



Report on IQM Inclusive School Award



School Name	Ayresome Primary School
School Address	Worcester Street Middlesbrough North Yorkshire TS1 4NT
Head/Principal	Ms Charlotte Haylock
IQM Lead	Ms Amy Goring
Assessment Date	27 th April 2023 and 28 th April 2023
Assessor	Mrs Emily Carr

Sources of Evidence

This was the school's second assessment and was conducted over two days. The school submitted a comprehensive self-evaluation report, along with a detailed timetable, thus enabling the assessor the opportunity to review a broad range of evidence linked to the eight elements of the IQM framework.

Over the two-day assessment the assessor evaluated the school's commitment to inclusion through a wide range of written evidence and an inclusion evidence file, including:

- School Self Evaluation Report (SER)
- School website
- School Facebook page
- School Twitter page
- Ofsted report
- Ofsted 'journey to good' timeline document
- Pupil progress information
- Pupil books
- Floor books
- Outreach reports
- Visitor feedback and reports
- School Development Plan (SDP)
- School Evaluation Form (SEF)
- Curriculum overview documents
- Planning
- Pupil case studies
- SEN documents
- Parent survey feedback
- Whole school data
- School policies including the Inclusion policy, SEND policy and SEMH policy
- School action plans



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The assessor also toured the school and visited classes, viewed displays and observed learning.

Meetings Held with:

- Headteacher
- IQM Lead and Deputy Headteacher for Inclusion
- Deputy Headteacher for Teaching and Learning
- Members of the school Senior Leadership Team
- Inclusion Lead
- Safeguarding Lead
- PSHE Lead
- Extended Services Manager
- EAL Lead
- SENDCo
- Parent Support Advisor and Attendance Officer
- Social Emotional Mental Health (SEMH) HLTA
- Teachers
- Support staff
- Parents/Carers
- Pupils
- The school inclusion team
- The Chair of Raising Improvement Board



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Overall Evaluation

Ayresome Primary school has inclusion as a golden thread running throughout it.

The inclusive vision for the school is one which enables all of the community to achieve, enjoy and know success. The school promotes key values of: Support, Togetherness, Achieve, Respect, Success (STARS). These values enable the school mission statement *'It's awesome at Ayresome'* to be a reality.

The inclusive nature of the school is evident as soon as you enter the grounds. Pupils and staff are smiley and welcoming. Staff from across the school greet families on the vibrant school yards. Inside, this warmth and inclusivity continues with each and every member playing their part to ensure a sense of belonging in the calm, purposeful spaces. In the entrance, a TV showcases inclusive aspects of life at Ayresome with information given on mental health support, online safety, Rights Respecting Schools, Headstart and how the school offers child centred inclusion. Relationships are positive and genuine. Throughout the assessment days, many members of the school community talked about the love they have for the school. It is evident that here is warmth and love throughout the whole school.

The Headteacher discussed how their inclusive vision for the school is one which enables all of the school community to achieve and be happy. She stated that their values and school ethos mean that the community work together with pupils, families, staff and stakeholders to ensure that children in the school reach their full potential, whatever their starting points may be.

In January 2019 the school became part of the Ad Astra Academy Trust. The Ad Astra principles are embedded throughout the school and the strong guidance of the Trust has supported the school in its journey of success.

Communication is a key strength of the school and parents/carers are complimentary about how effective communication is between home and school. From the open-door-policy of the Headteacher, the pupil voice opportunities and the parental engagement and support strategy, someone is always available to speak with. This is a listening school. One parent stated, *'The Headteacher ensures things get done. There is strong communication and regular updates.'*

Leaders are relentless in pursuing their aim to move pupils from a position of vulnerability to one of achievement, strength and success. Staff speak highly of the leadership team and the shared vision they have created. This vision is underpinned by research, hard work and a relentless determination from all staff. Systems, procedures and strategies are dynamic processes that facilitate learning and change. Leaders regularly communicate the vision and moral purpose to all, ensuring the whole school community is clear about where they are now and where they are going in the future. Staff have a thorough understanding of the challenges their pupils and families face and are committed to seeking the right support to provide the most effective impact. One staff member said, *'Every child can achieve, regardless of ability. We scaffold support for those who need it.'* Senior leaders provide a compass so that all stakeholders understand



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not just what this strategy will provide for pupils, but also for the organisation as a whole.

Leadership of the Trust and the Senior Leadership Team are driving forces behind the school's success within inclusion and they have worked hard to build up a strong, effective and dynamic team over recent years, strengthening provision through recent key appointments whose understanding of their individual roles allows them to be autonomous and highly successful at finding pathways to success. Staff have developed their roles to challenge pupils whilst meeting their needs and interests in the classroom.

The broad curriculum, both in the classroom and beyond, ensures that pupils are empowered through the progressively planned teaching of knowledge and skills, to prepare them well for their futures. The curriculum has been developed to be aspirational, progressive and engaging. Leaders are clear that the curriculum needs to be right for their school, their children. As one leader stated, *'We are not afraid to make big decisions if we know they are right for our community.'* Beyond the classroom the school offers children the opportunity to take part in a broad range of educational visits and through visitors on site, they utilise the wonderful green space that they have available. The wide and varied offer of after school clubs ensures that all talents are nurtured so that all children can achieve well.

Staff are consulted so that they feel informed, comfortable and ready to embrace change. Roles and responsibilities across the school are clear and concise and staff are knowledgeable and passionate about their areas. One member of support staff said, *'I absolutely adore working at this school. We all have the best interests of the child at the centre of all we do.'* Another staff member went on to say, *'We get to know the children and their needs and work hard to meet them. Children want to be in school and are pleased to work with us.'*

Well-being is promoted across school for both staff and pupils, drop-in sessions are available for all and an open-door policy is promoted so that everyone can share ideas, successes and concerns. The SENDCO reported, *'We have a supportive Senior Leadership Team (SLT) who listen and act.'*

A real strength of the school is the work with parents. Parents and carers value the package of support for their children, and them, and speak highly of the school. One parent talked with passion about how *'Staff are approachable. They offer excellent support and are there for the children.'* Another parent talked about how the school is *'like a family.'* She articulated how staff across the school get to know children and use their interests to engage them and ensure they make progress.

The work with families is having a positive impact at home and at school. Parents are pleased that staff know their children and use their interests to engage them.

At Ayresome, leaders are clear about the vision and next steps for the school. They are a reflective team and have a clear focus and drive to continue to develop the school further.



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The Inclusion Quality Mark Coordinator, (and Deputy Headteacher for Inclusion) Amy Goring, produced an accurate and detailed evaluation of the school's position. This was further supported by highly detailed documentation and data that was presented and discussed throughout the course of the day. Conversations with various people from the whole school community illustrated that the written evidence was accurate.

I believe that Ayresome Primary School fully meets the standards required by the Inclusion Quality Mark. I recommend that the school be awarded the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school applies for Centre of Excellence status which I would fully endorse, subject to 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: Emily Carroll

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

Ayresome Primary School is a significantly larger than average primary school, with 734 pupils on roll (census Jan 2023). The school is based in Middlesbrough in an area with high levels of deprivation, well within the lowest 5% of schools nationally, and with fifth generation unemployed and high levels of immigration. The school has a rich and diverse school community with pupils speaking 38 different languages and a very wide range of ethnic groups, nationalities and faiths. Currently, 70.4% of pupils have English as an Additional Language.

The school is relentless in its pursuit to ensure that every child achieves their best and reaches their potential. In discussions, one pupil summed it up well when they said, *'Teachers will do anything to make us included and be our best.'*

Inclusion underpins all aspects of school life. This is evident on the school website, school Facebook page and Twitter page and then when one steps into the school, the inclusivity is clear to feel. From the staffing structure to the curriculum, every aspect of life at Ayresome has inclusivity running through it. The school policies are underpinned by inclusion and ensure that the needs of the children are met. All policies are written and shared with staff so that they have the opportunity to feed into policies. Inclusivity is evident in both policy and practice.

Due to the vision for inclusivity being so important, leaders have ensured the staffing structure reflects this. The dedicated Deputy Headteacher (DHT) for Inclusion was appointed by Ad Astra Academy Trust during a leadership restructure in September 2021 and she effectively manages the committed school Inclusion team. The Inclusion Team has been developed to ensure a collective approach to inclusion so that the offer is broad and meets the needs of all families. The highly committed 0.8 non-teaching SENDCo ensures that the vision and promotion of SEND is strong across school so that the needs of the children are met in school. The school also have a strong working relationship with the LA SEND and Inclusion Team.

Support for staff and pupil well-being are an integral part of the school ethos. All children have access to SEMH specialists across school - children are identified and targeted work takes place with these pupils and this is reviewed and progress reported. There is bespoke support for individuals in and out of class. Staff link in effectively with external agencies who can offer extra support to identified children but have also worked hard to develop an effective offer 'in house' because children want to engage with the staff they know.

The Chair of the Raising Achievement Board is former Head of Children's Services in Middlesbrough and offers excellent levels of support and challenge during half termly meetings with the DHT for Inclusion and the school Safeguarding Officer. She is committed to the school and knows it well. She articulated how staff across the school present to the board on a regular basis.

The school is committed to collaborative working. They are an outward facing school, networking effectively and both giving and receiving support from other local schools



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and external agencies. External visitors comment on the inclusivity evident in the school, with one external report from the Schools Partnership Programme stating: *'Ayresome Primary school is an inclusive school, all children are fully included in classes with their peers and access the same curriculum.'*

A joint approach ensures that safeguarding needs are met for all. All staff have access to weekly CPD linked to safeguarding and inclusion approaches. Attendance is a key priority of the school and they are working tirelessly to improve it as they know good attendance improves the life chances of their children. The school works closely with the LA to improve and promote good attendance, through supporting families to get children into school and if required, initiating Attendance Case Conference meetings to ensure that parents are aware of their legal responsibility. They are also working with Barnardo's 'Watch Tower' to support Y6 pupils who struggle with their attendance. The Parent Support Advisor (PSA) and Attendance Officer are dedicated and committed. The PSA explained how they are a *'child centred school who are relentless in our pursuit to improve the life chances of our pupils.'*

The school have developed good working relationships with families and regularly invite parents / carers into school to attend workshops, assemblies and lessons. The trusting relationship supports parents when they need to speak to school regarding concerns and allows them to ask for support when needed. Parental Voice is gathered regularly, and concerns followed up.

Pupil Voice is used across school to ensure that the opinions of Ayresome children feed into the curriculum and wider experiences, which is facilitated and supported through the passionate School Parliament who meet weekly to discuss key issues such as fundraising events, school lunches and pupil rights.

The opportunities for pupils to develop, grow and flourish are endless at Ayresome.

Next Steps:

The school has identified some of the following areas to develop further:

- To ensure additional staff CPD is delivered on Trauma informed approach which would then feed into the development of a whole school ethos around relationships and behaviour for learning approaches.
- To work with the LA on the PROCLAIM project.
- To access Paul Dix Training as a whole school.



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Element 2 - Leadership and Management and Accountability

Leaders have an inclusive, ambitious and aspirational vision for the school. This vision has been turned into a reality.

The Board of Trustees and the CEO have demonstrated their clear and ambitious vision, strong governance and determined leadership over the last 24 months, which has seen an intensive staffing restructure take place. Following an audit and consultations across the Trust, from September 2021, the school has had a highly effective Rapid Improvement Board in place to support the success of Ayresome. The school is on an upward trajectory and is a safe, positive, learning environment and as such will soon transition to Trust local governance arrangements. Trust leaders engage effectively with staff and pupils and have supported leaders and staff in developing and creating the culture of ambition and success.

The structure of safeguarding and Inclusion across the school demonstrates an inclusive vision, ensuring that the needs of all stakeholders are met through a whole school approach. An effective safeguarding culture is in place. Weekly safeguarding CPD ensures that staff are aware of their duties and remain up to date with safeguarding issues and concerns, key indicators and how to report concerns. Staff across school are vigilant and CPOMs is used effectively to ensure that safeguarding concerns are recorded and acted upon. Policies are reviewed annually and shared with staff.

Leaders ensure staff engage fully in focused professional development so that subject knowledge consistently improves over time. CPD is well developed and is evaluated for impact and to allow staff to make informed decisions about next steps. Leaders ensure staff engage fully in focused professional development so that subject knowledge consistently improves over time. The Deputy Headteacher for Teaching and Learning is research driven and uses her experience and research to provide accurate and focussed CPD opportunities for staff. She talked about how the staffing structure ensures that there is leadership in every year group so initiatives can be rolled out effectively with constant support.

Distributive leadership across school ensures that the effective monitoring takes place across all areas and work with the Trust School Improvement Team offers an additional level of challenge and support. Regular Pupil Progress meeting monitor pupil outcomes and ensure that all staff are held to account. Interventions are tracked and children not making expected progress are discussed to determine reasons and how this can be addressed.

The Headteacher, and her leadership team recognise that for the children to be happy and succeed, the staff need to be happy and well-supported. There are progression routes and opportunities for all staff. The school works effectively with staff to support them in their career progression. There are teacher apprentices and Early Career Teachers as part of the staff team, who benefit from an effective induction programme and regular support. Leaders want to develop staff expertise, skills and interests to ensure successful succession and retention. The DHT for Teaching and Learning explained, *'We harness staff's passions, interests and skills. We have dedicated staff who*



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strive to be the best. Staff value the opportunities they are given and confirmed that there are progression pathways and training opportunities.

Throughout the day, every member of the community triangulated the evidence presented and demonstrated their passion and love for their school.

Next Steps:

The school has identified some of the following areas to develop further:

- To develop roles to include further support for families to ensure that Inclusion is developed as a proactive and preventative strategy across school.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

As a school, staff have developed a curriculum that is bespoke for their children and ensures that they gain a good understanding of the local area and develop cultural capital. Their aim is to make their children the best that they can be.

The curriculum is broad and balanced and ensures that children have access to a curriculum that builds in British values alongside the school values. Ayresome are a Rights Respecting School and articles are mapped across the bespoke PSHE curriculum, which is delivered on a Monday morning so that it can be developed throughout the week. The PSHE curriculum is mapped against the school values of Support, Togetherness, Achieve, Respect and Success (STARS), which underpins the work across school and is the focus of the weekly celebration assembly.

The curriculum offers opportunities for learning beyond the classroom. The school has a broad range of after school clubs on offer, including those where parents can attend with their children. During the pupil panel discussion, it was evident that these opportunities are valued by the pupils, with them talking enthusiastically about the activities they have participated in and are looking forward to. Students participate in a wide range of sporting events across the LA, and within the Trust, where children have opportunities to compete against other teams. Events such as projects with link secondary schools and Trust events promote wider opportunities, events such as the Trust Climate Change Project and Trust music performance offer opportunities for enhancement.

Lessons are structured to allow all children to be engaged. Staff ensure the curriculum provides the platform for pupils to develop and build upon their knowledge, skills and understanding. Where children have specific SEND needs this could be through adult support and scaffolded learning. Where children are unable to access the curriculum bespoke curriculums are put in place using the 'Engagement Model.' Children are assessed and tracked using the model and then bespoke curriculums are put in place to support learning. The school has two bespoke rooms: one where children are able to access complete bespoke learning and another which is a sensory room that provides an area for children to regulate their emotions in a calm environment.

Core subjects are taught in ability groups from Y1 to Y6 to ensure that lessons meet the need of all learners and pedagogy can be adapted to need alongside the content. One Year 6 child stated, *'Teachers ask lots of questions and check our understanding and also do extra things to help us learn such as getting us revision guides to help us revise.'* The Deputy Headteacher for Teaching and Learning explained that they had made the decision to stream into core subject ability groups, for the year, due to their analysis of need and gaps in pupils learning. She illustrated how this method has had impact and that the data is showing they are closing the gap. She described how decisions are reviewed regularly and they use the data to accurately inform next steps.

Small steps approach to maths teaching allows for clear progression; the lessons are planned to accelerate progress. Staff use a concrete, pictorial and abstract (CPA) approach so that individual needs can be met.



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The curriculum allows pupils to develop reading ability and enables them to improve key vocabulary and inference skills. Reading has been a key focus and priority area this academic year. The Little Wandle phonics programme is now used across the school. Children are taught in home classes and then where additional support is required to accelerate progress this is put in place. Texts are carefully chosen so that they expose children to a range of scenarios, views and experiences to support in children displaying tolerance through knowledge and understanding of things outside of their personal experience.

Curriculum design addresses the local, national and international dimension. Due to mobility and the number of children who arrive with no or little English, children can access a bespoke curriculum to develop oracy and written language before accessing year group lessons. This offer has proved effective and is having impact. The English as Additional Language (EAL) Lead effectively supports staff across school to adapt the curriculum to meet need and track progress of EAL learners.

Next Steps:

The school has identified some of the following areas to develop further:

- Future mapping of UNICEF RR charter across the whole curriculum to ensure that this is embedded across all areas to ensure that children are fully aware of their rights.

A further next step to consider:

- Formalise the careers elements of the curriculum by beginning to track against the Gatsby Benchmarks.



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

The school building is organised and welcoming. Staff have worked hard to utilise each space effectively. There are a number of rooms that are used for interventions to take place. The school have recently created a dedicated sensory space for pupils to use when they need to regulate. The school environment is finished to a high standard to reflect the aspirational vision of all.

Classrooms are well organised and purposeful. The school environment represents the Curiosity Approach across EYFS and into KS1. In recent years, staff have adapted their approach to teaching in Year 1 to support children in their learning by adopting an EYFS model to provide children with opportunities to embed and expand learning within provision across the classroom. Classrooms across school are decorated in neutral tones and are minimal so that children are not distracted and able to focus on learning. The positive impact of the Curiosity approach has led to elements of it running throughout the school. Ayresome deliver a skills-based approach to learning where children are encouraged to explore and develop their own knowledge. In addition to topics delivered staff have planned weeks to support in expanding knowledge and promote curiosity and post 16 pathways, for example the school held a STEM week where children researched scientific occupations.

The curriculum follows a progressive, spiral approach so that children are making progress but have opportunities to embed learning throughout each academic year. To support learners', lessons are adapted and scaffolding is provided so that children are able to access learning at an appropriate pace. Additional adult support is targeted for children with HNF and SEND needs. To promote independence, resources are provided including the use of programmes such as Lexia and immersive reader to support children accessing texts.

Children who are new to English have access to a bespoke curriculum each morning so that they are able to gain basic language skills to support them in speaking English so that they can converse with children and adults across school to become part of the school community. The curriculum also provides early reading, writing and maths skills to enable them to access learning. Use of Learning Village supports with language acquisition too - children have access to this in school and at home.

The school works closely with the Middlesbrough LA SEND and Inclusion team, to access their expertise to support staff to adapt teaching to meet need. The team offer excellent support to provide detailed reports and team teaching to allow children to access mainstream provision alongside supporting children to access specialist provision as and when required.

Staff are knowledgeable about the specific needs of individual learners They provide appropriate resources to enhance their learning and progress. Resources are widely shared across the Trust and are the Trust School Improvement team are regularly in



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school offering training, support and guidance and sharing practice, thus allowing staff to share good practice across settings.

Teaching staff demonstrate a range of teaching approaches. A range of approaches are used to enhance and support learning. Paired and partner work supports children to access learning independently across all areas of the curriculum. Scaffolding is used to support learning through the use of resources and additional support, this provides children to access learning at ARE.

There is a consistent approach to pedagogy. Teachers are reflective in their practice, communicate with each other to improve their pedagogical skills. Teachers are encouraged to be reflective in their practice and leaders regularly monitor learning across school and through constructive feedback, teachers are supported to improve their practice.

Next Steps:

The school has identified some of the following areas to develop further:

- Increased use of technology to support access to the curriculum, rolling out the use of immersive reader to support children with specific SEND needs.



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Element 5 - Assessment

Assessment across school is multi layered. Throughout all lessons children are continually assessed so that teaching can be adapted to support learning and at the end of each lesson planning and resources are adapted for future lessons.

Learners' understanding is checked throughout lessons and any misconceptions are accurately addressed. Through observation and questioning, teachers continually check learning and teaching is adapted to address misconceptions, or individual feedback is given. In discussions with pupils', they commented on how teachers support them with their learning. One child said, *'Teachers do lots of checks and ask us questions to check we understand'*. Another pupil added to this, stating: *'If we forget something, teachers will go over it again and again. They are keen for us to make improvements and do our best'*.

Pupils are quickly identified if they need extra support or extra challenge. The use of external professionals such as a Speech and Language Therapist supports teaching strategies for identified pupils. The skilled SENCo works closely with external professionals, as well as the TA's and teachers, to monitor and track the progress of every pupil receiving support. Because of the close monitoring and reviewing of all interventions, pupils are making good progress.

The SENDCo has a clear vision and passion for SEN. In discussions she stated, *'I love my job. Across the school we want the best outcomes for our pupils and we work hard to ensure this.'* For children with specific SEND needs, PIVATs is used to assess and track small steps in learning, this supports in tracking progress but also development of small step planning to support learning. Children with SEND support plans are assessed against their targets and these are updated to ensure next steps are put in place to maximise progression. The use of an EHCP tracker assesses children against their targets, this then feeds into the interim reviews and supports in setting next steps and targets, this ensures that the children make progress in line with their needs.

Children in KS1 whole require a small step approach are assessed against the schools Engagement Model, supporting with bespoke planning to meet need against the 5 areas of learning. This is overseen by the SENDco and a teacher in Y1 takes responsibility for the planning and assessment. As the needs of the children change, the programme is adapted.

Pupil books, and the Floor books, demonstrate that pupils make progress at Ayresome and that assessment for learning strategies are embedded.

Next Steps:

The school has identified some of the following areas to develop further:

- To refine assessment against the Engagement Model.
- To continue to refine the assessment system so that assessment is accurate and supports next steps in learning for our children with SEND needs so that small steps are tracked and used for planning.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Throughout the two assessment days pupil's behaviour was of a high standard. Each class visited was calm and purposeful with pupils engaged in learning activities. Children present as polite, happy and hardworking. Children are keen to showcase their work.

The environment is calm and organised. An air of calmness is promoted across the whole school. Within the entrance and the dining hall, calming music is played to ensure that the ethos is promoted on arrival. Classrooms have a calmness in them through the use of neutral decor and a supportive approach from staff to any issues that can arise. Staff use a restorative approach and ensure that they control situations by remaining calm throughout.

Lessons are purposeful. The enthusiasm of staff shines through and captures students within their learning. In every room visited children were working hard and keen to demonstrate their achievements.

The inclusive environment promotes attitudes of understanding and acceptance of individual differences where learners and staff can thrive. The school welcome children from a range of backgrounds and experiences. The inclusive approach through EAL classes, extensive SEMH support and multi-cultural ethos ensures everyone is valued.

The school values of Support, Togetherness, Achieve, Respect, Success (STARS) underpin the approach to the PSHE curriculum, Behaviour Policy and celebrations. The PSHE Lead has developed a comprehensive PSHE curriculum which educates children in personal development. This is underpinned by British values and the UNICEF Rights Respecting Charter. The lead feels that this curriculum is now matched to the needs of their community and that the use of weekly key questions promotes thinking and discussions across the school. This allows children to develop their character.

Class charters have been developed throughout the school and are individual and unique to each class. The students set their 'charter of respect' and take ownership of the characteristics and standards they want to promote.

The behaviour Policy is underpinned by the Praise in Public and Reprimand in Private philosophy where staff celebrate success and if inappropriate choices are made restorative conversations take place.

Where children require additional support 1:1 and groups SEMH sessions are put in place to support children to make positive choices.

Next Steps:

The school has identified some of the following areas to develop further:

- To ensure additional staff CPD is delivered on Trauma informed approach which would then feed into the development of a whole school ethos around relationships and behaviour for learning approaches.



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- To work with the LA on the PROCLAIM project.
- To access Paul Dix Training as a whole school.

Further next steps to consider:

- To review the Behaviour Policy and consider creating a 'Relationships' Policy which looks at Trauma informed practice and restorative work.
- To continue to improve attendance to be in-line with the national expectation so that all pupils benefit from the offer at Ayresome Primary.



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Element 7 - Parents, Carers, Guardians

Home/school relationships are a strength at Ayresome. Parents/carers have confidence in the school. This confidence comes from the fact that staff are always present, welcoming and available to parents. Support staff, during the assessment day, explained, *'We talk to parents/carers on the yard each morning and get to know them and make it evident that we care for their child. Relationships are genuine and real.'*

Parents are valued across school and staff across the school strive to involve them in the school community. During the review, parents commented on the excellent selection of After School Clubs on offer for their children and how they get invited in for a lot of different activities. They also enthused about the support and opportunities on offer for them.

Within the Early Years Foundation Stage, half termly stay and play sessions take place where parents are encouraged to stay in school with their children to learn alongside them. In KS1 and KS2, family learning events take place where parents are invited to join lessons. Throughout the year this covers a range of subjects. These are well received.

Parent consultations take place in Autumn and Summer term, which gives opportunities to share learning but also for parents to engage with teachers. During this time SLT and the Inclusion Team are present to support parents and gain their feedback and views through questionnaires. Each time this is undertaken any negative response is acted upon by a follow up phone call so that it can be addressed to improve the offer. The Headteacher offers drop ins too so that parents have the opportunity to share concerns.

In discussions with the knowledgeable Extended Services Manager, she demonstrated how forward thinking the school is and the fantastic offer they have for the families. The leaders are aware of the range of community resources available to enhance learning opportunities and use these to effectively support the people of Ayresome. The school go above and beyond to provide extra support. The fantastic extended offer supports families through providing access to funding for white goods, food vouchers and clothing through grant applications. Holiday clubs through school and Zone Boro (Social Prescribing Project) offer additional support for families during holidays. The school also offer a weekly 'Fair Share' table, offering food, with separate bags if needed. On top of that, they also provide clothes, coats and used uniform etc.

During the Autumn and Spring Term, the school offered a Warm Hub where parents were invited into school 3 afternoons per week for games and a warm meal. The purpose of this was to support families financially. The offer was extended to include work with Middlesbrough Football Club with family fitness sessions. These were well attended and valued by the families of Ayresome. Last Summer, the school also provided two free family trips: one to Whitby and one to Preston Park.

Strong parental and carer relationships are also developed through work with the dedicated Inclusion team and early help work, providing support for families to work with professionals to achieve the best possible outcomes for the children. The Inclusion Team



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work closely with parents to support in meeting SEND and SEMH needs. They promote engagement so that families know that they can access support and early intervention.

The passionate Parent Support Advisor supports parents with primary and secondary school applications so that all children apply for a place.

Staff have developed Parental workshops through the bespoke programme, 'Parents Together' which support in engaging parents through information sessions about children's mental health and how they can support themselves and their children. The Social Emotional Mental Health (SEHM) HLTA was dedicated in her commitment to wanting the best for the families and discussed how they create programmes linked to their needs.

The support for families is extensive and demonstrates how truly committed Ayresome is to its community.

Next Steps:

The school has identified some of the following areas to develop further:

- To increase support for families through building links with Adult Link workers, alongside North East Wellbeing, to provide a much more pro-active approach to the school offer.

Further next steps to consider:

- To consider a parental counselling offer.



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Element 8 - Links with Local, Wider and Global Community

Ayresome Primary school strives to make sure that its pupils feel part of the local, national and global community to help them to understand the world around them. The curriculum the school have developed beyond the academic requirements of the National Curriculum and provides a wide range of opportunities to nurture pupil's broader development. As a multi-cultural school, Ayresome works with their families to develop an inclusive community where everyone is involved, valued and loved.

Links to the local community are instantly evident on the school Facebook page and Twitter page. This is a school which is at the heart of its community. This includes working closely with local businesses and having a strong link with the local church. Links with local business are promoted by the dedicated Extended Services manager. One fantastic relationship the school have developed is with Greggs, who provide them with an excellent breakfast offer for each child across the school.

The school works effectively with the local church, charities and companies to offer the impressive extended support for families, with examples such as the 'Feast of Fun', which was delivered in school holidays and based in the school.

The PSHE and RE curriculums allow the school to link in with the local community, with pupils participating in visits to religious institutions and also being part of activities such as supporting the local food bank and collecting food for Harvest celebrations. Each Christmas they work with TFM Cash for Kids.

The school engages in a range of events so that children are able work alongside other children across the LA and Trust, participating in sports competitions and opportunities to perform/present to others.

Children in the pupil panel, during the assessment days, talked confidently about opportunities they have had to work with local and wider communities. They discussed trips to local churches and mosques and also their annual Sports Day at the Sports Village in Middlesbrough.

The school engage with the EMAT who support them in working effectively with their Eastern European Community.

Links have been made with the global community through the project school parliament worked on to link up with a school in Africa to share experiences.

The school creates as many opportunities as possible to improve and develop the life experiences of each child.

Next Steps:

The school has identified some of the following areas to develop further:

- To develop the school enrichment map so that children have greater opportunities to access experiences.



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A further next step to consider:

- To continue to develop links with the wider community, with a focus particularly on the global community.
- To develop a programme of CPD on strategies to effectively support EAL learners, to share the excellent practice of this school and have a wider impact.