



Report on IQM Inclusive School Award



School Name: St Julie's Catholic Primary School

School Address: Brooklands Road
Eccleston
St Helens
WA10 5HG

Head/Principal Mrs Anne Hodgson

IQM Lead Mrs Helen Slocombe

Assessment Date 5th July 2024

Assessor Mr Mike Bousfield

Sources of Evidence:

- The school's SER document for IQM.
- The school website.
- Learning walk.
- The evidence in pupils' books.
- Documentation provided by the school.
- A presentation by the IQM lead.

Meetings Held with:

- Senior Leaders.
- Parents.
- Governors.
- Pupils.
- Other members of the Leadership Team.
- Teachers.
- Teaching Assistants.



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Overall Evaluation

The school's Christian ethos, its warm community feel and the high expectations and standards for all make an impression as soon as one enters St Julie's Catholic Primary School. The school environment is cared for and maintained to the highest standard, displays are attractive and eye-catching as well as informative of the school's inclusive values and the warmth of the greeting visitors receive is replicated in the interactions between everyone once the threshold is crossed. Although pupil numbers may be broadly average for a primary school, there is a sense of easy communication and a strong community where everyone knows everyone else that is more typical of a smaller school. There is a remarkable consistency in the language stakeholders use when talking about the school and it is very clear indeed that everyone is proud to be a part of it.

Senior leaders are very professional and thorough and ensure that all of the school's systems, procedures and policies work well to promote and enhance school's values. The inclusion lead had prepared a presentation to begin the assessment day, summarising the school's approach and evidence across the eight areas for the Inclusion Quality Mark's Inclusive School Award. There is strength across the broad range of leadership roles in the school. The science subject lead has thoroughly reviewed the science curriculum and ensured not only that the scientific knowledge and skills that are required are learned, but that messages about diversity and equal opportunity are included wherever possible. The SENDCo has made it easy for colleagues to identify the needs of their pupils and where they are within the school's published Stages of Identification. Guidelines on the provision at each stage make it clear how teachers should adapt provision for the pupils at that particular point. The geography lead is passionate about the subject and ensures that it is based on the real-life experience of pupils as much as possible, as well as utilising links with the wider world to promote the school's values and the children's engagement. Pupil leaders do a good job, acting as a role model for younger children and looking after them, for example at play time. They also make decisions on behalf of their peers, such as deciding which resources to buy to enhance the playground provision and also, as subject ambassadors, they advise subject leaders on how learning could be better for pupils. They have initiated the purchase of class atlases, for example. Governors have a passion and enthusiasm for the school, and they support the leadership team well. They are very sensitive to the opinions and needs of different stakeholders and do a good job in ensuring that all are listened to and provided for. They highly value the staff team and take care of their well-being, making sure that they feel valued.

There is a well organised and well-resourced curriculum, in which children encounter the school's inclusive values and learn how to put them into practice. Attainment in school is generally high, and this is reflected in the curriculum which includes challenges for the most able pupils. The curriculum is accessible for the vast majority of pupils and takes into account different learning styles. Pupils are given the opportunity to demonstrate their achievement, even when there are barriers. Classrooms are well organised so that there is good universal provision which makes the curriculum accessible for most pupils. Displays that avoid cognitive overload, visual timetables and working walls, concrete apparatus for mathematics, well established routines and calm areas for regulation make the classroom environments welcoming for pupils with



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additional need, but also benefits all pupils. Adaptation is used to support learners when they need it. Staff are well trained and use a variety of adaptations, ranging from very simple prompts that can be used independently, more individualised scaffolding such as sentence starters and right through to additional adult support. There is a focus on independence and all learners do all the tasks that they're capable of independently. There is a robust assessment and planning cycle. Assessment for learning takes place and is used well within lessons. Procedures and structures for summative assessment work well and enable good provision mapping for those children with additional needs or gaps in their learning and provide information for curriculum development.

The children's behaviour is excellent in school, and they can describe and recognise behaviour that fits in with the school's values and ethos. They learn to be good citizens, through their ambassador roles and opportunities for other leadership roles such as playground buddies and school counsellors. Through the "Mini Vinnie's" club they have opportunities to put their values and beliefs into action to support their local and the global community. The school's behaviour policy recognises the importance of relationships and promotes a reflective response to behaviour that is not within the ethos of the school. The policy provides a good guide for staff so that they respond consistently, and good use is made of the behaviour data that leaders collect. They look for patterns of behaviour and identify and address the cause.

Parents' views of the school are exceptionally positive. There are many opportunities for them to engage and be part of their child's development and education and, as a group, they engage well. Community events are particularly well supported and valued, including those connected with the church. A welcome mass is held for the Reception class each year and the school plays a pivotal role in helping families celebrate the first communion of their children, with a community breakfast provided in school after the service. There is an active Parents and Friends Association which organises community events and raises money for the school. They make sure that there is a social event for pupils once each month. Parents of children with additional needs are well supported with a sensitive approach and good communication and support is in place.

The school collaborates well with partners to ensure that the children get the best education possible. Children learn about the wider world through the curriculum and there are many opportunities to reflect upon and discuss the school's values in this context. Work with CAFOD and the St Vincent DePaul charity encourages children to Live Simply, Live Sustainably and Live in Solidarity and provides an excellent opportunity for them to see that their values have impact in the real world. Links have been established with a school in Cadiz which is proving to be a valuable learning tool, and this is an area that teachers would like to develop further.

It was a real privilege to visit St Julie's and to find out about the amazing work done to ensure that everyone in the community understands the importance of inclusion and that everyone has their needs and talents recognised and responded to.

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 three years.



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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: Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann", written over a dotted line.

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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

The ethos of St Julie's Catholic Primary School is summarised in its vision statement, "A caring, family school where we learn, grow and walk in the footsteps of Jesus." The core values of respect, unity, love, honesty and hope are displayed on footprints in each classroom and are understood and followed by all members of the school's community. These values are clearly communicated and are represented around school environment in many of the displays and beautiful artwork. They are consistently referred to when stakeholders talk about the school and there is a commonality in the language they use. The words family, community and care/nurture often occur.

As a Christian school, the values and ethos are interwoven into all aspects of day-to-day life and practice. Children learn further and more explicitly about these values when they encounter them through the curriculum. Taking part in the community nativity service and events like young voices demonstrates the power of belonging to a community and the responsibilities that brings. They encounter issues through activities such as looking at picture news in assemblies each week, bringing the opportunity to reflect and understand how the values they learn in school might apply to the outside world. They take parts in class discussions, such as, "Should we all learn sign language?" in which they can articulate their opinions and ideas and listen respectfully to the ideas of others and encounter diversity through the books they share in class through their Reading Spine. Special assemblies each half term focus on one of the school's values, bringing the regular reinforcement that keeps the awareness of pupils fresh. Children take part in collective worship in class each day and assemblies which can be celebrations, collective worship or debates about the Picture News. Children take turns to lead the worship and parents are invited in when this happens.

The school council are very proud of their role in reinforcing the school's values. They say that they are role models for other children and accept that this is a big responsibility. "We all want to have fun, but we want to be safe as well. We encourage other children to have fun and be safe," reflected one member.

Learners can articulate the school's values readily and they say that they represent how "we are proud to be Christian." When asked what picture they would choose to represent their school, one of them chose the school badge because "we are a Catholic school, and it has a cross on it." Another chose the Zones of Regulation board in their classroom because "we all have different emotions and feelings and we're not all the same." Friday assemblies was another choice because "everybody's part of school and you get rewards to show how you are good. We all clap for our friends when they get awards." "I would take a picture of the playgrounds," one pupil told me, "And show some people letting someone else join in their game because we're all kind and well behaved." The final choice was "a picture of the clubs and sports things. We all do different things and we're all kind. We all represent school at something." Pupils are aware of diversity and identify disabled people as a group who may need extra care.

Next Steps:

- Ambassadors and pupil leaders to educate other stakeholders about their role.



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Element 2 - Leadership and Management and Accountability

Senior leaders are sincere, committed and passionate about the school. They have embedded the school's ethos, and it is clear that it applies to their decision-making as well as all other aspects of school life. There is a collaborative approach, with all teachers playing a strong leadership role in promoting the subject areas and other responsibilities they are responsible for. A decision was made about two years ago to introduce the core values alongside the long-standing vision statement. A teacher explained to me that the vision statement provides the 'what' and 'why', while the core values provide the 'how' – making the inclusive values of the school more explicit. The current school development plan outlines clear priorities for the promotion of inclusion. One target is to strengthen teaching around diversity in the PHSE curriculum by introducing "Everyone's welcome/ equalities texts". A second priority is to further develop the knowledge and expertise around SEND by providing training for staff.

Pupils are proud of the role they play in the leadership of their school. They are effective buddies, caring for their younger peers and the school council represents their views and brings about changes such as deciding which additional equipment would enhance the children's experience at playtime and lunchtime. Subject ambassadors work alongside the leaders for their subject to improve learning in school. In the geography curriculum, for example, they initiated the purchase of new atlases and more visitors to talk to them about how they use geography in their everyday life.

The governing body describe themselves as settled and loyal and have many members who have been governors for a number of years. They are very proud of the work the school does, particularly the family orientated approach, close links with parents and the links with the local community. Their motivation for this assessment is to "celebrate the good practice in school and get it acknowledged." They play a visible role in school, and staff say they are accessible and supportive. They monitor and scrutinise the work the school does, with many link governors who provide regular reports. They take account of staff, parent and pupil voice and fully support any measures to enhance the well-being of any members of the school community, including staff. Staff say, "we have a supportive governing body, they are accessible and maintain good relationships and dialogue." Governors regularly contact staff to say thank you and hold a party at the end of the year to say thank you for their hard work.

A "Well-being committee" has been established to bring about improvements for staff and children. One initiative was to issue each member of staff with a golden ticket which they can use on one day of their choosing through the year to take time out of school. This is truly appreciated, as is the openness of all colleagues and the support the team gives each other. Everyone reports that they are respected, and their opinions are heard. The well-being committee also introduced mugs, which are filled with treats and a positive message each week and passed in anonymously to recipient by the person who received it the week before. Touches like this ensure that the warm spirit that is apparent in school is maintained.

Next Steps:

- Identify a link governor for inclusion and include the link governor in the development and monitoring of the centre of excellence action plan.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Leaders at St Julie's describe their curriculum as an enquiry-based challenge curriculum, with clear progression of knowledge and skills. The principles of mastery teaching are applied so that pupils "engage in skills of a similar nature, but at a higher level of understanding leading to a mastery approach to learning." The sequence of learning ensures that new knowledge builds on what has already been taught and there is successive relearning as pupils progress. Mini quizzes and knowledge organisers allow for repetition and frequent checks of understanding so that learning is retained in the long term. Core skills are prioritised, and the school uses evidenced approaches and scheme such as Floppy Phonics and White Rose for maths. The school is part of the Northwest 3 Maths Hub which has enabled mastery teaching to be developed and there is currently a priority to establish mastery of number in the Early Years Foundation Stage. Additional mental maths lessons have been introduced to improve the efficiency of pupils in their calculations.

Teachers plan for the engagement of their class by including a great deal of enrichment within the learning. They learn about maths while they are engaging in their forest school activity and make visits including to the Smithy Heritage Centre to make comparisons between past and present in their learning about local history. On the day of the assessment, the children in Reception and all the adults present were equally captivated as we witnessed several butterflies emerge from the pupae they had built after starting out as caterpillars in their special classroom home. Students enjoy visits such as from the RNLI to talk about water safety, an archaeologist to talk about how our knowledge of the past is formed from the evidence that can be uncovered in the ground, a rugby player speaking about the dedication and resilience needed to succeed in sport and an Olympian to remind them about the importance of diet. There are a host of after school clubs and extracurricular activities including many different sports as well as craft, gardening, forest schools and sewing. The older children act as curriculum ambassadors, and bring innovation, such as initiating a visit from James Ketchell, an explorer who is going to travel around the world whilst keeping in touch with the class.

Through the curriculum, students encounter many of the school values so that they learn that they apply to the whole world. Writing a leaflet which they hoped would persuade people to come to St Julie's school, Year 2 reflected very well about the school's core values and how they made a difference to the people in school. The reading spine, which ensures variety across the books that are shared as class texts, contains a number of books which promote reflection about the values of inclusion. These include, "10 things I can do to help my world", "Bill's New Frock", "The Boy at the Back of the Class" and "Coming to England." The science leader has ensured that diversity is represented across the curriculum by looking at the scientists that children will learn about and, for example bringing in a female chemist to demonstrate that science is not an exclusively male domain.

Next Steps:

- Review potential opportunities to extend the links with partner schools in other countries through the global alliance in order to enhance learning in the curriculum.



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

Classrooms are extremely well equipped and organised with high quality displays that show the value that is placed on pupils work and the expectations for presentation. The outdoor environment around the school is extensive. The EYFS outdoor provision is incredibly spacious and is a real asset for learning. The open plan nature of the Key Stage 1 and Early Years area allows for some access to continuous provision for Year 1 pupils, especially at the beginning of the year. Classrooms are made as accessible as possible for all learners, reducing the need for adaptations to be made. Learning through IT applications, such as Bug Club, Times Table Rock Stars, NumberBots and My Maths, ensures maximum engagement and access for some precision learning. Visual timetables are displayed so that pupils know what is coming now and next. In each classroom, a reading area has been created, providing a comfortable space for learners to enjoy books, but also a space where they can reflect and regulate their emotions. “Zones of Regulation” displays in classrooms promotes emotional awareness and pupils are taught to recognise emotions and how to deal with them. Boxes are provided for children to post their worries, and positive affirmations promote a growth mindset for the older pupils. Routines are reinforced, such as a poster asking learners to ‘Give me 5! Eyes on the speaker, mouth quiet, ears listening, hands free, sit still.’ Working walls and other prompts such as history timelines and maps give visual prompts to support learners to complete their work without adult support.

It is understood that not all learners will be able to access the curriculum independently. The aim is for all pupils to work towards a shared learning objective, with differing degrees of support enabling them to do this. Various ways are used to enable learners who cannot yet record their ideas in writing. In the Early Years, floor books are used extensively to record learning over time. Older children can record their ideas in the form of pictures or can be provided with sentence starters or other scaffolding. Hands on apparatus is used extensively in maths so that learners who are working towards understanding a concept can see it in a concrete form before they are able to move towards understanding it in the abstract.

For learners with additional needs and personal plans, full support is given, often in the form of additional adult support. There is a wide range of expertise within the Teaching Assistant group, and they value the training and support they've had to develop their skills and expertise. It is used widely and well. They understand how to best support children whilst maintaining their independence as much as possible. They support other children in the class as well as the pupil that is that primary focus. Adaptations vary according to the personal plans of each learner, but needs are met well. Quiet spaces and a sensory room are available for those who need quiet time and sensory circuits. Workstations are provided to prevent sensory overload so that some peoples are able to cope within the large group. Knowledge of a good range of interventions is available if required.

Next Steps:

- Review the music curriculum against the national plan for music.



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Element 5 - Assessment

Through assessment, staff at St Julie's hope to capture what children can do and what support they might need to progress. The process of assessment has been developed in line with current evidence-based practice and research. This includes clear structured sequence of learning criteria and an element of self-assessment. Pupils are encouraged to rate their own work against the marking criteria for the activity. Older children are given the opportunity to give each other constructive feedback. In this way they learn to self-assess and increase their capacity as learners to evaluate and improve their own work. Clear instruction and good questioning are part of the learning process alongside feedback which is frequent and given as close to the point of learning as possible. Live marking (including self-marking and peer marking) is used whenever possible, and pupils use a purple pen to edit their work in response to the feedback they have been given. Knowledge organisers are used at the beginning of units of work with a quiz at the end of the unit in the form of the original knowledge organiser but with missing words. Recap and review sessions take place throughout the unit so that successive re-learning allows for pupils to build on previous learning and develop full understanding.

Teachers summarise pupils' achievement using their formative assessments, their contextual knowledge of their students and the results of end of unit tests in some subjects. Teacher assessment takes precedence and is informed by testing. Moderation takes place within school, so that there is consistency in the judgments of teachers. The results of summative assessments are recorded on the school's information management system. This allows the progress of a student to be tracked over time and also for the analysis of learning in subjects across the curriculum. Progress meetings are then led by the Deputy Headteacher and Headteacher so that outcomes can be analysed and provision going forward mapped. An intervention action plan and timetable are then drawn up, showing the support that will be required for individual learners as a result of the teacher assessment. Development plans are also informed by the outcomes of these meetings, so that any whole school trends are quickly identified and areas for development can be addressed.

For children with additional needs, including those with EHCP's, assessment is based on the targets on their individual plans and progress is measured from individual starting points. The SENDCo provides good information and reassurance to parents and involves them fully in plans and reviews. Close links are established with the families of children with additional needs and as well as the open-door policy and availability each day, regular drop-in sessions arranged. There are good links with outside agencies who provide extra support in reviewing progress and planning for need. This includes at key transition points, which are managed very well with enhanced transition put in place and key information passed on.

Next Steps:

- Continue to have robust assessment, with termly pupils progress meetings and ensure that interventions show impact on pupil's progress from their starting points.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Staff, pupils, and children have very positive views about the behaviour of pupils at St Julie's. Pupil voice questionnaires show that 96% think that other pupils are well behaved, and 100% feel that they are safe all (97%) or most (3%) of the time. Similarly, a parent questionnaire reveals that 97% believe that "children in this school behave well". Teachers and teaching support staff say that they are incredibly lucky because the children they teach are so well behaved and well mannered. Teachers say that the children's behaviour is exemplified by the Year 6 Buddies who show love in helping other children or the playground leaders who've been trained and organise games with the younger ones or come to help Year 2 with their DT lessons. "At play times we see all our values in action, with the children mixing together, checking everyone is ok, showing respect and care and looking after each other," one of the Teaching Assistants told me. "When I take the child that I support 1 to 1 out to play with the others, they're so nice to him and they make sure he's not left out and he's involved," another member of staff explained. On the day of this assessment, Reception class went outside to observe the moment when the pupae they had been caring for emerged as butterflies. They were very careful and gentle in their behaviour showing respect for each other and the new life that was emerging. "Do you think it's shaking because it wants to get out?" one of the little boys asked me in an excited voice, pointing at the pupa.

The behaviour policy of the school is very clear and supports adults to respond consistently, which is an important hallmark of good behaviour practice. Negative behaviour is defined and categorised and the expected response is made explicit. Incidents of negative behaviour are systematically recorded and analysed, and school leaders use this information well to understand the causes of negative behaviour and address these. For example, it was noticed that a high number of incidents were occurring during unstructured time. As a result, active play times were introduced, and support staff were trained to initiate and lead play. This has had a positive impact on behaviour. Class rules are negotiated with the children each class, so that they have ownership. They are positive not negative i.e. they focus on the "do's" and not the "don'ts".

The ethos of the school is such that good behaviour is explicitly taught, celebrated and rewarded. "Stand proudly, walk tall, good manners, speak clearly and correctly," is the mantra that is displayed at various points around the school. Celebration assemblies are an opportunity for the hard work and excellent application of the school's values to be publicly recognised. Awards are given such as the "Star for showing respect", "Book explorer", "Marvellous mathematician" and "Attendance". Learners told me that they enjoy being celebrated in this way and clapping for their friends when it is their turn to be recognised. House points are also used to reinforce the good behaviour that is expected in the moment.

Next Steps:

- Develop the role of ambassadors and pupil leaders.



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Element 7 - Parents, Carers and Guardians

“This is a caring family school. Strong bonds are built with parents. Staff are always here to welcome you in the morning and the minute you walk through the door, you feel welcome. Everyone always has time for you.”

“The notion of family is central to the ethos of the school and is celebrated through assemblies where all children are celebrated.”

“My children have thrived. I didn't think they were ready for Reception, but the class teacher was very supportive and reassuring.” - Views of parents during the assessment.

The school engages with parents and carers through a range of events and forums. Curriculum workshops inform them of the way their child is taught, events such as the “share a story session” help them to be part of the learning experience in partnership with school, art exhibitions, science week and singing events celebrate the learning and reinforce community bonds. Collective worship sessions are important times to bring the community together. Parents love the emphasis on celebrating Christmas and other festivals, and the way that the school makes the first communion of their child such a family event with a special breakfast laid on afterwards in school. The school has facilitated uniform sharing, so that money can be saved on clothing and the impact on the environment through unnecessary waste is reduced. Mental health workshops have also been delivered for parents and support can be accessed through school.

Communication is good and has been changed to take into account of parents' views. The school website has the full range of statutory and non-statutory information required. A weekly news bulletin with lots of photographs, news and important dates is produced. Microsoft Teams is used to communicate between home and school, and homework is set on the platform. There is also a notice board in the playground for important information.

The active Parents and Friends Association organises social events such as bingo and school discos, providing experiences for the children and raising funds for school. An event is held each month such as Film Club Friday. Any money raised is used to help in school, for example subsidising school trips. The PFA has also organised a lottery and members carry out minor maintenance jobs in school to support staff. Innovation has come through the Gift List - class teachers make a wish list of items that would be useful in their classrooms and parents can choose to buy them as gifts for their class, for example for Christmas.

For those pupils with additional needs, school staff are described as “particularly open honest and sensitive”, by a practitioner from a partner agency. The SENDCo and head teacher are especially good at presenting challenging information in a way that is supportive and parents are generally appreciative. The family ethos means that parents are recognised as key partners and included in any decisions that affect their child's education.

Next Steps:

- Develop the awareness of parents of the inclusion values of the school through the roles of the pupil ambassadors.



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Element 8 - Links with Local, Wider and Global Community

Children start to learn about community by being in school. The house teams they are in support this learning. "I like being in blue team because I make new friends," said one Reception child. Strong links with the local church, include a welcome mass each year for Reception children. "The celebration mass represents the caring family school for me, because I remember it so clearly from my time here as a pupil," one of the teachers told me. Other links include Hope University, through which pupils can graduate from Children's University by attending clubs and extra-curricular activities in and out of school.

The global citizenship of pupils is developed through links with the Catholic Agency for Overseas Development (CAFOD) and the St Vincent DePaul Society, whose section for children is named 'Mini Vinnie's'. Pupils have the opportunity to be involved in achieving the "Live simply award," which encourages them in "Living Simply, Living Sustainably and Living in Solidarity with our Global Community." Students were invited to make pledges along with other members of the community including parents and staff. They took part in an assembly presentation and encouraged their parents and families to be involved before they placed their pledge pebbles in the school prayer garden to share. In order to live sustainably they campaign for more people to walk to school and use the car less and look at ways local businesses have reduced their carbon footprint. As part of the living in solidarity element, they have learned about Fair Trade and human rights organisations and the work of CAFOD outreach workers in different parts of the world. These are just some of the examples of the excellent work which introduces big ideas to the children and encourages them to take positive action.

Links with the global community are further enhanced through the partnership formed with a school in Cadiz through the global alliance. Students can talk with their peers and make comparisons about their daily lives and experiences in different parts of the world. Pupils often get the chance to go out into the world more locally to experience their learning at first hand, visiting Chester and Manchester Airport or carrying out field work in the local area for example. After the geography ambassadors asked for more visitors, the geography leader made a link with an explorer, who is planning to sail around the world. He came into school to share his plans with the children who are now going to follow him on his journey. The children found his input inspiring, especially one little girl who discovered that "girls can climb Everest".

Partners from external agencies are valued and advice is implemented in the personal plans, timetables and teaching strategies used around the school to support the children with additional needs. The school is an active member of a local cluster which provides opportunities for networking and collaboration, for example as part of the Early Years Hub or meetings to moderate writing.

Next Steps:

- Expand the number of partner schools in other countries through the Global Alliance.