of monitoring, evaluation and review of teaching and learning and provision and practice. Gaps are identified and proactive action is then quickly taken to ensure continuous improvement. The staff know the pupils and families well. This holistic knowledge of the pupils aids the strong relationships all Leaders and staff form with the community. Parents were keen to emphasise that Leaders and staff “take the time and effort to interact with every child and family” and that there is a “balance between friendliness and authority which equals respect”. Everyone spoken to during the assessment visit had a positive outlook. The Leaders, staff, pupils, parents/carers and all stakeholders are motivated to work very much together to find solutions to any issues they face. One parent shared, “we are lucky to have Woodthorpe. They go to every corner to make it happen. Fight to make it happen. Fight their corner.”

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 the 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: Nichola Russell

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

Inclusion is articulated and evident as central to the school ethos. The school ethos is “our school is a happy, exciting and caring community where each child is nurtured and encouraged to grow and thrive” which reflects the views and commitment of all Leaders and staff in ensuring that all pupils regardless of need are supported to succeed.

During the IQM visit, the words “together”, “connect” and “support” were repeated frequently and consistently within every meeting held and this perfectly encapsulates the sense of working closely with pupils, staff and families observed across the school.

Pupils are very aware of the inclusive ethos of the school and show respect for the whole school community. The meeting scheduled with Pupil Ambassadors was an absolute privilege to be part of. They ably articulated the functions and responsibilities of a range of Pupil Leadership roles available within the school should pupils wish to apply for them - House Captains, Reading, English and Maths Ambassadors, Librarians, Sports Leaders and the Hall Crews who are all proactive in supporting the collective and collegiate inclusive approach of the school. Pupils were also keen to share their responsibilities as Eco Councillors, meeting weekly for litter picks, undertaking recycling activities, for example, lids to make plant pots and supporting the environment by booking after-school clubs online rather than via paper slips. The Pupil Ambassadors were exceptional in expressing the inclusive culture of the school, referring to the school vision statement on numerous occasions during our discussions; particularly the word, “thrive”.

Across the school, there is a clear analysis of need, with appropriate support implemented as necessary. Leaders are exemplary in their approach to ensuring the needs of all pupils are met whether this be via curriculum adaptations, bespoke support and intervention or opportunities offered linked to the role of the Pastoral Team Leader, who during discussions demonstrated a breadth and depth of knowledge, skills and understanding of the community in which the school serves. The proactive approach to signposting and providing support for pupils and families both within the setting and engaging with the wider support of external agencies, for example, Team Around the Family, Early Help, Transition, Learning Support and Local Area Co-ordinators, is instrumental in ensuring that families have the support they need promptly; “together, proactively and successfully supporting families”.

Effective transition processes are in place for when pupils join the academy, for transition to their next class or transition to High School. Leaders and staff work tirelessly to ensure a smooth and seamless transition for all pupils by working closely with schools within the MAT and beyond. The Executive Headteacher, Head of School, SENCo and Pastoral Lead gave examples of the bespoke approaches to ensuring pupils are settled and content in their ongoing educational journey. Enhanced opportunities include providing bespoke 1-1 visits, the use of social stories, transition detectives, transition booklets, the opportunity to work with a trusted adult and early meetings with staff to begin to build and embed early relationships, for example with the Nursery Phase Leader. The time and effort staff place on ensuring a smooth transition was highly valued and appreciated by parents.



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Next Steps:

- To develop the Nest provision so more pupils are able to access bespoke intervention throughout the day in a calm environment.
- To continue to strengthen our relationships with parents to ensure we are fully inclusive of all pupils, and parents, to meet their needs in the best possible way. We would incorporate Parent Voice so we are aware of what parents would like.



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Element 2 - Leadership and Management and Accountability

Leaders have an inclusive, ambitious and aspirational vision for the school. The opportunity for staff to access high-quality Continuing Professional Development (CPD) opportunities underpins the vision. Professional development opportunities are bespoke, relevant and valued. They are subject-specific and led by the MAT and allow Subject Leaders from across the schools to join together. The staff spoke with enthusiasm about the programme of CPD relating to a wide range of SEN needs - Communication and Language, Communication Interaction and Social Emotional Mental Health (SEMH) organised by the SENCo and the Director of SEN with staff celebrating the quality and content of the training and the positive impact each session has had on teaching and learning. The Director of SEN reported that the end-of-year SEN audit of impact evidenced that 94% of staff felt that their knowledge of SEND and how best to support pupils with SEND has increased.

Woodthorpe also accesses high-quality external advice and support on a regular basis which is used effectively to improve the quality of education for pupils attending the school. The MAT has a Director of Learning and a Director of SEND and Safeguarding who meet regularly with staff in school and offer advice and support. An embedded cycle of coaching linked to school improvement is also apparent with opportunities for Leaders and staff to work with colleagues across the MAT. For example, learning walks are undertaken in each school with strengths celebrated and areas to improve highlighted alongside actions to be taken. Feedback is then shared with all school staff to ensure consistency. In addition, teachers were appreciative of the Early Years bespoke training led by Early Excellence with impact observed during the IQM assessment across the exemplary learning environments both indoors and outside the Nursery and Reception.

The highly knowledgeable Governors for SEN and the Trustee for SEN were also keen to share their engagement in the MAT opportunities for robust partnership working and the impact of this on outcomes. The numerous opportunities for peer working, engaging in the cycle of school improvement: observations, learning walks, shadowing Leaders, taking on the role of an 'invited observer' ensuring correct test administration in the recent KS2 tests, regular meetings with the SENCo and the Director for SEN and Safeguarding allows for powerful discussions, challenge and support to be had relating to staff and curriculum development.

Support for staff wellbeing is prioritised and is integral to the inclusive culture at Woodthorpe. During the assessment day, all staff were very keen to celebrate the emotional empathy displayed daily by Leaders and the open-door policy which is valued - "everyone's door is open". It became clearly apparent through the discussions that both Leaders and staff check on each other regularly both formally and informally to ensure positive staff wellbeing is sustained, "we know where to go" and "very supportive". The staff gave personal examples of when Leaders and the School Business Manager went above and beyond to support and assist during times of personal need. Specific staff also have the opportunity to engage in supervision linked to their role and responsibilities.



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The staff was also keen to celebrate that Leaders recognise that there needs to be a balance between fulfilling roles and responsibilities whilst also focussing on reducing workload and ensuring the staff's wellbeing needs are met. Examples of this are the introduction and implementation of the KAPOW Primary curriculum which provides high-quality schemes of work, lesson plans and video CPD for Science, Geography, History, Computing, Art, Design Technology and Music. The Leaders researched and evaluated numerous schemes before trialling KAPOW and ultimately adopting it with Woodthorpe personalisation due to the staff appreciating its quality. They recognised the clear progression in learning across each subject per year group and the overview progress from Early Years to Year 6. Evidence of the learning journey for each subject was observed in Year 3 during my learning walk. High-quality schemes have also been implemented for Maths – White Rose, Personal, Social, Health and Economic (PSHE) – Jigsaw and Phonics – Little Wandle. In Reading, Accelerated Reader provides detailed planning and resources for teachers which is all highly appreciated. In addition, staff were eager to share that specialist staff have been appointed to teach specific subjects such as Spanish and PE, enabling staff to receive additional time each term for individual subject leadership.

All staff spoken to during the IQM assessment visit mentioned their appreciation of Wellbeing Wednesday when a treat is provided weekly.

Next Steps:

- Woodthorpe will continue to improve the leadership and management of the school in line with the South Bank MAT policy and procedure.
- To continue to monitor and track pupil progress and hold Leaders to account to ensure effective quality first teaching.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Woodthorpe's Curriculum is ambitious for all pupils. It is clear from discussions with Leaders (including Governance and Trustees), staff and pupils that the introduction and embedding of the aforementioned schemes have provided a clear, coherent and progressive structure to curriculum design, teaching and learning. Subject Leaders discussed their role in meticulously mapping out their curriculum area of responsibility ensuring that learning is progressive and builds upon prior knowledge thus allowing pupils to make connections, prior and new. The word 'connect' featured significantly in all the discussions. Pupils were keen to share the Woodthorpe learning cycle and could ably articulate the 4 key stages of the learning process; Connect, I do, We do, You do. As observed during the Learning Walk, teachers use this in all lessons ensuring that pupils are making connections with prior knowledge before the teacher models new learning. Posters of the learning cycle are visible in every classroom as a visual prompt.

The Woodthorpe curriculum is broad and sequenced over time in each subject area to build new learning as well as to develop pupils' characters to succeed in life. Personal Development is threaded through the curriculum within distinct strands of PSHE, Citizenship, Development of Character, British Values, Career Guidance and the Safety Curriculum. The assembly attended during the IQM assessment led by the Head of School, was exemplary in evidencing the pupils' highly attuned understanding and recognition, empathy and compassion to the lives of others. Connections were made with personal events and aspects of life based upon a sequence of learning linked to the text 'Little People – Big History'. During this assembly, Greta Thunberg was featured as the key character with pupils competently and confidently making connections between protected characteristics (Which apply to Greta?) and British Values (respect and tolerance). Pupils demonstrated an exceptional understanding and sensitivity towards disability and superpowers as the assembly focus transferred to the struggles and talents of those with Asperger's Syndrome (Autism was a previous focus). Pupils were confident in sharing personal matters in this safe, supportive environment with teachers and Leaders supporting dialogue and outstanding behaviours with care, gentleness and warmth. The Executive Headteacher is naturally responsive to the needs of individual children and how to alleviate any worries or concerns. The pupils were able to articulate how they would support each other within the school environment; "be kind", "give more help", "offer advice", "use the NEST" (a bespoke learning environment established in September 2023) and "ask if they want to play".

To enhance curriculum opportunity further, extra-curricular activities are widely promoted and take up is monitored. A wide range of extracurricular activities are provided for children in all year groups across the school. Pupils were enthusiastic in their praise of the clubs and the opportunities on offer and were keen to share that "we can make suggestions, they will always consider it", confirming that pupil voice is listened to, heard and acted upon. Pupils eligible for PP and those on the SEN register are given priority should clubs be over-subscribed.

Next Step:

- To continue to embed the wider curriculum using the Kapow scheme of work.



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

During the IQM assessment day, I had the privilege of visiting a selection of classes. Ground floor classes benefit from an outdoor area which pupils are encouraged to make use of throughout the day, with planned learning activities established outdoors. A highlight of the learning walk was spending time in Nursery and Reception, an outstanding learning environment for all pupils where “great minds grow”. Pupils, working with confidence could be seen engaging in a wide range of learning opportunities such as sand, water, mud kitchen and small world activity. Pupils could be observed supporting, nurturing and challenging each other with acceptance, tolerance, care and kindness in a safe and secure environment ably facilitated by the staff team. The wonderful nurturing interactions observed between the teacher and pupils within the mud kitchen activities were an absolute delight to be part of. From the practitioner’s in-depth knowledge of each child, the questions asked pitched at the correct level aligned to pupil need, to the links so naturally made between all aspects of the Early Years curriculum; communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world, expressive arts and design. It was truly exceptional.

The staff at Woodthorpe Primary is adept at providing bespoke and personalised learning opportunities for every child. Leaders have recruited effectively and have appointed staff with skills, talents and attributes which support the progress and attainment of pupils across the school. The staff is proficient at planning and resourcing linked to SEND whether this is linked to targets or aims of EHCPs and My Support Plans (MSPs) or next steps linked to BRAG, quiz or challenge outcomes. The curriculum provided is differentiated for all learners. Specific resources and strategies are used to support pupils individually and in groups. Interventions are in place to support language development, social skills and fine/gross motor skills across the school with highly skilled staff leading on these. The staff has received a range of specialist training to meet the needs of pupils, for example, Fabulous Friends (ELSA), Time to Talk, Phonics, WelComm, Colourful Semantics or specific maths and literacy interventions. In addition, there are interventions to support wellbeing, emotional regulation, behaviour in context and anger management. The staff is also adept at ensuring resources are aligned with pupil interests, for example, Pokémon rewards, trains and Henry and Hetty. The shared Google Drive for the MAT also has a large number of resources that can be accessed by members of staff to further support their mission to provide a personalised approach to teaching and learning.

During my visit, I had the pleasure of visiting the sensory room and NEST provision and observing the fantastic work that takes place within each designated space. The SENCo spoke with a deep understanding of the provision and practice and the reasons for the introduction of each space, all aiming to support all pupils to succeed and achieve. Pupils are at the centre of every decision made. They can access and use this bespoke provision at any time in the day when necessary. However, some pupils have times planned within their day to visit to support their wellbeing. The wider timetabled provision includes the Forest Group (the positive impact of this was observed during the day) and the Baking Group which have a focus on pupils’ wellbeing.



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The physical environment for all pupils supports and scaffolds learning. Every classroom and area include low sensory working walls, Zones of Regulation, the learning cycle with the personalised use of colourful semantics, knowledge mats, timetables, visuals, now and next and word mats to support progress and ensure pupils can build independence in a safe, secure learning environment. Technology is also used effectively to support learning. As was observed during the IQM assessment, staff use the Interactive Whiteboard effectively to support high-quality modelling. Google Classroom is also used. A range of alternative programmes is also used effectively to support core curriculum areas such as Accelerated Reader, TT Rockstars, Numbots and the Spelling Shed.

Next Step:

- To continue to ensure all wider Curriculum Subject Leaders have time to monitor lessons and speak to pupils about their subject.



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Element 5 – Assessment

The staff is highly effective in using prior attainment data to identify gaps in learning to plan effective learning opportunities. The first part of the Woodthorpe learning cycle is 'Connect', followed by 'I do, We do, You do'. This allows teachers to recap previous learning so that pupils are then able to build on their knowledge. Specific groups of pupils also have the opportunity to take part in pre-teaching activities before the lesson which allows them to be more confident and assured during the lesson. This was observed working effectively in Year 3 Maths during the learning walk undertaken on the visit.

During discussions with teachers, Phase Leaders and Subject Leaders, the clear methods for tracking pupils' ongoing progress were clearly articulated. The BRAG document that teachers reflect upon and update each fortnight was explained in detail with the cycle of monitoring, evaluation and review communicated with great clarity. Staff members demonstrated a deep understanding of the assessment process and procedures, adaptations and flexibility of approach according to need and confidently explained how this information is used through Progress Teaching to analyse outcomes for different groups of pupils and subjects and the actions taken upon analysis. Teachers and Leaders discussed the use and application of knowledge capture at the end of every half-term and how this is one element of assessing the wider curriculum. Pupil ambassadors during their meeting also reiterated the importance and impact of the "knowledge catchers and assessment quizzes which are suited to all abilities".

The SENCo and the Director for SEND and Safeguarding explained the School Support process for assessing pupils with SEND. Teachers are adept at creating personalised learning plans linking SMART targets which are assessed at the end of the term to review and evaluate whether pupils have met the targets. For pupils with an EHCP or MSP, the teachers use the RAG rating against those targets each term. This allows teachers to track pupils with SEND targets and outcomes, identifying the next steps and ensuring dynamic and fluid adaptations are introduced, monitored and responded to. Leaders demonstrated a forward-thinking, proactive approach to ensuring the most effective assessment systems are used with SEND. The Director for SEND and the SENCo are currently researching and looking to establish a programme to capture the smallest steps of progress to acknowledge and celebrate these achievements.

It was apparent during the Learning Walk that pupils' understanding is checked throughout the lesson and any misconceptions are accurately addressed. Live marking was observed, allowing staff the opportunity to identify any misconceptions both individually and for the whole class. The use of the Learning Cycle was also observed in action in Year 5.

During my visit, I engaged in a book scrutiny. The consistency of approach was noted, in addition to the effective use of checklists which are provided for pupils in some lessons allowing the opportunity for pupils to evaluate their work and make improvements if required. Examples observed in Year 1 were title, subtitle, prefixes, factual language, capital letters, full stops and handwriting. In comparison, in Year 2, the checklist linked to writing expectations concerning achieving Age Related Expectations (ARE).



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In Year 6, a greater depth Vocabulary, Inference, Predict, Explain, Retrieve and Summarise/Sequence (VIPERS) challenge was used – ‘Find and copy from the text a synonym for confused’. Low-stakes quizzes were also observed to be consistently used across the curriculum. In Year 1 History, there was a multiple-choice ‘toys past and present’ quiz. In Year 2, a written response was required to an end-of-lesson Science lesson quiz. Staff again were fulsome in explaining how the information gained from the end-of-lesson quizzes was used to assess pupils' understanding.

During the IQM assessment day, discussions with Leaders and staff demonstrated that assessment across the school is a strength.

Next Step:

- To develop opportunities for teachers to moderate across the MAT.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Woodthorpe Primary takes a holistic approach to address pupils' behaviour. They recognise and appreciate that positive behaviour is promoted in an environment where pupils and staff experience positive relationships underpinned by feeling safe, being listened to, cared for and respected.

The school vision is underpinned by a set of values that inform every action taken and as a community, the school is committed to a model of inclusion. The school aims to support good behaviour and the development of character. The school aims to be a "happy, exciting and caring community in which each child thrives". This is underpinned by the values of "Respect, Challenge, Skills for life and Sport".

Woodthorpe has high expectations of pupils' behaviour. The behaviour policy is applied consistently and is used to promote positive attitudes and behaviours throughout the school day. The behaviour curriculum has recently been developed and pupils have a deeper understanding of why positive behaviour is important. During the IQM visit, pupils were keen to share their understanding of the behaviour tracker which was visible in classrooms. They were proud to show the gold star badges displayed on their uniform and could ably explain the system, thus demonstrating a sense of ownership and satisfaction.

Pupils were also enthusiastic in explaining their roles and responsibilities when monitoring the playground, supporting behaviours, playing games (modelling) and supporting a calm, yet enjoyable social time. Parents were also pleased to share that they have "never had any bullying here". This demonstrates a consistent triangulated approach between the school, the parents and the pupil as evidenced in the home/school agreement.

During the IQM visit, the behaviours observed were exemplary.

Next Steps:

- To develop the use of Zones of regulation.
- To continue to develop the provision of a break time club for pupils who need to access it.
- To develop a Trust-wide tracking system to measure small steps of progress for specific pupils.



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Element 7 - Parents, Carers and Guardians

100% of parents would recommend the school to others - Summer 2023. The positive relationships between parents/carers and Leaders/staff at Woodthorpe Primary are highly valued. The work of the SENCo is recognised by parents as being outstanding. She is highly impactful in her role supporting and engaging parents and carers, working closely with professionals across the MAT and external agencies to provide a cohesive programme of bespoke support tailored to the needs of pupils and families.

The parents/carers who met with me during the assessment day spoke positively of the support they receive, "All staff are accessible and approachable", "We are listened to" and "They are supportive of us, so we can support them (child)". Parents were thankful for the flexible, accommodating ways in which Leaders and teachers engage effectively with them in a way that is most suitable for them and at a time when is most convenient. This has resulted in good uptakes at parent consultation meetings, workshops and events.

Parents were appreciative of the adaptations and reasonable adjustments made to the curriculum offer to ensure full inclusivity - swimming, the Jorvik visit and the Railway Museum visit. They were also keen to share the impact of the Pastoral Team Leader in providing support with encouraging sleep patterns, reducing anxiety and for also giving praise and reassurance. The breadth of opportunity within the curriculum offer was also recognised and complimented, particularly Forest School, with one parent stating "they (child) are excited about the things that they do".

To conclude, the parents summed up their Woodthorpe experience beautifully:

- "They never make you feel that you're a burden. They've always got time".
- "They're very good at making every child believe they are capable".

Next Step:

- To increase attendance of parents of pupils with SEND at events in school.



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Element 8 - Links with Local, Wider and Global Community

In recognition of knowledge and understanding of the locality, the school continues to work tirelessly and with great commitment and determination to ensure that its community is afforded the very best opportunities to grow, develop, reach its potential, and succeed in the widest sense. It became evident during the assessment day that the school prioritises opportunities for pupils to access a plethora of enrichment activities.

Pupils spoke with great enthusiasm about the work of the PE specialist, the provision at lunch times and the number of after-school clubs they can attend. They value the opportunities offered by the MAT relating to competitions, particularly the Dance and Football tournaments with the opportunity to partake in a choir with other MAT schools also noted as being a favourite. All year groups take part in several trips outside of school, with visitors also attending school to further enhance the curriculum offer.

The pupils also spoke positively of the impact of the YoYo Trust in developing their knowledge and understanding of the Christian faith and also of developing their knowledge of other religions further with the interaction with leaders of other faiths including an Imman.

The impact of the pupil's voice in relation to local community involvement was also demonstrated strongly during my meeting with Pupil Ambassadors. Pupils had recently written a letter to the local Council requesting a meeting to discuss increased provision for children and families across the district during holiday times. A meeting between pupils and the Council is due to take place shortly!

The opportunity to access CPD in collaboration with local and global partners is a priority. All staff at Woodthorpe are provided with a range of CPD opportunities. The MAT provides CPD for all Subject Leaders and Early Career Teachers (ECTs). The staff was also keen to share their appreciation of the SEND CPD programme on offer which was devised by the Director of SEND. On evaluation, the staff values the breadth of CPD on offer (including the weekly Zoom sessions) which have developed an understanding of different needs and provided each member of staff with strategies to support learners which in turn has impacted significantly on progress and achievements examples include Phonics - Little Wandle, Brain breaks, colourful semantics, training on Autism, ADHD and Neurodiversity.

The opportunity to attend the annual MAT Conference day where different workshops are delivered was also praised and valued by staff as this not only upskilled them in specific subjects/areas of learning but also gave the opportunity for networking and wider partnership working within the broader community such as Educational Psychologists, Speech and Language and other education establishments.

Woodthorpe Primary works in partnership with the local community. The community understands, respects and values the place of the school within their community. Parents spoken with during the assessment day were fulsome in their opinions of Woodthorpe and the outreach the school provides for parents to be involved in school life. One parent commented upon the opportunity their child had to become an Eco



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Councillor and how the sense of responsibility this has brought and has provided transferable skills. Others spoke of the support received relating to curriculum developments and how this has helped them to support their children at home in Maths. They were all unanimous in their view that school is a “safe space” and that they felt that communication was a strength – the newsletters and website showcase what has been happening in school and celebrate individual successes. One parent also voiced how the pre-Covid invitations to assembly were appreciated and valued.

Next Steps:

- To develop pupil links with other primary schools in the MAT.
- To develop global links (possibly linked with the Geography curriculum).
- To have a potential primary-aged Alternative Provision in the MAT.