



30th July 2019

Mrs Marie Cribb
Headteacher
Lyme Community Primary School
Lyme Street
Newton-le-Willows
Merseyside
WA12 9HD

Assessment Date: 15th July 2019

Summary

Lyme Community Primary School is a vibrant, welcoming community with inclusive principles at the heart of all they do. Staff describe inclusion as the life-blood of the school which runs through everything; their values and ethos permeate all aspects of school life.

From arrival, it is evident that Lyme place a strong emphasis on the development of the whole child through the immediate visibility of their 'ICAN' motto and values (Inspire, Challenge, Achieve, Nurture), which are prominently displayed on the building externally and throughout the school.

They celebrate the UN Convention Children's Rights Articles which are colourfully displayed across all external and internal spaces. The Senior Team and staff are clear in their vision for the well-being of their pupils and their whole-hearted commitment to ensuring that the pupils enjoy school and are enthusiastic learners. Their recent work towards achieving the UNICEF Rights Respecting School Award Gold highlights the excellent practice in supporting children's intellectual and personal development whilst preparing them to become global citizens who are aware of their rights in an ever-changing world. The UNICEF RRSA report from July 2018 recognises that the "school has been building a strong culture of inclusivity and participation" and that the "promotion of greater global awareness and the "school has extensive provision to ensure that the children's social, physical and emotional well-being is effectively supported."

Lyme Community Primary School is an average sized primary school with around 230 pupils on roll. They also have an Early Years provision. Most pupils are White British ethnicity and the number of students eligible for free school meals is above the national average. The school is fortunate to be situated next to a local park reserve and they make the most of their surroundings. There are 51 pupils on the additional needs register and one student who has an Education and Health Care Plan with a number of others in receipt of top-up funding. They employ a Teaching Assistant to support pupils in each class in addition to Teaching Assistants who provide 1:1 support. They have a Pastoral Support Manager who leads on behaviour and attendance.

Pupil outcomes have improved significantly this academic year, particularly in Mathematics. Lyme is celebrating 86% of pupils achieving at least expected progress in Maths in the recent Key Stage Two SATs, an improvement of 32% on the previous year. SEN pupils performed particularly well, with progress significantly above national average. This is a result of the determination of the staff to improve life chances for all of their pupils.

The school evaluates its provision for personal development, behaviour and attitudes as 'good' and this is echoed through my findings during the IQM assessment. In lessons, during assembly, on corridors and at break and lunchtime, all behaviour observed was at least good.

Lyme pupils are well-mannered and respectful. They interact well with each other and there is a real sense of togetherness and community. The older pupils care and nurture the younger ones.

The Local Authority report from March 2019 states "pupils of all ages were seen to behave well in lessons and at informal times of the school day." Attendance is good and there are robust systems in place to ensure that where there are issues, the school is working with pupils and families to address it.

The assessment process included an evaluation of the comprehensive documentary evidence provided by the IQM coordinator along with external documentation such as the latest Ofsted report, 2019 SATs data, data from the School Performance Service and the Local Authority visit report. The assessment visit comprised meetings with representatives from key stakeholders including senior staff, the SENDCO and IQM coordinator, teaching and non-teaching staff, governors and parents. I carried out learning works, book scrutinies, an audit of the displays and school environment, discussions with pupils and observations of social times.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Mrs Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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