



## Report on IQM Inclusive School Award



**School Name:** Lyme Community Primary School

**School Address:** Lyme Street  
Newton le Willows  
Merseyside  
WA12 9HD

**Head/Principal:** Mrs Jo Roberts

**IQM Lead:** Miss Kathryn Burns

**Assessment Date:** 5<sup>th</sup> December 2024

**Assessor:** Mrs Heather Whitfield

### **Sources of Evidence:**

- IQM Self Evaluation Report Document
- School Website
- School Policies
- Pupils' Books
- Learning Walk
- Floor books
- Adaptive teaching project work
- IQM 8 elements evidence file

### **Meetings Held with:**

- Headteacher and the Leadership team
- IQM/SEND lead
- Parents/carers/guardians
- Pupils
- Teachers
- Teaching Assistants
- Governors
- Pastoral Manager and Pastoral TA



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### Overall Evaluation

Lyme Community Primary School is a one form entry Primary School which serves the community of Earlestown, St. Helens. It welcomes 209 pupils each day from Nursery to Year 6. Most children are drawn from the immediate local community with some children attending within a generational pattern. Lyme Community Primary School's cohort is predominantly white British with a small, identified cohort being of ethnic background. Currently, 3.3% of pupils have English as an additional language (EAL). The proportion of pupils who receive additional support for special educational needs (SEN) is above average (55 pupils are currently on the SEN Register which is 26.3% of the school's cohort). There are currently 4 students with an Education, Health and Care Plan (EHCP) and 3 students are at the draft stage of an EHCP. There are currently 2 students who receive additional top up funding to support their educational needs. The proportion of pupils eligible for pupil premium, including those known to be eligible for free school meals, is above the national average (70 pupils which is 33.5 %).

The week prior to the IQM assessment, Lyme Community Primary School underwent their Ofsted inspection and are awaiting their official outcome. Prior to this, the school was inspected in 2019 and was judged to be 'good' by Ofsted.

There is a very strong, welcoming, positive atmosphere when visiting the Lyme Community Primary School; from the moment you arrive, you are welcomed warmly into the school's family. Staff and pupils interact positively with each other and with visitors. Classrooms are inviting and purposeful with engaging, consistent displays which promote a positive learning culture.

The former deputy Headteacher was appointed as Headteacher in September 2023. In January 2024, the former Year 6 teacher was appointed deputy Headteacher. The Chair of Governors said "The senior leadership team (SLT) are in their infancy of working together. They've had an intense first term of the year. It's really important to steer the school in the direction that we all want. Internal promotions were the right thing for us". The leadership team also includes the special educational needs and disabilities co-ordinator (SENDCo) who is very experienced within this role and the school's business manager. Since this change in leadership, there has been a shared vision of consistency. "We're a team. We're not afraid to get hands on. We all know each child by name, everyone cares". Staff believe that "the enthusiasm of the SLT is infectious, it passes down to us all". I was told Lyme is "a family. We all support each other."

The Headteacher and SLT are inspirational in their clear drive and focus for the school and community. The Headteacher has a clear, ambitious vision for the school, placing children at the centre of all decisions. Staff and governors are aligned to this vision. Staff strive to ensure that all pupils receive equal opportunities. Through the I CAN values, displays with inspirational people within the particular area of the curriculum or job focus are showing pupils that they too can achieve their potential and dreams.

The commitment of the SLT to inclusive practice is reflected in its close collaboration with the school's governing body and the support and challenge that the governors provide to school. A governor told me that "there is a strong drive to create the 'whole child'. Every child has the right to make progress. We focus on life skills as well as educational attainment. Through the work on Rights and Responsibilities, our children know their



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rights, their next steps. Their talents are picked up on at Lyme and through this, our pupils know that their time here has been purposeful”.

Staff work extremely hard to ensure that children become the best that they can be. When asked how do school staff ensure that the needs of all children are met, a member of staff said that “Everyone goes above and beyond. We have an inspiring curriculum which is part of our mission to challenge children, regardless of their level of need, on their journey. We put the support in place to enable them to achieve this”.

During the IQM visit, it was evident that all staff know all children, not just by name but their individual needs and their families. This acknowledgement extends to all adults too. Supporting the whole family plays a major role at Lyme Community Primary School; from supporting parents and carers with enabling the children to access school each day to creating opportunities for parents and carers to attend adult courses. All staff treat each other, all pupils and their parents and carers with the utmost respect. As a result, staff morale is very high and relationships between all stakeholders are very strong.

Lyme Community Primary School impacts on the whole family and not just the children who attend. Parents using words including “brilliant”, “considerate”, “respectful” and “understanding” when describing Lyme Community Primary School and the staff and provision it provides for their children. “We have an input in our children’s education. School works with us to align what we do at home, at school. They don’t undo what we’re doing, they respect and validate it”. “Staff will reach out personally and discuss parental wishes. Staff have already done the thinking and plans are in place; they have done the thinking for us”.

There is a strong inclusive ethos with Lyme Community Primary School. The school’s motto of I CAN underpins all that they do and is fully embedded and shapes all aspects of school life for the staff, the pupils, and their families.

I am of the opinion that Lyme Community Primary School fully meets the standard required by the Inclusion Quality Mark’s Inclusive School Award and to be reassessed in 3 years’ time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and 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: Heather Whitfield**

**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

“Everyone is getting an equal offer at all times”. From the moment you step through the doors of Lyme Community Primary School you can see and feel the inclusive ethos that makes up the family that is Lyme. The concept of Lyme being a family was a common thread which wove its way throughout the day. Parents said, “There’s a personalised approach from staff at Lyme for all of our children”. “I think that their ultimate goal, to make every child feel respected and valued, goes beyond the children. It covers the adults too”.

“Being inclusive is something that we strive to be. We educate the ‘whole child’” This is the opinion of a member of the Governing Body who I spoke to. The Governors I spoke to, talked about the “accurate identification of needs”. Some pupils within Lyme Primary School have complex special educational needs and require a lot of direct support, both from within school and externally. Staff change their practice in order to support the pupils the best that they can whilst they attend Lyme. Under the direction of the SENDCo, subject leaders and staff have completed staff meetings and training on adaptive teaching, looking at what and how adaptations can be made within each subject. “We’re looking at adaptive teaching for all subjects, sharing ideas and how adaptations can be across subjects”.

The inclusive ethos reaches out to all members of the Lyme community. Staff, parents and children recognise the impact of Lyme’s inclusive nature. “Staff understand instinctively the needs of the children and build this into school’s everyday practice. It’s a natural process. Children get what they need. All children are known, helped and supported”. Some children at Lyme Community Primary School require specialist equipment in order to fully access the environment. To support this, there is a lift within the building and discrete adaptations are made within classrooms to meet the needs of identified pupils, such as fidget boxes, wobble cushions and resistance bands.

Staff and pupils get to see the senior leadership team in many different roles, focusing on the core value of experience; ensuring everyone’s experience within Lyme is positive. “We know we’re backed by the SLT. They’re really hands on”. “Since the appointment of the new Headteacher, everything has improved, such as our provision, the curriculum offer, enrichment activities, parental engagement opportunities”.

The SENDCo, pastoral lead and support form ‘Helping Hands’, part of the staffing team with a high focus on reaching out to offer the support and direction to children and their families.

Communication and practice of safeguarding procedures is highly effective, and all policies support the vision of an inclusive culture.

#### Next Steps:

1. To achieve reaccreditation of the IQM to evidence the provision for the pupils at Lyme.
2. Implementation of IASEND (using The Engagement Model) to track those pupils who are significantly below to evidence progress and provide next steps.



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### Element 2 - Leadership and Management and Accountability

“We’re a family, we all support each other. We recognise our differences and strengths, from staff to children. There’s a thread of nurture that weaves through Lyme Community Primary School. We have an ethos of support and care”.

The senior leadership team have a very clear focus and direction in which Lyme Community Primary School is heading. Documentation seen during the IQM assessment, including policies, adapting teaching planning sheets, reports to governors and records of pupil voice, demonstrated a clear focus for the journey ahead for the school. “Since October 2024 school has undergone a local authority safeguarding review, Ofsted and IQM assessment. We have had lots of external validation”. “We’re very much looking for the next thing. We’re passionate to constantly strive to address gaps and be proactive”.

SLT have ensured that there is a supportive, purposeful curriculum that not only meets the needs of the children but that also provides high expectations of them too, setting high aspirations for the children to aspire to. Teachers liaise with the SENDCo to ensure adaptations are in place to allow the children to access learning and show their knowledge. Leaders talk very passionately and proudly of the team around the child and their family and how all staff support each and every pupil equally.

Staff have the opportunity to embrace their own learning journey with opportunities built in to support their continued professional development (CPD). CPD opportunities are open equally to all members of the Lyme staff. SLT ensure that staff are able to access appropriate and supportive CPD that meets the needs of the children and school, but also the needs of staff for their own development and journey. Staff are signposted to courses via the National College training portal. Staff have also accessed visual impairment training and have worked with a local specialist provision for communication needs. All staff have accessed Team Teach training to develop their understanding of de-escalation strategies and they have also accessed draw and talk therapy.

After the internal appointment of the deputy Headteacher to headship in September 2023, and the internal appointment of the Year 6 teacher to deputy Headteacher in January 2024, the new SLT began to work with the SENDCo to ensure that the needs of all children are met through the curriculum. The SENDCo meets termly with staff via pupil progress meetings to ensure that adaptations occur across the curriculum.

The school has a very strong governing body with members having a wide skill set. The governing body plays a supportive, critical friend role to SLT and school staff by reflecting the trust and relationship that flows through Lyme CP School within their involvement. A governor said, “I’m really proud to be associated with this school and its pupils because of the experiences that they have”.

#### Next Steps:

1. To establish the roles and responsibilities of the new SLT to impact positively on the impact of middle leaders and pupil outcomes.
2. To further develop link governor roles to include first-hand experience of the implementation and impact of the curriculum.



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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

“We’re safe. Lyme is our happy space”. This is what a child told an Ofsted inspector in their recent visit.

A member of SLT told me, “Staff have designed a curriculum for all children based around high expectations so that they all experience the same rich learning opportunities, excel through the support of how it is presented to them and enjoy what they are learning and the learning process”.

A member of the teaching staff said, “Through the promoting alternative thinking strategies (PATHS) and Rights and Responsibility programmes, children know what they should be getting. The work they undertake gives them the language to access this!” The headteacher commented that, “Article 12 addresses children’s voice. Our children relish the opportunity to share their learning. It promotes confidence and self-esteem. Children can talk about what they want to do”. Since introducing these programmes, staff have noticed an improvement in pupil attitude and behaviour.

Through discussions with staff, I learnt that school has invested heavily over the last year in creating a sensory room for supporting pupils’ needs. The room contains equipment including sensory mats, a light board and sound pads. The SENDCo shared that “The governors supported our decision to invest in this area as they recognise the increasing demand to support children’s sensory needs in our school”. Children who have accessed this space spoke positively about the benefits they gain from it.

Staff talked about how the access to schemes of work is used to support and guide their planning and preparation of lessons. Subject leaders consult with the children to capture their thoughts around their learning and may make adaptations, if needed, linked to the needs of cohorts. Timetables are devised to organise the support for pupils with identified high needs so that staff can interchangeably support them throughout the day/week.

There has been recent investment in supporting reading and writing with the purchase of 2 new schemes. Ready, steady, write is already showing its impact as the children are accessing sentence accuracy in every lesson. “Children are emersed in the text before writing about it”.

Many areas of the curriculum are supported by pupil groups. There are many opportunities for students to take on student leadership roles, including being a reading ambassador, B’s Buddies, star singer leaders and the safety squad. Some children said that they didn’t feel safe outside of school. Through the work of the safety squad, posters and signage are now going to be placed around the external perimeter of the school advising parents of safer parking. “We pride ourselves on the personal development of all children”.

#### Next Steps:

1. To further embed critical thinking and awe and wonder in the Early Years setting to develop adult interactions with children during planned and child-initiated play and activities.
2. To further develop experiences linked to preparing the children for life in wider society e.g. ‘work week’ and ‘enterprise’ week’.



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

Across the school, all classrooms displayed a uniformity of display boards, e.g., visual timetables, including the backing of them, and a sense of calmness. This helps to create an environment which doesn't over stimulate the pupils' individual needs. The displays throughout the school are a celebration of learning. All classes contained pupils with additional needs, some with adult support. and bespoke learning areas. Staff are deployed effectively to support pupils' learning both in the classrooms and within intervention spaces, with all staff modelling a calm and respectful working environment across the school.

The consistency, expectations and respect are evident not only in the classrooms but within the whole school environment. A culture of respect that works between everyone within the building, from the youngest to the oldest, regardless of what their role or purpose there might be. The I CAN values support nurture across the school, with older children supporting younger pupils. "This gives them an understanding of different needs".

Classroom doors displayed the class reading book, the class attendance percentage and number of children in that day. The working wall displays were sectioned to promote key learning, key skills, key vocabulary and examples of work in all classes.

Some corridor displays showed the start of the learning journey for year groups. These displays are added to each half term to demonstrate the progress that is being achieved.

Through displays across the school, the I CAN motto inspires children to be whatever they wish to be with aspirational people and jobs linked to subject learning displays and what the children would need to achieve in order to be successful at this. This is further supported by termly certificates for each subject, not just core subjects, within each class when children are recognised for their achievements. "Because of the relationships we build and our committed staff, our children succeed". "I CAN. It's not just a motto on a wall".

Subject leaders' monitoring includes pupil voice and the culture of co-teaching supports that sharing of best practice within school. "Subject leaders are committed to driving and evidencing pupils' achievements".

#### Next Steps:

1. To develop adaptive teaching strategies which promote inclusion for all, ensuring all pupils make good or better progress.
2. To further develop spelling across school so that an increase in children applying spelling strategies is evidenced in writing and end of Key Stage outcomes.



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### Element 5 - Assessment

School use both formative and summative forms of assessment in order to track pupils' progress and attainment. Staff talked about how different methods of assessment are utilised depending on the subject and the relevancy of the process for that subject. Assessment scripts from the National Foundation for Educational Research (NFER) are used three times a year, (once per term), to provide summative assessments. The information gathered from these assessments is used alongside the formative assessments when identifying children who may require further support and or interventions with their learning. In foundation subjects, there are end of unit assessments which support the planning of next steps. Assessment data is inputted on to 'I-Track' and the engagement model is used for children who are not able to access learning within this tracking system.

School use FFT "Success for All" Phonics for the teaching and learning of phonics in EYFS and KS1. Children are assessed approximately every six weeks and placed in teaching groups relevant to their needs.

Some children access pre and post learning to support the preparation for teaching and the retention of taught information. For some children, their assessments are broken down into smaller, more accessible sections. "Children access the correct form of assessment for their needs".

On entry to the school's Nursery provision, children's language, understanding and knowledge are assessed using the WellComm language screening tool. This tool enables staff to provide directed and individual early identification of need and support through bespoke interventions. WellComm is also used throughout the other year groups too to ensure that no child's need within language is overlooked. Outreach support is accessed three times a year in Nursery in order to set the graduated approach in place. The SENDCo carries out learning walks in the Spring and Summer terms to assess for speech and language and sensory needs. Children within Key Stages (KS) 1 and 2 are screened for reading. With children in the bottom 20% receiving additional support.

In Reception, children are baselined on entry and the information is used to identify the next steps in learning for the pupils. This quality 1:1 time promotes positive relationships and enables staff to get to know the children on an individual level.

During pupil progress meetings, staff share with leaders, assessment information regarding their class and what next steps have been identified from this.

### Next Steps:

1. To further develop assessment of non-core subjects so that there is a consistent approach across school.





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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The children who attend Lyme Community Primary School are an absolute delight! The representatives from the school's leadership roles who represented the school during the IQM day were extremely happy, secure, well-mannered children who could talk confidently about themselves and explain their roles and how they support other pupils. They were all able to articulate what they liked about school. They spoke of their peers and being respectful of them and their needs. They were able to tell me how they can help to keep themselves safe and how the staff work to keep them safe too. The children spoke confidently about their aspirations for growing up and were able to justify their choice of career pathways.

The children's confidence and calmness were evident through their behaviour both in and outdoors. The work through Rights and Responsibilities and the calm and well organised learning environment help to promote positive behaviour and interactions between all. The children were calm and engaged within their lessons and moved around school respectfully. In class, if children had access to resources for supporting their learning, they were able to explain how these were helping them to succeed in class, such as fidget toys.

Consistent positive behaviour and respect are promoted each week through 'The Secret Students' initiative. Each week, staff select 4 pupils at random and these pupils are observed unknowingly throughout the week. Then at the end of the week, these pupils are identified and their positive behaviours shared. The observed characteristics are perfect presentation, marvellous manners, brilliant behaviour, and amazing attitude. This is celebrated with the children sharing hot chocolate with the Headteacher. "This promotes positive expectations all of the time".

Pupils develop their skills playing different brass instruments, to promote the local heritage. There have been long standing links with a local brass band for over 15 years. Some children, after beginning their love of brass instrument playing at Lyme, go on to join the adult brass band. "Personal development comes out strong on parental questionnaires due to the many enrichments and after school clubs on offer to all children".

Each morning, members of the SLT and pastoral team are on the playground and attending the gates/doors to school to welcome the children and speak with those who have brought them. This level of availability has played a part in establishing positive relationships with children and adults alike. A Key Stage 2 pupil approached a member of the Helping Hands team and said "I just want to let you know you're special. You stand on the gate every morning saying "hello" to all the children and because you're not a teacher, you might think you're forgotten, but you're not" and then the pupil gave her a sweet.

#### Next Steps:

1. To further develop resilience so that pupils are highly motivated and persistent in the face of difficulties.
2. To develop Forest Schools provision to impact on the personal development of our pupils.
3. To further embed school expectations of behaviour and attitudes to learning to impact positively on the learning environment and outcomes.



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### Element 7 - Parents, Carers and Guardians

The parents I spoke to, spoke extremely positively about theirs and their children's experiences at Lyme. "My children have been coming to Lyme since Nursery. The staff show an interest in our cultures and beliefs". "Staff will reach out personally and discuss parental wishes". These were some of the views of the parents who I spoke to during the assessment day.

Parents explained to me how the support for their children began before the children started school with advice during the home visit, transition visits to previously attended nursery settings and starting the application process for education, health and care plans (EHCP). "Support was put in place for non-diagnosed needs. The school identified the needs and put the support in place regardless".

Parents said that they are kept well informed about the progress that their children are making in school and also the strategies and resources being used in school to support them, and they were able to describe these to me and explain how they help. "My child is supported by staff providing a sensory box and enabling them to have brain breaks. They make my child feel included all of the time so that they can feel ok to be themselves".

Parents, carers and guardians are greeted each morning by members of the SLT and support staff who make sure that they are visible and accessible on the playground to all adults and pupils enabling them to support and provide guidance if needed. "Every child is recognised by staff. They validate their emotions and feelings". "You can see your child's face change when they are greeted by name by the staff".

Parents spoke positively about the support that they receive from the school's learning mentor "She explains techniques and different levels of learning. She is able to explain what changes need to be made and the adaptations needed".

"Through the PATH programme, each class has a child of the day. One day my child came home with an envelope of complements. It was so heartwarming to read what the other children and staff had said about my child".

School communicates on a 1:1 basis with some families through email to ensure that parents/carers are kept up to date of the child's needs and support throughout each day, "because every child has the right to an education". Lyme Community Primary School strive to include all pupils in all aspects of school life.

The parents/carers who I spoke to described Lyme Community Primary School as a 'brilliant', 'considerate', 'understanding', 'respectful' and 'forward thinking' school. These words were in relation to summing up their feelings about the care, support and education that their children receive.

### Next Steps:

1. To further embed opportunities to engage with parents and carers to impact positively on outcomes.
2. To improve parental engagement in Early Years to impact the progress all children make in their learning and development relative to their starting points.



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### Element 8 - Links with Local, Wider and Global Community

The school utilises the local area and community facilities to enhance the children's learning opportunities and to also reinforce respect for the local area and community. During the IQM assessment day, a group of children were visiting their local church.

"External links are really strong with the local community". Lyme Community Primary School has strong connections with 'business for youth', the local food bank, the St. Helen's healthy team, young carers and St. Helen's rugby league football club. Through these links, children and families benefit not only during school time through enrichment activities but as families and a sense of community. The links with the local brass band enforce this community link and bond. At Christmas time, the school's brass band visits the local residential and sheltered accommodation homes and perform for their residents.

School staff have also made connections with other schools through which staff support one another, and arrangements are made to hold inter-school sporting events. Links with the local high schools support effective transition for Year 6 pupils.

School hold community events, including fayres for the whole community and targeted workshops for parents. Links with the local emergency services are made and used to support the delivery of personal, social, health and relationship education (PSHRE).

Throughout the year, staff at Lyme Community Primary School provide opportunities for children to support those in need outside of their community. These include their work for UNICEF, through the children's work on Rights and Responsibilities and fund-raising events such as Children in Need and the collection of filled shoe boxes to support those less fortunate than themselves "Our children understand why we do these projects and the impact of their role in them".

Through the work on Rights and Responsibilities, each month, there is an 'Article of the month' which is followed up by the children completing work on the article.

#### Next Steps:

1. To ensure that personal development is exceptional for all pupils.