



## Assessor's Evaluation for the IQM CoE Award



**School Name** St Mary's C of E Primary School  
Petworth Road  
Chiddingfold  
Godalming  
GU8 4UF

**Head/Principal** Ms Sheila Buckley

**IQM Lead** Ms Agnieszka Ryder

**Date of Review** 22<sup>nd</sup> January 2024

**Assessor** Mrs Pat Wood

### **IQM Cluster Programme**

**Cluster Group** SHELL

**Ambassador** Mrs Pat Wood

**Next Meeting** 26<sup>th</sup> February 2024

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Summer 2023</b>	N/A	
<b>Autumn 2023</b>	21 <sup>st</sup> November 2023	Yes
Next meeting	26 <sup>th</sup> February 2024	

### **Sources of Evidence during IQM Review Day:**

- IQM Centre of Excellence Annual Review and Action Plan.
- Learning walk.
- School website.
- Ofsted report.
- SIAMS report.
- School Development Plan.
- SEND visit report - The Good Shepherd Trust.
- Heritage week video and evidence.

### **Discussions with:**

- Headteacher, Assistant Headteacher and SENDCo.
- Teaching staff.
- TAs and HLTAs, including ELSA and home school link worker/wellbeing lead.



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- Pupils.
- Parents.
- Chair of governors (by telephone).
- Rector of St Mary's Church - also parent/foundation governor.

### Summary of Targets from 2022-2023

The school's targets from the previous year were based on school developments foci, included in the school development plan.

#### Target 1

##### **Teachers ensure interventions are effective by setting SMART targets and reviewing regularly using Edukey programme.**

The school has implemented the Edukey software programme for target setting and tracking progress. This is in line with plans to implement this across the trust. This is linked to Arbor, which is the school's MIS, used for monitoring behaviour and up to date SEND information.

As a whole school, termly pupil progress review meetings, with senior leaders, track the progress and review outcomes for all pupils and help identify any interventions or support that is needed. Teachers and TAs have been working collaboratively to set individual pupil targets and implement and review interventions, ensuring that they meet the needs of individual pupils. The school reports that the teachers and TAs are becoming more familiar with using the Edukey programme, being able to navigate the programme effectively. TAs have been supported in developing feedback collection methods and this marks a positive step towards comprehensive data gathering, enabling informed decisions. The SENDCo has recently carried out an audit of all provision at the school. She shared that TAs are experienced and specialise in particular areas, receiving appropriate training in specialist areas. The school has a TA in each class; some of whom are HLTAs. The SENDCo is working to ensure that more interventions are being carried out within classrooms e.g. scaffolding writing. She states:

'The visibility of assessment, targets, and interventions within the Edukey program ensures transparency and accessibility for all involved parties. The implementation of reminders for review ensures that assessments and progress evaluations are consistently addressed, minimising the risk of oversight or neglect.'

Evaluating the range of interventions carried out within the school, together with planning the next steps, contributes to the school's drive for continuous improvement.

#### Next Steps:

- Ensure that the feedback collection methods used by the TAs align with best practices and provide a comprehensive understanding of student needs.



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- To continue to refine and align with best practices to further strengthen the effectiveness of interventions used throughout the school.

### Target 2

#### **To continue to assess foundation subjects and define a greater depth learner for these areas.**

The school is working on refining its assessment practices. Teachers work with curriculum leaders across the trust, through their subject leader meetings. By moderating the work in books and discussions they have collaboratively looked at what constitutes 'good' and 'greater depth' learning in all the foundation subjects. This has helped promote consistency and clarity of expectations both at St Mary's (SM) and across trust schools, together with an alignment of assessment practices. The school holds weekly staff meetings, during which any work on assessment and any developments in individual subject areas can be shared. A number of these have focused on the curriculum and assessment.

The school uses the Arbor platform for inputting assessment data.

#### Next Steps:

- To continue the multifaceted approach to assessment, involving regular staff meetings, cross-school collaboration, and leveraging technology for data input.

### Target 3

#### **To continue to gain further parent feedback about school practices and policies.**

Communicating with parents is through a range of means, such as the fortnightly school bulletin, website and the seesaw platform. Each class has a class page on the school website, which contains a seesaw blog, curriculum information and any letters sent home. Each class also has a class WhatsApp group. Parents/carers can talk to teachers at the end of the day and/or use the school email for addressing any concerns or questions.

Parents/carers are invited to a range of events at the school, such as class assemblies and parent coffee mornings. The school is welcoming, providing refreshments and parents are happy to make voluntary donations at these events for the link school in Malawi. Inviting relevant speakers to coffee mornings, encourages parental attendance. Parents are also invited to discuss their child's progress and well-being during face-to-face parent/teacher consultation meetings.

Parental feedback is gained through questionnaires, surveys, reply slips attached to the school bulletin and more individualised ways. A recent general parental survey showed that 96% of parents are happy with the school and would recommend SMs to others. The SENDCo has recently carried out a SEND parental questionnaire.



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Next Steps:

- To send out a parent questionnaire in spring term 2024.
- To continue to arrange coffee mornings for parents.

### Target 4

**To gain the local heritage award, making children aware of the local surroundings.**

The Heritage Award is a Heritage school's initiative from Historic England, in collaboration with Surrey heritage and Surrey Museum partnership. In September 2023 SMS held a Heritage Week, with the aim to help the children learn more about their local heritage, instilling a sense of pride, whilst allowing them to understand the significance in the broader national narrative, whilst creating stronger community links.

Heritage week was enjoyed by the whole school. The children participated in the Chiddingfold local walk, reading local maps and planning a walk which incorporated the major sites of interest in the village. The week included a range of cross curricular activities, 'from map reading and history to computing, literacy and art.'

The children really enjoyed the week and were helped to develop a much deeper understanding of what 'our heritage' means. That is:

- what we have inherited from the past,
- what we value and enjoy in the present,
- what we wish to preserve and pass on to future generations.

Local community involvement enabled the children to learn about the history of Chiddingfold from volunteers, community groups and a local artist, John Worth. The school was informed it gained the Heritage award in November 2023.

As the history lead, who is also the SENDCo wrote on the school website:

'Heritage Week at St. Mary's became a celebration of community, culture, and historical significance, leaving a lasting impact on students, teachers, and the broader community. It underscored the importance of preserving and cherishing local heritage for generations to come.'

Next Steps:

- To continue to provide staff with any new opportunities to promote local history and integrate the local community.



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### Agreed Targets for the next 12 months

The targets for the year are:

#### Target 1

**To further enhance the school's curriculum and assessment strategies, specifically focusing on meeting the needs of the bottom 20%, ensuring consideration for children with special educational needs and disabilities across all subject areas.**

##### Main aims include:

- To use test assessments as a baseline for identifying the lowest 20% of pupils.
- To re-instate the library, further encouraging reading for pleasure.
- To hold subject leader deep dives with the Trust curriculum lead.
- To hold staff meetings in school and network meetings with GST.
- To hold subject leader meetings within GST and the local confederation of schools.
- To carry out moderation meetings with GST.
- To produce a document outlining SEND provision across all curriculum areas.

#### Target 2

**To continue gathering additional parental feedback regarding school practices and policies.**

##### Main aims include:

- To send out parent questionnaire in spring term.
- To introduce the Arbor platform parent portal, granting parents access to their children's assessments.
- To investigate parental access to the Edukey platform, making targets and interventions visible and inviting parental feedback into those areas.

#### Target 3

**To continue to provide diverse extracurricular opportunities that challenge stereotypes.**

##### Main aims include:

- To invite a female engineer to visit during science week.
- To invite a male author to open the school library in September 2024.



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- To be involved in a range of initiatives, including workshops and trips, which challenge stereotypes.

### **The Impact of the Cluster Group (with details of the impact of last three meetings)**

St Mary's is a relatively new participant of the Shell cluster group, having gained its Centre of Excellence status in Dec 2022. The school is committed to attending the IQM cluster group meetings and enjoyed their first meeting at Rotherhithe Primary School where they witnessed pupils participating in forest school and sensory circuits. Following the meeting they are planning to participate in the Thrive programme and aiming to use sensory circuits around the school, using calming techniques after breaks and lunches. As a 1 form entry school, St Mary's currently has a bulge year in Y6, resulting in no spare meeting rooms in the school. Once those pupils transition to secondary school, St Mary's will have the space to host a future Shell cluster group meeting.



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### Overview

St Mary's C of E Primary School is a highly inclusive and popular 1 form entry school, situated in the village of Chiddingfold, Surrey. Currently there are approximately 215 pupils on roll from reception to year 6, with a bulge class in Y6. SMS serves the local community, inclusive of nearby villages. It experiences little mobility amongst its pupils and has a low percentage of pupils speaking English as an additional language. The proportion of pupils who are entitled to the pupil premium grant is very low, with those pupils with SEN and/or disabilities being below average. Most pupils will enjoy their whole primary education at St Mary's, making good progress and achieving end of KS2 results which are above the national average.

St Mary's is part of the Good Shepherd Multi Academy Trust (GST), which serves 21 schools within the Diocese of Guildford, across Surrey and Hampshire. Mostly church primary schools, the Trust includes 1 secondary school. GST believes in 'the value of each young person and the importance of holistic education at all of its schools.' Trust schools work together, retaining their unique identities and are now sub divided into geographical hubs to aid the ease for collaborative working.

The school vision is 'for every member of our school community to be inspired to blossom and grow in order to fulfil their potential in all aspects of learning' and this vision is underpinned by the school core values of wisdom, hope, respect and community. A strong feeling of the St Mary's family and community was shared by all and pervaded the IQM review day.

In February 2019, Ofsted graded the school as good across all areas, praising the:

'caring and nurturing environment in which pupils can develop a wide range of skills.'

This IQM visit was the Year 1 Centre of Excellence Review and the school had just been informed that their latest SIAMS inspection was to be carried out at the end of the same week. The school was awarded the Young Carers Angel Award in 2021.

The HT stated that:

'All pupils, regardless of their ability, learn together in one environment. All pupils are treated fairly and get equal opportunities to flourish and thrive in our school. Pupil diversity and uniqueness is celebrated.'

The school takes pride in being an inclusive school and has a strong and cohesive senior leadership and staff team. Great emphasis is placed on pupils' social emotional and mental health and their holistic development. The SENDCo, although not new to the school, was appointed in September 2023 and is currently completing the NASENCO award. She told me how 'Everyone is celebrated in this school. Every child is known and has a buddy.'

The school reports a rising number of children requiring support at school. Inclusive practices; a child centred approach and systems of identification, support and review are well embedded in the school, with a strong commitment to meeting pupils'



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individual needs. Staff work collaboratively in order to implement appropriate interventions and adaptations for children identified for additional support. Examples of interventions include phonics groups; Project X reading in Y3; Y6 maths booster groups; social skills groups according to need led by the wellbeing nurse and ELSA support. The school also has 3 volunteers who read on a regular basis with children requiring additional 1-1 reading support. A group of Y5 and Y6 pupils have benefitted from animal therapy sessions through the Mane Chance charity Chance2Be project. This is a mindfulness-based programme using the human-horse connection to reinforce the teaching and is aimed at supporting young people who have been referred for their mental health and wellbeing. The school reports that this has helped pupils manage their anger, behaviour and emotions.

A calm, purposeful, learning and teaching atmosphere pervades the whole school and behaviour for learning observed during the assessment was excellent. A SEND audit carried out by an adviser from the GST in January 2024 commented on this:

'I visited all classes on the learning walk and, in every classroom, behaviour was excellent. All children were engaged in purposeful learning. There were good examples of adaptive teaching, such as stepped worksheets, targeted support by teachers and TAs, and benchmarking assessments to plan appropriate interventions.'

Relationships between pupils and school staff were also observed as being excellent. The whole school environment is bright, spacious and well-organised. Classrooms are set up to support and scaffold pupils' learning, with most classes displaying visual timetables, working walls and reading areas. Zones of regulation to help pupils develop self-regulation and individual workstations were in some classrooms, supporting those pupils who needed such provision. Displays throughout the school reflect the work and activities that the children are or have been engaged in.

The EYFS classroom, with its well organised outside area is enabling, reflecting the different areas of learning. Currently the school is investing in outdoor activities. As a small school space is maximised to encourage learning and purposeful play. Outside areas include an amphitheatre; growing area; garden and play areas. In the school there is a small sensory room; ELSA room; music room and a small number of working/breakout spaces, within which to provide more individualised support. Use of the school hall is also maximised and was being used for a Y6 Ancient Greece workshop on the day of the review. For IT there are banks of iPads and laptops for use by individuals and classes. During the review I met the music teacher who was preparing Y5 pupils for their participation in the Young Voices concert at the O2. Individual music lessons are offered through Surrey Arts and RockSteady.

The school delivers a broad and balanced topic-based curriculum, underpinned by the school's core values and drawing on the locality. Special topic days celebrate and consolidate learning through exhibitions; performances; assemblies; visits; visitors and sharing work online. The school places great emphasis on reading, ensuring that the children engage with quality texts. Pupils are also able to enjoy residential trips, such as to Chidham for Y6. Class pages on the school website share curriculum information with parents.





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The school operates a soft start to the day and the HT and senior staff greet the families each morning. There is a breakfast and after school club, together with a range of extra-curricular clubs that pupils can choose to attend. Pupil voice is encouraged at SMs and pupils are given opportunities to take responsibility, such as through the school council; peer mediators; eco-leaders and collective worship team. Y6 pupils are encouraged to take greater responsibility and to contribute positively to the school and the wider community as Pupil Advocates. These cover a range of responsibilities and include Head and Deputy girls and boys. Y6 pupils have to apply for pupil leadership positions. The pupils interviewed shared their enjoyment of school life. They told me that the teachers are nice and how they work as a community. They enjoy school trips, such as to King Edward's School for science and the award assemblies in school. When asked about what happens if a new child joins the school, one pupil said:

'Whoever you are, they always welcome you. They'll respect you. It's (St Mary's) very welcoming. It's really easy to get friends.'

Achievement for all is celebrated in a variety of ways, including through a weekly celebration assembly. Once a term there is a Reach Award assembly, where each teacher and TA picks a child as star of the whole term. The Rector also delivers a weekly assembly in school. The pupils really enjoy all the positive incentives and awards that the school offers, like housepoints; dojos; HT award and jigsaw badge. Pupils collect pieces of a jigsaw for good work or trying hard and if the jigsaw is completed, they receive the award.

St Mary's has a stable, happy staff. Teachers and TAs talked about the staff team; how the school was very much a community school and about its positive ethos. The school clearly has a collaborative, sharing culture, within which staff feel very supported and listened to and the HT and SLT are very approachable. It is clear that every member of the school team is appreciated, celebrated and respected and that they all care about the children.

St Mary's has a wellbeing lead and staff talked about the wellbeing days that they had been given. They also shared that when decisions are made, it is balanced so that it is not too onerous and also how the live marking policy helps to reduce workload. CPD is highly valued. GST offers a range of CPD opportunities and weekly staff meetings focus on school priorities and the children. TAs are welcome to attend if the content is relevant. A pastoral meeting is held every Wednesday morning, during which the SENDCo shares an update on SEND and vulnerable pupils. A number of staff are working towards nationally accredited qualifications.

Parents are appreciative of the support that they and their children have received from the school. They told me that staff were very supportive and listening and very responsive to feedback. They felt that any concerns were always listened to and acted upon. Comments included:

'Students are valued for who they are' and 'A school that helps your child become who they need to be.'



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The school communicates with parents through a range of means, including the school bulletin. St Mary's has a PTA that raises valuable funds for the school and this year their focus is fundraising for the new library. In addition, the school participates as part of the wider local community in events such as the village bonfire; pantomime; maypole dancing and Chiddfest festival, which is held in early summer. Parents are invited into class assemblies. Class pages on the school website provide parents with comprehensive information for each year group. St Mary's also tries to inform the local community about events in school through the monthly teachers' article in the parish magazine.

The school has a local committee (LC) of governors who report to the Trust board. The Chair of Governors (COG) meets with the Headteacher and clerk on a fortnightly basis. He told me that governors 'catch the school being good,' whilst asking pertinent questions of school leaders. Teachers with areas of responsibility are invited to present at LC meetings and the student council are welcomed to attend annually. Individual governors are linked to particular areas, such as safeguarding and the Trust provides relevant training in order to support governors in fulfilling their roles effectively.

St Mary's is outward looking and engages in a number of additional partnerships. In addition to being part of the GST, St Mary's remains a member of the Haslemere confederation of schools and of course the Chiddingfold community. They are linked with a school in Malawi, through the Christian organisation, Starfish Malawi. The school is a new and enthusiastic participant of the Shell IQM Cluster group and is committed to attending all future cluster meetings.

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor: Mrs Pat Wood**

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

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