



## Assessor's Evaluation for the IQM Flagship Project



**School** St Peter's CE Primary School  
Alexandra Street  
Farnworth  
Bolton  
BL4 9JT

**Head/Principal** Mrs Jenny Scott

**IQM Lead** Mrs Jenny Scott

**Date of Review** 30<sup>th</sup> June 2025

**Assessor** Mrs Janine Appleton

### **IQM Cluster Programme**

Cluster Group No Limits

Ambassador Ms Siona Robinson

### **Cluster Attendance**

| <b>Term</b>        | <b>Date</b>                    | <b>Attendance</b> |
|--------------------|--------------------------------|-------------------|
| <b>Summer 2023</b> | 23 <sup>rd</sup> June 2023     | Yes               |
| <b>Autumn 2024</b> | 21 <sup>st</sup> November 2023 | Yes               |
| <b>Spring 2024</b> | 2 <sup>nd</sup> February 2024  | Yes               |
| <b>Summer 2024</b> | 26 <sup>th</sup> June 2024     | Yes               |
| <b>Autumn 2024</b> | 9 <sup>th</sup> October 2024   | Yes               |
| <b>Spring 2025</b> | 12 <sup>th</sup> March 2025    | Yes               |
| <b>Summer 2025</b> | 23 <sup>rd</sup> June 2025     | Yes               |

### **Evidence**

- IQM Flagship Review documentation
- School Website
- Shades Leadership File
- Fortnightly focus across the school environment
- Pupil and Staff voice



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- Ofsted report 2021

### **Additional Activities**

- Playground observations of school staff with parents at the start of the school day
- Playground observations of children arriving at school at the start of the day
- Key Stage 2 (KS2) Playground observation at lunchtime
- Learning Walk with the Headteacher including view of books and learning environment
- Discussion with Headteacher and IQM Lead
- Telephone discussion with Shades' Schools Worker for the Diocese of Manchester
- Discussion with school's two Special Educational Needs and Disability Coordinator (SENDCo)
- Discussion with school's wider leadership team (Early Years Foundation Stage (EYFS)/Key Stage Assistant Headteachers/Higher Level Teaching Assistant (HLTA)/SBM)
- Meeting with the children's School Council
- Meeting with the children's Shades Ambassadors
- Discussion with class teachers; Year 5 Early Careers Teacher (ECT), Foundation Stage 2 ECT, Year 1, Year 4
- Discussion with a group of Teaching Assistants (TAs)

### **The Impact of the Cluster Group**

Leaders at St Peter's Church of England Primary School appreciate highly the value of learning with other schools who have an equally inclusive ethos and are fully committed to collaborating with the Cluster Group. This was evidenced during discussions with leaders at all levels, both established and new to role.

Both the headteacher and other school leaders shared the accelerating impact that being a Flagship School has upon their continual improvement model. Initially the Headteacher attended IQM cluster meetings then worked with key members of her team to implement outcomes from these networking opportunities. This has evolved and to ensure timely action the appropriate leader is identified to attend based upon areas of leadership and the agenda. They then cascade the learning and new thinking across the wider leadership team and then across school. This was evidenced during



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discussions with a number of different teams who talked with one voice about the school's inclusion practices and developments.

Attendance at Network meetings has enabled leaders to hear from other schools about their inclusive practices, specifically Irlen syndrome, Attention Autism and Oracy 21. These meetings have also supported the school's thinking about St Peter's Church of England Primary School's priorities, such as the extended curriculum, pupil leadership and parental involvement and they appreciated the opportunity to shares the work that school has been doing around the Children's University scheme, where children can earn points towards a graduation.

As a team, they are valued members of their Cluster Group and shared during the assessment their pride in being asked to present an element of their practice, the Fortnightly Focus, at a recent Inclusion Quality Mark conference. Since then, a number of schools have made contact with leaders at St Peter's Church of England Primary School seeking advice and support in establishing similar models in their own schools.



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### Evaluation of Annual Progress towards the Flagship Project

At the start of the review, I met with the Headteacher (HT) and Deputy Headteacher (DHT) and during this discussion, I heard the school's belief that, "Inclusion weaves through everything." The review then proceeded to evidence this. During conversations with a range of stakeholders and observations throughout the process, the commitment to the inclusion of all was seen to be understood and shared. It exudes from all aspects of the school, from the environment, staffing at all levels and from all of the pupils who are part of the "family." The school is confident in its achievements and actively challenges their community to continue to learn and improve.

The purpose of St Peter's Church of England Primary School's Flagship Project has been to introduce and embed new systems to enhance pupils' citizenship of their school. The aim has been for learners to develop further the understanding of their role in ensuring that the school community is a fair and secure place to learn, where consistency in language and action ensures that all are respected and voices are heard.

Two initiatives have recently been implemented in the school. Firstly, the school has established an initiative called Fortnightly Focus, which is increasing pupils' readiness to learn, school citizenship and high expectations. Through 5 chosen skills, linked to the St Peter's way such as, presentation of work, handwriting, movement around school and school environment all pupils have a clear understanding of school expectations. Each of these five areas were launched individually giving school time to fully engage in the expectations. These are then returned to on a fortnightly rolling programme as a whole school focus. Certificates are awarded each week for Super Learners who have excelled in the focus being highlighted. Pupil leaders have made videos that are shared in assembly to remind children of the five areas and parental visits to school are used to inform them of this work.

The effective implementation of the Fortnightly Focus has increased a consistent language from Year 1 to Year 6, across children and staff. It is expected that this will reduce the need for induction at the start of the year for all, including those with additional needs as they know the expectations already. In fact, during the review the neatness of writing and presentation in books was noted.

The IQM lead shared that the Fortnightly Focus project was shared with the cluster group and from this the school was invited to present the initiative at a recent IQM conference. At this presentation they were able to discuss how the initiative had become part of *"who we are"*.

Over the coming months the school will continue to embed and monitor its impact as children transfer from one year group to another to evaluate how the consistency provided by the Fortnightly Focus reduces cognitive load and enables quicker settling to learning.

The second project shared during the review was that of Shades, a project run in partnership with Manchester diocese. The aim of this project is *"to be positive and*



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*make change*", and is an action introduced due to some racist incidents the year before and a recognition that the local community was becoming more diverse.

The project was launched during worship and the focus has been upon giving older children the opportunity to talk about racism. This led to setting up of Shades Ambassadors who are extremely committed to their role in school. They were elected to the role by their peers and following training promote talking about race around school. Ambassadors feel invested in and know that they are making a difference and are, *"breaking down the taboo of language."*

The Shades Ambassadors meet every Thursday and have an agreed view of what racism is. They are open to talking with pupils if they hear something that they feel uncomfortable about. The outcome of this project so far is that there is more open dialogue about words children know and want to check if they are racist or not. There is also tangible evidence of reduced incidents this school year. During the review the Ambassadors said that *"some unkind words were said, but it is better now."*

The Diocese lead for Shades shared during the review that, *"It works to meet young people where they are at"* and this was evident through the amazing articulation from the young leaders. Governors are kept informed of the progress of this initiative and the Ambassadors are now beginning to feedback impact to classes.

In the coming months school plans to continue to roll out the Ambassadors work across each year group and use parental involvement activities to inform and engage families in shades approach



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### Agreed Actions for the Next Steps in the Flagship Project

**New Project title: Ensure that the inclusion of children with additional learning needs and those who are in receipt of Pupil Premium is as aspirational as possible.**

Whilst leaders and staff at St Peter's Church of England Primary School remain ambitious and invested in the two projects that were reviewed and have next steps for these, they have already identified an additional piece of work on the wider provision that is offered by school that they will action before the next Flagship review visit. I concur with this additional focus, as it will add further strength to the school's provision enabling all pupils to gain from participation in wider enrichment experiences. This will build upon the confidence and aspiration for all along with each learners developing sense of self.

The school has reflected upon the take up of pupils who attend clubs offered within school and intend to make this an area of focus for their 2025 to 2026 school development priorities. It is planned that the school's SENDCo team will lead on this with the support of the whole leadership team and all school staff. Through discussion with the members of the SENDCo team there was clear purposing and planned action for the work ahead.

School leaders, including the SENDCo team, recognise and are rightly confident in the support for pupils who may need additional provision and the impact of this is evident in the classroom provision observed, school outcomes and tracking processes to ensure that all are successful.

There are effective pre-entry systems in place enabling school to know the children and families who will join them ensuring that timely early help and strong relationships are in place. The SENDCo team recognise that establishing positive parental relationships as early as possible because, *"they are the experts in their child."*

The school has good relationships with local secondary schools and collaboration is strong in planning for children. There is clear and effective support for all learners, attention given to those who may have some transition anxiety.

The school now plans to raise the profile and awareness of the wide range of opportunities that are on offer, which enriches pupils' experiences whilst at St Peter's Church of England Primary School. Enrichment activities are available across the day, including before school, at lunchtime and after school however, there is an emerging view that some pupils who have additional needs or gain from Pupil Premium funding are accessing less of these opportunities than some of their peers. School is right to consider this as an element of their commitment to inclusivity.

This project will begin with a comprehensive audit of attendance at the provision in place to identify which groups access opportunities and where there are groups of children with lower attendance. Following this, leaders will investigate possible barriers which are the cause of lower engagement in activities, they will use pupil and parent voice processes to do this.



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When a clear understanding of barriers is gained, the school will then plan and implement actions to increase attendance of wider enrichment opportunities so that the level of engagement for more vulnerable pupils are comparable, if not better than, their peers.

Having seen the commitment and passion of all school leaders, I do not doubt that it will be a successful initiative, and I look forward to hearing about it through cluster group meetings.



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### Overview

St Peter's CE Primary is a highly successful school of 419 pupils, which has been recognised as Outstanding by Ofsted. It is a community which exudes an open, approachable and secure confidence that every stakeholder is working towards a clear ambition, that all will be enabled to flourish. The school has rightly been an IQM Flagship school for a number of years and continues to go from strength to strength through clear visioning at all levels of leadership.

In the school currently, there are 19 pupils with Education Health Care Plans (EHCPs) and 62 pupils recorded as having Special Educational Need or Disability (SEND) Support.

There is a changing demographic in the locality, resulting in the school becoming more diverse. This has been embraced by adults and children alike as an exciting opportunity to review and build on the already rich and inclusive curriculum and other wider opportunities that the pupils experience.

When discussing motivations for working at St Peter's Church of England Primary School one member of the school staff said, *"we've got something special in this school."* This accurate view was consistent in all discussions across the review with the term 'family' heard from a number of people spoken to.

In response to being asked what the best thing about their school is, one pupil stated, *"how we support each other, everyone has the chance to speak."* Pupils feel valued and appreciate the opportunities that they have to influence school's progress. They are proud that their voice is not only heard, but is sought and views are acted on.

The assessment day began by meeting the Headteacher and Deputy Headteacher and then time was spent watching the beginning of the school day. I saw a very calm start as pupils arrived and observed a team of adults walking in high visibility jackets to collect pupils at a local supermarket to lead a walking bus of pupils waiting there back to school. Pupils shared that this reduces the traffic around school at the start of the day making it a safer place to be. The Site Manager was very visible, and parents and pupils knew that he was there getting the school ready for the day. As pupils arrived, they gathered in groups talking or sitting on outdoor benches until the time came for them to enter the building.

Relationships with parents and families are a strength of St Peter's Church of England Primary school and I heard a school adult thanking a parent for bringing iced treats for the children and staff at the recent sports day. I also observed staff actively engage parents and pupils in conversation understanding that these interactions enable school to know their families well, building strong relationships and are an important opportunity for early identification of support that can be offered to families if needed.

Staff at St Peter's CE Primary know their children very well. They know that some pupils need additional support to leave their parents to come into school and they provide appropriate time and patience and celebrate the tangible successes. I enjoyed



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a conversation with a Year 6 pupil who shared with me that they are *“looking forward”* to the transition to secondary school due to the way that school adults and the school's transition work has prepared him and his peers for the move.

St Peter's CE Primary School's Vision is Learn, Sparkle and Shine and this permeates through every aspect of school life. The school environment is tidy, high quality and celebratory with every space well thought out and used to enable pupils, staff and visitors to see how all at St Peter's Church of England Primary School are enabled to live the vision.

Behaviours for learning are exemplary at St Peter's Church of England Primary School. Pupils are very proud of their school and are keen to play their part in making it the best that it can be. They move around school calmly, hold doors open for others and are extremely polite and friendly. Learning spaces have a purposeful buzz of curiosity and investigation. Pupils are ready to talk about how adults in school guide and nurture them and how they can help each other to live the school's vision, and they do so with great, but natural, articulation.

During a learning walk with the Headteacher, I was able to see that the curriculum offer for learners is one that is engaging yet challenging. It is progressive and ensures that adults and pupils are partners in the learning journey. Learning is planned to meet the school context and its pupils as is evidenced by the food technology curriculum that the children really enjoy that teaches pupils to make meals from scratch. During the review Year 5 were making moussaka, which smelled delicious.

School is continually improving the learning spaces that pupils use and engages partners to support this. For example, school has worked with the Royal Horticultural Society to create a new outdoor area for their Sparkle Room, a space that young children can access as part of their transition to starting school.

Pupils are proud to be leaders of their school and are empowered to influence and take action. They are able to plan and lead developments that are important to them and trust the adults around them to listen and support. There are a number of leadership opportunities that utilise and grow learner's leadership skills, the Learn Team focus upon developing pedagogy and the Sparkle Team ensure that the environment that everyone learns in is representative of the culture and ethos of the school. Members of the Shine Team ensure that faith is a golden thread that runs through everything that they do, and Digital Leaders work so that everyone is safe online and that technology supports learning safely. Pupils said that they like *“how we come together as leaders and discuss how to make it even better.”*

Pupils understand the impact that they can have on their community and are ambitious for each other and their school. This is exemplified in the pride that they have had in implementing a School Streets initiative where pupils have galvanised the support of families and local residents to close the roads around the building at the start and end of the school day each Tuesday, making these times safer and better for the environment. This had been recognised by the Mayor, and pupils stated that they would like to do this every day.



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Pupils also shared work that they do to support the wider community. They enjoy helping with fundraising for a range of charities and events that help to show appreciation to others, such as gratitude to parents events. They said that they enjoy events such as this as they like *"seeing adults smiling."* The School also ensures that pupils families have opportunities to continue learning sharing the recent Spanish classes are well attended.

The adults who work at St Peter's Church of England Primary School know that they are affecting positively young people's learning experiences and are proud of their work. The Headteacher shared that school invests in staffing as, *"they make the difference."* They are a team with one voice and all understand school's ambitions. This is evidenced the longevity of service to school by the staff team. The vast majority of adults spoken to began their careers in education at St Peter's Church of England Primary School and have remained, some having been at the school for long periods. This is due to positive ethos of support and value that is enjoyed by all members of the school community. Staff talked positively about the support for their professional development and their personal progression through clear pathways. They feel valued and invested in. They shared that if there is something that they would like to learn about, they will be supported.

Coaching is strong across school and staff state that they feel supported by the Headteacher and Senior Leadership Team (SLT) whilst recognising that they are challenged to grow and continually improve. They remain motivated as they are engaged in the continual journey of the school, clarity of actions and commitment to each other and the children. One teaching assistant talked with enthusiasm about training that they have been encouraged to access whilst another described the opportunity that they have been given to run preschool activities for families, which enable them to build relationships with school prior to their children reaching school age. School staff believe that *"talents are harnessed, strengths are invested in and used."*

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship 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 Flagship Status.

**Assessor: Mrs Janine Appleton**

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

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