



Assessor's Evaluation for the IQM CoE Award



Overview

Bishop Martin Primary School continues to place inclusion at the heart of its school improvement journey, maintaining the high standards set as an IQM Centre of Excellence. The school has presented robust evidence of the positive impact made by the three targets identified for this IQM review. All teaching staff are actively involved in development plans, with a strong emphasis on collaborative professional growth.

Teachers value the opportunity to work in triads, enhancing their coaching skills and benefiting from regular, detailed peer feedback. This culture of trust and strong professional relationships was clearly evident during the review.

The introduction of the SEND Graduated Approach Toolkit has further empowered teachers to meet the diverse needs of their students. Staff consistently praise the support provided by the leadership team, particularly the Inclusion Lead, in relation to SEND provision.

The school's initiative to increase parental involvement has been highly successful. Parents report that the "Inspire Together" events have deepened their understanding of the school's values and how these are reflected in their children's daily experiences. They appreciate the school's efforts to equip children with the skills needed for real-world success and value the contextualised conversations they can now have with their children about school life.

Leaders at all levels foster excellent relationships, with mutual respect evident throughout the school community. Plans are impactful, striking the right balance between detail and conciseness. Staff describe leaders as exemplary role models who are always available to offer help and support. There is a powerful sense of trust within the team, and staff feel confident that any support needed will be provided.

Governors demonstrate outstanding ownership and responsibility, using the review to explore how the school can develop inclusion further. They also articulate clear examples of how their challenge and questioning have driven school improvement, such as streamlining the recording of lesson objectives to maximise learning time. The governing body is highly informed about the IQM plan and maintains a strong understanding through regular pupil and staff voice activities. Staff well-being is prioritised, with physical improvements to the environment incorporating the creation of quiet, reflective spaces for staff to "recharge." Governors maintain open communication with the wider school community and are proactive in ensuring that school development plans reflect ongoing feedback and reflection. The governors involved with this review demonstrated their experience and skill through the questions they asked as well as the answers they provided. They asked for clarification around expectations for involvement in the IQM cluster group. Our conversation highlighted the importance of prioritising attendance and ensuring that reflection took place after each session so that any ideas which may be appropriate can be included in school development plans.

Parents highly value the school and recognise the exceptional support provided for their children. Parents of pupils with additional needs report that these are identified swiftly,



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with the school working effectively with external agencies and supporting families through complex processes. The provision for these pupils is well considered and fully shared with parents. Transparency is a hallmark of the school, with key documents such as the curriculum and the SEND Graduated Approach readily available. This openness enables honest, well-informed discussions between teachers and parents, and allows parents to track their children's achievements.

The PTA has embraced the school's core values in its fundraising and improvement efforts, with a primary focus on enhancing the outdoor environment for pupils. Extensive consultation has taken place with pupils, staff, parents, and the wider community. Initiatives such as the creation of planters and a mosaic at the school entrance, involving all pupils, exemplify the strong community spirit and shared commitment to inclusion. It is rare to encounter an example of parents being so connected with the inclusive values of the school. The PTA recognises the importance of the journey towards their goal of improving the school grounds and has maximised the opportunity for the community and pupils to come together.

The school environment is a key focus, identified as a priority in the IQM Centre of Excellence plan for the coming year. The Year 6 classroom serves as a model for future improvements, showcasing principles that will be implemented throughout the school. Efforts to reduce sensory overload include the use of calm, neutral colours, reduced stimuli, and the creation of quiet areas for pupils to "recharge." Classrooms are adapted to meet the needs of all children, particularly those with additional needs, resulting in calm, purposeful learning spaces and positive relationships between pupils and staff.

Teaching assistants are highly positive about their roles, passionate about pupil progress, and appreciative of the support from leaders, particularly the Inclusion Lead. They feel valued, confident, and safe in their working environment.

Teachers are united in their commitment to meeting the needs of every child. They value the lengths colleagues go to in order to engage pupils and the strong models provided by the leadership team. They say that the school offers a well-rounded education, valuing community engagement as highly as academic achievement. The peer coaching programme is highly regarded, contributing to consistency in teaching and learning across the school. Teachers feel empowered to lead SEND within their classrooms, supported by excellent CPD and the SEND Graduated Approach Toolkit. They appreciate the trust placed in them by leaders. They are supportive of the plans for the next 12 months and are already asking questions which will enable them to clearly evaluate the impact of these.

Pupils describe their school as equal, diverse, inspiring, fun, and special. They confidently share their views and provide insightful feedback on the teaching methods that help them to learn, such as scaffolding, modelling, lesson pacing, and classroom prompts. Pupils particularly enjoy increased parental involvement through memorable "Inspire Together" sessions, which they find both fun and valuable. Older pupils appreciate the thoughtful development of their classroom environments, which help them understand themselves as learners.



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The past year has been another successful one for Bishop Martin Primary School and it is clear that the standards required for IQM Centre of Excellence status continue to be met. The entire school community is deeply committed to the principles of inclusion, with core values underpinning all decisions related to school improvement. The culture of openness, continual professional development, and community engagement ensures that identified priorities receive the full focus and commitment of every team member. To maintain this positive trajectory, it is recommended that governors and leaders regularly revisit and update the original IQM audit to ensure all eight elements receive ongoing attention over time, within their action plans.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Mr Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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