



Report on IQM Inclusive School Award



School Name: The March CE Primary School

School Address: Claypit Lane
Westhampnett
West Sussex
PO18 0NU

Head of School: Mr Steve Jackson

IQM Lead: Mrs Kirsty Cass

Assessment Date: 4th March 2026

Assessor: Mr Ian Potter



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Sources of Evidence:

- School Website
- Self-Evaluation Report
- Summary Self Evaluation
- Documents including Academy Development Plan, Trust Monitoring Visit report, SEND Action Plan
- Policy documents including draft Behaviour Policy (Feb 2026), Policy for Curriculum (Nov 2025), and DCAT SEND and Inclusion Policy (Sept 2025)
- Display Boards around the school
- Tour of the site
- Learning walk of KS1 & KS2 classrooms, including intervention spaces and the Rainbow room, and a particular focus on phonics teaching
- Ofsted Report March 2023
- SIAMS Report February 2024
- Arbor MIS generated data report

Meetings Held with:

- AHT & SENDCo
- Head of School
- Executive Headteacher
- Parent/carers
- Governor for SEN
- Chair of Governors
- Group of pupils on the school council
- Group of teachers, teaching assistants and the Family Liaison Officer



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Overall Evaluation

The March CE Primary School has 210 pupils. It is a one-form entry and feels the benefit of being an academy since 2018 within the Diocese of Chichester Academy Trust (DCAT), from which it gains strong support being part of a Trust-wide collaborative network. Attendance is 95% and there have been no permanent exclusions in the past year and none of the 14 fixed term suspensions were repeated by a pupil during that time.

The school is explicit about being a Christian School community, with the word 'love' being the first thing seen as you access its website, and the values of the school are communicated explicitly with the following strap line on the website: "With God's help, we will live kindly, love each other, learn and laugh together'. Personal development was judged as outstanding at the time of the Ofsted inspection in 2023, and the assessor found the provision for children to thrive at the school was clearly evident.

Leaders believe in achieving a deep understanding of the data and are keen to make evidence-informed decisions that are centred on knowing every pupil as a unique, loved individual. ASP (Analyse School Performance) is used, alongside data from the DfE to evaluate performance and identify priorities for improvement. FFT data informs expectations and to complement teacher assessment in setting targets for all. Interpretations of the data equally inform the creation of the Academy Development Plan, and the assessor found an evident appetite for continual improvement at the school. Indeed, leadership considers engaging with the IQM Award and its assessment process as encouraging, "all at The March School to reflect on their practices, set targets for improvement, and implement evidence-based strategies to create a more inclusive learning environment", as written in the Self Evaluation Report (SER). The assessor found the espousal expressed in the SER to use the IQM framework to help, "identify areas of strength and areas that need improvement, leading to better support for all learners" was very evident during his day in the school.

March CE Primary School has the third highest *actual* number of EHCPs in Chichester, which is significant in that it is a one form entry school. The number of EHCPs is, in part, a consequence of a parent body with expectations, as well as the school 'fighting' for those with need who do not have similar parents/carers advocating for them. The head of school and AHT/SENDCo explained that the needs of children attending the school have undoubtedly increased in recent years, combined with the increasing anxiety of parents. The assessor found a very thoughtful approach prevailing at the school about how it grapples with the changing pressures and issues within society, some of which are playing out in the Church itself.

The head of school, when speaking about the impact the school has on its pupils, spoke about the reputation that the 'March pupil' has in local secondary schools, where it is noticed that pupils from the March CE Primary School are, "respectful, kind and polite, and also understanding of differences."

The Executive Headteacher explained about the changing demographic in Chichester, including the recently commissioned refugee 'hotel' nearby, and how this has



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necessitated a school improvement agenda that involves addressing diversity awareness. The head of school described the impact that the increasing cultural diversity is having. The governor that the assessor met confirmed that the improvement in inclusive awareness is now a strong characteristic of the school, rather than being purely a reaction to the changing demographic. The assessor evaluates that the predisposition at the school to endeavour to be increasingly inclusive is why it is adapting to changes in the local population.

The community governor, who oversees SEND and is a parent at the school, explained to the assessor that her perspective on how the March CE Primary School succeeds in its inclusive endeavour is that, "inclusion is not an add on...it is not something they do in retrospect, wondering what should we do from an inclusive point of view...instead, inclusion is a starting point at the school". When data is interrogated by governors, the interest is in all pupils, not just certain categories of pupils. As the Vice Chair reported to the assessor about the feedback she has received from prospective parents attending the school's open meeting, saying, "they want their child to get into this oversubscribed school because they know that whoever their child is, the parents are confident that they will feel they belong in the school".

The governor also identified to the assessor a strength of the school is in the way it engages with parents in a subtle way, ensuring those who would be too humble to access support are finding their way to accept the support. The Executive Headteacher talked about the persistence there is at the school to push for resources for vulnerable families. The assessor commends the warrior-like attitude he saw in the school to go beyond in providing for its community and to remain dis-satisfied with the status quo when it means some pupils are marginalised and disadvantaged by the system.

The Chair of Governors articulated that inclusion means a "warm embrace in terms of the Christian ethos", and how that ethos is synonymous with inclusion, because God's love for everyone is that every individual matters. The Chair is also pragmatic that the espousal can only be realised by the hard work of the staff of the school, and he and the governors align with the leadership in the ongoing management of change, to bring about a complete embedding of the inclusion ambition at the March CE Primary School.

The assessor found a strong conviction, as expressed by the head of school, to enable the school to "fit the child", rather than the child having to fit into the school. The evidence for his finding includes the teacher who demonstrated how agile she is in adapting her classroom space, alongside the leadership being imaginative in how it continually seeks solutions to resolve difficulties for learners and overcome barriers for their growth.



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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. The school has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that The March CE Primary School has also achieved Centre of Excellence status at this time.

Assessor: Mr Ian Potter

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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Joe McCann MBA NPQH

Chief Executive Officer

Inclusion Quality Mark (UK) Ltd

Recommendation for COE: Yes



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Element 1 - The Inclusion Values of the School

The way inclusion at The March CE Primary School is kept central to the school's ethos and all aspects of school life, is through an integration of the Christian values of compassion, respect, and love, and in doing so there is an intent to ensure all students feel valued, respected, and supported. This is an espousal stated by the leadership in its writing of the SER, and the assessor can testify from his observations that this is not just a stated value - it is a lived reality, especially in the way leaders, staff and other stakeholders talk in a committed way to achieve an, "inclusive education rooted in Christian belief and practise". There is an understanding in the school that the governance of policies, such as anti-bullying, equal opportunities and behaviour management and systems for monitoring and evaluating quality of learning, contributes significantly to the ongoing endeavour to be inclusive. In looking over the policies, the assessor found evidence of regular review of practice and a definite intention to be mindful about the 'ways-things-are-done'.

The school also appreciates how important to an inclusion endeavour are their processes for, as the leadership describe, "understanding the diverse needs of pupils, particularly those with Special Educational Needs and Disabilities (SEND), and how to adapt teaching methods accordingly" (SER). The assessor found a sensitivity prevailing towards the diverse demographic that the school serves, especially socio-economic, and cultural factors, and the disposition held by leaders and staff to want to identify student needs that are contextualised and are specific. Such a disposition is testament to the inclusive values evident in the school.

Actively listening is an evident value prevailing in the March CE Primary School, which the leadership recognises as a driver for inclusion. The AHT/SENDCo told the assessor about the previous evening that she had had with parents, which she does regularly, and where she models active listening. As she said, "knowing you are being heard is a way of feeling you are respected". The head of school added that the respect that comes from staff having better empathy towards pupils and parents is continually increasing in the school.

Assemblies are a major element in promoting the values of the school, with a particular emphasis on celebration and Christian themes. The local vicar or church team lead assembly on Mondays and the staff lead on a Christian theme on Tuesdays. On the day the assessor was in the school, the assembly was highlighting current events in the world in ways that link to a Christian theme. The question for reflection that day was should school uniforms be the same for everyone. The assessor commended the connection this theme implicitly has with inclusion and how the reflections it engenders helps deepen appreciation about the complexities of inclusion. Recently the school has had a drive to illuminate diversity through an initiative where voice was given to pupils, especially more marginalised ones, to present what they would like to see happen or change, for the school to respond more effectively to their needs. This was done through showing videos in assemblies of these children talking about their 'conditions' and the impact has been considerable.



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The governing body considers itself inclusive in the diversity of perspectives brought by the range of representatives who make up the Board. There is a sensitivity towards the need to widen cultural awareness and vary the composition of the governing body. There is an angst about whether the school is sufficiently welcoming to those who may feel they would not belong, without it paralysing the school's endeavour to be increasingly inclusive. The vice chair confirmed, "that we are not complacent and want to have greater diversity".

Next Steps:

To strengthen the articulation of a Christian ethos within a respect for an increasing pluralism in our demographic

To champion the inclusion values inherent in the above by embedding our Thrive journey



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Element 2 - Leadership and Management and Accountability

The rigour of thought evident in the SER when self-evaluating this second element is a good indicator of the quality of leadership, management and accountability existing at The March CE Primary School. There is recognition of the importance of there being clarity in the inclusive and aspirational vision for the school, and that academic aspiration and inclusion are comfortable bedfellows. Prioritising pupil safeguarding and staff wellbeing illuminates a mindful leadership, who also list highly in their leadership priorities the creation of a culture of strong self-evaluation. The assessor found a confidence in the leadership to be reflective and a climate in the school centred on improving, rather than proving. It is therefore unsurprising that leadership places considerable significance in the induction and professional development of staff, as well as their deployment. The appetite for continual knowledge production in the school is evidenced in how they engage in partnerships with external agencies and are thoughtful about ensuring there is a "knowledgeable and engaged governing body" (SER). An additional strength of the leadership identified by the assessor is its recognition that financial management is about there being a "creative and impactful use of funding".

The AHT/SENDCo describes the "striving" of the school to be inclusive, saying, "it is something we never come away from...we recognise that it is about responding to the changes in the children that can happen on a day-to-day basis". She explained how the adoption of the Thrive approach over a year ago has had an impact. The head of school stated it has been "massive". The SENDCo was trained in Thrive initially and the head of school is to do the training this coming year. In implementing Thrive they have realised that their previous "sanctions approach was not that inclusive", as expressed by the head of school. The mindset shift is currently ongoing with staff in how to adapt to a different power-dynamic between the adults and the children prevailing in the school. The AHT/SENDCo also explained that "it is not just about doing the training for Thrive...it is something that we have to keep working on." The leadership explains that a tipping point has happened in the number of teachers who have come over to the approach and the journey continues, with the energy turning now to developing the teaching assistants. The evidence of the changing culture in the school is clearly indicated in the data within the Arbor MIS the school uses, with a trajectory of recorded behaviour incidents decreasing at a very positive rate of improvement.

The leaders discussed openly with the assessor the challenge of holding the paradox of being intentionally inclusive in their disposition towards staff, even with those whose disposition to the inclusive endeavour of the school is not what it needs to be. Their approach is to be courageous in having the necessary conversations and focus on the discourse in the school on promoting inclusive mindsets. As the head of school said, "it is a matter of changing the language...instead of describing a child as having a meltdown, they are dysregulating". The leaders encourage a shift in reflecting on whose agency has created the circumstance rather than interpreting that the child is to blame. This cultural shift has come at the same time as a leadership transition in the school to the Head of School and Executive Headship configuration.



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The leadership has also focussed their energy in 'transforming' the mindset of parents and have held an online 'townhall' style meeting in which they 'trained' those who attended in the inclusive approach to modifying behaviour. It has taken a considerable effort to support parents' understanding of restorative approaches when responding to unfortunate interactions between children.

Next Steps:

To develop the leadership impact of our subject leads in increasing the level of inclusivity in the content and teaching of their subject.

To run a powerful professional learning programme focussed on understanding children with complex learning needs.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum intent at The March CE Primary School is for children to engage in learning activities “that enhance and extend the National Curriculum” (SER). The assessor agrees that the school seeks to go beyond and he evidences this in the importance he found given to what the school refers to as ‘The Cultural Capital of The March’. The school provides a range of activities beyond the classroom, including Forest School days, residential trips, sporting events, visiting speakers as well as making use of its local area, visiting, for example, the post box, library, and fire station.

There is a belief in the value of thematic units within the curriculum, with leadership stating that pupils feel topic approaches to learning are often, “more relevant and engaging...especially when they include real-world links, visits, and projects.” The assessor found that the pupils he spoke to agree with the leader’s perspective. The richness of the curriculum experience at the school is evidently enhanced through the provision that happens beyond the classroom.

The head of school describes how the curriculum design at The March CE Primary School contributes to the inclusion endeavour. The principle of effective sequencing and spiralling enables learners to revisit knowledge and their learning. This enables all pupils to have another chance to consolidate on their learning, as does the intent of teaching techniques such as dual coding. The assessor found a depth of consideration in the leadership of the curriculum in how best to achieve the effective combination of consistent entitlement to access the curriculum, whilst adapting provision to maximise the access for all learners. The head of school referred to the “consistency of content and consistency of adaptation of provision”.

The school has been working on the difference between substantive and disciplinary knowledge (the facts and the skills needed to think like a knowledgeable expert). This has been a focus of professional learning at The March CE Primary School and is part of its continual improvement of teaching and learning. The AHT/SENDCo explained that the school is also learning to respond to the increasing need of pupils whose motor skills are poor due to a decreasing experience that many children have in having physical activity as part of their lives.

Next Steps:

To review the extent to which the cyclical principle underpinning our curriculum is embedded in all subjects

To clarify what the distinction between substantive and disciplinary knowledge looks like in the sequencing design of the curriculum in every year group



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

The recognition that the teaching and learning environment always has room to improve is another commendable indicator of the quality of leadership at The March CE Primary School, as the job of being fully inclusive is never complete. The school is thoughtful and reflective on what it can do to keep developing and it draws on thinking such as Rosenshine's Principles and EEF guidance. Attention is given to how lessons are structured to be inclusive and teaching is adaptive to enable all pupils, at whatever level they are performing, and whatever their needs, to access learning and make progress. It is understood that assessment information should be used to plan learning sequences.

Teachers are also expected to continually make progress and 'sharpen their saws', building their knowledge and to, "engage regularly in peer observations, lesson study, team planning and professional dialogue", explain the leadership in the SER. The school has worked at creating an environment where professionals 'hear' feedback and there is psychological safety to be open to striving for continuous improvement. Leaders state that, "this reflective culture contributes to consistent, high-quality teaching across the school", and the evidence the assessor found corroborates this evaluation. Subject leaders have a significant role at The March CE Primary School in reviewing resources to update their impact in curriculum delivery and pupil learning. The school is keen to be proactive in developing learning materials that remain current and equitable.

The assessor saw examples in classrooms of working walls and vocabulary prompts, and good attempts at making resources accessible. Technology is intelligently used to support modelling, pupil enquiry, and personalising the learning. These technologies complement a range of teaching strategies including scaffolding, retrieval practice, guided practice, collaborative learning and targeted questioning. The assessor saw pupils collaborating in their learning as well as being independent in the quest for knowledge. Teaching Assistants are deployed to maximise the opportunities for pupils to take responsibility for their own learning, working in a range of ways, from small-group support to targeted interventions. The training of TAs is not overlooked, and the assessor recognised their willingness to engage in things such as pre-teaching and in-the-moment scaffolding.

In meeting pupils on the school council, a Year 5 boy told the assessor about how the school has taught him about his readiness to learn; another boy, in Year 2, welcomed explaining about the wobble cushion he is provided and a "screen thing" that helps him not get distracted by other people; a Year 6 boy talked about the "brain breaks" he uses when he needs to calm down; another boy, in Year 4, liked the 'two-minute' exercises his teacher lets them do; a Year 3 girl explained about the topic boards the school uses, which she finds helpful; another Year 3 girl talked about the school's use of dojos to positively reward pupils and her peers in the meeting were proud to show the assessor their badges of recognition. A Year 6 boy commended the school's way of celebrating things because, as he expressed it, "it makes you feel special".



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Next Steps:

To introduce a systemic mechanism by which teachers can engage in 'lesson study' and how best to embed adaption in teaching

To research internally, and learn from practice elsewhere, about the impact of assistive technologies to maximise pupil engagement.



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Element 5 - Assessment

Prior attainment data, including Reception Baselines and KS1 SATs, are used to inform a starting point for planning differentiation and determining grouping within lessons. Ongoing teacher assessment then informs modification to further planning, grouping and managing the learning. Insight is used to track progress, with teachers inputting data as necessary, keeping a record of teacher judgements and assessment outcomes. In turn, this informs pupil progress meetings and enables The March CE Primary School to monitor achievement at both individual and group level. The purpose of that enabling is to ensure evidence informed professional discussions within the school. The Trust inputs into moderation activities, giving an external eye, which the school, in turn, also engages with internally.

Formative assessment involves the pupils whether it be questioning, use of mini-whiteboards, low-stakes quizzing, or peer and self-assessment routines. Recorded data of engaging with the young people in assessing their own learning takes the form of pupil voice interview notes, guided group notes and teacher conferencing records. SEND learning plans, behaviour and wellbeing logs that capture pupil discussions, and teacher observations recorded during informal check-ins, also provide an enriched set of recorded data. Involving parents in approaches to assessment at The March CE Primary School contributes to the school's endeavour because, as the leadership explains, taking a "collaborative approach ensures that families feel well-informed and involved in their child's educational journey" (SER).

As a TA said to the assessor, "it is sometimes hard" to assess without it threatening our inclusive endeavour. She was reflecting on the problem of assessment potentially having the impact of 'othering' children. She addressed her own quandary by expressing that, "it is only a part of their journey that the pupil is on", and the end goal is an equitable one for all. The teacher in the discussion with the assessor described it as a process of "ensuring any struggles the learner has does not become a hindrance to them". She spoke passionately that assessment should never lead to excluding a pupil from provision; "instead it is about finding what works for an individual child". The Family Liaison Officer (FLO) mused, in the discussion, on the pressure that assessment can put on the children is often from the parents/carers themselves. She said, "we do a lot of work with the parents about the reality of assessment", ameliorating the anxiety that can arise around SATs. The teacher explained that the Year 6 team works closely with parents to support them through their anxieties.

The assessor found staff at the March CE Primary School reflective about the conundrum of managing externally imposed assessments so that they do not land detrimentally on those whose needs are not best met by a regime of testing. "In an ideal world the system would be different", said the FLO, "but it is our job to do the best we can".



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Next Steps:

To learn from the trialling of AFL strategies currently underway to inform the creation of a whole school strategy for practice in classrooms that personalises feedback to pupils on their learning.

To publish the revised teaching and learning policy in the school, linked to the marking and feedback policy



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The assessor evaluates that it is the strong personal development curriculum at The March CE Primary School that leads to the calm, well-ordered school he observed. Leadership discusses that the aim for pupils is, “to develop resilience, cooperation and tolerance through collaborative learning, leadership responsibilities and opportunities to participate in school and community events” (SER). The assessor confirms that opportunities that the school continually seeks to provide its pupils does help to “foster a strong sense of belonging, pride and empathy”, espoused by the leadership.

The existence of calm corners, wellbeing spaces and the Thrive Hive are significant elements in supporting pupils to self-regulate. Circle times, PSHE sessions, with the more recently introduced targeted Thrive work, all contribute, “to supporting pupils’ social and emotional development”. Leadership also describes how through Thrive screening and spaces such as the Hive, Rainbow Room and FLO room, pupils have opportunities to learn to be better versions of themselves. Additionally, The March CE Primary School works in a multi-agency manner with professionals external to the school, including West Sussex’s Consultation and Review Meeting (CARM) approach, their Learning and Behaviour Advisory Team (LBAT) and the Autism and Social Communication Team (ASCT) within the local authority.

The school is introducing an onsite forest school like strategy into the school in the summer term, training up colleagues to provide this alternative ‘breathing space’ in the afternoons for some youngsters. This will complement the therapy interventions the school already provides alongside the nurture provision in the school’s ‘Rainbow room’. Links with Rolls Royce, locally, has enabled the provision of construction materials to cater for youngsters needing to find an outlet for their ‘regulation’. Pupils needing to regulate is now happening in a less-disruptive way to the school. The assessor observed evidence in classrooms of how teachers are thoughtful about adapting their physical spaces to respond to need. The flexibility demonstrated in being agile to changing needs of pupils was most evident. Attendance at the school is improving and is now near the national average. It is another example of the inclusion endeavour at this school that staff are promoting the notion to parents that, ‘we are all in this together’, and the parents have a responsibility to promote equity of expectation within the community.

The pupils, when meeting the assessor, enthusiastically told him about the merit system, and the golden pen tactic, the school uses to reinforce positive behaviours. A year 4 boy pointed out how teachers are always present when they are outside, “in order to keep us safe”. The provision of karate within the school was praised by a year 2 boy with attention challenges. A year 5 girl talked about a guitar activity she does that is helpful to her when she needs help “getting back on track”, as she called it.

Next Steps:

Completing the consultation on the new behaviour policy and subsequently effectively implementing it aligned with the Thrive approach

Increasing the support for vulnerable families whose child’s attendance needs improving



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Element 7 - Parents, Carers and Guardians

Integral to the school's relationship with parents and carers at the March CE Primary School is the Family Liaison Officer (FLO), who works with the AHT/SENDCo and the DSL and pastoral teams providing help, emotional support, and signposting practical assistance and guidance to families. Furthermore, the school offers, "a range of workshops linked to literacy, numeracy, SATS, online safety, Thrive, SEND support and emotional wellbeing" (SER). Additionally, there is a Parent Association raising funds, organising community events and providing enrichment opportunities. The endeavour to be inclusive in all that they do at the school is exemplified in the thought given to making the way policies are written to try to make them accessible as possible. Thought is given to the language and how the sharing of these documents happens in a transparent way. Hence the school is mindful about its website and its use of welcome packs and review meetings.

The AHT/SENDCo and head of school explained how the creation of the FLO post emerged after COVID, as an evolution from the play therapist and ELSA professional, and it has proved the definite need to also provide support for parents. This support, given by the FLO, can range from being a very useful "buffer for SLT", supporting parents offload their issues and protecting the leadership's time, to picking up on low level safeguarding matters. The support the FLO provides is also for the pupils because of her knowledge of them, in knowing the families. Consequently, she provides both therapeutic support to pupils and family support, which includes signposting and referring families to external sources of help. She interfaces with the school's management information systems, including Arbor, My Concern and Revision Map, and, more recently, a medical tracker app. Leadership monitors the data on a regular basis, although mindful of how their attention to the data does not cause a loss of sight of the actual child at the centre of it. The assessor found the leadership's mindfulness that what is known about a child through the data doesn't become a 'virtual' doppelganger of the 'real' child, or indeed of their parent/carer or family impressive.

A parent of a child with autism said of the school that she "loves that (they) are known by any of the staff, and they all know what (they) need...they can spot a wobble a mile off!" The FLO endorsed this perspective to the assessor, explaining that "we know that the child comes as a package that includes their family". Another mother of an autistic child awaiting an ADHD evaluation, praises the school for providing "such a safe space". She spoke of her confidence in being able to contact the school about anything. She appreciates an arrangement in place where children who need it can be collected at a different time, to avoid the busiest periods of the day. The mother praised and thanked the school for the sensory items they introduced her to, saying, "that is something I would never have thought of doing."

Next Steps:

Expanding the school website to include profile for the activity of the FLO

Revise the communications to the community that proactively recognises the increasing diversity within it.



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Element 8 - Links with Local, Wider and Global Community

The leadership claim that their, “commitment to being an outward-facing, community-centred school is evident in the breadth and depth of our partnerships” (SER). The assessor found evidence to corroborate this claim, finding a plethora of activity that the school engages in beyond its walls. This involves trips and visits, community projects, charity work and engagement with local partners, including emergency services, local churches, environmental groups, arts organisations and small businesses. The school’s links with local nurseries and secondary schools are important in supporting their pupils’ transition in and out of The March CE Primary School.

The Trust enables valuable connections regionally and nationally. Leadership describes that, “staff development is enriched through participation in regional and national networks, DCAT CPD, external training providers and specialist organisations” (SER).

International links are curriculum generated. Pupils can explore international perspectives, global issues and diverse cultures through subjects such as RE, Geography, PSHE and English. They learn about world faiths, global responsibility, sustainability, human rights and cultural diversity, and the leadership described how, “whole-school projects, themed weeks and charitable initiatives provide further opportunities for pupils to consider global challenges, develop empathy and understand their role as responsible, informed citizens within an interconnected world” (SER). The assessor found that pupils were able to identify the value in how the school is creating international awareness, but the assessor agrees with the leadership ambition to extend this awareness through actual concrete connecting with actual brothers and sisters across the world.

A teacher told the assessor about how the links the school has with external agencies and special schools in the area has been valuable in informing her practice and improving the capacity she must meet the acute needs of some of her pupils. A TA told the assessor about the Snowdrop Trust, locally, which helps with students who have terminal medical needs and gives the staff confidence. Furthermore, the FLO interacts with My Sister’s House, a local charity working with victims of domestic abuse. Additionally, there is a local authority dedicated support worker who provides training for staff and support for parents, as required.

Next Steps:

To engage with the University initiative to develop and sustain links with schools internationally

To explore the Schools of Sanctuary initiative to support our work with refugees