



Report on IQM Inclusive School Award



School Name: Woodside Primary School
Whitchurch Way,
Runcorn,
WA7 5YP

School Address: Whitchurch Way,
Runcorn,
WA7 5YP

Head/Principal: Mr R Collings

IQM Lead: Mrs Chelsea Percival

Assessment Date (s): 28th June 2022

Assessor: Steve Gill

Sources of Evidence:

The school provided documentation to support the assessment, and discussions with stakeholders during the day and as asked for by the assessor. This included a comprehensive Self Evaluation Report, a variety of pertinent documents from their website and documents and photographic evidence provided prior to and seen during the assessment that allowed a picture of the school to be built and provided triangulation to ensure that the standards of the Inclusion Quality Mark, were not just established but embedded in their everyday practice and was evidenced through meetings as outlined below.

Meetings Held with:

Meetings were undertaken to support and discuss Woodside Primary Schools inclusive outstanding inclusive ethos. The schedule for the day ensured that I spoke to the right people who spoke confidently and passionately about elements of the award and inclusion at the school. They included meetings with: The Headteacher; SENCo and Inclusion Lead; Assistant Headteacher & Year 6 teacher; Year 3& 4 Teacher, Year 4 & 5 teacher; SEMH Unit Resource Base TA; 1:1 TA; Long Term Supply teacher; Governors - The Chair, Vice Chair and SEND Governor; and parent Governors; Pupils; and members of the School Council; Parents, and support staff and ancillary staff. As well as external partners including a Special teacher for Cognition & Learning form the Local Authority; Education Welfare Officer; the Lead for SEN service, Advising and Autism.



Report on IQM Inclusive School Award



Contents

Overall Evaluation	3
Element One - The Inclusion Values of the School	7
Next Steps:	7
Element 2 – Leadership, Management and Accountability	8
Next Steps:	8
Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation).....	9
Next Steps:	9
Element 4 - Learner Progress and the Impact on Learning.....	10
Next Steps:	10
Element 5 – Assessment	11
Next Steps:	11
Element 6 - Behaviour, Attitudes to Learning and Personal Development.....	12
Next Steps:	12
Element 7 - Parents, Carers and Guardians	13
Next Steps:	13
Element 8 - Links with Local, Wider and Global Community	14
Next Steps:	14



Report on IQM Inclusive School Award



Overall Evaluation

Woodside Primary School is a smaller than average sized school set in a deprived area of Runcorn where the majority of the children are in the bottom 20% of deprivation. This has a significant impact on the children entering school in Reception with Baseline assessments that highlight low starting points across all areas of the curriculum. The school and all staff work hard to ensure that from such low starting points children make up lost ground as they progress through the school. There are currently 123 pupils on roll, with 34 children in Key Stage 1 and 89 children in Key Stage 2. There is also a 7 place SEMH Unit Resource Base providing academic and emotional support for children with Social, Emotional and Mental Health difficulties (SEMH), although at the moment there are 9 children accessing this provision. Children are taught in mixed age classes – Reception/Year 1, Year 1/2, Year 3/4, Year 4/5, and Year 6.

It was a pleasure to undertake this assessment of Woodside Primary School and to experience at first hand the fantastic work that is going on throughout the school. During the day it was very clear to see how hard everyone has worked to create such a wonderful environment that stems from the ethos and leadership qualities of the Headteacher, and members of the Senior Leadership Team who have clearly played a major role in creating such a reflective and continually developing school. Woodside has a distinctive character, spirit and attitude which speaks of its ethos. The school has managed to create an environment which supports everybody's wellbeing, learning and respects everyone's rights. Underlying this and supporting their inclusive ethos is the assumption that all children have a right to the same educational opportunities and where possible to be included in mainstream classes, being integrated, and not segregated by placing children with difficulties elsewhere. Adjustments are made so that all children can access what they need and this flexible and accommodating approach means all children can achieve and thrive. Staff are trained in inclusive pedagogy and view it as their role to teach all learners in a diverse classroom for which they should be commended and applauded.

As the Headteacher states on the school's website '*We pride ourselves on investing heavily in our pupils' education by supporting them intensely to achieve a high standard of education tailored to their abilities and needs*'. That fits in well with their mission statement, '*Educating with pride, learning together*'. These inclusive statements were clearly embedded in the school's ethos and everyday life and as the assessment unfolded were clearly demonstrated by staff, pupils, and external partners who all take pride in their work in the school and their learning environment, with all staff working tirelessly to provide all pupils and their families with the best possible education, care, nurture, and support to enable them to reach their full potential and have the best outcomes in life. This is a very happy and successful school where all are welcome, and everyone is part of the family. They pride themselves on valuing every child and helping them to achieve success whatever their starting point, or unique gift or talent. Staff endeavour to deliver an exciting and relevant curriculum which inspires and motivates all children. Enhancing the pupil's learning through teaching, visits, and visitors where appropriate that are linked to curriculum that are specifically designed to enrich their experience. They encourage children to be independent learners and thinkers, developing them as responsible members of their community. The school's exceptionally strong partnership



Report on IQM Inclusive School Award



with parents is vitally important to them as they firmly believe that children have the best chance of success when the school and families work closely and co-operatively together.

The schedule for the day ensured that I was able to speak with a variety of staff, parents, pupil's, governors, and external partners all of whom spoke confidently and eloquently about inclusion and about their involvement with the school and how they support each other. It became apparent as the assessment unfolded that inclusion, occurs naturally and is a highly pervasive and ingrained in the positive culture of the school, as is the dedication and drive of the staff to make a positive difference to everyone they work with fitting seamlessly with their vision *'continue to pursue higher standards through a broad and cohesive curriculum with an emphasis on independence, as it is through these that individuals can take responsibility for their own learning, make informed choices and solve problems.... foster an ethos of challenge and high expectation with high self-esteem and respect and understanding of other's cultures and beliefs. We will seek to provide opportunities for experiential and explorative learning, building on what the children already know'*. Truly inclusive statements that everyone involved with the school models daily and should be proud of enacting.

As the assessment progressed in this extremely vibrant, warm, and welcoming school, I found a genuine ambition and integrity amongst all stakeholders revealing that what really matters most are the pupils who come first, and all receive equitable provision and support. Staff spoken to were dedicated, knowledgeable and skilled. Their sense of drive and determination to improve the outcomes for all came through extremely strongly as did their sense of being a team and part of the *'Woodside family'*. The implementation of rigorous, but supportive and fair structures and processes supports the staff in all areas and at all levels to work strategically and collaboratively together. Inspirational and aspirational leadership coupled with strong teamwork amongst the staff is at the core of relationships and their success. They are motivated to improve and to improve the lives of everyone involved with the school, so that they achieve their potential and goals. Everyone is clear about the vision and next steps for the school with excellent reflective skills and what came across very clearly is that they want the best outcome for all pupils whatever their starting points or individual need. Staff will not settle for anything but the best for the pupils, the families, the community and themselves.

Scheduled discussions, learning walks and ad hoc conversations with ancillary staff during the assessment allowed an accurate and outstanding picture of the school's intuitive and naturally caring inclusivity to emerge. It was a privilege to engage in so many wide ranging, detailed and probing discussions and conversations, with such enthusiastic, dedicated, and professional staff, pupils, governors, and external partners.

Each meeting and conversation were extremely useful in confirming that the school successfully addresses all elements of the IQM award. Discussions during the day focused on the elements of the award as well as the roles of staff, how they support each other, pupils, and families and how they engage so well, with and have such strong partnerships with external partners and parents to ensure successful outcomes for all. Members of staff felt well supported and that they had opportunities to progress and that they were highly regarded members of the school family, who are highly invested in providing the best possible experience for everyone and this has an enormously positive effect on their peers, their pupils, and the families in the community. There is an outstanding level of



Report on IQM Inclusive School Award



support for pupils, staff, and families across the school that more than meets need and that everyone should be proud of, praised and highly commended for.

There was a conversation with parents who were extremely supportive of the school. They were keen to explain that they felt that they are partners in their children's education and that they worked closely together. They felt that the school was extremely inclusive and couldn't be faulted, as they understood the different needs of the children in their care and often went above and beyond what would be expected of them to ensure their children got the best education, care support and opportunities. They were keen to stress that children are accepted for who they are, and nothing is too much for the extremely supportive staff of the school, who know their children extremely well. A fantastic accolade for the staff and clearly demonstrates their superbly intuitive inclusive ethos and is something that the school and the parents should be proud of.

The meeting with the Chair of Governors and Vice Chair who are highly involved in the life of the school, provided valuable insight into the way that they work with each other and with the school to ensure that they support the school's ethos and values, and extremely high aspirations for all pupils, but also provide appropriate and tangible support and challenge. This was also supported by the conversation with two parent Governors. It was clear from the conversation that the governing body is proactive, well trained, effective and has the knowledge and wide-ranging skillset to support the school and they are passionate about their work in the school and spoke very highly of the school and its staff. It was clear that the governing body and its members are proud of their inclusive values and superb, supportive work with learners and their families. I was impressed by their knowledge and the way they work so closely with the school and its staff.

The conversation with pupils throughout the day and with members of the school council was extremely positive as they talked about their '*Woodside experience*'. They were a pleasure to talk to and were articulate and mature in the way in which they discussed their own experiences of the school and what they liked about their time in school. From the way that they responded to questions it was clear that they felt that the school is an extremely inclusive place going to support them. They are very proud of *their* school. The pupils were a credit to themselves, the school and their families and showed the tremendous relationships between each other and the staff.

The school has exceptionally strong relationships with external partners, and I was able to have discussions with representative from a number of external partners from the local Authority both in school and via a phone call who work closely with the school. It was clear from the varied discussion that the school and these partners work closely and innovatively together to ensure the needs of all pupils are met. Without exception they felt that the school is an extremely inclusive place for not only the pupils but staff and visitors as well and went above and beyond what they experience elsewhere to ensure that their pupils and their families are safe, looked after and receive the best education possible. Quite an accolade for the school and one that is in my opinion well deserved, demonstrating without doubt that the school is a highly inclusive place.

It was a pleasure and a privilege to visit Woodside Primary School to conduct their assessment that has underlined their outstanding inclusive ethos, care, nurture, and



Report on IQM Inclusive School Award



support that is at the very heart of their ethos and vision and was talked about and discussed openly during the assessment. With all stakeholders and external partners. I look forward to visiting in the future to see the continuation of their inclusive journey.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the 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: Steve Gill

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 of the School

Woodside Primary school prides itself on its strong ethos of inclusivity, and leadership who are fully committed and work together to provide an educational setting that supports every child in their community. They have recently developed their whole school vision to meet the changing and diverse needs of individuals, aiming to provide a secure, safe and positive environment based on values in which children can reach their full potential and become a responsible, trustworthy and caring member of society. As a school with 33% SEND needs including a Resource Base to support children with social, emotional, and mental health needs, it is important to ensure that their values, teaching and learning behaviours as well as their whole school curriculum, policies and procedures meet the individual needs of all of their children. Which is clearly the case here.

The school and staff pride themselves on being a family, including children, parents/carers, staff, and the local community, thus making all stakeholders a part of the development of the whole child. All staff have an awareness of the needs of individual pupils, ensuring that the curriculum they provide embraces all pupils, giving them every opportunity to be the best they can be. They provide a secure and nurturing environment, in which pupils achieve, rise to challenges, learn, and grow with pride and confidence and this encompasses everyone and all families as part of the Woodside school community, a school community that challenges, inspires and develops happy, creative, and resilient learners.

The whole school ethos demonstrates inclusive practice. Where the whole school vision is one which reflects diverse backgrounds and different starting points and ensuring that there are opportunities for all to achieve. Inclusion is central to the school's vision and purpose, and they are committed to being a beacon of outstanding inclusive practice, ensuring that all pupils can be successful. The school, families, the local community, and the Governors work closely as a team, sharing staff and expertise, giving the school opportunities for training and a shared set of visions and values. The school actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. Equality of opportunity in school is a reality for their pupils.

It is clear to see that the school has a warm and friendly atmosphere and is inclusive of individual needs. Where widely shared whole school vision is that all children are provided with opportunities to achieve. The inclusion values of the school embrace the needs of parents, carers, and staff members as strongly as it does its pupils. Wellbeing is an integral part of school life. Children complete online wellbeing assessments termly and data is used to inform actions for individual children requiring additional support from external agencies. Referrals are made for children to access group ELSA sessions in school, delivered by 2 trained ELSAs, that include additional 1-1 after school sessions if required.

Next Steps:

- The school will continue to develop actions identified by them as 'Future Plans' for this element in their SER and relevant areas identified within the SDP.



Report on IQM Inclusive School Award



Element 2 – Leadership, Management and Accountability

The school has strong leadership that is driven and committed to driving forward school improvement, supporting children, staff, families, and their local community. There is a clear vision and strategic direction for the school and this vision and clarity of focus is shared by everyone involved with the school. The school and its staff are outward facing and thrive on the opportunity to continually improve the inclusive provision. The quality of Leadership and Management continues to drive improvement. The Leadership team, supported by all staff have a very clear vision for inclusion and how to continue to improve their excellent practice. Leadership is aspirational, positive and optimistic and spills out across the school community and beyond.

During the assessment everyone I spoke to was extremely enthusiastic and motivated. There is a unity of purpose to everyone involved in the school, including SLT and the governors. Everyone is determined to continue to improve what is offered to children and families across the school setting.

The governing body take a proactive approach to the development, progression, and continuous improvement of the school. Governors are well informed, visiting the school regularly conducting learning walks, book looks and pupil interviews and communicate high expectations of the school leadership and management teams. Governors are committed to an inclusive ethos that promotes learning and achievement for all and hold senior leaders to account on academic and pastoral outcomes of student progress. External agencies are used to support school staff, leverage specialist expertise and best practice to support progress. They are committed to the inclusion ethos of the school.

The school provide a broad and balanced education for all pupils, meeting the needs of all children including those who are experiencing barriers to their learning. They recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional stability, age, and maturity. The school identify needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her full potential. They will address both learning and physical barriers to access by having accurate knowledge, understanding and skills to meet each child's particular needs.

Whole school safeguarding policies and procedures are in place and all staff receive Level 2 update training annually, including school Governors and support staff. Staff quizzes are completed termly to ensure that staff are able to remember and use safeguarding information appropriately. External advice and support are regularly sought in order to provide staff with additional guidance and expertise. External agencies are often welcomed into school to work with staff and children and scaffold the learning and development for all including providing CPD.

Next Steps:

- To continue to develop Governor expertise including levels of challenge to continually develop high expectations for all. While also developing middle leader expertise in subject areas so that the curriculum continues to evolve to meet the needs of the school and its pupils.



Report on IQM Inclusive School Award



Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

Woodside's aim is to provide their children with an engaging, exciting, and empowering curriculum that equips them for today and the future. This is being achieved by providing a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential. The broad and balanced curriculum, builds on the knowledge, understanding and skills of all children as they progress through each Key Stage. The curriculum is designed to recognise children's prior learning, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts, and school values (including British values) with a vision to prepare them for life beyond primary school.

There is a strong culture of mutual respect embedded across the school where all children are fully included. The pupils I met during the online assessment were articulate, eloquent, friendly, and polite showing respect for each other and for adults. They are a credit to the school. They were extremely positive about their school experience.

Children are expected to work hard and demonstrate positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. Woven into the curriculum implementation is a reward system that recognises both effort and excellence. Parents/carers are able and encouraged to engage in this system using Dojo as a platform for regular communication with staff.

Children have access to a wide range of opportunities which promote personal responsibility and pupil voice where they are actively involved in whole school decision making through the School Council and many positions of responsibility. To raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is imperative that experiential learning is prioritised within the curriculum. Staff want children at the school to know that *they* can achieve and be successful, both in school and beyond, and that with hard work, commitment and guidance, anything is possible.

It was very clear that all staff have an excellent knowledge of and understanding of the individual needs of their pupils. They understand their all-encompassing needs and their family histories. Because of this outstanding inclusive environment children feel safe and well looked after. Care and compassion are embedded within the ethos of the school and occurs naturally. This is borne out by the most recent highly positive parental survey.

Next Steps:

- The school will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the SDP.
- Consider the use of a Therapy dog as discussed during the assessment to support pupil engagement and wellbeing.



Report on IQM Inclusive School Award



Element 4 - Learner Progress and the Impact on Learning

The school is set in a deprived area where the majority of the children are in the bottom 20% of deprivation. This has a significant impact on children entering school in Reception with their Baseline assessments that highlight low starting points across all areas of the curriculum. This has a significant impact on the learning of all children. With this in mind, internal and external data collection methods show attainment levels are below the national average however, data indicates the progress measures are positive.

The IQM Self Evaluation Report compiled by the school gives very clear support for and evidence of their excellent inclusive practice, that I was able to verify during the assessment. It has a consistent approach to the learning environments across Key Stage/phases to reflect the needs of their learners that are altered as age appropriate and for specific identified needs as required. Resources are procured to support the teaching of all learners and to ensure that all children have appropriate access to learning. ICT is used effectively to encourage independent learning and support learning at home with homework tasks.

Planning shows appropriate levels of differentiation for the different ability groups, including individual plans where needed. Learning walks, lesson observations and book scrutinies demonstrate clear evidence that the challenge of learning is appropriate for the different abilities class.

Pupil voice indicates that children are engaged in their learning and understand what is being asked of them. Self-assessment stickers are used to show how they felt the lesson/learning that has taken place has been. Lesson observations show that children are engaged in their learning and respond well with little to no disruption evident. This was clearly evidenced in learning walks around the school and seen in classrooms visited.

Support is deployed appropriately taking into consideration the needs of individual children and identified cohort(s). Teamwork is highly visible and a clear strength of the school. It is evident that there are excellent working partnerships between teachers and support staff across the school that actively support the learning needs of all, with an outstanding quality of provision for all children at all stages, that they should be recognised and highly commended for.

The learning environment is used effectively to ensure that key learning takes places. Working walls are displayed for maths and English that allow the children to reflect on prior learning and well as highlighting strategies to move learning forward. Subject specific walls display key terminology to be used as well as enquiry questions for each subject. Displays are consistent throughout the school, opting more calming/pastel colour as not to overload any sensory needs.

Next Steps:

There are no actions identified by them as '*Future Plans*' for this element in their SER.



Report on IQM Inclusive School Award



Element 5 – Assessment

The school has the highest aspirations for all its children where all staff understand that the best quality teaching and learning is the key to their success and the biggest factor in determining their progress. As a school they are committed to continually developing knowledge and understanding in all areas pertinent to education, so that teaching is outstanding across the board. Assessment is seen as integral to and an essential part of, effective teaching and learning at Woodside Primary School. Staff believe that in order for all children to be successful learners then assessment for learning must be at the heart of everything they do with the assessment informing next steps in teaching and learning for staff to ensure every individual fulfils their maximum potential and provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learnt. There is a robust assessment and tracking system, which reflects the National Curriculum 2014, and uses a carefully planned combination of formative and summative assessment.

Assessment in Ks 1 & 2 is informed by the use of Woodside Passport end of Year statements to track children's progress in all areas of the curriculum. For each Year group, the Woodside Passports outline the Age-Related Expectations (AREs), a set of statements which clearly outline the skills and knowledge that a child should achieve by the end of a particular year. At the end of the academic year, the total number of age-related expectations a child has met will be converted into an end of year judgement. The end of year judgement will report as to whether the child is 'Working below', 'Working Towards', 'Expected' or 'Greater Depth' for their Year group.

Children in EYFS are assessed when they first start school. These assessments are then used to inform planning help towards making initial judgements against the Early Years Foundation Stage Profile. During the year, observational evidence used and recorded using the online learning journal Tapestry. This captures the children's learning and informs staff planning and next steps. Throughout the year teacher judgements are used to track the children's development against the new Development Matters 2021 document. At the end of the Reception Year, children are reported as to whether they are "emerging" or "expected" for each ELG and whether they have achieved a good level of development (GLD).

The school is meticulous in the way it tracks pupils and responds to their needs, with interventions, changes in pupil groupings or 1:1 teaching, used as appropriate. In this way, pupils are never allowed to fall behind expected progress, and when support has been accessed, they re-join their peers as quickly as possible and as soon as they are able. Prior attainment data is available and understood by staff. The use of data to inform interventions is of a high standard. Early identification of specific learning difficulties is not seen as a barrier because the quality of normal classroom teaching and internal support is good. Barriers to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. External support is sought where needed to develop strategies for learners so that progress can be made from each child's starting points. ^[1]_[SEP]

Next Steps:

- To develop the use of success criteria and individualised targets



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

This is a strength of the school. The curriculum is underpinned by the school's vision *'To be the best that we can be!'* and their core values and curriculum drivers *'Possibilities – Humour and Self Esteem, Environment – Aspirations and Determination, Mindfulness – Respect and Diversity'*. The spiritual, moral, social, and cultural development of pupils and their understanding of the core values of society are woven through the curriculum and the behaviour policy.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom by creating and maintaining a stimulating environment encouraging pupils to be engaged and developing a positive relationship with pupils, including: - Greeting pupils in the morning and at the start of lessons; Establishing clear routines; Communicating expectations of behaviour in ways other than verbally; highlighting and promoting good behaviour; concluding the day positively and starting the next day afresh and having a plan for dealing with low-level disruption by using positive reinforcement.

Throughout the assessment children's attitudes and behaviour towards each other and towards adults in classrooms and around the school in social settings was exemplary and this was endorsed by conversations with pupils, parents, and external partners. It is something that the pupils, staff, and parents should be proud of. Access to the curriculum at Woodside for all pupils are of equal value and everyone has the same right to take part in the varied activities that are on offer and the opportunities that they provide. All pupils are given the opportunity to be included on educational visits and residential activities. A range of after school clubs and extra-curricular activities are offered for both KS1 and KS2 children. When planning their work, teachers consider the abilities of all pupils in their class. Preplanning and the pupil voice provide opportunities to shape their own learning.

Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others. All pupils, staff and visitors are free from any form of discrimination Staff and volunteers set an excellent example to pupils at all times. The behaviour policy is understood by pupils and staff. Pupils are helped to take responsibility for their actions Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The School has two ELSAs and where referrals are made children are able to access group ELSA sessions in school and 1:1 session after school if required. They have 3 Mental Health First Aiders to work with identified children where a need is identified. Children know who these staff are and are confident in asking for support. Staff are given annual 'Mental Health' days where they are not required to come to work or complete any work from home.

Next Steps:

- The school will continue to develop actions identified by them as *'Future Plans'* for this element in their SER and relevant areas identified within the SDP.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

It was clear from conversations with staff and with parents during the assessment that feedback from parents is very important to the school as well as the interaction with parents and the wider community. There are strong and consistent opportunities for parents to engage with teachers. The school is effective in informing parents on targets, progress, and attainment and how they can help at home. There is an excellent partnership between parents and the school. The parents who were spoken to during the assessment were full of praise for the school, meaning there is shared understanding between teachers, parents and other professionals of the processes that lead to improved learning and wellbeing within the classroom.

The school is very welcoming to parents and carers. Parents and carers are given excellent guidance in how to support their children's progress, with opportunities for them to engage in their children's learning. All parents spoken to during the assessment were delighted that their children had a place at the school and emphasised how welcome everyone is made to feel they said that the school listens and supports them very well. Parents are confident that any of their concerns are addressed and feel well supported. They have access to relevant staff quickly, allowing early resolution of any concerns.

All parents spoken to during the assessment were delighted that their children had a place at the school and emphasised how welcome everyone is made to feel they said that the school listens and supports them very well. Parents are confident that any of their concerns are addressed and feel well supported. They have access to relevant staff quickly, allowing early resolution of any concerns. Parent questionnaires show that parents are happy with school and feel that their contributions towards school life are valued.

The school take the lead role on a number of MAP assessments, seeking and offering advice on areas on need and making referrals to other external agencies. This is an opportunity to discuss current concerns for families and ways to offer additional support required. In addition to this, school offer support via the Child in need, Child Protection or Looked After children processes, offering additional after school support sessions with school ELSAs and or Learning Mentor.

An open-door policy allows parents/carers to discuss any worries or concerns that they may have. School staff are present on the school playground and/or classroom doors should any parent wish to discuss their child. School contact information is available on the school website. Each class teacher has their own school email address that is shared with parents.

Next Steps:

- To continue to implement new strategies to develop the level of parent engagement in school.
- Provide more family learning opportunities in school and provide more 'stay and play' opportunities to parents to engage in learning in school with their children (this has always been a key part of engaging parent and carers however due to Covid restrictions this has not taken place this academic year).



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

The school and staff consider it vital that they maintain a broad and balanced curriculum. This includes ensuring that pupils have the opportunity to experience different opportunities first-hand and have the chance to see and take part in activities outside of the classroom. All classes are encouraged to take part in what happens in the community as well as inviting the community into school. The school grounds provide rich opportunities that can engage all pupils effectively in understanding issues surrounding sustainability and the environment. Visits outside of school are built into the curriculum and enhance children's learning.

Woodside Primary school is an outward looking and self-reflective school providing for everyone in their community. They share expertise and welcome specialists to learn from and are an outstanding friendly learning community. Staff work hard to establish good links with the local and wider community and to utilise the resources and or skills to benefit the curriculum for all pupils.

Everyone involved with the school are justifiably proud of the fact that they are an inclusive community, and this is embodied in their two greatest assets; pupils and hardworking, enthusiastic, and highly motivated professional staff who see their role as a vocation rather than a job. This has a massively positive effect on them, the school, and the community as a whole and was seen and talked about on numerous occasions during the assessment. They utilise the LA local offer for SEN to support their families as well as other external partners who are able to successfully support the school, pupils, and families.

A wide range of learning opportunities in the local community are used. Links have been made with the local library and visits arranged for class and small group visits termly. This also includes a link with Halton Housing trust to provide support in the local community such as planting trees and litter picking etc.

Breakfast club is available free of charge for all children daily. Breakfast club opens at 8 o'clock and free bagels and cereal provided for all children that access this. Additional breakfast is also provided in class for those children that do not access breakfast club. A variety of after school clubs provided to allow access to enrichment opportunities for all. Clubs include Sports, delivered by both school staff and external agencies across KS1 and KS2. Clubs are planned on a half termly basis to ensure that a wider variety are provided. Examples of this include Art, Rounders, Computing, Film. Parents are invited to coffee mornings in school on a termly basis as an opportunity to socialise with each other, discuss issues with each other and staff. This is facilitated by school staff.

Next Steps:

- To develop and utilise further opportunities to provide learning outside the classroom and as appropriate to foster both international links and links with other schools within the UK to support learning and development within the curriculum as discussed during the assessment.