



Report on IQM Inclusive School Award



School Name: St Hugh's Catholic Primary School

School Address: Earle Road
Liverpool
Merseyside
L7 6HE

Head/Principal Ms Andrea Connearn

IQM Lead Ms Katie Bushell

Assessment Date 25th April 2024

Assessor Ms Siona Robson

Sources of Evidence:

- Learning Walk
- Playground Walk
- Progression Map – PSHE
- Phone call with Chair of Governors
- Pupil books

Meetings Held with:

- Governors
- Inclusion Manager
- Lauda project leader
- Learning Support Assistants
- Welfare team
- Pastoral team
- Parents
- Leadership team
- Teachers – Subject Leads
- Pupils
- Pupils with Leadership responsibilities



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Overall Evaluation

Inclusion is at the heart of the ethos at St Hugh's Catholic Primary School. Staff go above and beyond to create an environment in which all pupils feel safe, valued and included and as a result, flourish. This sense of belonging extends to the staff and parents. Staff clearly love working at St Hugh's since as there is a strong sense of community.

What is particularly outstanding at St Hugh's is how all elements of curriculum and provision are tailored and adapted to meet the specific and unique needs of the community served by the school and the local context. It is truly a community school in every way.

St Hugh's is situated in the middle of a densely populated and deprived area of Liverpool. Almost 86% of the pupils are English as an Additional Language (EAL), 74.2% are Free School Meals (FSM) and over 50% are from the Roma community. This presents the school with many challenges, which they rise to with empathy and a child and family-centric approach. It is quite remarkable what is achieved. Every week the school has new starters or leavers and often they have very little notice and frequently no information about a new child's needs. The school must respond very quickly. For example, a child who had previously been supported in an inclusion hub with small classes arrived recently. The school has had to adapt provisions and think on its feet to meet the child's need. A phased introduction to school life is in place to ensure success. They have been in contact with the previous school and have incorporated sensory breaks and access to a sensory box of resources. Inclusion Manager explained, "It's all about working out what works for him." Leaders have a very clear understanding and knowledge of the specific needs of the community they serve. One local issue is a lack of access to dental care so the school ensures that every child has a toothbrush and cleans their teeth every day at school. The Chair of Governors told me, "the school has embraced the challenges of the community it serves. The commitment to high-quality education is shared throughout the school. Staff are confident and committed to the task of inclusion."

It was a delight to walk around the playground and see pupils enjoying planned and free flow access to sensory activities. The school has recently employed Kabs to work with the most vulnerable children in the playground to teach and promote safe and collaborative play through physical exercise. Teaching Assistants run activities open to all children each lunchtime on rotation.

The Special Education Needs and Disabilities (SEND) Governor visits termly to meet with the Special Educational Needs Co-ordinator (SENCo) to look at trends, talk about pupils on dual registration and any significant needs. They look at a selection of pupil profiles together to measure the impact of interventions. The SEND Governor reports back the outcome of the monitoring visit at the full Governing meeting. Governors are well informed about teaching and learning strategies and how these are research-based. They told me how, if a member of staff is not delivering the Quality First Teaching (QFT) approach or a child is not making expected progress, this is raised as a concern and the teacher or pupil will be supported. The Headteacher's report and school policies are shared through the Governor Hub in advance of meetings so Governors can prepare questions. Governors interrogated statistics which are compared to schools in similar circumstances and will examine trends or changes. Governors are impressed by the knowledge staff have of every child and the progress they are making, the challenges and what is in place to support those children who have additional needs. All children are tracked; no one slips through the net.



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The Welfare Officer invites all new mid-year families into the school to get to know their circumstances and understand the wider context of the child. In most cases the school provides uniforms and will ascertain if any support is needed with food. Monday morning briefings are used to inform staff about new starters and their needs. Breakfast club is used to support vulnerable families as an attendance strategy and to provide a breakfast for children from families who might be in short-term financial crisis. Toast is provided every day in all classrooms to ensure all children have had something to eat by the time school formally starts.

One of the most brilliant support strategies the school offers to families, is filling out secondary school applications with them, particularly where children are at risk of leaving education. This is a concern for children in Roma families, particularly girls. As a result of this proactive approach to transition, children from St Hugh's are gaining places at a local oversubscribed CE secondary school which historically had not been the case. The Inclusion Manager works closely now with the Deputy Headteacher at the secondary school on two local projects aimed at improving outcomes for Roma young people and other vulnerable groups. The Lauda project also supports this secondary school, enhancing the bridge for St Hugh's families. A transition coffee morning was being discussed during my visit. This is aimed at the families of a group of Roma girls who have secured a place at this secondary school. This will provide them with the opportunity to meet the secondary school staff and help to ensure a smooth transition, hopefully removing any barriers to non-attendance which has historically been an issue. This is an example of how St Hugh's goes above and beyond and how committed the school is to improving life chances through continued education beyond the primary phase.

Last words from members of the St Hugh's Catholic Primary School community

Pupils

- "Whenever we are in a lesson, the teacher talks about what we did last lesson, and we talk to our partners a lot. This makes us feel included."
- "Inclusion means including everyone. When we do drama, the teacher includes every single person."
- "If people can't focus the teacher will give them a sensory toy to help them."
- "If we go on trips, they help families with paying for it, so everyone is able to go."
- "There is no bullying as the teachers take it very seriously and the behaviour stops before it becomes bullying."
- "The teachers look after us all the time, every single moment."
- "If we are hurt, the teacher with a medical bag will help."

Parents

- "Bullying is rare and if it does happen, the teachers take swift action. My child is comfortable to be in their class and all differences are accepted."
- "The Special Educational Needs Coordinator (SENCo) is a godsend, she is amazing. She is on our side, but she acknowledges that final decisions are ours. I feel listened to."
- "Communication with parents is brilliant, I can't fault it."



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- “I feel and believe if it wasn’t for this school and the help and support, we have had my child’s diagnosis would have taken a lot longer.”
- “My child would not be where she is now if the staff hadn’t picked up on issues and provided such wonderful support.”

Staff and Governors

- “The school is very inclusive. The staff are from different parts of the world, and we feel very welcomed. This is true for the children too. It is wonderful, it is a lovely place to work.” Learning Support Assistant (LSA)
- “The pupils are so welcoming of new children and new staff.” LSA
- “The staff are very supportive of each other.” LSA
- “Inclusion is everybody’s job at St Hugh’s.” Chair of Governors.

I am of the opinion that St Hugh’s Catholic Primary 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 Mark 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: Ms Siona Robson

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

All staff at St Hugh's are committed to living by its Mission Statement. "All children, parents and families are treated respectfully and with understanding. Children are given a wide range of experiences and learning opportunities. They are encouraged to develop their knowledge and skills and to reach their full potential. We are an inclusive and welcoming school." This vision is woven into the school development plan and the values are embedded in the school rules which, are taught across the curriculum and modelled by staff. The children told me, "the first school rule is 'be respectful' and this really covers all the rest. The teachers have to be respectful to us and we have to be respectful to them and to visitors."

I was told by leaders, "inclusion is at the heart of the school and has to be to serve our community. There is complex language, cultural barriers in the school alongside a high level of deprivation. We need to recognise all the differences in the community to give pupils the very best opportunities." The school bends over backwards to include all families. They listen to parents and use local connections to support families. They are constantly looking beyond the classroom.

The school ensures all communities feel welcome and safe. The school community is mobile and transient and leaders take the responsibility to reach out to the most vulnerable very seriously. "We are continuously monitoring our community for need." "We make ourselves very accessible, we know our families." This is a real achievement considering the transient nature of the population. Before children start in reception, staff visit them in their family homes. Mid-year starters are often distressed when they arrive and the school has to provide immediate reassurance and support. Staff always work at the pace of the child. "We have to consider the family holistically otherwise we can't be child centred."

A lovely display of annotated trainers had the following explanation which sums up the tolerance, acceptance, and inclusive approach at St Hugh's. "In Year 5 we recognise each other's unique qualities and celebrate them. We understand we are individuals travelling on a collective journey. Take a look at our trainers to learn more about our similarities and differences."

Next Steps:

- Ensure the values are explicit and not just incorporated within the school rules.
- Host a block of 'Wellbeing Coffee mornings.' Coffee mornings will take place each month, and each coffee morning will give parents a chance to interact with a different service within the community.
- Invite 'Cells Project' to host a block of workshops for Years 4, 5 and 6, aimed at educating young people on the consequences of crime enabling them to make better choices with regards to engagement in anti-social behaviour.
- Invite 'Bully Busters' to host workshops to the whole school raising awareness of bullying, its impact and the consequences on the mental health of victims.



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Element 2 - Leadership and Management and Accountability

The role of the Inclusion Manager combines SENCo, overseeing of English as an Additional Language (EAL) and pastoral provision. This is a key role and enables the post holder to have a deep understanding of the holistic needs of individual pupils and their families.

The School Improvement Plan (SIP) is informed by pupil voice, staff are consulted and have a clear understanding of the rationale behind improvement priorities. The SIP is discussed at Governor meetings and they are able to contribute to the plan and play a key role in monitoring against targets throughout the school year. Leaders have established an impact focused model to ensure that actions are evaluated and changed or adapted if the impact is not as expected. Governors have a key focus on the impact of spending to ensure transparency and value for money. Governors do regular walk-arounds to see if what is being said in meetings translates to practice in the school. Subject leaders attend Governor meetings to talk about the curriculum across the school and how it is adapted to meet learners needs. Governors have a clear understanding of their role in providing the framework and support leaders need to be able to address the challenges in order that every child can have the very best education the school can offer.

Staff accountability is linked to appraisal and the School Improvement Plan. Formal lesson observations, book looks and student data analysis alongside the monitoring completed by subject leaders allows the Senior Leadership Team (SLT) to quality assure provision across the school. Leaders are a presence around school and this provides informal opportunities for monitoring and means issues are addressed quickly. It is also an effective way of modelling expectations. Recently leaders spent time in the dinner hall to model for adults the techniques to make the space calmer, ensuring expectations are high and giving staff the confidence and strategies to manage transitions. This informal staff training has had a significant impact. Continuing Personal Development (CPD) is a priority so that staff have the knowledge and skills to complete their role to a high standard. Staff access external support and training but also are supported in school by more experienced colleagues. The Inclusion Manager who is also the school SENCo is highly regarded and is committed to bringing the whole school with her in order to meet the needs of every child.

Staff wellbeing is a priority. The staff are a tight-knit team. Leaders are supportive and understanding of staff needs. Counselling and personal time is given if needed. Every member of staff can take one wellbeing day a year when they want. They recognise that there is a business need but leaders are as flexible as possible to meet this and the needs of staff. Staff are known and feel comfortable to share their needs and seek support or advice without fear of judgement. The ethos of the school is one of collaboration and openness. As a result of this management approach and the fact that staff in the school love serving the local community, retention is high.

A group of staff meet regularly to share resources, outside agency input and emerging issues to support staff and pupils' mental health needs. This group includes the mental health lead, Personal, Social, Health and Economic Education (PSHE) lead, Inclusion Manager, Welfare Manager, and members of the pastoral team. This has resulted in a more joined up approach, targeted support, maximises impact and has reduced the danger of overlap. This group is one way the school delivers its mental health and wellbeing policy for staff and pupils.



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Next Steps:

- Ensure staff are well-trained in the use of CPOMs and detailed records of bullying concerns are logged appropriately.
- Monitor behaviour around the school through learning walks, transition observations, pupil, and staff voice.
- Continue to provide training and support for staff in consistently applying the behaviour policy and procedures.
- Continue to liaise with Beacon Primary School on behaviour strategy and support, including enrolling on the Department for Education (DfE) recommended Behaviour Hub.
- Behaviour incidents reported to Governors termly, including type of incident and what strategies have been used to reduce these.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

During my learning walk I visited every class. Pupil engagement was high, and children were clearly enjoying their learning. I was particularly struck by the wonderful atmosphere in the reception class. Children were working collaboratively, building a tower, with impressive use of language and cooperation. Other students were sharing a floor book, discussing what they could see with each other. Many of the pupils at St Hugh's do not have access to toys at home. Staff spend a lot of time teaching and nurturing the skills of play alongside how to sit more formally at a table. There was a wonderful display entitled My Family with photos of each child with members of their family. This not only helps the child to feel included but also parents who feel welcomed to the school.

Personal, Social, Health and Economic (PSHE) education has been on a journey over the last few years. The Health of the City document and local context is used to shape the curriculum. The school works with the police on local safeguarding priorities; county lines, smoking/vaping, petty crime, anti-social behaviour in the community and children missing from education. The rights and responsibilities of the child are covered in every year using the Amnesty International resources and include the right to an education. It is explicit to the children where they can go if they feel that their rights are being violated. Childline and the NSPCC visit regularly to talk to the children which is vital in the context of such a transient school community. The curriculum is constantly reviewed and where issues have not been addressed in a way which is sufficiently detailed and pupil knowledge is insecure, the scheme of learning is adapted. Recently this has included introducing a 5-minute slot in each PSHE lesson on one of the protected characteristics. The spiral curriculum revisits issues in an age-appropriate way. This revisiting is also key when pupils leave and return or start at different stages through the school. This year, 'thought bubbles' have been introduced at the end of each lesson so that pupils can record their learning and how they could go on to use the skills or knowledge in their everyday life. The Relationship and Sex Education (RSE) curriculum is embedded within the PSHE curriculum. The school teaches diversity explicitly through a range of accessible texts. Children will take part in role plays or looks at scenarios to develop a response around a range of issues including sexuality, gender, race, families, and asylum seekers. The curriculum is designed to ensure that no child feels isolated based on any protected characteristic they experience in their world and ensures that they are empathetic, tolerant and understanding of differences in the worlds of their peers. An anti-bullying theme runs through as a thread, tailored to issues in the wider community.

Maths follows the National Centre for Excellence in the Teaching of Mathematics (NCETM) scheme. It is a mastery approach which is logically sequenced through each year. Every step is clearly signposted. The revisiting of prior learning meets the needs of the children at St Hugh's and particularly those who are new or may have left, had a period of absence, and then returned. There is a consistency of language and sentence stems are built upon each year which develops reasoning and supports EAL learners. The curriculum is ambitious, and the children learn complex vocabulary and use this consistently. The computing curriculum follows the Teach Computing Scheme. It is designed to illustrate the use of technology across the wider world. The curriculum has been adapted to meet the school's context. It introduces children to technology in the home and in society which they may not have experienced or associate as technology. The curriculum shows how



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different technologies work. Pupils in KS1 were recently role playing around how bar and QR codes are used and function. QR codes are used to extend or consolidate learning across the curriculum either with the whole class or to support individuals. In Year 5 and 6 they look at game design and debugging. On-line safety is a key priority in the community. Pupils are taught from an early age the skills to keep safe and what to do in an unsafe situation. The curriculum is responsive to emerging issues and staff are given guidance on how to talk to the children around these issues. The curriculum is very visual and practical and this, alongside the consistency of language means that EAL pupils can flourish. Pupils are taught keyboard skills and how to use a mouse; this skill is not assumed. CPD for staff has been comprehensive and as a result teachers are confident to deliver the computing curriculum. The science curriculum has key learning which is taught through scientific enquiry which fosters a growth mindset. Pupils ask questions and take risks. Lessons focus on what children have learnt rather than whether their predictions were correct. Science, Technology, Engineering, and Mathematics (STEM) week is producing visitors who are working in STEM roles, carefully chosen to challenge unconscious bias and provide realistic role models for the pupils in terms of their backgrounds, heritage, and gender. This raises aspirations.

Where a child needs additional support, this is put in place swiftly and is bespoke. Staff pick up and act on issues very quickly. As a result, these do not develop into more significant problems. Parents reported how staff had picked up the needs of their children before they had had an opportunity to voice them. Staff are skilled at 'noticing.'

Next Steps:

- Ensure teachers are effectively planning for opportunities involving 'scientific enquiry' skills on a weekly basis.
- Implement the new Religious Education Directory Curriculum in Early Years Foundation Stage (EYFS) and Key Stage (KS) 1, with a focus on planning clear sequences of lessons.
- Develop use of 'children's sketch books' within the Art curriculum – developing consistency across the school.
- Implement a new computing curriculum (teach computing) - providing more opportunities for children to gain a variety of computing skills.



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

Classrooms in the school are welcoming open spaces and have a balance of space, learning resources and displays. Literacy sheets are pegged up to provide support with writing techniques and vocabulary. Each classroom has a times tables display with a class challenge of facts to learn. The pupils were keen to explain how they are working towards achieving this goal as a class. Spelling walls and key topic vocabulary support language development. The set up of each classroom is deliberate and a result of careful thought in terms of how the furniture can best support the needs of a particular class. The school has a large white room designed to provide a space in which an immersive experience can be simulated. Using projections, varying light, sound and temperature, pupils have the opportunity to visit another world. Year 1 were able to enter a simulated forest to bring their class book to life. It is also a flexible learning space for intervention, small group work and sensory work with individual pupils. Corridor displays are also deliberate. A history timeline was developed to support memory of chronology which a particular class was struggling with.

Teaching Assistants arrive early and have a short briefing with the teacher. They help with resources, display the visual timetable, and then do one-to-one phonics with key children. They also run maths and WellComm interventions. Teaching Assistants (TA) feel valued and very supported by the class teachers and leaders within the school. They have the skills, knowledge, and training to be able to deliver their role effectively. They value the regular training in phonics and have access to the portal to access training to supplement these sessions. As over 50% of the school are Romany children, one TA who speaks Romanian is supporting with translation which alongside the use of visual prompts, books in Romanian and iPads with games support the children with language acquisition.

The school implements the 5-a-day approach for high-quality teaching to enable every child to be included in every lesson. The first one is explicit teaching strategies. Within maths teachers model and then ask questions which build on and chunk learning. The school follows the no-hands strategy and have developed other ways for children to illustrate they have an answer. Teaching basic oracy skills is key throughout the school. Teachers set high expectations for responses to encourage reasoning and explanations. Pupils are encouraged to talk with partners, not at them. Developing listening skills is a priority from the start as many children come from very large families where they struggle to be heard. The pupils recognised the value of talk in the classroom and how discussion with their peers and with the teacher is helping them remember more and learn more. This collaborative learning ensures that all children contribute and develop language skills. Adult modelling from all staff, the children come into contact with, is key. By responding or repeating back what a child has said in a way which is more developed and uses standard English is effective. This strategy builds language acquisition but does not lower confidence levels.

Pupils spoke very positively about their learning and the support they get from adults in the classroom. One child told me, “the teacher encourages us, he says it's ok to make mistakes. Our teacher uses the mistakes we make to help us learn.” Pupils were keen to



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tell me how well they feel they are doing and how the teachers are making learning fun. Pupils value the interventions in place to support their learning and could articulate how these have had personal impact.

Next Steps:

- Introduce 'Number Sense Maths.' This programme is aimed at developing fluency in the facts and concepts of addition, subtraction, multiplication, and division.
- Embed new reading resource, 'Steps to Read' so that all children, including those with limited decoding skills, can develop their comprehension skills and knowledge of vocabulary.
- Embed teachers' expertise in sensory issues to further improve teaching and learning across the school. Teachers will make use of the sensory menu for targeted children in class.
- Time will be given to subjects leads to review and adapt curriculum plans as necessary based on feedback from staff.



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Element 5 - Assessment

There are assessment processes in place for each curriculum area. Children are informally assessed in every lesson and teachers adapt their teaching, as necessary. Children within the classroom are provided with many opportunities to self/peer assess their own learning. At least once each term, staff assess the children against the agreed learning objectives and record each child, in each subject, as working at age-related expectations, working towards age-related expectations, or working below age-related expectations. This information is used to plan future teaching, next steps, and interventions. Whole-school assessment is monitored regularly by SLT, providing regular checks on pupil progress and assessing the consistency of teacher assessment.

A baseline assessment is completed for all children who start at St Hugh's. The WellComm assessment tool is used for children with English up to age 6 equivalent. For EAL pupils this will depend on their prior educational experience and level of EAL need. There are 2 types of EAL pupils at St Hugh's; those with no or little English and no prior education and others with no or little English but have accessed education in their prior country of residence, which in many cases is different from their home country. Pupils may start with no English and no prior education as old as 10 years. The school, in conjunction with Speech and Language Therapists have developed a 24-week, new-to-country programme for language acquisition. This is delivered in small groups of 2 to 3 children. It is recognised that those pupils with no prior education will not make the same rapid progress and will therefore need a higher level of support. Twice a year all pupils who receive language intervention or support and/or are working through the WellComm programme are assessed. The support analysis shows progress in terms of language acquisition age according to WellComm. Any pupils who are not making the expected progress with their language are highlighted so any SEND need can be assessed and intervention put in place. Many pupils make rapid progress with language as supported by the data and anecdotal observational evidence from staff and parents. As part of the school's graduated approach, diagnostic assessments are used to identify a child's strengths and weaknesses at the beginning of an intervention. These allow staff to plan effectively for an intervention and provide exit data and a progress report. This ensures interventions have impact.

The school marking policy requires teachers to record in the child's book, how well they have achieved against the learning objective. Two ticks means that the child has fully understood and can apply the learning and one tick is partial understanding and application. When a child has completed the learning independently or has been supported by a TA this is also recorded. Feedback in books is meaningful and accessible to the children. The ongoing formative assessment in lessons has meant that lengthy comments in books are no longer necessary. Comments made in literacy books are designed to move learning forward and provide encouragement.

Next Steps:

- Ensure consistency of approach to teacher assessment.
- Working alongside the DGT, Year 5/6 will be producing a writing exemplification document with the Literacy Counts team.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour around the school was excellent and the atmosphere was calm, supportive and welcoming. Pupils have very positive attitudes to learning. Teachers are constantly modelling wanted behaviours and praising pupils when they demonstrate these, “lovely manners, well done.”

Staff meeting time has been devoted to thinking about what the school expectations are in terms of behaviour. This was informed by pupil voice. The result was one set of school rules and flow charts of consequences and support. This has established a consistent language around behaviour for staff and pupils. The impact of this new approach is measured by pupil voice, the school’s visit from their School Improvement Plan (SIP) and leaders’ observations and analysis of data. The data shows a significant reduction in instances of unwanted behaviours. Behaviour is now managed consistently by all adults in all areas of the school and staff are held to account against this expectation by leaders. An external consultant from the local behaviour hub visited in autumn 2023 and will return towards the end of this academic year to assess progress against actions and identified priorities. The children understand and value the process. “It works because it gives the opportunity for some children to refresh and learn not to do it again.” Children explained to me that if the behaviour gets to Level 2 the school puts in support. This might include an incentive behaviour plan to record incidents of wanted and positive behaviours and is linked to rewards. Another might be proactive support for targeted key children during transition points such as the end of the school day. The pastoral team have a list of children they check in with at the start of each day, at break times and at the end of the school day. A pastoral LSA has a slot every day that is used to pick up any individual pupils at the end of break who need help to self-regulate before returning to lessons. Students told me that it is very rare for pupils to move through the flow chart. Dojos are used to reward getting it right, doing an ‘awesome thing’ or helping others.

Governors considered the new behaviour policy and discussed and ratified this. They recently agreed additional staffing for pastoral support to help regulate behaviours on the yard and the transition back into the classroom. A behaviour walk by Governors is planned with a specific focus on unstructured times and transitions.

Pupils are aware of where to go if they feel unhappy and know they will be helped. Every morning the teacher asks pupils to give their number from the rainbow chart. If pupils give a sad number, the teacher knows to talk to them or give them the opportunity to fill out something to identify the reasons and see if they need help. Sometimes, the pupils told me, pupils are just given some space and time. They can ask for space at any time of the day. Some pupils have access to sensory circuits. A pupil told me, “these have two purposes, to help them calm them down and to also help them to refocus.” There are a number of nurture groups and one-to-one support programmes to address targets around social skills, self-esteem and friendships. These are tailor-made sessions according to the targets.

There are a number of leadership opportunities for children. Rocket Champions are pupils who have the responsibility for noticing if children are not included. They will try and get them included in games, “we look out for people; we help them when they are hurt or lonely.” The school council provides, “a voice for the pupils.” We found out what books the pupils wanted for the library.” “If the children ask for something we can tell the teacher. We



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have more equipment and toys for the playground.” The school’s Young Marketeers, in conjunction with School Food Matters, grow vegetables at school and sell these at nearby St John’s Market to raise money for charity.

Next Steps:

- Provide further opportunities for meaningful pupil leadership and public speaking to tie in with the oracy strategy.
- Provide training in developing behaviour management skills of LSAs who oversee children during lunchtime yard play.
- Plan for regular re-visiting of behaviour policy ensuring all staff have input and are able to consistently deploy the policy.
- Improve transitions of pupils from less structured time into the classroom, ensuring no time is wasted. Opportunities to include organised observations (teachers observing good practice learning from one another).
- Embed the school rules throughout the school through the use of visual reminders (permanent boards) around school and in classroom. Ensure children understand and know the school rules by planned opportunities within assemblies/classrooms to revisit them.



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Element 7 - Parents, Carers and Guardians

The school has a full-time community Welfare Officer whose primary focus is to support families. There is an open-door policy to support families with a phenomenal range of issues and needs, from housing, uniform, food, benefits, jobs, transition to secondary schools and attendance. A big issue for a while has been supporting families accessing dentists. The school continued with a tooth brushing initiative beyond the funding as this is a real area of concern in the community.

Every month formal coffee mornings are organised. These provide an opportunity for parents to meet, access to a range of services, receive information and guidance and take away a bag of books and clothes donated by the local community. Topics covered are linked to community need. As a result of tenancy issues, shelter was invited to a recent one. This led to an increased number of families with housing issues making themselves known to the school who in turn could then offer support. There is high unemployment locally, so the job centre was invited to talk at yesterday's coffee morning. These coffee mornings are highly valued by parents who find them supportive, and the range of topics covered helpful. They told me about one coffee morning which focused on sleep and how the visuals in the presentation supported them in understanding the key messages. These events are a wonderful example of how the school goes out of its way to meet the needs of parents as well as the children. The school staff know their families and their living circumstances. They have detailed knowledge of the bigger picture. Response is immediate if a family has an urgent clothing or food need. Parent Governors make a significant contribution as they are looking at the school through a different lens and make perceptive observations.

Parents could not be more praising of the support they receive from staff at St Hugh's. "Coming from another country we were welcomed. The school is very inclusive, and it considered all the needs of my child." They praised the support their children receive to learn English. They described it as a stimulating approach which, is not rushed, but instead tailored to the needs of the child. They were keen to tell me of the rapid progress that their children had made in terms of language acquisition. Parents clearly hold the school in high regard. They told me of the speed in which the school recognised their child's needs and how quickly support was put in place. Consequently, they described their children as thriving at St Hugh's. They told me, "she is like a different child now." "Her development has gone to a different level; she has opened up as a person." They value the communication between staff and themselves. They spoke of the time that is taken to share with parents what can seem like small steps but recognise that, for their child, are hugely significant. Parents benefit from ongoing signposting to support agencies which continues outside of term time. A particular mum could not have been more praising of the support that her child and herself had received from the school. She told me she was dreading him leaving. "The school has acknowledged everything we have gone through as a family. They have even put in place one-to-one sensory support for my child's eating which has had an impact at home. I do not know how they do it."

Parents were highly praising of communication throughout the school. They told me that there is always somebody available to talk to them, they will always get a phone call back or will be invited in to talk to staff. The open and transparent relationship with parents is valued and highly beneficial for pupils and their families.



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Next Steps:

- Host a block of 'Wellbeing Coffee mornings.' Coffee mornings will take place each month, each coffee morning will give parents chance to interact with a different service within the community.
- Provide a number of 'Sleep Workshops' with the aim of supporting parents with the knowledge and understanding of improved sleep hygiene.
- Implement a whole-school graduated response to 'tiredness' in children, with each stage involving parental cooperation.



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Element 8 - Links with Local, Wider and Global Community

The school has a very impressive range of community links and works with many outside agencies and services. They never miss an opportunity to forge or develop a link. This collaborative approach directly benefits staff, pupils, and families in the St Hugh's community.

The Welfare Officer attends the police ward meeting. This invaluable sharing means the school is aware of the agencies working with key families which facilitates a joined-up approach. The support parents receive from the local Citizen's Advice Bureau (CAB) is enhanced by a Roma parent who now works there so can support with the language barrier.

Granby Toxteth Development Trust works with the community and school. Another Roma parent now works for this organisation and can support families. Their detached youth worker has run clubs in school to develop relationships with the children.

One of the local parishes runs the Lauda (Romanian for praise) Project. The idea was to work from the local Church of England church to support the Roma community and provide a bridge between them and the wider community to support them flourish and integrate. A programme at the church helped build relationships with children and their families. The team wanted to work with the school so approached St Hugh's and as a result an after-school club at school was born. The club has a focus on Christianity, Christian values and morals and pupils look at bible stories, do arts and crafts and outside games. In many cases, the Roma children in the school may be the first in their families to be literate and to have gone through the school system. The club is open to all pupils which supports integration and the key message that 'it is ok to be different'. The organisers felt honoured that children with a Muslim faith felt welcomed and safe to attend. The number of pupils attending is growing with 47, over 50% of Year 4 and 5 requesting a place for this term. The impact of this project has been in terms of building a sense of the wider community and reinforcing that the school and the church are safe spaces and work collaboratively as 'friends' to welcome and support families of all backgrounds and religions. As a result of this project Roma children who previously did not engage after school now regularly attend this club. The school and the project leader track the families who attend and the most vulnerable are proactively invited to attend. This is often an informal conversation between the project coordinator and families at the Lauda project community market.

The school is part of the local area SAFE project which aims to reduce crime and provide positive pathways for young people at risk of committing an offence because of demographics or family connections. The focus at primary level is on emotional literacy and the pastoral worker is being trained as an Emotional Literacy Support Assistant (ELSA). She works with parents to share targets for the children based on emotional literacy. These will be different for each child, are small, and manageable. The support worker will work one-to-one with the children and the impact is measured by the child, teacher and parent feedback and the support worker. Next steps recommendations are then made to the teacher and may include further one-to-one support or as part of a nurture group.



Report on IQM Inclusive School Award



The school takes up all opportunities for children to benefit from outside speakers of workshops. Bully Busters ran a day on antibullying and the Cells Project ran an education around crime day.

Next Steps:

- Organise a STEM week inviting members of the wider community into school who work within STEM to inspire and talk to children about their jobs.
- Prepare an action plan and work towards the award, 'Living Simply.' Actions involve many links with local community.
- Develop the old 'Wow room' into a 'sensory room' using mental health grant money.