



Report on IQM Inclusive School Award



School Name	Edmondsley Primary School
School Address	Front Street Edmondsley Chester-le-Street Durham County Durham DH7 6DU
Head/Principal	Mrs Angela Rees
IQM Lead	Mrs Jennie Anderson
Assessment Date	22nd June 2023
Assessor	Ms Emily Carr

Sources of Evidence

This was the school's first IQM assessment. 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 one-day assessment the assessor evaluated the school's commitment to inclusion through a wide range of written evidence, including:

- School Self Evaluation Report (SER)
- School website
- School Facebook page
- School Twitter page
- School Instagram page
- Ofsted report
- Pupil progress information
- Pupil books
- Electronic floor style books
- School Development Plan (SDP)
- School Evaluation Form (SEF)
- Policies
- Long-term strategy document
- Continuing Professional Development (CPD) plan
- Health and Safety tracking
- Performance management



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Meetings Held with:

- Headteacher
- Members of the school Senior Leadership Team (SLT)
- Governors
- Teachers
- Support staff
- Parents/Carers
- Pupils



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Overall Evaluation

Edmondsley Primary School is a school with love at its core. Staff ensure all pupils are given the academic support they need to achieve their potential and the love and nurture they need to develop into confident, resilient young people.

The school is smaller than average and is situated in a village that was a former mining community. The school draws pupils from outside the immediate area as well as the village, due to its positive reputation for being inclusive and supportive. It is a school which is the hub of the local community.

The vision of an inclusive school is clear and permeates all conversations and practice. Parents talked, during the assessment day, about how this school is, “supportive and loving”. One parent talked with passion about how the school is “inclusive and welcoming”. She described how “all staff are approachable” and how “the school meets the needs of my child. It is the right place for my child, but also for our family. It is an inspirational, supportive setting.” This sentiment was echoed in conversations throughout the assessment day.

The school holds inclusive values under the acronym PROMISE:

- **P**olite and Caring, that’s what we are.
- **R**espect and Resilience, takes us far.
- **O**pen and Honest, we don’t tell lies.
- **M**anners are important, everyone tries.
- **I** is in united, teamwork’s the prize.
- **S**trive to be the best we can be.
- **E**veryone aims high at EDMONDSLEY!

These values are embedded in all areas of school life. Leaders at Edmondsley are committed to ensuring a holistic approach to education is offered. Inclusion underpins everything. This is evident on the detailed and informative school website, the school social media pages and then when one steps into the school, the inclusivity is clear to feel. From the moment you enter Edmondsley Primary you are made to feel welcome. The environment has been designed to feel warm and welcoming and the ethos reflects this. Staff and pupils smile and say hello throughout the school and laughter and love is evident.

The school places a huge importance on the development of the whole child. The broad curriculum, both in the classroom and beyond, prepares pupils well for their futures. The curriculum has been developed to be aspirational, progressive and engaging. There is a clear whole school focus on developing a love of reading for pleasure and in raising literacy levels. Cultural capital opportunities are embedded throughout, and outdoor learning is a huge part of life at Edmondsley. There are high expectations of all pupils, who all experience praise, recognition and success. During the assessment day, when asked to describe the school, one child said, “hopeful, honest and exciting”.



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The leadership team at Edmondsley is committed to their school community and go over and above to ensure the best for everyone. Leaders describe how all pupils at Edmondsley Primary are valued and are supported in lessons so that they can all achieve their best. They have an ethos of “ambition and opportunities”. The Headteacher described how they have a big focus on mental health and wellbeing to support the whole school community. She believes inclusion underpins all they do and described how all staff work tirelessly to ensure pupils are successful and happy.

Staff are very knowledgeable about their school and most importantly their students, and their differing needs that must guide their practice and curriculum plans. Support for pupils with additional needs is excellent. Across the school there are adaptations and reasonable adjustments made to support all learners and to ensure they feel included, whatever their needs may be. Staff are relentless in their mission to ensuring all pupils achieve their best and in giving them aspirations and opportunities for life beyond Edmondsley. Throughout the review, staff made comments that illustrated their commitment to inclusion and the pupils in their care, such as, “we use restorative approaches to support our pupils in reflecting and growing” and “we are passionate about developing and improving”. Leaders are strategic and outward facing and are passionate about the future of their school.

Edmondsley Primary School is a beacon of love, relationships and inclusion.

The Inclusion Quality Mark Co-ordinator, Jennie Anderson, produced an accurate and detailed evaluation of the school’s position. This was further supported by conversations with various people from the whole school community, which illustrated that the detailed and impressive written evidence was accurate.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark’s Inclusive School Award.

Due to the strong evidence presented, 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 forward.

The school has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that Edmondsley Primary School has also achieved Centre of Excellence status at this time.

Assessor: Ms Emily Carr

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

The vision of leaders to flourish as a family orientated school, with a firm ethos of teamwork, has been achieved. Leaders are passionate, visionary and forward thinking. They have a clear drive and commitment to continue to be recognised as a challenging, nurturing, high quality teaching and learning school, where every pupil will fulfil their individual potential and this vision is articulated on the school website and in their long-term strategy document.

Leaders at the school demonstrate their commitment to the students at Edmondsley through their inclusive and aspirational approach. From the learning environment and the curriculum to the outstanding pastoral care package, the staff have developed the offer for all to ensure that each child can achieve their best and have all their needs met. Many parents confirmed that this school truly makes a difference to the lives of their pupils. One parent explained that even though they live out of area, they chose this school because of the support on offer and the fact that it is so inclusive. Another parent passionately articulated the inclusivity of this school, stating, “there is no sense of being different at this school. Staff put things in place so that all pupils can access the same opportunities.” The feedback from the many parents who attended on the assessment day was overwhelmingly positive.

School leaders regularly audit current practice, celebrate achievements and identify opportunities to improve the school. This is not only through the school long-term strategy plan and School Development Plan (SDP), but in all areas of school life. Through pupil, parent, staff questionnaires to school council meetings, pupil voice during learning walks and through pupil reviews, needs are identified and a clear plan of action is created. The action plans presented, as part of the assessment day, demonstrate clearly how well leaders know their school.

There is evidence of holistic and collegiate approaches to policy development, clarity in communication and effective delegation. All relevant staff are involved when making decisions. Policies are embedded and accurately reflect the school systems and procedures.

Relationships across the school are strong. Leaders believe that strong relationships ensure pupils engage and learn. Staff have worked hard to develop this belief. There is also a strong mental health package of support for pupils. Edmondsley Primary School understands, and teaches that, ‘being healthy’ is not only about physical wellbeing but also mental wellbeing. Pupils are regularly taught how to look after their mental health as this is integrated into the Personal, Social, Health and Economic (PSHE) curriculum as well as mental wellbeing days and assemblies. Staff mental health is also paramount and through the robust mental health policy, leaders ensure staff are supported and cared for. Staff value this support and acknowledge that their wellbeing matters. One teacher stated, “there is a strong CPD offer that we can drive to match our interests and needs”. Another explained, “we all have a voice and everyone is listened to”. This was echoed in conversations with support staff, with one saying, “everyone is genuine here and we are all included”. A Teaching Assistant (TA) said, “there are progression routes here. Leaders support us in developing our careers.”



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Edmondsley school is proud of its achievements and endeavours to share their success with everyone, whether this be through celebration assemblies for pupils and staff, through text messages home to praise pupils or via the social media pages celebrating school awards and accolades. Staff work hard to think of innovative ways to spot success and celebrate it; an example of this is the introduction of 'spotter books' for lunchtime staff, who log positive things they 'spot' during lunchtimes. This is then shared in the celebration assembly.

At Edmondsley, inclusion is central to the school ethos.

Next Steps:

The school has identified the following areas to develop further:

- To continue to improve the provision in the Early Years and as a result, improve the Ofsted rating to at least 'good'.
- To fully embed the new curriculum, including assessment procedures to ensure pupils know more and remember more.



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Element 2 - Leadership and Management and Accountability

Leaders at Edmondsley are hardworking, committed and dedicated to the pupils in their care. The vision for inclusivity is clear when speaking to any leader of the school and this was then triangulated in discussions with members of the school community and through the written evidence provided. Inclusion is at the centre of life at Edmondsley. The most recent Ofsted reported and commented on how the school adopts an inclusive environment and how it supports and nurtures all pupils so they can achieve.

Edmondsley is led and managed effectively by three supportive and aspirational leaders. They value partnership working and use this to reflect, develop and grow. They are forward thinking and outward facing. They have created a school that is friendly, welcoming and aspirational. Leaders engage with inclusion, monitoring from policy to practice.

The Governing Body provide challenge and support to the school and have developed clear systems to ensure the school continues to develop. Governors actively created a five-year strategy which the SDP is aligned with. Termly Full Governing Body meetings include reviewing actions and outcomes in the School Development Plan and setting further targets. Each Governor has an area of responsibility. Support and challenge are provided by the Chair of Governors, who regularly visits the school. Due to the commitment to inclusion, the school has a named governor responsible for SEND and Inclusion who regularly liaises with the SENCo to support inclusive practice in the school.

During the assessment day, Governors talked with passion about the school and had high praise for the professionalism of the school. Governors are clearly invested and proud. One Governor explained, “we want to help staff and to continue to ensure the journey of the school is positive”.

Current needs within the school are identified and written into the School’s Development Plan and individual staff professional development plans. Relevant staff training is carried out and disseminated to relevant colleagues to help the school achieve goals set and school priorities. The effective performance management systems and procedures ensure all staff are supported and focused. The headteacher is meticulous about ensuring systems are effective and have impact and works hard to ensure that wherever possible, they are electronic to have a positive impact on reducing unnecessary workload for staff.

Staff wellbeing is addressed effectively. Staff, and parents, speak highly about the leadership team and the impact they have. Staff morale is high and teachers feel well supported, regardless of their length of time at the school. One new staff member explained, “I have never felt so well supported as I have here! There is always someone to talk to and staff are appreciated”. Another colleague added to this, stating, “every bit of work you do is appreciated. Extra work is acknowledged. I want to do more as I know it is valued and noticed. Leaders really care.” Edmondsley school staff have very open lines of communication and support each other.

Monitoring systems improve the quality of education, learner engagement and achievement. Staff take responsibility for areas of learning. Through regular CPD, networking, dissemination of policies and sharing of best practice staff provide the highest quality of education which engages all learners to achieve their potential. Staff are always reviewing, evaluating and improving.



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This is a school with leaders who are present, visible and supportive. They have a clear vision and strategy for the future of Edmondsley and the drive to ensure the vision continues to be achieved.

Next Steps:

The school has identified the following areas to develop further:

- To ensure Governors receive further training on inclusion linked to the Inclusion Quality Mark award and support in developing the action plan moving forward.
- To further develop the link Governor role across curriculum areas.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

At Edmondsley, the curriculum is broad, balanced and engaging. Outdoor learning opportunities and cultural capital are embedded through every year group. The school curriculum is progressive and sequenced over time, in each subject area, to build new learning as well as developing pupils' characters to succeed in life. Pupils are encouraged to challenge themselves daily.

During the assessment day, pupils talked enthusiastically about their experience at their school and how they learn exciting things. One child said, "there are lots of exciting things taking place in our school and we have a big focus on outdoor learning, which I love". Another child explained how supportive the school is, stating, "staff are good at breaking things down for us and they find a way that works for us and explain things really well".

Staff have worked hard to develop the school curriculum and the curriculum has three core aims:

1. To provide a relevant, progressive and well-structured academic curriculum which enables pupils to develop and master a broad knowledge and wide range of skills in a language rich environment.
2. To provide ambitious and challenging learning experiences indoors and outdoors which motivates and inspires all learners.
3. To enable pupils to be respectful and successful in terms of being able to find employment in the future, to maintain healthy lifestyles and to be moral citizens.

These aims are being met across the school.

Curriculum Subject knowledge and skills are sequenced so that pupils build on prior learning. Regular leadership curriculum staff meetings are planned for subject development and planning cycles to be updated to keep in line with new and recent developments. Action Plans for curriculum subjects including pupil voice, work scrutiny, learning walks, attainment and impact of this ensure staff have a clear overview of needs and development of their subject. Staff value the opportunity to lead on curriculum areas and talked about the work they have undertaken to ensure they have a spiral curriculum which deepens pupils' knowledge.

Pupils in Nursery to Year 2 are taught as single-entry year groups. Key Stage 2 pupils are divided into three classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class. There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. Most pupils spend two years in Deer Class (Years 4/5). The curriculum has been designed to ensure that all pupils access the full National Curriculum progressively. A key element of this model is the strong relationships which are formed between the staff and pupils.

Pupils in Year 1, who did not achieve Early Learning Goals (ELG) in Reception, access Continuous Provision to enable them to achieve ELG and transition into Year 1 National Curriculum objectives. This model is working well and is having a positive impact.



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Leaders have developed electronic floor books, which have reduced unnecessary workload and work well to capture progress across the curriculum and across year groups. The electronic big books show evidence of development and sequencing over time and effectively demonstrate the progress pupils are making. Teachers use these to assist pupils with 'sticky knowledge' and to remind the pupils of what they have learned.

Pupils at Edmondsley develop a love of learning and experience a meaningful learning journey that celebrates individuality and allows them to make strong academic progress. Pupils have a real opportunity to thrive academically and socially, at this school. The extra curriculum and enrichment opportunities the school offers are a strength and are valued by families. Pupils have the opportunity to be part of a range of experiences linked to the board and balanced curriculum on offer at Edmondsley. During the assessment day, examples were provided of after school clubs, trips and other opportunities to develop character and social skills, such as school council. One child explained, "at our school we get lots of opportunities to develop - we get to go on trips linked to our learning such as to the beach. We also raise money for charities."

At each stage of education, Edmondsley Primary prepare pupils for future success through their carefully planned, and engaging curriculum.

Next Steps:

The school has identified the following area to work on:

- To continue to ensure that all subjects are progressive, no matter which journey pupils take in Key Stage 2.



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

The learning environment at Edmondsley is inspiring and nature driven. The school uses elements of the 'curiosity approach' to create a purposeful environment. They aim to ensure their environment brings curiosity, awe and wonder into learning. Quality 'real life' resources have replaced plastic materials and display boards are calm and neutral. The inclusive environment promotes attitudes of understanding and acceptance of individual differences where learners and staff can thrive. The calm and purposeful environment is having a positive impact on pupil progress and behaviour.

The outdoor learning environment is stunning. The school is based in beautiful grounds, surrounded by trees and fields. The school grounds have been developed to include a range of opportunities for pupils to develop aspects of sport and learning through play.

The Early Years environment has been developed by the dedicated team and encourages free flow and teacher directed and child directed activities, linked to curriculum areas with a strong focus on reading and literacy. The school fields and playgrounds have a range of apparatus and spaces to encourage pupils to play creatively and to use their imagination. The grounds are spacious and there are shaded areas and seated areas for pupils to participate in quiet chat with each other. Pupils' imagination can run wild in the grounds of Edmondsley. Staff are creative and dedicated in their pursuit to creatively develop every available space.

Subject leaders are empowered to lead their areas of responsibility and have strong aspirations for their curriculum areas and their pupils. They carefully plan resources that are engaging and purposeful to ensure pupils learn and make progress. SEND pupils are integrated into the classroom. There are a wide range of resources in every classroom to support all pupils, such as flexible seating options and a range of writing equipment to meet the needs of all.

Teachers and teaching assistants across the school talked passionately about how important their pupils are and how they support them to achieve the best they can be - academically and socially and emotionally. Information is shared regularly about the extra needs of identified pupils and strategies that work well. It was clear in all discussions, that the curriculum is about educating the needs of the 'whole' child and that there is a belief that every child can achieve.

Leaders at Edmondsley provide high quality CPD linked to subject specific pedagogy to continually develop the wider pedagogical skills of all staff through rigorous performance management and support. They also have a strong CPD offer linked to statutory training needs and areas that are whole school priorities. The CPD offer for staff is strong and leaders demonstrated that they were already mapping out a bespoke CPD offer for the coming academic year. Individual meetings with staff support leaders with identifying the allocation of resources, including TA support. Leaders seek out best practice and use it effectively to sustain improvement.

The school is outward-facing and is keen to learn from professionals outside of the school to further improve life at Edmondsley.



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Next Steps:

The school has identified the following target areas to work on:

- Phonics leader and English leader to continue to work and liaise with professionals to disseminate high levels of practice across the school to improve standards of writing and improve phonics scores.
- To further develop the offer for More Able and Talented (MAT) and foster this area of the curriculum.
- To improve the provision in the Early Years and as a result, improve the Ofsted rating to at least 'good'.



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Element 5 - Assessment

Assessment is used effectively throughout the school and a clear cycle of assessment is embedded.

Edmondsley school has developed its assessment continually over the past few years and all subjects are now effectively assessed using formative and summative assessments. This information is analysed by teachers and senior leaders to make appropriate changes to the curriculum/daily planning/resources and deployment of TAs to ensure the best possible outcomes for the pupils. Data is inputted termly and analysed by staff and senior leaders to identify those pupils on track or those pupils needing additional support. Leaders conduct pupil voice/book scrutiny of subjects to ensure curriculum coverage, learner engagement, teacher subject knowledge and that pupils are making progress. Pupil books demonstrate that pupils are making progress. They respond to the high standards and expectations of staff and to the feedback given. Pupils at Edmondsley take pride in their work.

Leaders have looked at other ways to capture progress whilst also showcasing pupils' learning and progress to their families. They are aware that research shows that working in partnership with families has a positive impact on pupil outcomes. They have invested in electronic platforms such as See Saw and Tapestry as a form of an assessment tool and a communication tool. Parents and carers are now more informed about their child's learning and progress. On the assessment day, some of the parents commented how much they enjoy seeing the progress their child is making and looking at pictures of them engaging.

Termly staff meetings incorporate pupil progress discussions with all staff. Here staff identify progress and attainment, identifying where pupils have made less than expected progress, expected progress and more than expected progress. This analysis is completed using the school's OTRACK data recording system and considers formative data taken over the course of the term and summative data from end of termly assessments.

Robust reporting and reviewing of progress for all pupils, including those with SEND takes place, with regular meetings between school and parents to ensure all are working towards the best outcomes. Provision is monitored closely, and pupils' progress is robustly tracked. The IQM Lead is also the SENDCo and she is skilled in her role. Her passion and determination to ensure all students had clear pathways that are right for them, was clear in every discussion we had and in a range of written evidence. Across the school, all members of the school community spoke highly about how effective she is and the impact she has on pupil outcomes. She is highly regarded by staff, pupils and parents. Her ethos of meeting the needs of each individual, is embedded across the school. One staff member articulated it perfectly when she said, "it isn't about everyone getting the same, it is about everyone getting what they need".

All staff at Edmondsley strive to close gaps and prepare pupils to transition successfully, and happily, to the next stage of their education.



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Next Steps:

The school has identified the following areas to work on:

- Development of More Able and Talented pupils, ensuring there are systems in place to foster their strengths and further their development.
- Continuation of robust SEND support plans, including working with parents and pupils.
- Moving OTrack data on to new systems and updating these with any changes in planning and lesson objectives.
- Ensuring each foundation subject has a thread or skill to follow through the school to show progression.
- Continuation of Electronic Big Books to show progression.
- Continuation of subject leader action plans to be shared with Governors.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour, throughout the assessment day, was of a high standard. The inclusive environment promotes attitudes of understanding and acceptance of individual differences and staff and pupils are thriving as a result of this.

All staff have high expectations of pupils and offer a caring and supportive learning environment where positive relationships are seen as crucial to the positive progress of all pupils. Edmondsley school's behaviour policy is annually updated and shared with all staff on the first development day of each year to ensure all staff are using a consistent approach to foster and encourage excellent behaviour and attitudes to learning across the school. Staff talked about the restorative training they have had and the positive impact of this. One staff member said, "pupils at our school are tolerant and accepting of everyone". Another said, "there is a caring and nurturing ethos".

There are a myriad of opportunities where pupils are rewarded for their good behaviours, attitudes to learning and personal development. Most of these rewards are built around the school PROMISE and the celebration of the pupils who are keeping this promise each week during celebration assembly. The school reward systems are valued by the whole school community.

Attendance is monitored closely as the leaders recognise the relationship between attendance and progress as well as the emotional and social development of the pupils. Leaders are conscious that their attendance isn't quite where they want it and are working hard to ensure that all pupils who aren't attending every day are safeguarded and supported.

The various curriculums on offer to develop student's character are well thought out and deployed. This has a positive impact on personal development and pupils developing coping strategies and resilience. The school provides a range of opportunities to develop pupils' social and emotional skills and understanding of the world and this was evident through things such as the Eco School Initiative, the School Council, the PSHE curriculum and the package of support around pupils who need something extra such as Piece of Mind workshops or friendship group support at playtimes.

Learners' individual character is developed so that they understand the importance of tolerance, co-operation and resilience, guiding them to make positive choices that will impact upon their future journey into adulthood. School PROMISE helps pupils to focus on different aspects of character and celebrate achievement in these areas.

Opportunities to support families or pupils who are finding aspects of life difficult are available and the school has an open-door policy that welcomes the community to discuss concerns with staff.

Staff have worked hard to ensure pupils at Edmondsley are resilient and happy and achieving success.



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Next Steps:

The school has identified the following areas to work on:

- To develop the More Able and Talented (MAT) offer and ensure pupils who are MAT are being challenged and have opportunities to further develop their strengths and assign a MAT lead to drive this.
- To visit and observe other settings and discuss the opportunities they provide for MAT learners.

Further next steps to consider:

- To improve attendance to be in-line with the national expectation so that all pupils benefit from the offer at Edmondsley.



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Element 7 - Parents, Carers, Guardians

Parents speak highly about the school and express that this is a school that absolutely meets the needs of their children.

Edmondsley school sees parents, carers and guardians as partners. Following the Covid pandemic staff have strived to get the community comfortable with being back in school. Parents are still very appreciative of the work the school did during the pandemic, with a number of parents commenting on the amazing support on offer during the Covid lockdowns and the regular communication that took place. Parents are now invited in for regular events such as assemblies, fairs and celebration events. In addition, parents are consistently informed about their children's education on a termly basis through book shares, parent consultation meetings and for those with additional needs, through regular review meetings.

The school knows that transition between classes/year groups/key stages is of vital importance. Transition meetings for parents and pupil take place in the summer term preparing for the following year. Time is given to current and new class teachers to meet and discuss the needs of all pupils. The dedicated Early Years team gave an example about how they have been to a local nursery to meet a child who is coming to their school in order to support them with the transition to a new setting. All staff want to make transition points as smooth and supportive as possible.

The school values strong communication. They have developed a variety of ways to ensure parents are engaged with their child's school life. Communication via a variety of means including face to face, texts, emails and social media (Facebook, Instagram and Twitter). During the assessment day, one parent said, "Communication is second to none".

It is clear to see that Senior Leaders in the school listen. They welcome phone calls from parents/carers and very much have an open-door policy. Parents feel comfortable to talk with staff and know that their opinions are valued. One parent passionately talked about the staff, stating, "staff help so much. The school is like a home away from home." Another added to this, saying, "All staff know the pupils".

Parents interviewed as part of the one-day assessment were extremely supportive of the school and spoke highly about the impact staff have had on their children. They reported that their children have developed trusting relationships with staff and that their children's needs are met. One parent commented, "my child is accepted here and is included in everything". Another parent reported, "these staff know my child's needs as well as I do". All parents reported that they felt lucky to have their child in this school.

The Safeguarding Team also work with a range of outside agencies to support families and signpost these when the need arises.

Parents and carers would recommend this school and it is clear to see why.



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Next Steps:

The school has identified the following areas to work on:

- To develop a Parent Teacher Association (PTA) to raise more funds and events for the pupils in school.
- To continue to increase opportunities to bring the local community of parents, carers and guardians into school as partners in their children's development.

A further next step to consider:

- Develop Parenting Support Programmes to strengthen the work carried out in school to promote pupils' mental health, attendance, academic outcomes and behaviour.



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Element 8 - Links with Local, Wider and Global Community

The school is proud to be a part of the local community and celebrate it and provide a range of learning experiences for students to feel part of the national and global community, too. The curriculum the school has developed extends far beyond the academic requirements of the National Curriculum and provides a wide range of opportunities for pupil's broader development and understanding of the world around them.

Due to the beautiful school grounds and the strong school focus on outdoor learning, staff make the most of the environment around them and engage with the outdoor environment for regular learning opportunities such as Forest School sessions. They also visit local areas such as going into the village for history and geography lessons and visiting the local garden centre and the local nursing home, as well as going further afield to locations such as Durham city centre and Tynemouth. Pupils enjoy these experiences.

Opportunities are developed for learners to access enrichment activities. The school enrichment calendar clearly maps this out, with trips linked to curriculum topics identified to embed learning. Visitors are also booked in to enhance the curriculum in different areas and these also mapped out on the enrichment calendar.

This is a school that believes in working in partnership with others. Staff endeavour to support and use the available resources around them. They have strong links with other settings and agencies in order to enrich the lives of the pupils and to allow staff opportunities to develop and progress. They have always welcomed the local community into their school and following the restrictions placed upon schools during the Covid pandemic, they are making good progress towards becoming a more integrated community.

The geography curriculum embeds the pupils' understanding of the local, wider and global community and the school's status as a Greenflag award winner and Eco-School enthusiasts mean pupils are very aware of the importance of how to look after the planet for future generations with regular assemblies informing pupils of sustainability, geography and sustainable development goals.

Leaders have embedded an 'around the world' global perspective across the school. The school has developed a strong link with a school in Tanzania as part of the 'Connecting Classrooms' initiative. In 2019 and early 2020 the school made their first links with Tanzania when a member of staff travelled with others from the local area to learn about their educational offer – in turn, colleagues from Tanzania visited Edmondsley and made links which the school continue to foster and develop through assemblies and sharing of work across the globe. Edmondsley wish to continue and build on these global links to help their pupils learn more about the wider world in which they belong.

Staff create as many opportunities and experiences as possible, to broaden pupil's understanding of the world and enrich them.



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Next Steps:

The school has identified the following target areas to work on:

- To continue to further develop links with the local and wider community through events and opportunities that arise.
- To continue to be part of the British Council opportunities to establish further (and maintain current) links with the global community linked to the International Award.