



## Report on IQM Inclusive School Award



**School Name:** Ingol Community Primary School

**School Address:** 39 Whitby Avenue  
Ingol  
Lancashire  
PR2 3YP

**Head/Principal** Mrs Naomi Parkinson

**IQM Lead** Mr James Moss

**Assessment Date** 13<sup>th</sup> June 2024

**Assessor** Ms Sally Judge

### Sources of Evidence:

- IQM Self Evaluation report.
- Office for Standards in Education, Children's Services and Skills (Ofsted) Report (October 21).
- Statutory assessment data.
- School policies including Behaviour policy and curriculum.
- Pupil Premium and Sports Premium documentation.
- School website.
- Newsletters.
- Displays.
- Samples of pupils' work.
- School development priorities.

### Additional Activities

- School tour.

### Meetings Held with:

- Headteacher.
- IQM Lead.
- Senior Leadership Team.
- Group of teaching staff with varying degrees of experience.
- Group of Support staff including Site Supervisor and Hive leader.
- School Council Representatives (pupils).
- Parents.
- Governor/Learning Mentor.



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### Overall Evaluation

Ingol Community Primary School continues to be highly inclusive. It is immediately clear from the fact that both IQM leaders are members of the Senior Leadership Team that inclusion has a high profile within the school.

Their prospectus declares an aim, “for all children to achieve the very best they can, regardless of their starting point,” and this desire to support children to overcome obstacles in the way of their success was evident all around the school and in all the conversations I had during the day.

Staff are very much part of the community in which they work. Many of them live near the school, and several attended Ingol CP themselves as children. As a result, they are emotionally invested in the school and the wellbeing of the children. It sounds like more than a job when they talk about their work; it sounds like a family.

Over 60% of the children at Ingol CP are in receipt of Pupil Premium funding linked to low incomes. The school goes above and beyond, more than most, to support families holistically so that children can be ready for school and focused on learning rather than feeling hungry or anxious about their financial situation at home.

The many and varied ways that Ingol CP School supports families include:

- Every child is provided with breakfast on arrival at school.
- The school has a food pantry to provide groceries to those families in need.
- The school has a washing machine and dryer available for parents to use.
- Staff volunteer to cook hot meals every week that are provided for families in need on a “pay what you can” basis. This included Christmas dinner last year!
- The school minibus picks up children every morning who struggle with poor attendance for a whole range of reasons.
- A good-condition donated school uniform is available at a very low cost to parents.
- A wide range of enrichment clubs are available at lunchtime and after school in order to provide as many different experiences as possible to the children.
- Family social events such as Bonfire Night and Bingo are provided at a low cost to families so that everyone can attend.
- School trips are regular and subsidised, e.g., to Blackpool Zoo, as it is recognised that children have limited opportunities to access cultural venues outside school.

These examples were shared by a group of parents I spoke to, and the school means a great deal to them. It is truly the heart of the community. Parental engagement is high,



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but this is not accidental. The school works tirelessly to build positive relationships with parents founded on trust and respect. Parents report that school staff are approachable and non-judgmental. They feel able to speak openly about issues that are having an impact at home, and the school will always try to support them in whatever way they can. The popularity of the school has grown steadily and is now oversubscribed. Parents know that their school is special and that their children are having the best time! "They love coming to school," one parent told me. "They really can't wait to get here every morning and are excited to learn."

In recent years, the pupil population has become far more diverse, with around 25% having an ethnic background other than white British and 15–20% being multilingual. The school has embraced this change and is proud to share with visitors that there are over 14 different languages spoken by children at the school. A large map of the world is displayed in a prominent position, with photos of children linked to different countries and QR codes that give more information about those places. This impressive display was beautifully put together and took a great deal of time and commitment from the staff to complete. The result is a high-profile indication of how differences are valued, and new children are welcomed from all over the world.

I was given a school tour by two members of the school council (pupils) who themselves had previously lived in Poland and Egypt, respectively. They spoke so warmly about how the school supports and welcomes everyone, telling me about the importance of including everyone no matter what their age, ability, or background. What fabulous ambassadors for the school!

Another way in which the school has changed is the increased percentage of children with special educational needs. Ingol Community Primary has a higher-than-average number of children, with identified SEND currently standing at 20%. There has been a determined focus on staff training so that teachers and support staff feel confident in adapting their lessons and teaching style in order to ensure that all children are supported to make outstanding progress from their starting point.

Without significant funding, the school has prioritised the needs of those children, with SEN developing a specialist resource base where highly experienced staff provide intensive teaching input every morning to those who need it most. Being conscious of the fact that they do not wish to isolate these children, they are supported to re-integrate every afternoon in their year group classes and thereby experience all the opportunities of the wider curriculum alongside their peers.

Achievement data is improving year on year, and despite their low baselines upon arriving at school, many children achieve slightly above the national average by the time they leave in Year 6. Celebrations of achievement are carefully considered to include academic success but also sporting achievement, personal development, and life skills. Schemes like the "Secretly Famous" screen allow children to be celebrated for personal qualities such as friendship and resilience, while the Gem Project focuses on attitude toward learning skills such as independence and collaboration. Both of these schemes are in addition to the class Dojo system, where children collect reward points that can be banked to save towards higher-value prizes such as Amazon vouchers. Through this



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scheme, children are not only rewarded for working hard but also begin to practice life skills such as budgeting and patience while they work gradually towards a bigger long-term goal!

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 IQM's Inclusive School Award and be reassessed in 3 years' time.

**Assessor: Sally Judge**

**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

Since the last review, Ingol has worked hard to increase parental engagement in a number of ways. Their community events, such as the Windrush celebration, are well publicized and attended through their social media accounts and letters sent home. The profile of the school has increased significantly since taking part in a BBC File on 4 documentary about the cost of living crisis in January 2023. Parents were interviewed alongside school staff, and it is evident to anyone who listens just how much the school cares for the needs of children in a holistic way, thinking about their lives outside of school, not just the time between 9 a.m. and 3.30 p.m. Donations came to the school from all over the world following the release of the program. The previous target of showcasing the inclusivity of the school to their parent community and wider audience was definitely met!

The school has also developed a range of parent workshops to promote involvement in their child's learning since the last review. Particularly successful have been the stay-and-play events mentioned by parents as well as staff. These run every half term, and there is a different theme every time, sometimes even a different venue, such as outdoor play or forest school. These workshops have been well attended and really successful in supporting parents to understand the new ways that Ingol delivers learning for children—through play, for instance.

The role of a learning mentor seems to be key in supporting parents and making sure children who are particularly vulnerable, or disadvantaged get what they need. This role has been prioritized by the school and is funded through Pupil Premium. All parents spoke to identified that this is a key link role for parents and is being utilized to maximum effect for those children who need it most.

### Next Steps:

- With increasing numbers of children with special educational needs coming into the school, continue the work that has already started in regard to staff training in line with Ordinarily Available Inclusive Practice guidance.

<https://www.lancashire.gov.uk/media/934548/teaching-and-learning-toolkit-ordinarily-available-provision.pdf>



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### **Element 2: Leadership, Management, and Accountability**

I spoke to a number of staff during the assessment day, in different roles: teaching assistant, teacher, governor, learning mentor, site manager, and senior leaders. In addition, I spoke to staff who had recently joined the school as well as those who had worked there for many years.

It was very clear from everyone that I spoke to that staff are well supported in their roles and there are opportunities for career progression. I spoke to a teacher who had started at Ingol Primary as a TA and had been encouraged and supported to complete her teacher training while continuing to work at the school.

Over recent years, staff felt that senior leaders had worked hard to provide more opportunities for them to collaborate with each other and observe lessons in other classrooms, possibly linked to their subject role, for instance. There is also an established structure of peer mentoring, which staff feel is very effective in developing confidence and driving improvement across the school.

Attrition rates are low because staff are happy and choose to stay with this welcoming and supportive team. Staff feel that their views are valued by the leadership team, and they are trusted to innovate within the classroom and empowered to find their own solutions to problems.

School leaders take advantage of an existing cluster arrangement with a local cluster of schools to share good practices and find exciting opportunities for children, such as inter-school sports competitions.

#### **Next Steps:**

- In a difficult financial climate, leaders and Governors will continue to monitor externally commissioned support for impact.



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### **Element 3: Curriculum: Structure, Pupil Engagement, and Adaption**

The curriculum at Ingol Primary is undoubtedly broad, balanced, sequential, and designed to be relevant to their pupil population. There has been a huge focus on building cultural capital by developing an enriched offer of community trips and visits and an incredible range of lunchtime and after-school clubs, including Ukulele, Girls Football Art, Forest School, and Choir!

Children's prior learning and experiences are being considered carefully before planning next steps, and there is a new system of feed-forward folders to ensure that there is consistent transfer of what knowledge has been covered and how it has been delivered in a previous class so the subsequent teacher can ensure that new experiences are planned and that teaching and learning really build on what has gone before. The A new computing curriculum has been trialled in a small section of the school, and this has been really successful.

#### **Next Steps:**

Ensure that skills are embedded securely and the changes in the computing curriculum are sustainable by:

- Roll out the new computing curriculum across the school.
- Ensure adequate resources are available for the new computing curriculum.

Provide adequate time for:

- staff training for both teachers and support staff
- peer observations in the classroom
- planning collaboratively
- sharing of good practices such as adaptive teaching strategies

In addition, analyse attendance at after-school clubs and lunchtime clubs to ensure representation from vulnerable groups, including SEND.



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### **Element 4: Teaching and Learning: Learning Environment, Planning Resources, and Pedagogy**

Ingol has developed a strong system to support teachers in closing the gap for any children who are not meeting age-related expectations. There has been investment in staff training to raise the quality of teaching across schools, particularly thinking about adaptive teaching and understanding how to break down skills into small steps that will then be achievable.

Teaching Assistants are a valuable resource at the school; they receive professional feedback and the chance to talk through development areas by being included in appraisal arrangements.

A range of training options are available to staff across the school, including online learning, face-to-face sessions, shadowing other members of staff, and professional mentoring.

Support staff are included in many whole-school training sessions, such as first aid, team teaching, and safeguarding.

The learning environment at Ingol is inspiring to staff, parents, and children. This is a very well-cared-for school where presentation is important and the environment has been planned to enable children to think and dream in big ways, widen their horizons, believe in themselves, and set aspirational personal goals.

The displays around the school were particularly high quality, interesting, and motivational.

The school is lucky enough to have a large outdoor space, and they have begun to develop the space in different ways to extend learning outside the classroom.

#### **Next Steps:**

- To continue to develop school grounds to encourage more outdoor learning across the curriculum.



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### **Element 5: Assessment**

There is an improving picture of attainment at Ingol, with children achieving very close to the national average, if not above.

- Rigorous baselining of children's starting points.
- Quick identification of common misconceptions, taking action when this happens.
- Targeted interventions to support children to catch up.
- Collectively create a structure where outcomes are good for children and their life chances are bright. The school feels like a very positive, aspirational place for children to spend their formative years.

### **Next Steps:**

- Introduce ambassadors for curriculum subjects to support peer-to-peer learning.
- Monitor the quality of outcomes identified in EHC plans and request amendments where these outcomes are too vague for progress to be measured accurately.



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

The school has spent a lot of time successfully building up a culture that raises children's aspirations with a growth mindset approach. They utilise a combination of strategies such as a persistently targeting and improving pupil attendance, widening children's experiences, developing self-esteem and confidence amongst children through strategies such as the Gem project, encouraging teamwork, a sense of belonging and physical health through a diverse range of sports opportunities and encouraging children to advocate for each other and embrace their differences.

The school adopts a positive approach to managing challenging or distressed behaviour by trying to identify triggers for behaviour and understanding what a child is communicating through their behaviour. (TeamTeach approach)

Finally, there is a growing mental health offer at the school including worry boxes, buddy groups and the Happy Mind project.

However, due to the school being situated in a very deprived area, there is always work to be done to ensure that all children are supported to overcome the obstacles they face in the way of fulfilling their potential.

#### Next Steps:

- Provide training in Trauma & Attachment for all staff.
- Review policies and procedures in the light of this training including Behaviour policy and strategies to manage distressed behaviour.
- Continue to provide bespoke support for those children affected by adverse childhood experiences.
- Continue to focus on strategies that will develop the children's independence and prepare them, for the next stage of their education and beyond.



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### **Element 7: Parents, Caregivers, and Guardians**

Ingol Primary has worked very hard to build engagement amongst their parent community and has been very successful. The school is popular amongst parents, and they appreciate the amount of support the school offers. The school views parents as partners and is continuously finding new ways to strengthen those links.

While I was at the school, both staff and parents talked to me about Stay and Play events, which have a different theme every half term and are extremely popular with parents. In addition, the PFTA events, such as the end-of-term discos, are very well attended.

The weekly newsletters sent out on the school's Facebook page have proven very effective in keeping parents up to date with what is happening at school, including extracurricular clubs.

#### **Next Steps:**

- Share information about trauma-informed practice with parents.
- Consult parents while drafting a new trauma-informed behaviour policy.
- Gather information about ACEs every time a new child joins the school in order to provide holistic support as appropriate.
- Publicize the Mental Health and Wellbeing Offer for children and families, including on the school website.
- Utilize parent expertise in the World of Work project.



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### **Element 8: Links with the Local, Wider, and Global Community**

Ingol Primary School has a mission to become the true heart of the community, where parents come for a variety of reasons, first and foremost to engage with their child's education and learning, but also to attend community events such as bonfire night celebrations.

Their profile has steadily increased due to regular radio broadcasts that started during COVID, and this has led to strong links with a number of local businesses, such as Greggs, and community organisations such as the local mosque.

This is an area of excellence at Ingol Community Primary, and they are well-placed to drive their future development.

#### **Next Steps:**

- As the school continues its work around parental engagement by expanding the PTA and inviting parents into school to take part in the World of Work project, they might also want to consider inviting parents from diverse ethnic and cultural backgrounds to share stories, food, or celebrations from their own culture with the children across the school. In this way, the children are encouraged to look beyond their local area and learn about global communities.
- In the longer term, Ingol may wish to consider looking at a new accreditation such as Rights Respecting Schools, which would encourage many of the same priorities they have for children, such as well-being, participation, relationships, and self-esteem, but also help teachers talk to children about the big issues facing the world today, such as climate change or the refugee crisis.