



Report on IQM Inclusive School Award



School Name: St Bridget's C of E Controlled Primary School

School Address: St Bridget's Lane
West Kirby
Merseyside
CH48 3JT

Head/Principal Mr Neil Le Feuvre

IQM Lead Mr Alexander Coughlin

Assessment Date 11th and 12th June 2024

Assessor Ms Siona Robson

Sources of evidence:

- Strategic action plan.
- Staff and pupil voice documents.
- Pupils' books.
- Learning walk.
- Assembly.
- Visit the link café.
- School newsletter.
- Scheme of learning.
- Visit clubs.

Meetings held with:

- Chair of Governors.
- Special Educational Needs and Disabilities (SEND) Governor.
- Rector.
- Leadership Team.
- Special Educational Needs Co-ordinator (SENCo).
- Pupils.
- Teaching Assistants (TAs).
- Teaching staff and subject leads.
- School Councillor.
- Reading Lead.
- Pupil Leadership.
- Parents.



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Overall Evaluation

I had a wonderful two days at St Bridget's Primary School. I was immediately conscious of the calm, nurturing and inclusive environment, along with the high expectations for the children. The school delivers an inclusive, holistic education, supporting pupils in their journey to becoming global citizens. Leaders and staff are ambitious for the school and are fabulous role models for each other and for the pupils. Inclusion is central to the day-to-day practice at St Bridget's and heavily influences its improvement planning agenda. Leaders are reflective and open to new ideas and teaching staff are passionate and talented. All members of the school community are on board with the mission and values of the school and they are truly 'lived' by teaching and support staff, Governors, parents and pupils. Everyone feels valued and known at St Bridget's.

St Bridget's is a large, popular, oversubscribed primary school in the Wirral. There are low numbers of English as an Additional Language (EAL) and Pupil Premium (PP) children in the role, but an increasing number of children with high needs. Attainment and progress are well above national. The school has a reputation for supporting and developing staff, with staff progressing through the school to headship and other management positions.

100% of staff agree or strongly agree that they are proud to be a member of the school. There is a positive climate in which teaching staff are trusted to take risks and innovate in ways that are right for their pupils. There is a shared understanding and commitment to the vision, mission and values and how these relate to the curriculum. A wellbeing group for staff meet recently. Their aims are to further develop the culture of professionalism through high levels of commitment at work, ensuring sustainability and wellbeing for the staff.

SEND currently stands at 13%, with around a third of these students having multiple needs. The school works closely with a setting where a few students are dual-registered. The SENCo has researched good practices in this area and has introduced a Specialist Leader of Education (SLE)) which has tightened the monitoring and safeguarding for these children. This piece of work paved the way for improved practice across the Local Authority (LA) and is now an expectation for all schools with dual-registered children. The SENCo is conscious of the importance of seeking and sharing best practices and has recently trained as a review officer for the LA. The school is introducing circles of influence in September. This will be one of the first activities as part of the safeguarding work done at the start of the year. Staff at St Bridget's build strong relationships with pupils. Children feel that they are valued. There is a commitment to raising self-esteem with an understanding that different strategies are required for different individuals.

The Chair of Governors described the school as "welcoming and supportive of new children." He described a bespoke approach where staff ask, 'What can we do to welcome this specific child to the school?' There is a constant dialogue around how the school can recognise needs and ensure an inclusive approach to all practices. All children have access to opportunities and SEND and PP engagement are monitored. "There is a level playing field for all." The school is aware of the needs of pupils who may not be getting much attention outside of school. Pupils are very aware of the world



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around them. They are aware of the vision of the school for them to see themselves as global citizens. The chair described the culture of the school as one in which “the school provides the platform for the child to be the best they can be, not just through an academic lens but with respect to the development of the whole child.” “St Bridget’s supports children to explore their unique gifts and try new activities as a result of the wide range of opportunities provided for them at the school.” The extracurricular provision is extensive, and take-up is high. Attendance is monitored and a proactive approach is adopted to ensure any barrier to participation is addressed. It was a delight to visit the Judo Club. Watch the maypole dancers practice for the summer fete and catch the excited buzz at the end of chess club. The children at St Bridget’s are most fortunate.

The school prioritises the mental health and wellbeing of the children. The school councillor works closely with SENCo and class teachers. An upcoming trip to the marine lake has caused some anxiety and, as a result of conversations with the councillor, the class teacher now has these pupils on their radar. The councillor is working closely with Year 6 Transition to ensure any enhanced arrangements are in place for those who need them. She has input into a shared tracking system that is traffic-lighted to flag up moderate and major concerns and those children who can be gradually transitioned to a position where additional support is not needed. Children with anxiety, trauma and emotional regulation difficulties receive 1-1 support and the councillor will pass on any hidden issues that may come to light. This has provided a window into some safeguarding issues that might, otherwise, have not been picked up. The school councillor will support staff with individual children if needed. The impact on the children has been significant, particularly for children who feel under a great deal of pressure to achieve academically and for others who have school avoidance anxiety.

A Governor was keen to tell me that “one of the strengths of the school is its inclusivity for all stakeholders and its ability to look holistically at the child to meet individual needs, looking at the factors that influence the child, their environment and their sense of self-worth.” Stakeholders are proud to be a part of St Bridget’s school community. The learning environment is calm and welcoming with high-quality resources to encourage exploration and independence. Collaborative learning is a strong feature at St Bridget’s and pupils communicate confidently with adults and their peers. The focus on the use of strong vocabulary is evident in their work, of which they are immensely proud. The careful choice of texts read across the school is providing the children with lenses and mirrors into diversity, equality and inclusion. Children are supported to learn what they can do independently and what they need help with. Provision builds independence and a ‘Can Do’ attitude. Pupils enjoy learning at St. Bridget’s. The explorative way the school approaches math, getting pupils to ‘play with the problem’ is a real strength. The Singapore Maths No Problem Scheme gives pupils multi-dimensional learning and pupils see the learning benefits of this approach. Children are happy and thriving. They are supported and developed academically, spiritually and emotionally. Expectations are high and, as a result, behaviour is excellent. If there are incidents of dysregulation, behaviour is seen as a form of communication and staff respond accordingly.



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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: Siona Robson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann", is written over a horizontal dotted line.

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



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Element 1: The Inclusion Values of the School

The school's mission is 'to love your neighbour as yourself.' This inclusive statement acknowledges differences and influences day-to-day life at St. Bridget's. The idea behind the mission statement is for children to reflect on relationships within the school and the local and global community. The school is in an affluent area, and work around this mission statement has had an impact on the wider acceptance and inclusive understanding of the pupils. The school reward system is linked to school values. The merits certificates record which value has been demonstrated and how. The school is a Church of England school with a strong Christian ethos, but staff talk openly about the place and importance of other faiths. It is this set of shared values that knits St. Bridget's school community so tightly. The school teaches a wide Religious Education (RE) curriculum, and children have the opportunity to shine and share their religions.

The school has been on a journey since the current head came to the post 14 years ago. His vision was that the students would become global citizens. The Wirral is very monocultural, so opening minds, widening horizons, and shifting attitudes are integral parts of the school's vision. The school is committed to being an inclusive school. The school welcomes children who have additional needs with open arms and will go above and beyond to meet their needs and access the support they require. Leaders proudly told me about feedback from their feeder secondary school, who said they could tell St. Bridget's pupils because of their strong attitudes towards school and learning. The school values of faith, hope, responsibility, compassion, respect, creativity, perseverance, truthfulness, friendship, and teamwork propagate throughout the behaviours and provision at St. Bridget's. When interviewing for new staff, leaders and governors look out for inclusive language from candidates to ensure that they will uphold the ethos of the school. The focus on the values encourages the pupils to stand out in every way, not just academically. The pupils have empathy for others and have a positive approach and mindset. The senior management team and the staff body are united by a clear purpose and drive to meet pupils' needs.

Next Steps:

- Engaging with the local authority to try and improve outcomes for all schools and building a positive working relationship with services such as the mental health team to improve the offering. This can include parenting workshops based on specific needs, such as transition.
- SENCo has become part of a SEN reviewer project in order to be able to engage other schools and review their provisions.
- The school is currently working with the Diocese to develop a Multi Academy Trust (MAT) involving other church schools in the Diocese.



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Element 2 - Leadership Management and Accountability

The Head is a National Leader of Education (NLE)) and Ofsted inspector, who has supported the school in its razor-sharp self-evaluation and precise improvement planning. The strategic school improvement plan is colour-coded and evaluated for impact. The school is also active in supporting and training other schools. Leaders at all levels of the school are highly effective. Pupil and staff voices are authentic and embedded as a monitoring tool. A pupil strengths and difficulties questionnaire has been trialled and has been insightful in terms of providing information about children's perceptions and experiences. In one case, it enabled staff to understand and support a recent dip seen in a pupil's classroom work. The school responds proactively to national best practices. Leaders are committed to collaborative planning and evaluation, and as a result, staff morale is good, and staff feel invested in the school's journey. The wellbeing committee is active and represents all staff. A questionnaire was completed and discussed, and this led to the widening of the committee. The committee has supported clarity on workload, and moving forward, there is a vehicle for a two-way discussion with school leaders. As a result of the questionnaire feedback, time has been given to support report writing.

Governors meet five times a year. The head teacher report will share data across areas of the school and identify themes. This is a useful platform for Governors to ask questions. The chair is the Chief Educational Officer (CEO) of a charity and is therefore highly skilled in terms of supporting the governing body. Chairs of committees will liaise with senior leaders to inform agendas. The chair meets with the head weekly, which keeps him up to speed with emerging or one-off issues, safeguarding, and behaviour themes and provides an opportunity to offer wellbeing support for the head. The question asked is, "What more can the governors do to support you?" The governors feel included, that their voice is heard and that their skills are used effectively. They challenge leaders appropriately on decisions and, through an inclusive lens, consider what impact these will have on the school's identity. Leaders are reflective and value the Governor discussions and the supportive challenge they provide. They are conscious that if the school can't meet a child's significant needs, then there is a danger of exclusion, not inclusion, and this dialogue informs better provision for the child. Where needs can be met, sometimes through significant adaptations, the school will ensure that children are included in all aspects of school life. There is a creative approach to meeting needs, and staff build on a child's interests and strengths to reengage and include them.

All Governors are well informed of the school priorities and are linked to an area of the curriculum. They conduct monitoring visits at least once a term. The focus for these comes from the school improvement plan. Governors have had training to ensure they know what they are looking for. For example, what adaptations should be in place for SEND learners and what this might look like in practice? The paperwork for the visits is highly focused and details the agreed focus, relevant school objective or priority, the questions to be asked, any follow-up required, evidence of impact, and celebrates best practices. Subject leaders met with link governors last week and discussed the reasonable adjustments made in their subjects to meet pupil needs. This is a highly reflective process. The school has implemented enrichment time at the end of Friday, which is being used to develop pupils' oracy through debate and discussion. The SEND link Governor identified that pupils were unclear as to the purpose of this. This led to



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discussions with students on the reasons for the change from golden time and what the school was hoping to achieve through this change. The link Governor for SEND/PP is highly skilled and knowledgeable and has influenced provision at St. Bridget's by sharing best practices from other settings. Governors discussed with leaders how they approach capturing marginal voices in the school. As a result, a resilience survey was designed to identify any barriers to a sense of belonging and inclusion. The questions were about protective factors. For some children, it identified hidden issues and concerns in the home. It is used to inform students of the support the class teacher or other professionals provide.

Staff Continuing professional development (CPD) is valued and linked to improvement priorities, such as upskilling staff in teaching pedagogy or equipping them with the strategies they need to support individual children's needs. TAs value the training sessions after school, which facilitate in-depth discussions about individual pupils and provide the opportunity to share strategies. This additional support has cemented the team's ethos and aligned values around inclusion. All staff have access to National College. This has enabled leaders to signpost staff to very specific training to upskill them in an area of need. Time will be made available as required on the school day to complete this. The Maths Hub and the National Centre for Excellence in the Teaching of Mathematics (NCETM) support training in teaching math, questioning, and the use of vocabulary. Staff are encouraged to join associations for their specific subjects. There has been time for coaching by subject leads to support staff with planning and identify the key takeaways from the SOL for their curriculum area. Live coaching during lessons refines pedagogy in the moment. This approach has empowered staff, and they value the collaborative approach to planning. The ethos of the school is one of open classrooms and open dialogue. Staff feel comfortable sharing their teaching with colleagues and take all opportunities to learn from each other about the craft of teaching. This approach is also supporting deeper subject knowledge across the curriculum. The emphasis when staff engage in book scrutinies, is on sharing best practices, sharpening practices, and identifying any training needs. Leaders in the school are trusted and supportive. They are brave enough to commit to long-term change rather than quick fixes. There is a culture of embedding the best possible practice over time. School leaders meet with each class teacher under headings linked to the strategic action plan in order to monitor and evaluate initiatives for impact. An example of this was to review and discuss the impact of the diversity books that have been introduced for each class.

Next Steps:

- Engage with the local authority and explore plans to develop a supportive MAT.
- To ensure that the current SENCo has further opportunities to review other schools and develop strong collaborative networks.
- Adapt the strengths and difficulties questionnaire to make it more student-friendly with 'I am statements. Consider a similar one for adults in school who work with the child and for the parents to triangulate needs and inform the next steps.
- Consider the value of teaching assistants visiting a primary school with special provisions.



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Element 3: Curriculum: Structure, Pupil Engagement, and Adaption

The curriculum is designed in such a way that learning flows and it is clear what prior knowledge is required and where the learning is moving in future years. The curriculum is designed around three pillars: 'our world', 'our environment, and 'our community'. These are looked at through a lens of diversity, and this is weaved through the learning. The choice of texts and historical figures ensures students have a wider understanding of race and background diversity. Class assemblies are used to read carefully chosen texts that have a message about which the students can respond, ask questions, and discuss. The Year 5 book recently was 3 to Tango about a family of 2 dads. Teachers can talk about the impact these class assemblies and texts have had, as evidenced in the notes from a recent termly outcome meeting.

The English curriculum ties in with the wider curriculum. In Year 6, the text 'Letters from the Lighthouse' is studied alongside World War II in History. In the spring term, there is a social justice theme across the school. Last year it was gender, and this year it is refugees. Texts are selected to reflect this theme and used as vehicles to explore the issues and highlight injustices that occur around the world, directly contributing to the school's mission for the children to become well-informed global citizens. Staff in a year group have the autonomy to select their own texts from a list that covers the five phases of reading to form their reading spine. The choices are discussed with the English lead, who quality-assures the curriculum planning. Across the school, there is a timetable for literacy skills. During an active reading session, staff can select their own texts to cover a range of genres and themes.

The autonomy teachers have in planning the learning journeys of their own classes is valued by staff. They have detailed Standards of Learning (SOLs), which clearly outline the disciplinary and substantive knowledge, key vocabulary, expected learning outcomes, and curriculum end points. The result is that the way the SOL is delivered is tailored to the teacher's skill set and confidence, their knowledge of the class, and the adaptations required by individuals or groups of children. Subject leads are on hand to support you every step of the way. The SENCo supports staff to be skilled and confident to plan reasonable adjustments and also to put these in place in the moment. The Physical Education (PE) lead eloquently explained how adaptations could include the use of different resources, different learning spaces, or the support of an additional adult. The emphasis across all subjects is for pupils to be supported to become independent and resilient.

The English lead ensures that the class and library texts are kept under regular review. Books reflect diversity in terms of setting, characters, authors, and the issues they explore. The principles behind the choices are that 'all texts should provide a mirror, a window, and a sliding door'. Books are a key part of the PCHSE curriculum, 'No Outsiders.' The texts are used to explore issues. Books about feelings the children might have as a result of changes in their lives, such as grief, separation, adoption, or family make-up, are disseminated across the classrooms, so these books are readily accessible. The English curriculum addresses cultural capital with respect to widening horizons. A reading newsletter goes home to parents, informing them of the themes and text choices. The school has moved away from celebrating individual weeks for things such as race and gender in order to be fully inclusive. These are now a core area of the curriculum. For example, all year groups will look at aspects of bullying through their



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text rather than what the school feels can be a tokenistic anti-bullying week. All classes every year have a copy of the books *All are Welcome* and *Mixed*, which celebrate differences and promote acceptance.

The school promotes working with Science, Technology, Engineering, and Mathematics (STEM) ambassadors and other professionals to provide children with inspiration. Where they cannot leave the classroom, teachers use Virtual reality (VR) in order to 'visit' other places, such as Pompeii, so the children can visualise their learning. The curriculum in year three has chess taught for one lesson a week. The pupils loved this element of the curriculum and told me, "Chess helps your brain concentrate and focus." "It also helps with problem-solving and resilience." Many SEN learners thrive and flourish within the chess club. Playing chess has been found to soothe anxiety, and those children with challenging behaviours are calm and collected when engrossed in a game of chess. The school competes in many competitions both in sport and chess, such as the St. George's Hall chess competition, the National Schools Chess Competition, the Liverpool Secondary Schools Chess Competition, Birkenhead Park Cross Country Race, and a variety of other primary schools that host events. School trips are plentiful. This year, pupils have benefited from trips to the Eureka Science Museum, Walker Art Gallery, Natural History Museum, Wirral Deen Centre (Mosque), Cinema, Chester Zoo, Philharmonic Hall, Chester Roman Experience, WW2 Experience Liverpool, and Aston Park.

The school runs specialist literacy 1-on-1 interventions with children for 30–40 minutes. The aim is to fill gaps and build skills so that children are able to access their class literacy. The sessions are tailored for each child. Part of this work is confidence and self-esteem building. Class teachers flag concerns to the SENCo who will look at the data alongside the child's wider needs and decide if this intervention is appropriate. The staff delivering the intervention have dyslexia training, as many of the children they work with have dyslexic tendencies. The staff do an initial screening using a bought-in package. This ensures the intervention is targeted and has an impact measured by a baseline assessment. This progress measure, along with information from the class teacher on progress in the main curriculum, is used to assess whether the intervention continues. Staff shared examples of the significant impact of the intervention programme. A pupil in Year 6 was able to access the reading SAT from a starting point of being unable to read in Year 3 as a result of severe dyslexia. The child now has the self-belief and skills to fly in the classroom. Another child is benefiting from specialist dyslexia books, has made rapid progress this year, and is engaged and proud of the books they are reading. The intervention staff also pick up pupils who need support with phonics for up to 8 weeks to provide a boost. The staff spoke highly of the training they have had and are confident that they will be able to do further training. "Leaders want us to be well trained."

Next Steps:

- Now that our subject leaders have developed a strong curriculum, the aim is to begin to develop a collaborative approach between them where they can develop good and effective practices to monitor and constantly improve the curriculum.



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Element 4: Teaching and Learning: Learning Environment, Planning Resources, and Pedagogy

Research has been used to inform teaching and learning practices. Prior learning is revisited frequently, and staff have built this into morning activities. For example, grammar activities are designed using ideas from the class text. This ensures recap activities are contextual and support their working on the text rather than an isolated activity. Once a week, there is an explore lesson to look at features of writing, immersing them in the type of writing they are working on. Collaborative talk, modelling of ideas, sentence starters, and word banks are used to prepare them for their writing and generate a wealth of sophisticated ideas. Classrooms have working walls with key knowledge and vocabulary linked to current topics.

It was clear from my learning walk that collaborative learning is embedded across the school. The cooperative learning in the Early years foundation stage (EYFS) classroom was impressive. Three children were engrossed in creating garages and boats around a river using Lego. They told me all about how "the boat carries the broken-down cars to the garage." Two other children were taking turns beautifully, working collaboratively on an interactive board and discussing a problem-solving game. In the fifth-grade classroom, pupils were working collaboratively on a math problem. The teacher's input was challenging, encouraging the pupils to develop and demonstrate high-level reasoning. The understanding of key vocabulary was carefully checked. In a Year 6 classroom, the teacher was using a visualiser very effectively to look at children's work and model upskilling, reading for meaning, and the use of language. Pupils are consistently encouraged to use ambitious vocabulary in their writing.

The outside learning area is inspiring. The children enjoyed using a wide range of building materials, including a sand pit, water play, a basketball area, and bikes. The school has an adventure area within the playground and a peace garden where pupils can sit and talk quietly if they wish. There is a wonderful display in the playground of a history timeline with local and global events. This is referred to within the curriculum.

Pupils told me how sometimes their teachers get them to cover their eyes when they ask whether people need help, so all children feel comfortable putting their hands up to ask for more support without this being public. Pupils in Year 6 showed me their favourite piece of work; they all shared a piece of English. They were so proud of their work and were able to tell me the context of their written work. They discussed this animatedly, all contributing to the stories the work related to. A pupil shared a mysterious piece of writing' and told me, "I am proud of the vocabulary I used, like sentry and foreboding." Every year, the Year 6 group raises money and awareness for a charity. They showed me examples of persuasive letters they had written to raise awareness of the need for clean water in South Sudan and request donations. They were so proud that they had raised over £1000 to help villages build a well and, therefore, have access to clean water. They told me, "We walked around the playground with milk jugs full of water to illustrate to the other year groups how far people have to walk to get fresh water." "We shouldn't waste water because some struggle to access it. We mustn't take things for granted; they need water, and we have it. It taught us the gift of gratitude." They were also very keen to share their math journals with me, so I rushed off to get them from their classrooms. The Math journal records, and they told me,



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"How, after discussing a problem with others, we figured out the answer, our method. We then practice the skills in our workbook. The teachers tell us to imagine that someone is going to read our journal and that we need everything explained. They are really useful to refer to." Pupils told me how much they loved learning about WW2. They referred to images and writing in their book to share their amazing wealth of knowledge and understanding. They enjoyed the book 'Once' which gave them an insight into the life of a Jewish boy. The pupils told me how involved they get in the topic. They revisit WW2 again in Year 6, but in the context of what impact it had on Merseyside and the risks and effort normal people went to. The children were full of stories to share with me about local heroes. The teachers use a range of activities to bring the topic to life. They told me about the Deva trip to Chester and how they got to visit a Roman museum, see part of an amphitheatre, and march around the town with Roman shields and spears as if they were marching to war. They told me of a visit to the Western Approaches Command in Liverpool, where "we saw a real-life bomb that had been defused in the Netherlands and learned how it was the headquarters for the battle of the Atlantic." "I love all lessons, any way they teach them. I love expressing myself. It makes me happy." Year 6 student

Next Steps:

- To continue to work on a calmer and cleaner space for pupils in order to reduce overload.
- To retrain staff in the use of Vocational Education (VE) resources to enable further activities in the curriculum for students to visualise their learning.



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Element 5: Assessment

The summative assessment policy has been fine-tuned over time. It is tailored to meet the needs of different subjects. There is now a consistent approach across all year groups. Summative assessment data is collected termly and is analysed and interrogated during outcome meetings. Any learners who are not making expected progress are identified, and steps are put in place to address gaps. This is tailored to the child and their specific needs. Outcomes and progress for learners are above national. SEND learners are carefully tracked, and progress from starting points is exceptionally strong. At the end of the year, every pupil gets a report card for all subjects. The Year 6 pupils I spoke to were able to clearly explain the purpose and value of these. The work in the pupils' books was of very high quality. The pupils spoke confidently about the curriculum and showed high levels of reflectiveness. The messages in the curriculum texts have resonated with the children, and they talked with passion about the issues covered.

Assessment is a regular feature each day in the core subjects of math and English. Any child who is identified as struggling will be given extra support in the afternoon to catch up or reinforce prior learning. The school works on the principle of "keep up, not catch up" where possible. A teaching assistant reinforced this by telling me that, "We leave nobody behind." At the end of the term, there are outcome meetings in which leaders and class teachers review the progress of each child using summative data. Teachers are given key questions that will be reviewed in the meeting which helps them prepare. The key line of sight is how children with special educational needs (SEN) and PP are achieving. The school tracking is carefully planned to assist with minimising teacher workload and maximising useful information for teachers. The marking policy supports quick and effective feedback, and teachers use a variety of methods to provide feedback to children.

Next Steps:

- Develop collaborative teaching and coaching in non-core subjects for staff to further develop teaching and assessment practices.
- Continue to review assessment practices with the Wellbeing Team to ensure that the workload is manageable, and the information is useful.



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Element 6: Behaviour, Attitudes to Learning, and Personal Development

The behaviour in the school is excellent. Pupils look out for each other. The students understand the school rules and know what these look like for them in terms of their behaviours. The school rules of being ready, being safe, and being respectful are reinforced and modelled by staff. The pupils told me that the staff are 'definitely' ready, safe, and respectful. There is always a member of staff in the corridors to speak to. There are clear routines for corridor behaviour and a relentless commitment to embedding the basics of respect and manners. The environment around the school is calm and purposeful. The school follows the UNICEF rights-respecting programme. At the start of each year, a piece of work is done on the rights of children, and the pupils agree to their class charters. The pupils are aware of the rights of children and their importance. A pupil shared a letter they had written in English in which they included a reference to the rights of a child to be able to play.

There are many opportunities for pupils to take on leadership roles, including library monitors, prefects, eco monitors, school councils, play leaders, house captains, and vice captains. Play leaders help in the playgrounds, take responsibility for play equipment, keep it safe, and organise games such as pickleball and football. "As a house captain, I had to give a speech and was voted in. I encourage my house to do well and help with sports day equipment." The eco monitors ensure that the school is not wasting energy, and the lights are switched off or replaced with motion sensor lights. Prefects help out around the school; they monitor corridor behaviour, help in the lunch hall, and support staff in any way they can. The School Council is very active and sees its role as trying to make the school and the local community a better place. They told me how the school has recently become a HOG-friendly school. Because European hedgehogs are dwindling in numbers, they have created a safe space for them on the school field. They put posters around the school to raise awareness. Recently, they told me they were on the lookout for cars parked on double yellow lines and sent out an email to parents about the safety issues surrounding this. They recently went up the church tower to commemorate Ascension Day. The school council helped organise a poster competition around the issues of dog mess in the local community. The winning posters are displayed around the marine lake. The children report back to the school through assemblies and meetings. "What we do is very valuable because the environment can get damaged." The current project is a drive to get pupils to walk to school, and St Bridget's is taking part in the UK walk-to-school challenge. "We did a video about this, and this was shown to the school. It told pupils about the pollution caused by driving." In the assembly I visited, the head praised the school community for their commitment to the walking to school-initiative.

The school has high attendance and can demonstrate a good impact from tracking systems. Soft landings are in place for those children who find the start of the day challenging. Leaders go to great lengths to get to the crux of any barriers. The school employs a school counsellor two days a week, which has led to an increased awareness of 'hidden' issues. This strategic appointment means that children get the support they need when they need it. The school has a dedicated PP teaching assistant. This member of staff, along with having a noticing role, touches base with individual pupils, creates time to talk, will support with homework, and will signpost children to any support needed.



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St. Bridget's is committed to ensuring that every child has the opportunity to get involved in all aspects of school life. Staff break down barriers and have a deep understanding of individual children's needs. As an example of this approach, a bespoke swimming teacher was employed to support a child 1-1 to ensure they could access this area of the curriculum. The extra-curricular provision at St. Bridget's is comprehensive. Children told me, "Musical Minds is a company that provides music lessons and helps us learn different instruments. We learned the ukulele, drums, and recorder in Year 4. There are so many clubs." "Tag rugby, football, chess, choir, art; there is literally something for everyone." Participation is key at St. Bridget's; there is an embedded, inclusive rather than exclusive approach. As a result, pupils are keen, take risks, and are willing to 'have a go'.

The PE lead organises for a company called EdSential to deliver yoga therapy and a programme called Personal Best, an intervention to support mental health, resilience, and self-image. The school receives an impact report based on a baseline and final questionnaire. The provision is tailored to the needs of the identified cohort. Pupils' attendance at after-school clubs is tracked by cohort and target groups to ensure all are accessing experiences either in school or outside. From Year 3, there are clubs and competitions in school and at lunch, to which those children who are not accessing the after-school extracurricular offer are targeted. Responding to an analysis of participation, more PE clubs were arranged this year for Year 4 as participation levels were low in Year 3. The tracker is now showing an improved picture for this year group. On the first day of my visit, year 5, we were on a trip to Chester, enjoying the Deva experience. On their return, they told me how much they enjoyed this day. Photos of the pupils on the trip were used by the teacher to support the pupils' reflections. One pupil told me what he had learned about Roman formations and that a testudo, which is the Latin word for tortoise or turtle, is used to protect soldiers from spears thrown from high ground. He showed me a photo of his class in a testudo.

Next Steps:

- The school is hoping that with enhanced collaboration in the future within a Diocese MAT, there will be stronger provision for safeguarding oversight and outreach for hard-to-reach families.
- Reinstate Year 4 residential.
- Explore the use of sensory circuits to support readiness for learning.



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Element 7: Parents, Carers, and Guardians

Communication with parents is good, easy, and timely. There is never a delay in feeding back information to parents. Staff are very approachable and available. They will make time for parents who want to ask a question or raise a concern. Phone calls and emails are always responded to in a timely fashion, and staff will listen. School office staff are also very easy to contact and are helpful. There is a good mix of online communication and paper copies of letters. The Parent-Teacher Association (PTA) is very active. They ensure the children are fully involved in the PTA summer fair. Parents are praising the trips and opportunities for the children, which are not overly costly.

A parent with a child with special needs told me their story. "The first thing that struck me was how quick they were to spot the additional need and then immediately act on it appropriately. They recognised that my child needed an Education, Health, and Care Plan (EHCP) and made the referrals, supporting me through the process. It was all very organised." The parent was highly supportive of this proactive and supportive approach. The school then organised independently for high-quality educational psychologist input. The school had already identified many of the aspects brought up in the report. The school made adaptations and made automatic adjustments to meet the child's needs in a very natural, smooth way with no drama. "Teachers are flexible and understanding of my child's needs." The parent told me that staff have never labelled their child, and staff provide options that work within the structure of the lesson but allow their child to feel comfortable. Parents attend assemblies to see their children receive their merit badges. A parent told me, "Because my child doesn't normally attend the assembly, a proactive plan was put in place to accommodate their needs and to allow us, as parents, to sit next to my child near the front and near the door. This is an example of inclusivity, as it allowed us to take part in this special occasion." This is an example of how small actions can make a world of difference. The school SENCo welcomes the challenge parents provide, and by listening and taking appropriate actions alongside high levels of support, they have been able to influence family dynamics and outcomes for SEND pupils. Their knowledge of individuals and their needs is very impressive.

The communication with parents around mental health and wellbeing is strong, and parents are signed up to support agencies. The SEND Governor, also a parent, can see these communications and is impressed by the quality and methods of this sharing of information. There are constant reminders for parents to come and talk to staff. Leaders and Governors are very aware of the need for their inclusive practices to include parental engagement. The school looks at the child holistically and the circles of influence around the child. The school has worked hard to widen the participation of parents in the life of the school through coffee mornings and gatherings after church services. This has built stronger relationships between parents and school staff and between parents. Parents have the opportunity to come into their child's classroom during the afternoon the week before the parent's evening. There have been math and phonics sessions for parents.

Parents' evenings are organised at a convenient time for working parents. I spoke to the parent of a child who is neurodiverse and transferred a year ago from a school where, as a result of their needs, they had excluded her from mainstream learning. The parent



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emotionally told me that St. Bridget's saved her learning and how the move to St. Bridget's was transformative; their child is now accessing over 90% of mainstream learning and is happy. The approach at St. Bridget's is truly inclusive. They don't try to push, pull, and mould children to be neurotypical. "What the staff do comes from a place of knowing my child well. They will encourage but will also adapt with no fuss."

A parent of a child with gender dysphoria could not praise the school enough for how they supported their child and the family. "The transition from homeschooling back to school was challenging, and the school put in place adapted provisions to meet a number of neurodiversity needs. The support was incredible; they did everything that was needed and did everything they could. The feedback to the parent was described by them as 'excellent'."

The parent questionnaire was extremely positive. 100% of parents who responded believe their child is happy at school, 97% believe the school has high expectations of their children, 100% believe their children enjoy lessons, and 97% believe school supports their child in their wider development.

Parents could not hold the school in higher regard.

- A parent wanted me to record, "How delighted we are as parents with St Bridget's."
- "Exceeds all my expectations by a long way. The way that the school has dealt with issues is above and beyond." "I can't praise them enough; they could do half as much, and I'd still be impressed."
- "They take each child as an individual; there is not a blanket approach."
- Asked to define inclusion and tell me what they liked about the school, pupils said: "Everyone joins in events; everyone got involved in sports day."
- "Everyone is together, and whoever wants to speak or play a part can."
- "Everyone is welcome to join in. People don't have to do things if they don't want to, but everyone has the option to."
- "We have lots of trips and opportunities, and the teachers are better than good."
- "Inclusion means making sure there is something for everyone and no one is left out."
- "Everybody is welcome, it's a peace school."
- "The school really helps the environment and lets people know how they can help the world"
- "The school is very inclusive and will help pupils with their needs and care for them"
- "They are really good with my medical needs. I feel really safe about this. First aiders are always there if you need them."
- "I feel safe in the school, no harm can come to me."

A fitting end to such a positive report on inclusion is to share this wonderful analogy from a pupil. "The components of an apple, like the stalk, the skin, the flesh and the seeds are all different, but they are all necessary to make up the apple. It doesn't matter that we are all different; we are all needed in the school."

Next Steps:

- To offer or explore further workshops that benefit parents in our community.



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Element 8: Links with the Local, Wider, and Global Community

St. Bridget's is fully committed to working with the local and wider community to provide opportunities for their pupils and widen horizons linked to developing global citizenship. Each year, the staff brave the elements and sleep out on the playground overnight to raise money for a local homeless charity. They leave all their gear out on the playground for the children to see when they come into school in the morning. This generates lots of discussion around the plight of the homeless community.

Emotionally based school avoidance has been supported by Greasby Pastoral Service. Through case studies and looking at attendance and academic data, governors are able to assess the impact. The service provides a fresh, non-school-based face to work with families, which for some parents ensures that the relationship with school staff is protected.

The school has strong links with St. Bridget's Church and the rector. She described the school as a "blessing for the church." The rector delivers weekly collective worships and meets with the headteacher fortnightly, providing the opportunity for dialogue and mutual support. There are also services in the church in which the children participate and have leadership roles. The rector is very aware of the importance of including those pupils with other faiths and those with no faith in the services. Children are provided with the opportunity to have a moment of quiet reflection as an alternative to prayer. The rector is working with the school council on developing their role in these services. The rector also leads a breathing space event for staff once a term, creating an opportunity for school staff to talk, reflect, and discuss classroom resources. Each year group has a community action project, and during my visit, Year 3 pupils were involved in path-laying and filling bird feeders in the churchyard.

I was fortunate to be able to visit the weekly link café in the village hall. This is a very special event at which the Year 6 pupils, on rotation, support the local community by serving refreshments. It has immeasurable benefits for the children, integrating them with the local community, building their confidence, and giving them a sense of responsibility. One child told me that they were proud that they were brave enough to speak to people that they didn't know.

As part of the school's mission to have an impact beyond its walls, the school works with the Friends of Ashton Park, and pupils have been involved in dredging the local park. The local restaurant, Hickory's Smokehouse, supports all the school's charity events and provides the children with reward breakfasts. The pupils have done litter picks with the restaurant staff, conducted a road awareness campaign in partnership with them, and the Eco-committee liaised with them about how they could make their kitchen eco-friendly. The business also supports and promotes a key school event, the Sleepout Challenge, in which staff sleep overnight in the playground to highlight and raise money for a charity that helps tackle homelessness. The most memorable one ended up with staff covered in frost and snow by the time they woke in the morning. 'Flourish' comes in and provides a half-term of mental health and wellbeing lessons to each year group. Any cohort needs and school priorities are covered in this provision to maximise impact. A specialist teacher is employed to run the judo club, another delivers



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a fencing club and archery, and a specialist music teacher comes in and runs an orchestra-style experience. These opportunities are all offered free of charge to the pupils.

The school capitalises on any opportunities to enrich the curriculum. Drama groups and authors visit and lead workshops, performances, and discussions. 'Edu' delivers interactive online lessons from around the world to bring topics to life. 'Hi-impact' delivers science and computing lessons each year to stretch and challenge beyond the school curriculum. Pupils have launched a balloon into near space and have dissected a heart.

The school works closely with local secondary schools. In one, the children access an annual law day during which they get a chance to be a jury in an acted-out case, discuss evidence, and deliver a verdict. British values are an integral part of this day. St. Bridget's approached another school to organise for pupils to work in their DT labs and access a workshop taught by the specialists. This allows the pupils to access learning at a more sophisticated and deeper level than is possible in a primary setting. St. Bridget's takes part in a math competition at a secondary school alongside other local primaries. As a Maths No Problem accredited school, the school has hosted visits from teachers from across the UK and further afield. One of the St. Bridget staff went to Singapore to deliver training and look at how the culture of math is developed in their schools.

Next Steps:

- Develop global links.
- Capitalise on IQM links to schools to inform planning around the development of the Peace Garden and develop the work with the church on the mindfulness area of the churchyard.