



Report on IQM Inclusive School Award



School Name: St Brigid's Catholic Primary School

School Address: Waterpark Drive
Stockbridge Village
Knowsley
L28 7RE

Head/Principal Ms Rachael Tyler

IQM Leads Ms Jacqueline Hunter and Ms Sharon Richards

Assessment Date 19th June 2025

Assessor Ms Sarah Rawsthorn

Sources of Evidence:

- School Vision and Values
- School Development Plan
- IQM Self-Evaluation Report (SER)
- School Policies
- Inspection Reports
- Individual Achievement Plans
- Reports from External Providers
- Data and Performance Tables
- School Website
- Pupils' Books
- Learning Environment Audit
- Observations
- Learning Walks
- Observation of Inclusion Provision
- School Tour at Structured and Unstructured Times



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Meetings Held with:

- Governor
- Pupil Leadership
- Pastoral and Wellbeing Staff Team
- Heads of Department
- Senior Leaders
- Parents and Carers
- Inclusion SLT
- Class Teachers
- Leadership Team
- IQM Co-ordinators



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Overall Evaluation

St Brigid's school has a stable leadership team who have worked together in the school in some cases for some decades, subsequently the school is an integral part of the community, staff understand the challenges within the local environment and have worked with some families for two generations leading to very strong relationships between stakeholders. *'We work really hard to develop and maintain positive relationships at this school'* - Headteacher.

Despite the stability of the membership of the Senior Leadership Team (SLT), the school is constantly evolving, has never taken a complacent attitude and takes a very outward facing approach, constantly updating pedagogy and policy to meet the changing needs of each cohort of pupils. To demonstrate this, a parent described how the school does not expect their children to fit into a 'round peg in square hole' approach but instead changes the shape of the school to fit the child's needs.

The school personnel are warm and friendly, children and parents are met at the school entrance by staff members, often the SLT and on entry greeted by calming classical music. The school motto is "Trusting in God – we love, believe and achieve... TOGETHER" which permeates all of the relationships and attitudes within the school body. The building is bright and light and every space utilised to include opportunities for children to access small group or individual support or to regulate or coregulate when overwhelmed emotionally.

Inclusive practice at St Brigid's Catholic Primary School permeates all aspects of school life, from leadership and curriculum design to pastoral support and community partnerships. The school serves a community facing significant socio-economic challenges, and it responds not with deficit thinking, but with deep understanding, strategic investment, and a commitment to the whole child. This inclusive ethos is tangible throughout the school, and it is a key driver of the excellent relationships that underpin every element of provision.

Leaders are highly responsive to the evolving needs of the community and have cultivated an environment where every child is seen, known, and valued. Despite the complexities some pupils and families face, including high numbers of children with additional needs and those in foster or special guardianship arrangements, St Brigid's has built a culture that is nurturing, aspirational, and inclusive. Policies and systems are thoughtfully developed in consultation with staff and stakeholders, ensuring they reflect lived practice as well as statutory requirements. These are readily accessible to families via the school website and are used as tools for clarity and consistency across the school.

A significant strength of the school lies in its prioritisation of emotional well-being and mental health. Staff are deeply attuned to the socio-economic context in which many families live and respond with genuine compassion and proactive support. Mental health is not treated as an 'add-on' but as integral to children's learning and development. This is reflected in the school's calm, respectful atmosphere, as well as in the targeted interventions and responsive pastoral care made available to pupils and families. Multi-agency working is a clear strength, with strong and effective partnerships enhancing the quality and breadth of support.



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The school's inclusive curriculum is designed with precision, ensuring that every learner has access to rich and meaningful experiences. Initiatives such as narrative-led learning and exposure to global perspectives deepen children's understanding of themselves and the world around them. A broad range of enrichment opportunities, community connections, and cultural celebrations ensure that learning is relevant, values-driven, and inclusive of all backgrounds and abilities.

Leadership at St Brigid's is reflective, forward-thinking, and action oriented. Systems for self-evaluation and improvement planning are robust and meaningful, ensuring that provision evolves in response to both data and lived experience. The learning environment is positive, purposeful, and welcoming, with children displaying confidence, kindness, and a strong sense of belonging. Staff model high expectations and consistency, contributing to a culture in which pupils are supported to thrive academically, socially, and emotionally.

Parents are welcomed as equal partners in the life of the school. Engagement is proactive and responsive, and families report high levels of trust in the staff and leadership. Communication is timely and accessible, and the school makes every effort to support all parents to engage meaningfully, whatever their circumstances. The commitment to partnership is evident in the care with which transition is managed, the openness of dialogue, and the responsiveness to feedback.

It is clear that inclusive practice at St Brigid's is not a single strand of school improvement, it is the fabric of the school itself. Every decision, every interaction, and every opportunity are shaped with inclusion in mind. The school's vision is lived daily, ensuring that all children, regardless of starting point, identity, or background, are supported to flourish.

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

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: Ms Sarah Rawsthorn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
CEO Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

It is evident that St Brigid's school embodies a commitment to inclusion, one that reaches far beyond classroom walls to embrace the child, their family, and the wider community. Situated in an area of significant socio-economic disadvantage, the school faces considerable challenges, yet it refuses to let context dictate outcomes. Instead, it acts with moral purpose and determination to ensure that disadvantage is never a barrier to achievement or belonging.

The school has developed a strong culture of care and collaboration with families, particularly those who may be experiencing hardship, instability, or social disadvantage. Recognising that educational success is inextricably linked to emotional wellbeing and family circumstances, the school offers extensive wraparound support that addresses not only pupils' learning needs, but the broader challenges faced by their households.

Staff work proactively with parents and carers, building trust through regular communication, inclusive consultation, and practical support. Family learning workshops, mental health resources, and referrals to external agencies are all part of the school's holistic response. Crucially, no family is left to struggle alone. Support is not just available; it is actively offered.

The school's inclusive approach is underpinned by an ambitious, innovative, and research-informed pedagogy. Teachers use some of the most forward-thinking strategies available to meet the diverse needs of their learners, including those who are neurodiverse, have special educational needs, or face additional vulnerabilities related to poverty or cultural marginalisation. Lessons are meticulously differentiated and draw upon a wide range of adaptive tools, including assistive technology, visual scaffolding, alternative communication systems, and sensory resources.

In classrooms, teaching is responsive and multi-sensory, designed to engage pupils who may struggle with working memory, processing speed, or attention regulation.

Structured routines, trauma-informed practices, and calm, sensory-friendly environments help children feel safe and ready to learn. Staff have undergone extensive training in neurodiversity, autism, SEMH (Social, Emotional, and Mental Health) needs, and the impact of poverty and adversity on cognitive and emotional development. These insights are embedded in everyday practice, ensuring that learners receive targeted support that is sensitive, aspirational, and grounded in best practice.

The school is particularly skilled at distinguishing between underachievement caused by environmental disadvantage, such as poor early experiences or disrupted learning, and genuine special educational needs. This distinction is critical in a setting where deprivation may mask or mimic other learning barriers. Staff are highly alert to this complexity and use robust assessment tools to ensure accurate identification and timely intervention. Underachieving pupils are quickly identified and supported through evidence-based catch-up programmes, while those with confirmed SEND receive carefully planned, personalised provision.



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In addition to its academic focus, the school promotes a strong sense of identity, belonging, and cultural inclusion. Pupils who speak English as an Additional Language (EAL) or come from minority ethnic backgrounds are welcomed into a school community that recognises and celebrates their heritage. These pupils are not only supported linguistically but are seen as cultural contributors, enriching the school's inclusive ethos. Importantly, EAL is never viewed as a deficit, and provision is adapted with high expectations and respect.

Despite the economic challenges facing many of its families, the school remains relentlessly ambitious for its learners. It works creatively to overcome barriers, securing funding, leveraging partnerships, and thinking innovatively to expand opportunities. The curriculum is designed not only to close gaps, but to broaden horizons, raise aspirations, and challenge social inequality head-on.

In every aspect of its provision, the school demonstrates that inclusion is not an add-on or a compliance exercise, it is a lived commitment, rooted in equity, compassion, and excellence. This is a school that transforms lives through tireless advocacy, innovative pedagogy, and an unshakeable belief that all children, regardless of their starting point, deserve to thrive.

Next Steps:

- The school is undertaking a comprehensive review of the wider curriculum to ensure that inclusive practices are fully embedded across all subject areas, this is a large piece of work involving curriculum leads analysing data, observing practice and creating what adaptations may look like for children at different developmental stages or with neurodiverse presentation.
- The school has recently achieved ELKLAN Communication Friendly Setting accreditation for the Early Years Foundation Stage, with a clear and ambitious plan to extend this approach across Key Stages 1 and 2.
- St Brigid's plan to complete a full review of the school mission this term to ensure that it continues to reflect the school's evolving inclusive ethos and vision which will be evaluated continuously in part through; the annual reassessment for School of Sanctuary status, which reinforces the school's pledge to welcome and support pupils and families from refugee and asylum-seeking backgrounds; the renewal of the Wellbeing Award, demonstrating sustained focus on emotional health and mental wellbeing; and the Live Simply initiative review in July 2025, which reflects the school's wider social responsibility and ethical commitments, including sustainability and equity.



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Element 2 - Leadership and Management and Accountability

Leadership at St. Brigid's demonstrates unwavering clarity, ambition, and moral purpose. The Headteacher, senior leaders, and governors consistently articulate a compelling and inclusive vision, rooted in the school's Catholic ethos and Christian values. This vision is not only visible throughout the school's policies and communications but is lived daily by staff and pupils. Leaders set high expectations, driven by a passion to provide the very best for all learners, academically, socially, and spiritually.

The impact of this inclusive vision has been externally validated through multiple quality assurance processes, including Challenge Partners, Ofsted, and the school's own School Improvement Plan. Leaders are deeply reflective and maintain strong accountability through continuous self-evaluation, stakeholder consultation, and transparent governance. Ongoing reviews of the School Mission Statement, the School of Sanctuary, the Wellbeing Award, and the Live Simply Initiative ensure that the school's core values remain responsive to evolving needs.

Under the direction of the Headteacher, comprehensive systems of self-evaluation and strategic planning are firmly embedded. The school's Self-Evaluation Framework, School Improvement Plan, and external reviews form the backbone of continuous improvement. Challenge Partners' reports highlight key strengths and areas for development, including EYFS provision, support for disadvantaged pupils, and inclusive curriculum delivery. Regular stakeholder surveys, curriculum meetings, and subject action plans inform a data-rich cycle of improvement, while curriculum leaders are held to account through focused performance and progress reviews.

Safeguarding is a priority across the school, embedded into the culture and daily routines. Statutory safeguarding training is delivered to all staff as a first priority each academic year, ensuring collective responsibility for keeping children safe. The safeguarding team, led by the Headteacher and Learning Mentor, use CPOMs effectively to monitor and respond to concerns. Physical site security has also been significantly enhanced through new access systems, CCTV, and safety gates. Safeguarding policy implementation is regularly reviewed, with updates aligned to national guidance and shared with all stakeholders via the school website.

Leaders at St. Brigid's are acutely aware that the well-being and professional development of staff directly influence pupil outcomes. The school has made deliberate efforts to foster a supportive and responsive working environment. Staff are trusted to manage PPA time flexibly, SEND teams are given protected time for referrals, and tailored support is provided during personal emergencies. Referrals to occupational therapy, a strong pastoral culture, and achievement of the Wellbeing Award reflect the school's holistic approach.

Professional development is a high priority, with all staff engaging in structured CPD aligned to the school's strategic aims. A wide range of high-quality training has been delivered, including trauma-informed practice, ELSA training, AI in education, Maths Hub oracy strategies, and mental health awareness. Staff are encouraged to pursue national qualifications such as NPQs, CCRS, and participate in networks including the EY



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SEND outreach team and Speech and Language consultation groups. External specialists are regularly consulted to inform and enrich practice.

Strategic deployment of staff ensures that skills match cohort needs. Teaching assistants are reassigned as necessary, and additional TLRs have been introduced to strengthen curriculum leadership. A phased and supportive induction process begins at the point of recruitment. Early Career Teachers and apprentices receive structured mentoring, regular feedback, and protected development time to ensure strong foundations and early success.

Rigorous and systematic monitoring is central to raising standards in teaching, learning, and pupil outcomes. A wide-ranging set of evaluation tools are used to track and improve progress. These include termly Pupil Progress Meetings, SEND reviews under the Plan/Do/Review model, annual EHCP evaluations, six-weekly play plan reviews, targeted intervention analysis, classroom observations, professional reporting, target setting, and ongoing staff CPD. These processes allow for timely and responsive adjustments to practice, ensuring that learners remain engaged and make sustained academic and personal progress.

Inclusion is not confined to written policy at St. Brigid's; it is actively monitored and practised at every level. Leaders gather and analyse attendance, engagement, and attainment data for vulnerable pupils, adapting provision as required. Feedback is routinely sought from families, pupils, and staff to inform inclusive strategies. Policies are regularly reviewed to reflect best practice, with communication shared through digital platforms such as Teachers2Parents and the school website.

Pupil Premium and other targeted funding streams are used creatively to remove barriers to learning. Investment in staffing, across SEND, pastoral, Catholic Life, and attendance has had measurable impact on academic progress and emotional wellbeing. The apprenticeship model and internal staff progression provide additional value for money, ensuring a skilled and stable workforce.

The Governing Body is deeply committed to inclusion, regularly engaging in training to remain informed and effective. Governors use their professional and lived experience to provide challenge and strategic support, particularly in relation to vulnerable pupils and those with SEND. Their understanding is strengthened by firsthand knowledge; many have personal experience of navigating SEND pathways.

Governors play an active role in school life, reviewing policy, attending events, and evaluating the school's progress towards key development goals. Their visibility and accessibility are areas identified for further strengthening, with plans in place to ensure more regular engagement with staff and the wider school community. Through minutes, reports, and training records available on GovernorHub, there is clear evidence of rigorous governance and alignment with the school's inclusive mission.

This comprehensive, multi-layered approach to leadership and accountability ensures that St. Brigid's Catholic Primary School not only meets but exceeds its responsibility to every pupil. With high expectations, innovative practice, and inclusive values at its core,



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the school is well-placed to continue delivering exceptional outcomes for all members of its community.

Next Steps:

- The school are creative in keeping staffing to optimum numbers and have a number of Apprentices to facilitate this. There are plans in place to improve Staff induction processes to meet post Covid expectations and provide mentor training.
- The school are also working towards plans for Governors to be more present in school by reflecting on accessibility for those Governors that work to attend learning walks during the school day.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

During my time at St. Brigid's Catholic Primary School, it was evident, through rich learning walks, discussions with pupils, staff, and leaders, and a thorough review of planning and work samples, that the curriculum is not only broad and carefully sequenced but also ambitious in its intent to shape well-rounded, resilient individuals.

Each subject builds purposefully from EYFS through to Year 6, and children are clearly proud of their learning. Knowledge organisers are used confidently by pupils, enabling them to connect new concepts to prior learning. In classrooms, children referred naturally to key vocabulary and previous units, supporting retention and depth of understanding. This was especially visible in writing and foundation subjects, where teachers have made strong and deliberate links between core texts and wider topic content.

Pupils' books, including floor books and portfolios, show clear progression over time. In some subjects, pupils take their books up with them year on year, allowing new teachers to build seamlessly on prior learning. In discussions, pupils spoke positively about how this approach helps them make links across the curriculum and build confidence in their own progress. Cross-curricular approaches, especially through Pathways to Read and Write, are evident and effective. Staff have successfully embedded thematic connections that allow pupils to see the relevance of their learning and develop a more interconnected understanding of the world.

Reading is a real strength. The school has carefully implemented Pathways to Read and Write to promote inference, comprehension, and vocabulary development. Pupils shared how these strategies helped them become more confident readers, and classroom practice consistently demonstrated strong questioning and modelled reading techniques. Rhino Readers is used effectively in early years and KS1 to support phonics and early comprehension, and the texts are well matched to reading stages. In lessons and guided reading sessions, staff skilfully differentiated to support all learners, and pupils could articulate strategies to decode unfamiliar words and explain meaning. Across the wider curriculum, reading is embedded into subjects such as history and science, where learners regularly encounter and apply subject-specific vocabulary in context.

Leadership has played a key role in ensuring that the curriculum is inclusive, progressive, and consistently delivered. Subject leads have ownership of their areas and have worked collaboratively to identify clear sequences of knowledge and skills. Their subject documentation, such as progression maps and SEND adaptations, is robust and well understood across staff. This has led to consistency in curriculum delivery, as confirmed through lesson observations and professional dialogue with teachers.

The curriculum is also outward-facing and culturally relevant. It reflects local heritage and identity while encouraging global perspectives. During discussions, pupils spoke about their involvement in international projects and learning about global issues through themed events and curriculum content. Teachers bring in relevant national and international events, and lessons reflect diversity, equity, and sustainability. The school's emphasis on character education is deeply embedded in both curriculum and



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culture. Pupils regularly engage in debates, collaborative projects, and reflection activities that develop empathy, resilience, and leadership. The values of love, courage, and unity were not only visible in corridor displays and workbooks but echoed in how pupils interacted with one another.

Enrichment and real-world learning opportunities are strong. I observed numerous examples of pupils engaging with visitors, going on trips, or participating in creative projects. Programmes such as SoMi Academy and Archdiocese singing enhance music provision, while Science Week and computing support from the CLC team bring depth and excitement to learning. These opportunities are thoughtfully linked back to the curriculum and used as springboards for wider exploration and reflection.

The school has ensured that the wider curriculum strengthens pupils' basic skills in reading, writing, and maths. I saw clear examples of pupils applying mathematical thinking in science experiments, writing extended pieces in RE, and using data skills in geography. This integration supports deeper understanding and relevance.

Staff and pupils alike benefit from a culture of professional curiosity and calculated risk-taking. Teachers are supported to try new strategies and reflect on their practice, while pupils are encouraged to approach unfamiliar tasks with confidence. This was clear in pupil voice and in the varied, imaginative work on display. Inquiry-based learning, project work, and pupil-led tasks were a common feature of the observed lessons.

Staff demonstrated a deep and consistent understanding of the curriculum's intent, sequencing, and impact. Conversations with teachers revealed a shared language around progression and planning, underpinned by high-quality CPD and leadership support. Curriculum days and staff meetings are used effectively to review content, share best practice, and build coherence across year groups and subjects.

Extra-curricular provision is wide-ranging and purposeful. Clubs such as art, choir, drama, and multi-skills were widely attended, and participation is tracked to ensure equity. Pupils were enthusiastic in sharing their experiences, and there was clear evidence of pupil voice influencing new clubs and opportunities. Leaders actively monitor engagement, and efforts are made to encourage those less likely to opt in.

Next Steps:

- A continuation of visits out of school are planned for purposeful learning experiences - linked to curriculum areas, the intention is that there will be a greater focus on problem solving activity and cultural capital i.e. equipping students with the cultural tools they need to thrive in various settings, including academic and professional environments. Professional visits from industry will continue to inspire and motivate children in addition to the school's ongoing work with Edge Hill University.



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

As an assessor observing inclusive practice in action across classrooms at St. Brigid's Catholic Primary School, it is clear that the school places a high priority on tailoring learning to meet the needs of all pupils. The curriculum is thoughtfully constructed and supported by a range of carefully chosen schemes, such as White Rose Maths, Pathways for Writing, and Rhino Readers, that provide both structure and flexibility. These approaches are adapted with intent, ensuring that pupils of all abilities are appropriately challenged. Lessons are varied and dynamic, catering not only to whole-class objectives but also to the needs of small groups and individuals. Medium-term planning and provision mapping are used effectively to sequence learning, link key knowledge across subjects, and reinforce concepts over time, promoting genuine understanding.

In lessons observed, there was consistent evidence of high levels of pupil engagement. Staff use a range of techniques to ensure all learners are actively participating, from collaborative group work to probing questioning that supports deeper thinking. Learning intentions are shared clearly, and pupils are given frequent opportunities to reflect on their progress. Real-world connections are embedded into teaching, making learning meaningful and increasing motivation across the pupil body. The school environment itself promotes inclusivity, and pupils feel confident taking risks, sharing their views, and supporting their peers.

Technology is used in meaningful ways to enhance accessibility and engagement. Pupils have regular access to iPads and laptops and use them confidently in lessons to practise core skills, conduct research, or consolidate learning through platforms like Doodle Maths, TT Rockstars, Spelling Shed, and Scratch. I observed older pupils supporting younger learners in a coding club, a powerful example of both peer learning and pupil leadership. In early years, teachers use digital platforms to track and celebrate practical learning achievements, reinforcing progress in a child-centred way.

Support staff play a vital role in the inclusive culture of St. Brigid's. Their contribution is not only instructional but pastoral, and their impact was clearly seen in both small group sessions and whole-class settings. Teaching assistants lead interventions confidently, whether for speech and language, phonics, or social and emotional needs, and their collaboration with class teachers ensures these are well-targeted and responsive. The result is a seamless support network around each learner, particularly those with additional needs.

Planning across the school is purposeful and strategic. Teachers plan with outcomes in mind, using ongoing formative assessment to inform next steps and adapt activities in real time. Groupings are flexible and based on up-to-date understanding of pupil needs, while progression maps provide a framework that guides teaching in a consistent yet adaptable manner.

The physical learning environment is inclusive and well-considered. Classrooms are calm and welcoming, decorated with natural materials and interactive displays that reflect current learning and celebrate pupil achievements. Working walls,



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manipulatives, and subject-specific resources are thoughtfully deployed to support independence and access. Whether in EYFS or Year 6, the settings I observed facilitated a range of teaching approaches, from whole class modelling to independent exploration.

Resources are routinely reviewed and adapted to reflect pupil need. A transparent and efficient ordering system ensures that teachers can access materials that directly support learning. I was able to see the impact of recent investment in sensory spaces and classroom refurbishments, all of which contribute to a supportive and calming school environment for all children.

Digital tools further support engagement and assessment. Seesaw and iTrack are used to document and share learning, allowing staff to track progress effectively and provide targeted feedback. Pupils themselves take pride in contributing to these platforms, which strengthens ownership of learning and encourages reflective practice.

St. Brigid's takes care to ensure the inclusive ethos is reflected in every classroom and corridor. The environment is not only functional but affirming, supporting all learners to feel valued, respected, and motivated. Teachers know their pupils well and are highly aware of individual needs, supported by personalised plans, specialist resources, and ongoing review meetings. Relationships between staff and pupils are strong, underpinned by a culture of mutual respect, patience, and high expectations.

Learners are consistently encouraged to take ownership of their learning. They speak confidently about what they are working on, how they can improve, and how they feel supported by adults and peers alike. The school's recent focus on developing resilience and risk-taking is already having an impact, with pupils willing to tackle challenges and see mistakes as part of the learning process.

Teaching approaches are varied and inclusive. Staff use a mixture of visual, auditory, and kinaesthetic strategies to cater to diverse learning styles. Group work, independent tasks, research-based learning and teacher modelling are all used effectively. Ongoing CPD ensures staff are up to date with best practices and willing to reflect on and improve their pedagogy. Staff are supported to experiment, take risks, and learn from one another through peer observations and curriculum-focused professional dialogue. Finally, there is a strong culture of reflection and professional growth among staff.

Teachers are open to feedback, discuss lessons with one another regularly, and adapt practice in response to pupil needs. Structured mentoring for new staff, apprentices, and ECTs ensures that inclusive values are embedded from the outset. Regular staff meetings, curriculum development days, and monitoring cycles help maintain coherence and shared vision across the team.

In conclusion, the inclusive practice observed at St. Brigid's is embedded, dynamic, and responsive. The school's approach ensures that every learner is seen, supported, and stretched, and that every adult in the building shares responsibility for making this happen.



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Next Steps:

- The school has begun work to develop further sensory spaces to ease access for all pupils. The school plans to invest in further digital resources that allow for interactive and personalised learning experiences, such as educational apps (Doodle) and online resources that align with the curriculum and can be personalised for school and home access. St Brigid's is also continuing on their ongoing journey as part of Maths Hub (second year to begin Sept 25) to enable teachers to collaborate and share effective teaching materials and strategies, fostering a culture of continuous improvement in mastery maths.



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Element 5 – Assessment

Through observation, book scrutiny and conversation it is evident that the school has established a strong, reflective approach to identifying and responding to the needs of every learner. Assessment is not treated as a standalone function but as a continual, dynamic process that informs teaching, promotes self-awareness in pupils, and ensures progress for all, regardless of starting point.

Staff demonstrate a clear commitment to using prior attainment data as a starting point for planning. Tools such as iTrack, SEN provision maps, and subject-specific frameworks (e.g. White Rose Maths, Pathways for Writing) are used systematically to identify gaps in learning and adapt provision accordingly. These insights directly inform lesson design, ensuring that content is appropriately challenging, relevant, and accessible. Where gaps in understanding are identified, staff implement personalised interventions, ranging from individual support to small-group sessions, to close these gaps in a timely and effective manner.

Tracking pupil progress is embedded into the school's assessment culture across all phases. In the Early Years Foundation Stage, practitioners make detailed use of iTrack to capture and assess developmental milestones through observation and evidence-gathering. This approach continues into Key Stages 1 and 2, with termly Pupil Progress Meetings, ongoing analysis of outcomes, and the use of Personal Provision Plans and Differentiated Action Plans to shape learning for pupils requiring targeted support. Annual reviews for pupils with EHCPs, supported by mid-year check-ins where needed, ensure that provision is continually adjusted in line with need.

Crucially, assessment at St. Brigid's is not limited to formal systems or test results. Teachers use a range of formative strategies to check understanding during lessons, such as questioning, discussions, and quick assessments to ensure misconceptions are addressed immediately. In doing so, staff create a responsive classroom culture where feedback is timely and directly informs next steps. This supports sustained progress and prevents misconceptions from becoming embedded.

A growth mindset approach is evident throughout the learning environment. Pupils are encouraged to take risks, learn from their mistakes, and view setbacks as part of the learning journey. Feedback is constructive and strengths-based, focusing on the process of learning rather than simply the outcome. Teachers model this approach, recognising effort and resilience during celebrations and assemblies, reinforcing the belief that every pupil can improve through persistence and hard work.

Learning intentions and success criteria are clearly communicated and revisited during lessons, giving pupils clarity around expectations. Whether working independently, in small groups, or as part of an intervention, pupils are supported to understand what success looks like and how to achieve it. Modelling, scaffolding, and real-time feedback enable pupils to refine their work and take ownership of their learning.

Equally important is the relational approach taken by staff to understand pupils as individuals. Teachers and support staff build strong, trusting relationships with learners, allowing them to gain deeper insight into each child's needs, preferences, and



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barriers to learning. Through these connections, staff can tailor both content and approach to ensure that all children feel safe, known, and supported. Verbal feedback, pupil conferencing, and personalised timetables all contribute to this holistic understanding.

Pupils themselves are increasingly reflective and aware of their own progress. Through end-of-year reports, pupil voice opportunities, and reflective discussions, learners are supported to articulate their achievements and next steps. This self-awareness is being developed further as the school moves towards a more consistent model of self-evaluation, aiming to embed reflection and goal setting into everyday practice.

Peer collaboration is also a central feature of the learning environment. Talk partners, peer feedback, and group problem-solving are regular strategies that promote communication, empathy, and shared responsibility. These approaches help develop language skills, academic understanding and social-emotional competencies, fostering a culture of mutual support and collective success.

Next Steps:

- The SLT plans to implement regular training sessions for teachers on the fundamentals of writing. The English lead will lead on the progression of writing across school to ensure that outcomes inform planning. Writing is a key focus, and the school is committed to working with the LA second round of writing/moderation/training opportunities across EYFS to Y6.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

At St. Brigid's Catholic Primary School, assessment is integral to shaping teaching quality and guiding pupils' next stages of learning. The school employs a comprehensive system of ongoing evaluation that captures both individual progress and the effectiveness of instructional strategies. This continuous feedback loop enables staff to adjust teaching approaches responsively, ensuring lessons remain well-matched to learners' needs.

Regular formative assessments, such as questioning, peer discussions, and quick quizzes, provide teachers with immediate insights into pupils' understanding during lessons. When misconceptions arise, staff intervene swiftly to clarify concepts and adapt instructions accordingly. This real-time evaluation strengthens the learning process and helps maintain momentum toward clear, targeted objectives.

Staff also analyse prior attainment data systematically to identify gaps in knowledge or skills. This information, supported by tools like progression frameworks and personalised provision plans, informs differentiated planning and targeted interventions. These may include small-group work or one-to-one support, allowing teaching to be precisely tailored to individual learners' requirements. This data-driven approach enhances both the quality of teaching and the potential for pupil achievement.

The school's culture encourages pupils to engage actively in their own learning journey. Clear learning intentions and success criteria are communicated at the start of lessons and revisited regularly, helping pupils understand what is expected and how to measure their progress. This clarity supports pupils' ability to self-assess and take ownership of their development, a vital part of fostering independence and motivation. Constructive, timely feedback plays a pivotal role in driving learning forward. Teachers highlight strengths and provide actionable suggestions, focusing on effort, strategies, and progress rather than fixed ability. Such feedback, coupled with opportunities for pupils to reflect on their work and learning behaviours, encourages a growth mindset where mistakes are seen as valuable steps toward mastery.

The school places strong emphasis on building positive relationships between staff and pupils, recognising that knowing each learner well is essential to effective assessment and personalised support. Through regular dialogue, verbal feedback, and close observation, staff gain nuanced understanding of each child's strengths, challenges, and preferences. This insight directly informs adaptive teaching practices and ensures interventions are purposeful and relevant.

Collaboration is embedded in the assessment process. Termly pupil progress meetings involve teachers, support staff, and where appropriate, families and external specialists. These reviews evaluate current teaching strategies and pupil outcomes, enabling the school community to reflect on what is working well and what requires adjustment. This shared analysis supports continuous professional development and promotes consistency across classrooms.

For pupils with additional needs, including those with Education, Health and Care Plans (EHCPs), bespoke assessment and review processes ensure that support remains



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responsive and effective. Personalised Provision Plans are regularly updated based on observed progress and detailed evaluations, guaranteeing that teaching and interventions evolve in line with changing learner profiles.

Peer learning and assessment also feature prominently within St. Brigid's inclusive approach. Pupils work collaboratively, supporting each other through talk partners, group projects, and peer feedback sessions. These opportunities not only enhance academic understanding but also develop communication and social skills essential for lifelong learning

Next Steps:

- The Pastoral Team is continuing to embed a Restorative approach to refresh and support new staff members to the school and implement the amended behaviour policy to include Thrive assessments and intervention and support approaches.



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Element 7 - Parents, Carers and Guardians

During my engagement with St. Brigid's Catholic Primary School, it became clear that the school places significant emphasis on fostering a strong partnership with parents and carers, recognising them as essential collaborators in their children's education. Parents consistently described a welcoming environment where their involvement is actively encouraged and valued. One parent reflected, *"We've had support from the school from the get-go,"* highlighting the early and sustained involvement families experience.

The school provides structured opportunities for parents to engage with teaching staff through regular termly meetings, thoughtfully tailored to suit individual family circumstances. Options for face-to-face or remote contact allow for flexibility, while parents of children with additional needs are offered even more frequent and personalised communication. As one parent shared, *"The school is so accommodating, we've had the best outcome for our son, we are so grateful."*

Communication systems are both varied and accessible. St. Brigid's maintains an open-door policy, which parents value highly, alongside efficient digital systems that provide real-time updates, newsletters, and alerts. Parents also benefit from social media channels and translated materials to ensure every family can engage. The school's use of interpreters and EAL support services demonstrates a proactive approach to inclusive communication.

In meetings with families, it was evident that the school's commitment to inclusive education is not only structural but deeply personal. A parent explained, *"My child has PDA—the school went out of their way to research the best way to teach and help them,"* showing the lengths to which staff go to adapt provision based on individual needs. This attitude was echoed in another comment from a parent: *"The staff are not combative, just supportive the whole way through,"* reinforcing the respectful and empathetic relationships cultivated between home and school.

The school actively encourages participation through family learning opportunities, where parents and children engage together in structured sessions. Workshops on areas such as literacy, mental health, or neurodiversity equip parents with practical strategies to support learning and wellbeing at home. Specialist-led sessions, including contributions from educational psychologists and external agencies, are further enhancing parental understanding and confidence.

A strong ethos of trust and transparency underpins all interactions. Parent feedback is overwhelmingly positive, with over 200 responses submitted in the latest school-wide survey. The following comment illustrates this trust: *"The school wrote the most thorough EHCP I have ever seen"* (parent and education practitioner), which is a testament to the staff's commitment to ensuring each child receives the right support. Support for vulnerable families is coordinated through Early Help Assessments, regular multi-agency meetings, and strong partnerships with both Knowsley and Liverpool local authorities. The school's SENCos, learning mentor, and senior leaders maintain close communication with families, providing compassionate and practical support during times of challenge.



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The Parent-Teacher Association plays a meaningful role, not only in raising funds but also in strengthening the community ethos of the school. Their involvement in events such as cultural celebrations, themed workshops, and school performances adds value to pupils' wider experiences and reinforces parental connection to school life.

Overall, St. Brigid's Catholic Primary School exemplifies best practice in developing strong, trusting, and productive partnerships with parents and carers. Parents feel heard, supported, and empowered to contribute actively to their children's education.

Next Steps:

- The school action plan addresses the creation of more opportunities for parents to be able to attend sessions within school, not only to be able to have an understanding of their child but for their own personal needs. It is hoped that such sessions will enable parents to advocate for their child, balancing support and accountability. There are also plans to provide more workshops to encourage parental engagement in Seesaw, Parent Pay and iTrack.



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Element 8 - Links with Local, Wider and Global Community

St Brigid's Catholic Primary School offers a deeply inclusive educational experience enriched by meaningful local, national, and global partnerships. The school's curriculum is brought to life through a wide range of external connections that broaden learners' horizons and ensure that all pupils, regardless of need or background, are able to access real-world learning and participate fully in the life of the school.

Teachers make purposeful use of local settings and cultural landmarks to support classroom learning. Visits to places such as Chester Zoo, Knowsley Safari Park, and religious institutions like the Metropolitan Cathedral and local synagogues offer contextually rich experiences, which are well planned to reinforce knowledge in geography, RE, science and citizenship. Equally, curriculum leaders ensure that diverse voices and perspectives are represented through initiatives linked to Black History Month, refugee support, and intergenerational outreach, reflecting the school's strong moral commitment to justice and compassion.

This commitment extends far beyond the classroom. Teachers actively harness community resources to support learning and promote wellbeing. Speakers from the British Red Cross, NSPCC, and local emergency services bring additional insight to PSHE and safety education, while partnerships with groups such as Movema Dance, CAFOD, the Knowsley CLC, and mental health outreach teams allow pupils to explore identity, resilience, and global citizenship in ways that are both accessible and aspirational.

Staff at St Brigid's are not working in isolation. They collaborate closely with colleagues across the Knowsley Collaborative, with university providers such as Edge Hill and Liverpool Hope, and with the Archdiocese. These partnerships provide valuable CPD opportunities and curriculum enrichment while also ensuring consistency of inclusive practice across educational settings. Equally, the involvement of student teachers brings fresh thinking into the classroom and supports a culture of professional learning across the school.

Learning is regularly extended beyond the school site, both through enrichment clubs and wider experiences. Pupils benefit from creative writing sessions, residential visits, and a wide range of sporting, musical and artistic opportunities, including performance at major venues such as Manchester's CoOp Arena. These initiatives are carefully planned to reflect pupils' interests and are made accessible to all, including through financial support and active encouragement from staff. The school's involvement with the Children's University programme is testament to its efforts to raise aspirations and build cultural capital.

The school's inclusive ethos is perhaps most visible in its celebration of cultural identity. Events such as the Carnival of Culture, which involved families from Latvian, Brazilian, Polish and Nigerian backgrounds, are not one-offs but part of an intentional strategy to foster empathy and mutual respect. Parents are welcomed as experts and contributors to the curriculum, and children are provided with rich opportunities to ask questions, try new experiences, and learn about one another's stories. As a School of Sanctuary, St Brigid's demonstrates a lived commitment to welcome, belonging, and justice.



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Alternative provision further enhances the school's inclusive offer. From therapeutic services and piano lessons to mental health support and sensory interventions, staff make creative use of available partnerships to meet the needs of learners who may face barriers. These services are not bolted-on but embedded within the whole-school commitment to personal growth and inclusion.

Notably, the school maintains a strong reciprocal relationship with its local community. The involvement of the parish, local care homes, and service providers is not only welcomed but actively planned into school life. Pupils engage in meaningful acts of service, such as singing at Redholme Care Home, raising funds for CAFOD, or contributing to the School of Sanctuary's refugee-focused outreach, and gain a clear understanding of their role in contributing positively to society.

Global awareness is integrated across the curriculum. From STEM live lessons to cultural awareness days and international charitable engagement, children are taught to think critically, care deeply, and understand their place in the wider world. The school's involvement in the Live Simply award further reflects its efforts to connect Catholic social teaching with sustainability and shared understanding on a global scale.

Next Steps:

- The SLT intend to plan and implement more experiences in the local area (woods, ponds and Rangers) to facilitate a wider learning experience for all, but particularly for those children who do not thrive in a classroom environment. The school is also working towards developing a greater focus on teaching pre critical thinking skills to include observation, analysis, interpretation, inference, and the ability to ask clarifying questions in order to best equip children for the world in which we now live.