



Report on IQM Inclusive School Award



School Name: St Michael's Church School

School Address: Constantine Drive
Stanground Soth
Cardea
Peterborough
PE2 8SZ

Head/Principal: Ms Becky Smith

IQM Lead: Ms Stephanie Hibbitt

Assessment Date (s): 18th and 19th May 2022

Assessor: Sarah Embleton

Sources of Evidence:

- Tour of school and grounds
- Learning walk and class visits
- Observation and activities with children in the SEMH/Nurture HUB
- Observation of Collective Worship
- General documentary evidence e.g. Projects plans, needs assessments, care plans
- Review of documentation addressing the Eight Elements relating to the IQM SER
- Discussions with stakeholders (see list below)

Meetings Held with:

- Headteacher
- Inclusion Manager/SENDCo
- Members of the Leadership Team
- Parents, Carers and Guardians
- Teachers
- Support staff and other key staff (Family Support Workers, Phonics)
- Pupils (members of School Council, Worship Leaders, Eco Council, Maths Ambassadors)
- External Agencies
- Chair of Governors, Staff Governor and SEND Governor



Report on IQM Inclusive School Award



Contents

Overall Evaluation	3
Element One - The Inclusion Values and Practice of the School	6
Next Steps:	7
Element 2 - Learning Environment, Resources and ICT.....	8
Next Steps:	9
Element 3 - Learner Attitudes, Values and Personal Development	10
Next Steps:	11
Element 4 - Learner Progress and the Impact on Learning.....	12
Next Steps:	12
Element 5 - Learning and Teaching	14
Next Steps:	14
Element 6 - Parents, Carers and Guardians	15
Next Steps:	16
Element 7 - Governing Body and Management: External Accountability/Support	17
Next Steps:	18
Element 8 - The School in the Community.....	19
Next Steps:	19



Report on IQM Inclusive School Award



Overall Evaluation

I found St Michaels Church School to be a very welcoming, warm and supportive setting with inclusion at the heart of the school ethos. There is a culture of positive relationships and a nurturing approach where difference is embraced and diversity is celebrated. Equity rather than equality is understood by the Headteacher and her team as the essence of successful inclusion and there is a clear message to all of non-judgement, meeting people where they are and never giving up on finding 'a way in.'

The leadership team recognise the unique characteristics of the community it serves and this is reflected in the 'family' values and the school's vision of supporting everyone "to be the best that we can be." Leaders have high expectations about every aspect of the school's work and this strong ethos permeates across the school where staff believe that all pupils are capable of making at least good progress.

CPD has been incisive and has led to improved pedagogical knowledge in every subject. The whole school team are clearly passionate about supporting all children and are committed to making sure children leave the school at the end of KS2 as confident, well-rounded learners who have the drive and determination to succeed. All teachers complete a provision map at the start of each term and then update it with data at the end of each term to see the progress children have made as a result of planned interventions. This information is fed back to parents at termly meetings.

All children have access to high quality provision and resources and in particular, children on the SEND register have access to external agencies who can offer support to parents and their children. The Inclusion Team are confident that by utilising the services of external agencies, such as the Educational Psychologist, Occupational Therapist, Speech & Language Therapist and Specialist Teaching services, expertise is cascaded to school staff and identification of needs is accurate and individual needs are met.

The good practice at St Michaels is widely acknowledged by external agencies and the school are held up as a beacon of inclusivity in the area and by the Local Authority. St Michaels is the SEMH and Nurture HUB specialist provision to support all primary schools across Peterborough with their more complex children. Key leaders have been involved in a number of projects that have and will continue to support both children and staff at the school and in the wider school community.

- Connected Communities Project – Attachment, Trauma and Adverse Childhood Experiences – two-year project.
- Disadvantaged Pupil Premium Project – three years.
- Assistive technology project – one-year project.
- STEPS behaviour trained school.
- Excellence in Nurture Provision



Report on IQM Inclusive School Award



In relation to social, emotional, moral and spiritual education the school is fully committed to providing regular opportunities to celebrate all faiths and to learn about different cultures. As a church school, collective worship each day allows for discussion about morals and ethics and pupils play an active part in role-play and sung worship. Cultural festivals and holidays are also celebrated this way. Spiritual education through Religious Education lessons is carefully planned to include aspects of the Christian and other world faiths which is delivered via a specialist RE teacher. The school's Reverend is also the SEND Governor and brings a wealth of experience and expertise to the school. School trips and visits are organised for children to access and learn from first hand experiences about other people's religions.

The school are undertaking a 'Reading for Pleasure' initiative – the focus on reading during this academic year has been about encouraging children to enjoy reading material of all genres and to develop and widen children's vocabulary and joy of stories. This is supported by specific work on phonics and opportunities to enjoy time in classroom book corners and the library, enabling access to all. A recent development to this initiative has been to introduce reading ambassadors following the highly successful role of the maths ambassadors in school. Children higher up the school also read regularly with younger pupils and there are posters and quotes around the school promoting the love of reading. I heard evidence from teachers that this is starting to fuel an interest in books and reading at home and having a positive impact.

The Inclusion Manager/SENDCo is an excellent role model and has the relevant qualifications, expertise, knowledge and experience of what works, all of which are essential for the ongoing pursuit of excellence in this area. It was clear from our discussions that a finger is most definitely on the pulse regarding ongoing steps for inclusion in the school. This includes the further development of universal, targeted and individualised best practice provision as part of a graduated response to need across all areas of primary need. Along with experienced and knowledgeable Governors and a strong Senior Leadership Team invaluable expertise is available to all. Staff are supported with advice and guidance on best practice and class teachers are accountable for the progress of every child they teach, regardless of any SEND, EAL or other need.

St Michaels is a happy, supportive and safe place where adults' wellbeing is prioritised and pupils are nurtured. The Inclusion Team work hard to ensure that children's learning and emotional needs are catered for. In terms of inclusive practice, it is acknowledged by leaders and governors that having a nurturing approach is crucial to pupils' wellbeing and that this is a platform for successful learning.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are some areas of development which are ongoing from the previous visit (due to the COVID pandemic some of the school's next steps have been on hold) - the school is fully aware of these objectives and continues to work collaboratively with partners in pursuit of excellence. I recommend that the school retains 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



Report on IQM Inclusive School Award



pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Sarah Embleton

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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



Report on IQM Inclusive School Award



Element One - The Inclusion Values and Practice of the School

The percentage of children eligible for Free School Meals, from ethnic groups, with English as an Additional Language and with Special Educational Needs and Disabilities is higher than average and the school caters for a wide range of families with a varied social mix. St Michaels opened as a one form entry Primary School in 2012 and has expanded rapidly since then to two form entry, with waiting lists for all year groups and a good reputation for inclusion by parents in the area.

SLT and Governors share an inclusive vision, work well together and lead by example, being fully committed to driving forward achievement and enjoyment for all. High aspirations are a priority, irrespective of need, along with an increasing combination of appropriate support and challenge. The quality of provision the school is building reflects its inclusive nature - a strong offer is being developed (which includes a specialist SEMH unit and Nurture HUB) and is based on the premise that all pupils can be included and make progress.

The school prides itself on this inclusivity where all children have the opportunity to succeed. Inclusion is understood as everyone's responsibility and this is evident in classrooms and around the school. Staff are committed to supporting individuals to achieve their potential, to celebrating success and achievement in all areas of the curriculum and to giving all learners the opportunity to be inspired.

Through school events and residential trips children are offered real life experiences that will broaden their learning and understanding. All faiths and cultures are celebrated and as a church school, collective worship provides a forum for discussions about values, morals and ethics. The school library is resourced to reflect the inclusion of different faiths.

There is a strong, consistent drive to continually improve teaching and inclusive practice in the classroom. Through a broad and balanced curriculum, the hardworking and enthusiastic school team equip pupils with the physical, social, emotional and intellectual skills they will need to be successful in life. A summary of the school's SEF that was shared during my visit provides evidence of how all staff and Governors are committed to inclusive practice and are working in conjunction with parents to build relationships that support this.

The Senior Leadership Team and Inclusion Manager ensure that children's needs are accurately identified, appropriate support is appropriately funded and pupils' progress is tracked against targets. There is effective management and organisation of inclusive practice throughout the school and in relation to a wide range of needs, some very challenging. This was evidenced in discussion with parents and staff and in the documentation that was shared during my visit.

Transition arrangements are robust including home visits, buddies and a 'Getting Ready for School' course in Reception, transition booklets for children moving up to their new class each year and preparations for life at Secondary school in Year 6 (enhanced for disadvantaged and SEND pupils).



Report on IQM Inclusive School Award



Next Steps:

- To work more closely with other Primary schools similar to St Michaels Church School to share best practice and resources.
- To make good links with other schools and share nurture room principles – to be able to achieve ‘The Nurture Award’ by Summer 2022.



Report on IQM Inclusive School Award



Element 2 - Learning Environment, Resources and ICT

St Michaels Church School was designed to achieve an architectural design award and be eco-friendly. There is an eco-friendly roof on the school of grass and wildflowers. The school building offers large, light classrooms and a warm and inviting learning environment. All classrooms are spacious and inviting with direct access to separate outside areas (from each classroom door) which offer additional learning opportunities to children in all year groups.

All classrooms are Dyslexia, ADHD, ASD friendly and are well-equipped with appropriate resources. There is a book corner set up in each classroom offering opportunities to read and sit calmly and quietly. Classrooms and corridors are attractively displayed with learning walls and celebrations of children's work and achievements. There are soft-play areas for children that need a space to calm down. All staff have their own laptops, visualizers and interactive whiteboards in their classrooms.

There are laptops and I-pads allowing children to select the most appropriate devices for their learning. The reception classes use kindles and record the children's learning goals using Tapestry. Software licences are purchased to target specific needs and include Bug Club (differentiated reading program with follow up comprehension activities) Rock Star times-tables, Clicker 5, Charanga music system and many others. These software systems are used in and out of school to support children's learning at all ability levels.

The school has recently created a new music room, which also has an interactive white board. There is a large, well-resourced library where children can choose real books to take home using an electronic library booking in and out system. Children can use these books to support their learning or just to enhance their own reading (supporting the reading for pleasure initiative that the school are promoting). Staff are in the process of further developing the library, into a Learning Resource Centre which will combine an ICT suite, reprographics area, learning resources storage and an interactive library facility called 'Starbooks.'

The ICT co-ordinator stays up to date with any new technologies available and shares this information with the whole school, providing a positive impact on children's learning and the Juno sound system is made available in two classrooms to support children who have hearing difficulties in the school.

The team at St Michaels is continually developing children's learning and discovery through the forest-school activity area managed and run by the site manager who is forest-school trained and a member of the SLT. The need for planned outdoor activities is endorsed and understood as part of a nurturing, inclusive offer - there are outdoor classroom areas, outdoor reading areas and a dedicated outdoor area for the nurture room. There is also a school garden area as well as an outdoor dining area and an outdoor prayer garden. Staff also have access to an outdoor patio area from the staffroom. Further work to enhance the use of the outdoors will commence in September following the completion of building works.



Report on IQM Inclusive School Award



Next Steps:

- To continue to grow the Forest school area with trees and bushes.
- For the bottom 20% of children in Years 2, 3, 4, and 5 to be screened using Nessy and then use the Nessy app for reading and spelling.



Report on IQM Inclusive School Award



Element 3 - Learner Attitudes, Values and Personal Development

During my tour of the school pupils were well-behaved, polite and engaged and clearly enjoying positive working relationships with adults. St Michaels Church School uses the STEPS programme to develop and communicate positive and consistent behaviour strategies and staff act as role models for children. Across the school adults treat children with respect, listen and understand that all behaviour is communication. The children that I spoke to were able to tell me that they feel safe and happy in school as well as enjoying their experience at St Michaels, “school is fun” they said. They also said that they were proud to attend the school and liked ‘everything’ about school!

There has been a significant focus on the social and emotional needs of pupils which sets the tone for an inclusive environment and there are good relationships with other local schools and external agencies meaning that staff work together to further enhance an inclusive approach. The school has an experienced and dedicated team of Family Support Workers who support the inclusion of disadvantaged pupils and children with Social, Emotional and Mental Health Needs. This is a real strength of the school meaning that welfare, safety, behaviour and attendance are outstanding and that access to learning is maximised.

The school environment feels calm and organised and communication is excellent. Personal development is equally valued and celebrated along with academic progress and the school is rightfully proud of the responsible and respectful young people it is helping to create. There is a purposeful, respectful atmosphere around the school and relationships are exceptional – all the children I spoke to said that adults in school are approachable and easy to talk to if they have any concerns. They know that they will be noticed and acknowledged for their efforts as well as attainment and this encourages children to try and persevere.

It was noted in the school’s last Ofsted report of December 2018 – ‘Pupils are polite, articulate and want to do well. They demonstrate a pride in their school. Pupils’ personal development, welfare and behaviour are good. Leaders provide well for pupils’ spiritual, moral, social and cultural education. Pupils have good relationships with each other and with adults.’

Staff have high expectations of all children and support them to achieve their best. St Michaels offers an enriched curriculum so that children can excel in their area of interest whilst being supported in other areas so they can reach their potential. Children are aware of the school values and their behaviour around school reflects this.

As a church school there are very good links to the church – RE lessons are offered that celebrate all faiths and this is also reflected in RE trips. There are guest speakers to lead assemblies each week and as well as links to Kingsgate church who run an afterschool club and CROPS (Christian organisation) who lead RE lessons in Years 5/6.

The school has an excellent nurture provision for children to access when learning becomes too hard in the classroom. Staff care about the children’s personal development and aim to identify these needs before they affect children’s learning, understanding that being proactive is the key to successful child development and



Report on IQM Inclusive School Award



learning. Children are assessed using the Boxall profile on entry and exit of the provision.

Pupil Premium and SEND children are making good progress at the school and they are carefully monitored throughout the year to make sure they are getting the support they need and continue to make progress. The Family Support Workers in conjunction with the Inclusion Manager monitor this termly.

The Inclusion Manager and EYFS Lead meet with feeder Pre-schools and nurseries to aid a smooth transition to the school and the KS2 Lead and Inclusion Manager both have good links with the SENDCos in local secondary schools to support Year 6 children moving on. All children are able to access after school clubs and residential trips are offered in Years 3, 4, 5 and 6 to enhance pupil's personal development. All children are made aware of the importance of keeping safe outside of school and on the internet and all teachers, Governors and parents have been trained for the accredited NOS (National Online Safety) Award.

Next Steps:

- To continue to develop relationships with preschools in our catchment areas and outside of this to prevent children from starting with unidentified SEND issues.
- To develop the use of personalised STEPS behaviour plans to support those children who need it.



Report on IQM Inclusive School Award



Element 4 - Learner Progress and the Impact on Learning

The most recent OFSTED report noted that the quality of teaching in upper key stage 2 is a strength and pupils attain well by the end of Year 6. It referred to the fact that pupils make good progress in their final years at the school and also in Reception where the quality of early years' provision is good and children are well prepared for Year 1. It was also noted that pupils with special educational needs and/or disabilities make good progress, personally and academically.

Since then, the number of children attaining higher standards has continued to increase in reading and mathematics and it is now above the national average (and predicted to remain above average this year). Progress in EYFS has been outstanding for the past three years, where children generally start with very low attainment and finish in line with national expectations. Progress in Key Stage 1 has also steadily improved and progress in non-core subjects is improving rapidly. Curriculum maps are well implemented and progress is outstanding in RE, Art and History and good in all other subjects.

The Lead Teacher for assessment and data spoke to me with pride about how assessment at St Michaels Church School is increasingly used to identify and close gaps for different groups of children. He gave examples of how SEND children are monitored and supported and how in recent years the gap in maths attainment between boys and girls across the school has all but disappeared due to initiatives such as maths ambassadors, a growth mindset approach and ten-minute maths at the start of each lesson. In my discussions with children almost all said how much they enjoyed maths lessons.

Reading is pro-actively encouraged at the school, through actual reading books or reading online books as well as class core texts and other initiatives to encourage children to read as much as possible in school and at home. Children recently took part in a competition about 'Who is reading the book?' where teachers were hiding behind their favourite book and the children had to guess who was there – this and other activities have helped to ignite a love of reading for children who otherwise may not access books by choice.

To support children with specific needs, a person centred, collaborative and graduated approach is used. The ongoing 'Assess, Plan, Do, Review' cycle ensures that high quality and appropriate support is given to children with additional needs. Reasonable adjustments are made so that children with special educational needs and disabilities can take part in every aspect of school life. Any adaptations to the curriculum are based on a child's individual needs with the goal of including them socially and academically.

Next Steps:

- Making sure more pupils reach at least the expected standards in reading and writing by the end of Year 2, so they are in line with national averages.



Report on IQM Inclusive School Award



- Ensuring that more pupils make consistent and better progress in writing, especially in lower key stage 2.
- Providing the most able pupils with opportunities to use and apply their knowledge and skills in a range of ways so they can excel and more reach the higher standards by the end of key stage 2.
- Increasing the proportion of disadvantaged pupils who reach the required standard at the end of key stage 2.
- Continue to ensure the following still happens:
 - Termly pupil progress meetings
 - Provision maps updated termly
 - CPD for all staff on interventions



Report on IQM Inclusive School Award



Element 5 - Learning and Teaching

St Michaels Church School prides itself on being an inclusive school offering a learning environment for all children to excel and achieve within their own abilities. Staff continue to embrace new teaching and learning styles to suit the needs of individual children. Pupil Premium funding is tracked and reviewed by the Headteacher and Governors to ensure children are given sufficient learning opportunities.

All members of staff are able to develop their CPD with relevant training courses and this is then shared with the teaching staff at staff meetings. There is a growing Inclusion Team (with a huge amount of diverse experience and expertise between themselves), which commissions additional support from external professionals so that specific children's needs are understood, addressed and well-supported. The nurture provision in school is run by highly skilled, trained staff to offer an appropriate curriculum using nurturing principles so that individual children can access learning at their level in a calm and non-threatening learning environment.

Teachers meet in their year group teams to plan lessons together making sure all levels and preferred learning styles are catered for. They ensure that their lessons are interesting and provide progression (validated by the children themselves who told me that learning at St Michaels is fun). The children in Year 2 are split into four groups and they are taught literacy in these groups. This is with the aim of improving their results in reading, writing and maths.

Provision maps are evaluated at the end of each term and new maps written for the new term. Children are put on to interventions that are suitable for their area of need and these interventions are evaluated after each session and at the end of the intervention. Staff are trained to deliver these interventions. During my visit I was able to review documentation supporting this. I observed that all children in the year group get the same "offer" regardless of which class they are in and all areas of the school have displays of the school values as a means to promote perseverance, resilience and a growth mindset in relation to their learning. I saw teachers modelling the school values in class, on the playground and in Collective Worship. I was also able to observe adults using access strategies such as visuals, communication boards and my turn/your turn to support children's learning and behaviour.

The teachers and support staff I met with said that communication in the school is good and that feedback is welcomed and taken on board. They feel their voice is valued in relation to their role and training needs for example. Working in a relaxed and happy atmosphere, where there is a culture of helping and sharing has a positive effect both on them as individuals and teams and also on teaching and learning.

Next Steps:

- To train all staff on Attachment, Trauma and ACES – part of the Connected Communities project.
- To train all staff on STEPS behaviour management.



Report on IQM Inclusive School Award



Element 6 - Parents, Carers and Guardians

St Michaels Church School values the support and opinions of parents and the support offered to them is highly regarded by parents, carers and guardians. The contributions parents offer is valued and staff acknowledge the key role that parents play in their child's education. It is well understood that happy parents mean happy children for example in relation to children's attitude to school, personal and social development and support with specific learning through homework and skills practice. I was able to observe this during the 'meet and greet' that the SLT undertake at the beginning of each day (as well as an 'open door' policy throughout the school day) and hear this at first hand through my discussions with several parents. Parents acknowledged to me how thankful they feel for the time and effort that is put into supporting them, for example, they value the help provided by the Family Support Workers in relation to day to day issues they face, they value the support of the SendCo in relation to paperwork and liaison with external agencies and they value the Headteacher prioritising her attendance at key meetings.

There is excellent communication generally within school and this includes with parents, who are aware of how they can communicate with any member of staff. Most parents engage with teaching staff in the mornings or at the end of the day (face to face) and for those who work they can email the teachers. There are a number of ways parents can be involved in their children's education; regular curriculum workshops; stay and play sessions; meet the teacher sessions at the beginning of the academic year; phonics sessions; maths support; reading sessions; class assemblies; parenting courses; school trips. These happen regularly in school and throughout the school year. Parents are also encouraged to share achievements from out of school so their child can talk about these experiences with their class and teacher.

The school uses surveys and questionnaires to elicit feedback on various areas of school life. The school has taken on board feedback from parents that shorter, quick response and online format questionnaires are preferred, and this is now the chosen model, rather than one long annual questionnaire. Three parents' evenings are offered over the year and these are in addition to EHCP annual reviews and IEP meetings. The Inclusion Manager has regular meetings with parents of children with SEND as well as staying in regular contact by email and telephone as and when necessary.

Part of the role of the Family Support Workers is to continue to develop the relationships with parents and children to make the links between home and school even stronger. This includes making home visits - whenever a new pupil applies to join the school, mid-year, a home visit is made as part of the induction process (home visits at the beginning of the Autumn term for all new to Reception pupils is standard practice in the school).

The Nurture Team have developed very good relationships with parents of the children that access this provision meaning that parents are aware of where their child is academically and socially and what kind of day they have had.

The Early Words programme, introduced this year, has been very well received for families new to English in the EYFS classes. The school is now looking for opportunities



Report on IQM Inclusive School Award



to extend this provision for other families who may benefit from this in other year groups.

Next Steps:

- To develop the communication between parents who have limited English – additional ways to communicate with them.
- Hosting parents' drop-in session after school to allow them to see their child's classroom and work (due to COVID parents have not been in school – this will provide them with the opportunity to see the class and their children's work).
- To develop the parent cafés between the school and the Church.



Report on IQM Inclusive School Award



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

At St Michaels Church School, the Governors carry out their statutory duties effectively. They have an accurate understanding of data and challenge Senior Leaders appropriately. There are regular Governors' meetings and each Governor has an area of the school to which they are aligned. All meetings take place during the school day which allows for a full programme of Governor/School activities to take place. These have included Governors' meetings with individual subject leaders; regular meetings with pupils at lunch, classroom visits and school council meetings; attendance at collective worship; scrutiny of school policies; work/book scrutiny; strategic planning and training such as Safeguarding, Safer Recruitment, Internet safety and Vision and Values, as well as typical Governor business meetings. As a result of this format for meetings, Governors feel they have a good understanding of the school and know who to talk to when needed.

The relationship between Governors and staff is very good. Teachers feel supported and valued by the Governors and this was evident in the most recent Ofsted inspection. Senior Leaders liaise regularly with the Governors to ensure that inclusive practice is monitored rigorously and continually developed, improved and implemented. Governors' minutes are shared on the school website and school data is shared with Governors half-termly. Governors support the Year 6 SATS process – invigilating the tests and making sure that the correct administration processes are followed. There is a Safeguarding Governor and a team of Designated Safeguarding Leads in school who ensure that staff and Governors are kept up to date with training, carrying out prompt referrals, engaging with outside agencies and working to keep every child safe. The Safeguarding Governor carries out regular monitoring visits and the team ensures all staff and volunteers have a thorough understanding of safeguarding policies and procedures. This includes regular safeguarding meetings with all designated staff so that information can be shared, and early intervention/support can be put in place, for example the Family Support Workers develop care plans and risk assessments for pupils in consultation with parents/pupils and pupils say they feel safe in school.

The school has a close working relationship with the Local Authority, with link personnel regularly visiting the school to monitor teaching and learning and to offer training on specific areas for improvement e.g. Reading for inference training for whole school staff and attendance at a Phonics Conference. In addition, the school employs the services of an external School Improvement Advisor to support and advise the Senior Leadership team with strategic planning, self-evaluation linked to data outcomes as well as leadership training.

Given that the SEMH Nurture HUB has been on site since April 2021, the Inclusion Manager has half termly meetings with the Local Authority's HUB link officer to review practice and to complete the HUB Impact Measures forms each term. These are submitted to the Local Authority to show the impact of the specialist provision.

St Michaels is a member of three school-to-school improvement clusters; Church Schools in Peterborough; Local Schools cluster and Paragon Teaching School's Alliance. These groups offer opportunities for professional discussion along with identified areas



Report on IQM Inclusive School Award



of need; opportunities for external moderation of children's work; opportunities for further training as well as the general benefit of peer-to-peer support.

Next Steps:

- For Governors to visit school and write their Governors' reports for each area they are responsible for.
- To develop greater links with new local cluster group and consider the Triad system for school led self-improvement.



Report on IQM Inclusive School Award



Element 8 - The School in the Community

The word 'community' forms part of the school's values. The school building is located within a new housing estate and the school is a hub at the heart of the community/development. St Michaels Church School is named after St Michaels Church nearby, St Michael being linked to community as 'the protector and defender of all.'

St Michaels is well-known as an inclusive school and is valued for its support to children with SEND by the Local Authority. A number of neighbouring schools contact the Inclusion Team about help and advice to support their own children. Parents feel supported by the school and the number of Early Help Assessments in place (currently 35) and the number of families who apply for a place at the school for their child reflect this. There are 26 different languages spoken by children and their families at the school.

Staff are proud of their locality's city and try to use it in every subject domain - points of general cultural and historical interest are regularly linked to learning. As a result partnerships have been developed between the school and others in the local community and these links are utilised to enhance learning and enrichment opportunities. For example, pupils engage in events and visits which involve others in the community, including for example work towards the Romans and the Brilliant Britain topics. Pupil Premium children recently went to a local Alpaca farm where they learnt to clean the hutches, feed the animals and give them water. Various clubs, extra-curricular activities and school trips in the community are on offer and these can be accessed by all children. There are also links with external providers and regular communication takes place with partners to track progress and ensure children's needs are being met e.g. sports' coaches, cycling course providers.

The school supports local and national charities – from local food banks (harvest festival food donations) to Comic Relief, Children in need and national cancer charities. The children feel a sense of achievement raising money for good causes. There is a very close link with Mary's Child Charity at St Michaels church and plans are in place to extend this, meaning that the school will host a parents' café to include guest speakers, parent workshops etc. The school hall is used after school for a number of groups and in the holidays (children's sports and performing arts sessions) and there are good links with the local supermarket Morrisons and the local pub for contributions of sale of refreshments for the school summer fete. Morrisons offer their car park to parents collecting or dropping off children at the beginning and end of each day meaning that the road outside the school is a car-free zone and very safe. They also donated water bottles for sports day last year and packed lunch bags for children having free school meals during lockdown holidays.

Next Steps:

- To find new ways for the school to become involved in further community projects.