



Assessor's Evaluation for the IQM Flagship Project



School	St. Mary's RC Primary School Clare Road Levenshulme Manchester M19 2QW
Head/Principal	Mrs Mylene McGuire
IQM Lead	Ms Joanne O'Mullane
Date of Review	23 rd November 2023
Assessor	Mr Matthew Cuss

IQM Cluster Programme

Cluster Group	Northwessians
Ambassador	Ms Siona Robinson
Next Meeting	4 th December 2023
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	4 th May 2022	No
Summer 2022	5 th July 2022	Yes
Autumn 2022	10 th November 2022	Yes
Spring 2023	4 th May 2023	No
Summer 2023	29 th June 2023	Yes

The Impact of the Cluster Group

St. Mary's is an active participant in their Cluster Group 'Northwessians', attending meetings both in person and online. Examples of participation include:

- The first Cluster meeting at Delamere related to a whole school reading strategy called 'Starbooks' and this has been used at St. Mary's.
- St. Mary's received resources from the session based on social and emotional support and an understanding of 'brain work'.



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- St. Mary's attended the meeting on Supporting Social, Emotional and Mental Health Needs (SEMH) at Highfields College. The Attendance Manager returned to school enthused. She noted that she had gained an increased understanding of SEMH needs, thus enhancing the work being done on Anxiety Based School Avoidance (ABSA) strategies in school.
- St. Mary's will be hosting the next Cluster session of the year including a tour of the school with a 'Rights Respecting Environment' focus and how that works within the curriculum. The school also requests help from the IQM Cluster to be discussed at the meeting. This is about the school trying to develop an Alternative Provision approach due to the lack of availability in the area. Looking to build links with this type of school in South and North Manchester, also in Stockport, that could help. This can be related to one area that they offer, that could be used, such as how they utilise garden or art room spaces.

Evidence

Discussions with:

- Headteacher and Inclusion Lead – Discussion about IQM Project and whole school priorities.
- Action plan review with IQM Lead.
- Meetings with teachers across all age ranges and roles.
- Meeting with a range of support staff during the tour relating to IQM and varied inclusive roles within the school. Meetings focused on previous 'Zones of Regulation' as well as new project focus, 'Planning a cycle of Continuing Professional Development (CPD) based on parent voice' session, 'Introducing regular coffee mornings and workshops' and meetings relating to 'Developing parent information and resources'.
- Flagship target review with leaders. Meeting with Pastoral Manager, Key Stage 2 (KS2) Phase Leader/Parental Engagement Co-ordinator, Inclusion Lead, Personal, Social Health and Economic (PSHE)/Relationships and Sex Education (RSE) Lead.

Additional Activities:

- Morning welcome and reflection times.
- Scrutiny of class resources and discussion of specific parental sessions.
- Tour of the school.
- Learning walk.
- Scrutiny of website and social media.
- Teaching and learning timetables and learning platforms.
- Review of previous projects and continued action points.



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Evaluation of Annual Progress towards the Flagship Project

Progress for St. Mary's detailed in this report will take into account the ongoing targets from the completed project focus, 'To develop a sensory provision to support pupils with Special Educational and Mental Health (SEMH) needs and their families both in the school and the wider community, providing inclusion for the most vulnerable pupils' as it moves into the new project title, 'To develop a cycle of Inclusion information sharing for parents through regular workshops across the academic year'. These aims are interlinked and the understanding of where to add and develop to their IQM Flagship Project is a testament to how self-aware and fluid the school's provision truly is.

Throughout this Flagship Project assessment of the school's progress, both towards completing their previous project and seamlessly moving into their new targets, it was clear that a lot of work has taken place in the last academic year. The headlines are the termly 'pop-up' events to promote staff wellbeing. This has included a holistic approach to support all stakeholders in areas such as a relaxation zone set up: coffee, biscuits, treats and access to relaxing music.

All this, alongside an increased amount and quality of community events, led to the strategic approach of the new targets and project development. Amazing examples of this included the Winter Lantern Parade and Summer Fest as well as using a forest area, craft areas and pottery corners. Hard work was evident in developing an Alternative Provision in a Cluster Group for vulnerable pupils as well as thoughtful alternative timetabling for pupils at risk. Work has been done to nurture such pupils and families throughout the project and the nurture approach, such as developing morning crafts at St. Mary's and linking with other schools to use their allotment, shows a creative and sensitive approach to help those most in need. Work and ideas 'dovetail' from the previous targets to the next perfectly.

Leaders focused on clarifying the areas of the previous project where there has been great success. Examples include staff across the school confidently using the Zones of Regulation as part of everyday classroom practice in Early Years and Foundation Stage and Key Stage 1 (KS1). More staff in KS2 are now using Zones of Regulation. Children are confidently using the Zones of Regulation terminology to support self-regulation and conversation about emotions. This is evident over time through observation and pupil voice.

Zones of Regulation have now developed to support further self-regulation systems: such as enhanced listening systems, which are now in each class to secure children's emotional understanding. This is often revisited and re-introduced to children to embed. These strategies continue to be in place for high-need pupils showing successful use by deregulated pupils. Self and co-regulation are improving across the school and are measured through data observed throughout the day.

When discussing, finding and monitoring new ideas, it is important to note St. Mary's awareness of answering prevalent needs during 2021/2022 about Reading and Phonics, whilst still engaging with their project targets and the Cluster Group seeking support during targeted Cluster attendance. Therefore, due to the priority of implementation of a



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whole-school Phonics programme, there was a need to focus on this key skill. Moving into 2022/2023 the target focus of regulation was solidly in place for high-need pupils. Evidence of improved communication and self-regulation overall in Education, Health and Care Plan (EHCP) meetings and reading data shows success.

Leaders and their Extended Leadership Team have in place a point of reference to signpost parents to obtain more information. Parents engaging with the website more to access resources as well as the school having information readily accessible to multilingual families via translation tools on the website, is a promising start to their family and carer communication and inclusion journey.

When discussing this project and the next one, the school has been transparent and able to identify areas to develop further and how to improve and add realistic targets to their new project, whilst being mindful of what to embed from the last project, so that the planning works side-by-side with their inclusive commitment to being an IQM Inclusive Schools Award Flagship school.

I am pleased to see all the objectives met for the Flagship Project as stated below and it is evidenced within this report. Furthermore, I am pleased to see the ongoing targets are fluidly moving into new areas of parental support whilst still improving provision as set out in the previous project. St. Mary's provided a fully inclusive and much needed Flagship Project, with both ongoing steps and a clear new focus, which continues to include all of St. Mary's vulnerable learners but now with an added exciting focus on creative engagement of parents.



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Agreed Actions for the Next Steps in the Flagship Project

Target 1:

'To plan a cycle of Career Path Development for staff based on parent voice'.

In fostering a dynamic educational environment, St. Mary's School is highlighting the pivotal role that career path development plays not only for its staff but also in creating a symbiotic relationship with engaged parents. By aligning staff career paths with the evolving needs of the educational landscape, St. Mary's ensures a staff team that remains innovative, motivated, and well-equipped to cater to the diverse learning needs of students. This intentional strategy goes beyond traditional staff development, aiming to establish a comprehensive support system that extends to the parents. By understanding and addressing the aspirations and concerns of parents, St. Mary's seeks to create a collaborative educational approach where the professional growth of its staff seamlessly integrates with the broader goals of student success and parental satisfaction. In doing so, St. Mary's School aspires to build a community dedicated to the holistic development of every student.

Next Steps as discussed during the Flagship Review

- Leaders highlighted the need to develop an initial Steering Group to gain parent voice to inform their workshop planning. St. Mary's School recognises the invaluable role that parents and carers play in shaping the educational experience of their children. In establishing a steering group, the school aims to proactively engage with parents and carers, creating a collaborative environment where their voices are not only heard but are integral to the development of parental workshops.
- This initiative is a proactive step to ensure that the school understands the diverse needs and ideas of its parent community. By fostering open communication and involving parents in the planning process, St. Mary's School aspires to create tailored workshops that resonate with the unique requirements of its families, ultimately fostering a stronger partnership between the school and the parents for the holistic development of the students.

Target 2:

'To Introduce regular coffee morning workshops to support and engage parents/carers'.

Leaders want a dynamic future where regular coffee mornings become a cornerstone of community engagement. These informal gatherings will serve as a welcoming space, fostering open conversations and providing valuable insights into the needs and expectations of community members. By embracing this approach, the school aims to create a non-threatening environment, encouraging parents, teachers and local residents to share their perspectives on the school's curriculum and their own needs. Introducing



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regular coffee mornings aligns seamlessly with St. Mary's commitment to collaborative learning. This initiative aims to bridge any potential gap between the school and the community, turning coffee mornings into a platform where innovative curriculum ideas can take root. By actively involving the community in the curriculum development process, St. Mary's strives to create an educational framework that resonates with the diverse needs and aspirations of its students and their families.

Next Step as Discussed during the Flagship Review

- To plan a workshop programme based on parent voice throughout 2023/2024. Then share the programme and offer enhanced versions of their school's communications systems. Use this information to invite prospective parents to the school to attend and make this open to the wider community.

Target 3:

'To continue to develop links related to parent information sharing and the resources page on the school website'.

This Target is related to Target 2 and is another step in the journey: reviewing and renewing its parental information-sharing practices. In an era defined by people needing seemingly instant communication, the school recognises the need to enhance its engagement with parents by leveraging modern communication systems. By embracing this, St. Mary's aims to create a more dynamic, two-way channel for information exchange.

In the ever-evolving landscape of education, St. Mary's School is committed to staying at the forefront by revamping its website strategy. The goal is to foster a deeper connection between the school and parents, making them even more active participants in their child's educational journey. This initiative aligns with the school's vision of creating a collaborative and supportive community.

An integral part of this renewal involves a strategic emphasis on the school's website as a central hub for information dissemination. St. Mary's envisions the website as more than just a repository of data; it should become an interactive platform where parents not only receive information but actively contribute and engage. This shift aims to transform the website into a vibrant space that reflects the shared commitment of the school and parents. St. Mary's School aspires to create a growing culture of transparency.

Next Steps as discussed during the Flagship Review

- The planned review and renewal will not only meet the demands of the digital age but also enhance the sense of community within St. Mary's, reinforcing its position as a beacon of quality education and collaborative partnership.
- Continue to enhance throughout 2023/2024 based on parent voice and feedback from the workshops developed in Target 2.



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Overview

St. Mary's RC Primary School is a school where leaders and all staff are aware of their progress and necessary steps to create and complete their action planning related to their ongoing work on Zones of Regulation and their new project focused on Parental Partnership. This is because new targets include the development of natural steps forward from prior progress. Leaders explained how parental workshops, surveys and their reaction to signposting of key skills, have helped St. Mary's develop their new project title towards an enhanced parental offer, supported by dialogue with their families and inspiration from their Cluster Group work.

As children have been nurtured and supported by the previous project developing Zones of Regulation, it makes perfect sense to develop this commitment to communication in the homes of learners. Each meeting, workshop and community event will be monitored, selected and developed alongside families, through surveys, discussions and a heightened, practical use of the school's website as a tool of communication and support. The use of new workshops, links and ideas will surely capitalise on the school's growing brand as a provider of ever-evolving inclusive support for all.

The learning walk showed the evolution of the school throughout the last 12 months and their previous project. The Zones of Regulation boxes are clear, interactive and used. There is a professional air to the learning areas without being sterile, especially with the need for the children to have sensory feedback without being overwhelmed. The balance is struck perfectly, with resources utilised for learners needing physical engagement and those needing places to have peace and calm.

A perfect example of previous regulation work being embedded was in the music session, where the children were able to engage at their level, be it pre-verbal or sensory seeking, with understanding and engagement being high in all pupils. Space across the school has been carefully developed and used to the maximum allowed, with the development of areas ongoing to match the needs of each unique set of learners. An example of this is the formal learning areas, which have developed since my last visit from the previous more continuous provision spaces.

However, as classes change visually as cohort needs adapt, nothing has been lost through the careful use of resources to promote social interaction. This underpins all learning. It is clear when talking to leaders that the development of each class and their own specific needs is a carefully curated partnership with class staff who measure the needs of their classes in tandem with guidance from leaders.

The provision provided already through the amazing work done over the course of the last three years, related to Zones of Regulation is evident to see in a range of contexts. There is a clear consistency in vocabulary used by both staff and children and children were able to give examples of when they have used it and how their peers might need support at times, which might look different to the support that they receive. They have used their knowledge of these zones to develop empathy for others and acceptance of their feelings.



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They can explain each zone, its use and the importance of being stabilised and ready to learn. Children are confident and use that to share and have a voice in developing decisions, as well as having well-tested methods of support, which they can tap into independently gives them a great 'toolbox' to maintain their resilience. This work has helped the children gain a great deal of understanding of the world and how they want to help the wider community, through the UNICEF Rights Respecting School Award which works with the Zones of Regulation as well as the school's core values. To link this to the work on regulation, the children understand what they need, so they have an enhanced understanding of what others need. Their understanding of real life equality and equity was astounding and a credit to the hard work and examples given by the staff.

The school is set up to continue the work done in the previous project as they are now set up with a consistency of regulation and a community of regulation and children and staff feel safe and included with families now being more supported to come and experience the learning first-hand themselves.

It was evident that St. Mary's has utilised their Flagship Award Cluster Group membership to further enhance their offer and provision. This is wonderful to see. The school continues to be an enthusiastic participant, actively contributing to the development and enhancement of reading initiatives. The introduction of engaging workshops, such as the successful Stay and Read/Starbooks sessions, showcases the school's commitment to fostering a love for reading within the community. Drawing inspiration from innovative social events like Starbooks from their Cluster Group work is a testament to their openness to ideas. This tailored approach suits their unique environment, creating a nurturing space that encourages both parents and children to explore the joys of literature.

In the pursuit of inclusivity, the school has taken a thoughtful approach to surveying and meeting the diverse needs of parents. By adopting proven strategies and adapting them to their specific context, the school ensures that its reading initiatives resonate effectively with its community. An exciting development is the school's endeavour to subtly signpost reading strategies online and in person and suggest events to parents, creating an organic flow of information that enriches their engagement in their child's education.

Looking forward, St. Mary's RC Primary School is keen to further refine its approach by involving parents in the decision-making process. Through workshops and forums tailored to match the needs of parents, the school aims to open these meetings to a wider section of the community. The structured yet relaxed nature of these sessions will not only provide valuable information but also create a celebratory atmosphere, fostering confidence and a sense of achievement among both parents and children. Their transparent and open approach aligns seamlessly with the school's new targets, ensuring that their commitment to community building remains at the forefront of their future educational endeavours.

St. Mary's School has set forth on a path of new targets, as articulated throughout the day and within their pastoral development framework. A central part of their vision is to maintain a visible presence within the community, recognising the school's role not only as



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an educational institution but as a community hub. This commitment to visibility has borne fruit, as seen in successful collaborations with local businesses, enriching events like the lantern parade by incorporating food vendors and transforming it into a local attraction.

The school's forward-thinking approach extends to actively participating in established local events like winter walks, showcasing their dedication to becoming an integral part of the broader community fabric. In recognising the diversity within their community, St. Mary's aims to make event signposting practical and easily accessible, ensuring that everyone can engage with and benefit from the various opportunities available.

A pivotal moment in refining their targets came during a feedback session, where the Headteacher emphasised the importance of constructing a robust support system for parents that complements the social and educational work done with the children in school. Workshops addressing positive approaches to challenging behaviour have proven successful and inclusive, welcoming all parents into the conversation. Leaders and staff are attuned to the diverse backgrounds and experiences of parents, acknowledging the evolving nature of educational needs. The strategic use of online flowcharts has further clarified the support structure, making it more accessible to parents and creating a nurturing, caring, and professional environment within the school community. The previous progress is measurably valuable and the next steps for St. Mary's are equally exciting.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Mr Matthew Cuss

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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