



## Report on IQM Inclusive School Award



**School Name:** St. Mary's Catholic Primary School

**School Address:** Rockingham Close  
Uxbridge  
Middlesex  
UB8 2UA

**Head/Principal** Ms Ann Shevlin

**IQM Lead** Mr Simon Ellis

**Assessment Date** 27th November 2024

**Assessor** Ms Pam Ash

### Sources of Evidence:

- School tour
- Drop in on Pre-teaching and Booster groups
- Book scrutiny
- SEND and Inclusion Action Plan
- Parent survey
- School self-evaluation report
- School IQM folder
- Ofsted report March 2024

### Meetings Held with:

- Senior Leaders
- Parents
- Chair of Governors
- Pupils
- Teachers
- ECT and mentor
- Teaching assistants



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### Overall Evaluation

St. Mary's Catholic Primary school is a one form entry school for children between the ages of 3 and 11, in Uxbridge, London Borough of Hillingdon. It is part of the Diocese of Westminster. The Nursery is split into morning and afternoon sessions and has many children attending for 30 hours per week. The reception class and classes in Years 1 -6 have a maximum of 30 pupils in each class, although the school has gone over numbers to accommodate SEND and military pupils. The school is currently oversubscribed and has a waiting list for all classes. 14% of the pupils are FSM, 16% SEND, with 3.8% EHCPs. The primary area of need is Speech Language and Communication. EAL is at 46% as the school has a high proportion of pupils from Eastern Europe, mainly Poland. Most of these pupils are not new to English.

The school is single storey, with one main corridor. However, this corridor winds around the school building in almost a u shape, which helps to make the building feel larger. On arrival at the school, the Prayer and Reflection Area is immediately apparent and the statue of Mary holding Jesus gives an instant feeling of calm. The corridor itself is not wide, yet the excellent use of display on the walls and books that are on show give a warm welcoming feel. The school has been creative in that one part of the corridor has been set up as a sensory area. Pupils can come out of the class to make use of this when necessary. In addition, there is a sensory room for those pupils who may need to spend a longer time in a calming space. Quiet workstations are set up in the corridor that can be used by pupils as and when needed. Piano lessons must take place in one part of the corridor, with guitar lessons in another space. I saw the piano lessons happening, but the pupils were not distracted.

Outside space is limited and sadly there are no green areas. Rather than there just being grey tarmac, the school has coloured softer covering. The playground is split into areas and there is interesting equipment like construction material, climbing frames and exercise equipment. Quiet areas have been created in both playgrounds to support those who find playtime more challenging. Then there is the library bus that is a real focal point. There is a large tree nearby which gives a good, shaded reading space in summer. The pupils via their Eco Council, have created bug hotels, made bird feeders and have grown flowers and strawberries which softens the area.

Pre-teaching and booster classes take place before the start of the school day. This means that pupils are prepared for the teaching that is to come during the day and do not need to be removed from class for extra support. These groups take place in different rooms and I saw how the pupils were engaged and how interesting and fun the sessions were. The parents are very supportive of this intervention.

On my school tour, I was very impressed by the pupils' excellent behaviour both in and outside of the classes. The consistency and clarity of the four school rules supports this: "We are silent when the teacher is talking, We follow instructions right away, We let others get on with their work, We respect each other." There is no confusion with these rules.



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All the classrooms are well set up with a range of resources. Good use is made of visual timetables and Zones of Regulation is begun in Year 2. Nursery and Reception are next to each other and free flow is allowed in the afternoon. Reception pupils were having a phonics session and then were settling to the range of activities that had been set up. Nursery and Reception had learning opportunities set up both inside and outside of the class. The area between the Nursery and Reception is set up now to show 'people who help me' and the pupils were involved in role play.

Pupils have jobs in their classes and each room shows who is doing what. Pupils are given responsibility and they enjoy this. The pupils told me how Year 4 are Early Years helpers, Year 5 are play leaders and Year 6 lead prayer groups. A girl explained how she takes younger pupils to the Prayer and Reflection Area to support them in prayer. There is a definite ethos of mutual support and caring in the school.

The pupils spoke positively about the opportunities available to them in school. I heard that the school is, 'a free space to share your ideas and no one will judge you.' There is always someone there to help and to talk to you. They like the fact that teachers talk through things if someone does something wrong. There is a wide range of clubs available to them as well the trips that they go on. Reading is a real focus of the school and the library bus is very popular. One girl told me that it allows you to, 'take everything out of your mind and read.' The pupils enjoy their learning and feel happy and safe in school.

The Chair of Governors has been in post for many years. The Governing Body is well trained and active in the life of the school. The Headteacher (HT) is open and willing to work with other schools and outside agencies to gain additional support for the school. Regular updates are given during meetings. Link governors meet with subject leads at the start and end of each year and so are aware of the work of the school. Staff wellbeing is a high priority. Teaching assistants (TAs) are well trained.

Parents spoke about the amazing welcome to the school. The Meet the Teacher sessions every year are useful and communication in general is excellent. There is a huge amount of information on the website and the Teacher to Parent App sends helpful reminders. Parents spoke about how they and their children had been supported. Time is taken to talk through everything so that they understand and parents liked how nothing is forgotten and how the staff follow through to understand why there may be issues with learning or behaviour. They appreciate having the senior leaders on the gate in the morning and the fact that they can speak to the HT if they phone school. The parents know that their children are safe and happy in school.

Staff spoke about how they are a team and are ready to share resources and help each other. Training is extensive for teachers and TAs. The ECT spoke of the support she has had from her mentor and other members of staff. Staff know all the pupils and are aware of possible challenges in classes. The staff are passionate about the pupils. They want to find the ways to help individuals and groups. I was told how the HT listens to them and extra time and help is given to them when needed. The HT is incredibly approachable and is always out and about around the school. She treats everyone with dignity and respect.



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There is a real ethos of support and help in the school. The HT's vision is acted out through her staff. She is aware of external agencies that could add to the work of the school and takes part in projects that will support the pupils, without incurring a cost. For example, the link with Brunel University for the handwriting project means that student occupational therapists are on placement in the school and can add their expertise. The school and pupils benefit as do the students.

Individual pupil needs are considered and met as far as possible. An example of this is a child who is functioning at a much lower age. The child spends some time in Reception, where they can access the learning more easily and then when in class with peers, the child has a workstation at the back of the room away from others. This is what the child asked for and the wishes have been respected. Individual support plans are monitored and adapted as necessary.

St, Mary's provides a warm and caring environment for both pupils and staff. Inclusion is high on the agenda and care is given to ensuring that there is real understanding of pupil needs. Thank you to all for making my day so informative and enjoyable.

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 Inclusive School Award and be reassessed in three years' time.

**Assessor: Ms Pam Ash**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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



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### Element 1 - The Inclusion Values of the School

Inclusion is central to the school's aims and policies. Diversity is promoted across the school through the Equality Information and Objectives. The site has recently undergone an access audit to ensure that it is accessible.

Clear monitoring of pupil need is in place and this is evaluated through learning walks and evaluation by the local authority (LA). The evaluations are then used to plan action and support in the SEND Action Plan. This contains evidence of positive outcomes. Joint inclusion planning takes place during the termly pupil progress meetings. This information is saved in Provision Maps on the school network.

SEND pupils are effectively supported using visuals in lessons and a range of strategies are used in the classroom to support the different needs of the learners. The staff have been trained in the use of adaptations for learning and can articulate how and why they are making adaptations. ECT's are supported in this process. There is a strong focus on the individual needs of the pupils. "My Support Plan" meetings are held termly and these contain information from all professionals involved with the pupils. The information is stored in the SEND network and is accessible to staff.

Transition is well managed. Teacher handover meetings take place in July and all pupils have a Transition morning. Additional support is in place for SEND pupils transferring to secondary schools. All Year 6 pupils complete transition work including a Junior Citizens event, looking at safe travel to school.

Pupils are taught to respect each other through their PSHE lessons and Catholic Social teaching. Older pupils are given pastoral support roles e.g. Year 4 play leaders, Year 5 lunch helpers and Year 6 Prefects.

Pupils' achievements are recognised in the weekly Awards Assembly and awards include, for example, those for good manners and helping each other, as well as academic achievement. The school takes part in inclusive competitions for Kurling and Pentathlon, with the trophies on show in the corridor.

There is effective induction for new staff and ECTs are assigned a Mentor as well as an Induction tutor. Newly appointed Teaching Assistants (TAs) are given a teacher and TA mentor and receive training from the SENDCo before undertaking their supporting role. New pupils are given a 'buddy' to help them settle into the life of the school.

Pre- teaching and booster classes before school means that pupils are well supported and prepared for their learning and do not then need to be taken out of the class for extra support.

Staff and pupils are fully included in developing school plans. This is clearly shown by the Mission Statement Day when the pupils helped to develop the school's Mission statement.



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Parents are clear about how they are valued and included in the life of the school.  
Governors are committed and active in their understanding of the work of the school.

### Next Steps:

- For all pupils to understand their rights under UNICEF articles.
- Create a Rights Respecting notice board.
- Establish a pupil Rights Respecting steering group.



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### Element 2 - Leadership and Management and Accountability

Senior leaders work well together and support the Headteacher's vision. Staff are aware of this vision and value it. The school's aim is for all pupils, including SEND, to achieve and make progress both academically and socially. The leadership team ensures that everyone in the school has equal opportunities to learn, develop and grow with dignity in a community of mutual respect. The expectation is that all members of the community should be treated with respect and care. Speaking to staff, pupils and parents, I found this to be true.

There are good monitoring systems in place which include, Book Looks, pupil interviews, learning walks and lesson observations. The school makes good use of external moderation through the NASEN SEN review, Peer reviews and learning walks with the LA Inclusion team. This monitoring and the evaluation of assessment is used to set the priorities in the School Development Plan (SDP) and individual subject plans as well as targets linked to SEND and inclusion.

The outcome of this monitoring is also used to identify targets and training needs. Personal development for individual staff is based on needs. There is a particular cycle of professional development in place for inclusion and SEMH. This begins with a baseline learning walk, followed by training. Staff then try strategies which are then followed up in a staff meeting, then monitoring, further training and a post learning walk. Staff have weekly training that is linked to the school's priorities.

The school works closely with St Mary's and Brunel Universities for initial teacher training, ensuring that effective support is in place for new staff.

Governors are involved in the life of the school. The Chair of Governors has been in post for many years and is very experienced. She is the Inclusion and SEND Link governor, meeting with the SENDCo regularly. She takes an active role in championing inclusion. All governors are invited to school and LA SEND and inclusion training. Teachers are aware of the link governor roles. Subject leaders meet with their link governor at the start of the year to share their Action Plan and then again at the end of the year to review it.

The school has good links with external support agencies, including speech and language therapists, educational psychologists, clinical psychologists and occupational therapists. These agencies provide direct support for pupils but in addition, the school has managed to put in place arrangements that allow support for parents and staff.

#### Next Steps:

- For a higher number of governors to attend SEND and Inclusion based training – make use of online training to support this.
- SENDCo to meet Link Governor at the start of the year to finalise the SEND action Plan.



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### Element 3 – Curriculum – Structure, Pupil Engagement and Adaption

The school ensures that the curriculum is relevant to the pupils. As 46% of the pupils are EAL, the school recognises the need to use a diverse curriculum where the pupils can see themselves. For example, in History, they study a range of significant individuals from a range of backgrounds. The curriculum is sequenced in order to enable progression and to help the pupils remember knowledge long term. The wider curriculum, including PSHE/RSE lessons help the pupils to develop the character needed to succeed in life.

Reading is given high priority and the use of the ELS phonics scheme allows the pupils to develop early reading skills. The Focus Education Scheme is used to develop the teaching of reading and comprehension and this is used alongside the Oxford reading Tree Scheme. Books are on display all around the corridors and the library is the bus in the playground. The pupils enjoy going in there.

All subject leaders have developed Progression Maps to aid the development of pupil's knowledge and understanding. There is a clear process for subject leaders to monitor the delivery of the curriculum and pupil outcomes.

Curriculum plans make good use of the local area and also the context of the pupils. For example, the Polish Airforce is studied as there are a high number of pupils from eastern Europe. Global links are created by the partnership work with a school in Ghana. Catholic Social Teaching takes place every half term. These units teach the pupils to uphold the dignity of human life and work for the justice and dignity of all our brothers and sisters, especially those in the greatest need. It was evident from my discussion with pupils that they understood and upheld these values.

The PSHE curriculum has been designed to include character building topics including, positive relationships, caring friendships, showing respect, being safe, mental health and making positive choices. Again, these teachings were evident when speaking with the pupils.

All classes go on at least one external visit per term which is linked to their curriculum and in addition they take part in face to face and online workshops and talks from the police, fire brigade and outreach agencies.

Social skills training is offered to those pupils who would benefit from it, using Talkabout.

Subjects are taught discretely, but meaningful cross-curricular links are made where possible.

#### Next Steps:

- To ensure that all pupils' understanding of important ideas is checked consistently across the curriculum and misunderstandings are addressed.
- Use of live marking as outlined in the updated Assessment and Marking policy.
- Ensure Pupil Premium, disadvantaged pupils are accessing extra-curricular activities.



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

Teachers make a range of adaptations to their medium- term planning to ensure that all pupils, including SEND, can achieve the learning objective. Concrete apparatus may be used in maths, whilst writing checklists or frames are used in English. Widgets are used to add a visual support element. More able pupils are challenged through reasoning questions in Maths, challenge questions across all subjects and the opportunity to analyse a wider range of resources in History. Good use is made of the skills used for analysing and evaluation. All tasks are adapted to enable all pupils to be actively engaged. A range of external moderation confirms this.

Good use is made of technology. Speech C-Reader 2 pens are available for pupils with dyslexia. A pupil in Year 3 is using one. Laptops are available for those pupils who need support with extended writing tasks. Nessy Touch typing is used to develop the pupils' typing speed. Voice recorders are available and these are used to capture and play back ideas. Visual stress is reduced using pastel colours on the IWBs. Digital technology is used to support formative assessment and checking, recapping on knowledge and making use of low-stakes quizzes. Nessy read and Write Spell is used as well as SPAG.com and My Maths.

SEND pupils have full access to the curriculum. Pre-teaching sessions are held before school with targeted pupils to help them to be able to take part in the lessons. All TA's have received training from the LA Inclusion Team on supporting Quality First Teaching and the use of visuals and adaptations. External evaluation shows that they are providing effective support for individual pupils in the classrooms, enabling independence.

Different learning styles are accommodated by the use of quiet workstations in the classroom and corridor areas. All visual distractions have been removed from around the IWBs in all of the classrooms. All classes have calming areas. Visuals are used to support learning and all staff have been trained by the LA Inclusion team to ensure that PECs cards, widgets, now-next boards, writing frames etc are used effectively. There is a sensory room and a sensory corridor to support breaks from learning.

Live marking is now the focus and this is used to identify and manage misconceptions. Short interventions are used to address any misconceptions and quizzes are used to identify common misunderstandings.

The school regularly evaluates its work through peer learning walks, subject leader evaluations and external groups. All staff accept constructive criticism positively and this is evidenced in regular review meetings.

Staff training has been extensive across a range of additional needs e.g. Dyslexia, ASD, Dyscalculia, mental health disorders and specific needs linked to SEMH.

#### Next Steps:

- Develop live marking so that all teachers are identifying misconceptions earlier. Learning Walks will have a focus on this.



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### Element 5 - Assessment

Ongoing formative assessments, including live marking and quizzing are used to identify misconceptions and to plan next steps. Summative assessments are carried out at the end of each term. Termly Pupil Progress Meetings (PPMs) are used to identify targets and support in a holistic way so that SEMH and other needs are included.

Teachers adapt future lessons based on their evaluations. Interventions, including before school booster/pre-teaching groups, are used to support gaps in knowledge. SEMH needs are now being assessed. The first wellbeing Survey was held during the Spring Term 2024 and this resulted in planning targeted and individual support.

Termly assessments are tracked using the school's online data tracker, 'OTrack.' All information is stored here including notes from PPMs. Termly parent meetings allow staff to share assessment results, targets and planned support. Longer IEP meetings are held for SEND pupils. Annual reports are then shared with parents at the end of the year and they include end of year results.

Lesson objectives and success criteria are shared with pupils so that they are clear about what they need to do. The pupils are actively encouraged to support each other in their learning using talk partners, checklists and peer assessments. The peer assessments are based on the success criteria.

All staff have attended training covering Cognitive Science, supporting long-term memory and Rosenshine's principles. Growth Mindset is followed in all classes. Pupils are encouraged to learn from their mistakes. There are growth mindset displays in all classrooms.

Live marking and pupil feedback during lessons is encouraged. Teachers are then aware of where individual pupils are with their learning. The teachers engage the pupils in lessons in such a way that allows the pupils to help to identify their own needs. Information is then used to update support plans etc.

#### Next Steps:

- Use the assessment of mental health and wellbeing needs to plan targeted and individual support for pupils.
- Pupils to complete a wellbeing survey at the start of the year and another at the end. Results to be analysed.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The school follows the Ten PSHE scheme and the Rooted in Love Catholic Social Teaching programme which promotes attitudes of understanding and acceptance. Through the PSHE lessons, assemblies and growth mindset work, pupils are supported to be resilient and to not give up easily. The school has a clear, positive whole school Behaviour Policy, detailing rewards, promoting good behaviour and sanctions.

Consistency is seen across the school in that all classrooms use the same 4 behaviour rules, the same visual timetable based on routines, the same traffic light system for sanctions and the pupils complete a reflection of their behaviour if they break any of the rules. The classroom environments have been designed to be inclusive considering neurodiversity. Good attendance is celebrated and there is an attendance officer who follows up on pupil absence. Parents are contacted half termly if attendance drops.

Weekly PSHE lessons promote healthy lifestyles and all classes, including staff, take part in the daily mile. The Lunch Box policy encourages healthy choices and this was developed by the School Council. There is exercise equipment in the quiet KS2 play area and there are nominated Play Leaders at lunch time who promote exercise and a range of games. The school's annual Friendship Week investigates anti-bullying and covers extra Internet safety workshops. The school has a zero-tolerance attitude to bullying.

Worry boxes are available in all classrooms and there is opportunity for pupils to talk to their teacher and TA. Known TAs are available to pupils throughout break and lunch time. All pupils are encouraged to do their best and to be the best version of themselves. In both the school's Ofsted Report and the RE inspection, behaviour was described as exemplary. I saw excellent behaviour in the classrooms and corridors during my visit. Any behaviour incidents are tracked using 'triggers' and there is a graduated response for those pupils with SEMH needs. The school has worked with the LA Inclusion team and Place 2 Be to develop interventions for pupils with SEMH needs. Effective rewards are in place.

Tolerance is taught through the PSHE curriculum, RE topics and Catholic social teaching. Pupils learn to be tolerant of the differences in the community whilst co-operation is encouraged between all pupils. Resilience is supported through the growth mindset work. The school has a calm, positive feel where good behaviour is encouraged and celebrated. The school has achieved the UNICEF Rights Respecting Schools Bronze Award. Articles of the week, based on UN rights, are introduced at whole school assemblies.

#### Next Steps:

- Pupils to have the opportunity to indicate if they are feeling anxious etc.
- Whole school training for Zones of Regulation.
- Toolbox strategy created to support pupils if they are feeling anxious etc.



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### Element 7 - Parents, Carers and Guardians

Senior leaders greet the parents every morning on the gate and are available to discuss any concerns. There is an open -door policy after school which allows parents to meet with teachers as required. A Meet the Teacher session is held every September so that parents can meet their child's teacher. SEND coffee mornings are held every term. These include talks from outside speakers, highlighting support available in the local area. Parents are also made aware of external agencies through the school website, newsletters and meetings. Parents' evenings are held termly and this gives parents the opportunity to look at books and ask questions. Team Around the Child (TAC0) and Team Around the Family (TAF) meetings are held for the more vulnerable pupils and these are attended by a range of outside agencies. My Support Plans are then developed.

Communication with parents also takes place via email, text messaging and letters. Key information and newsletters are available via the website. Google translate and the Google classroom is used for specific EAL families. The school makes use of LA interpreters for key meetings in school.

The parent survey held in October 2023 highlights positive parental engagement. Parents told me that it was easy to contact staff and that concerns/questions were responded to. A range of workshops and talks have been held covering, for example, Reading, Phonics and Online Safety. An annual Curriculum afternoon takes place in October and this year's focus was Maths with a workshop looking at the calculations policy.

There is an established PTA that works to raise additional funds for the school. Each year they hold a Summer Fair, a Christmas Fair, raffles and regular cake sales. They attend and provide refreshments at all of the coffee mornings and promote the work of the PTA. They have raised funds for the nature areas in the school, KS" quiet area equipment, books, computer equipment, Y6 visits, planters and plants and last but not least, the Library Bus. The Library Bus is really enjoyed by the pupils. It is well equipped and a real haven for developing a love of reading.

The Annual Pupil Progress Reports have been deliberately designed to be easy to understand and all assessment scores are clearly explained to parents. Parents are encouraged to support home learning and opportunities are described during the Meet the Teacher meetings, curriculum afternoons, curriculum information talks and workshops as well as the school website.

#### Next Steps:

- Provide greater opportunities to have more parents attend school events.
- Provide curriculum coffee mornings.
- Text messaging to be used to send more short, regular updates.



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### Element 8 - Links with Local, Wider and Global Community

The school is excellent at being aware of and making use of community resources that will enhance learning. Pupils can access enrichment activities through extra-curricular sports clubs like, football, gymnastics, basketball, netball and multi-sports as well as creative activities like, art, guitar, violin and piano tuition and curriculum – based clubs like Coding, Spanish and History. In addition, there are exclusive events for SEND children, New Age Kurling and Pentathlon.

There are close links with the local Catholic Secondary School that many of the pupils move on to. The school benefits from joint training, network meetings, whole school community masses and transition work. Likewise, there are good links with the three local special schools who offer outreach and training.

The school has engaged in a handwriting project with Brunel and UCL universities. The local community is important and the school has been involved in projects run by the Groundwork Trust, including recycling projects, visits to a local quarry, traditional brick making to contribute towards a canal memorial wall, mosaics to decorate a local recreation ground and designs for play equipment in a local park. In addition, the school works closely with the local parish and community, taking part in masses, productions and carol singing events.

Funds are raised for local and global charities every term. The school is linked to another in Ghana and is looking at a shared Geography project investigating contrasting localities. A whole school Visits and Visitors document is in place which includes trips every half term. Each class goes on a trip every term. The Year 6 pupils attend a three- day residential trip in July.

Themed weeks are held every term and make use of global resources, for example, One world Week, Black History Month.

Breakfast and Afterschool Clubs and the holiday club offer the pupils a range of experiences. All pupils are actively encouraged to take part in community events, trips and clubs and so develop a greater awareness and understanding of the local area. Informal opportunities are given to the parents to become involved in school life, like coffee mornings, stay and play in the early Years and reading in class. Parents are signposted to these events in the weekly newsletter and through meetings.

St Mary's is a school that really knows its community and what it can offer the school.

#### Next Steps:

- To continue to maintain community links.
- To extend and add to the links as and where possible.