



Report on IQM Inclusive School Award



School Name: Knavesmire Primary School

School Address: Trafalgar Street
York
North Yorkshire
YO23 1HY

Head/Principal Mr Adam Cooper

IQM Lead Ms Eleanor Gilligan

Assessment Date 13th and 14th June 2024

Assessor Ms Annette Sowden

Sources of Evidence:

- Self-Evaluation Report (SER).
- Learning walks.
- Academy website.
- Academy policies.
- Trust website and policies.
- Academy inclusion and progress data.
- Observation of unstructured times.

Meetings Held with:

- Headteacher.
- Deputy Headteacher.
- Pupil Premium (PP) Lead.
- Safeguarding Lead.
- Phase Leaders.
- Special Educational Needs Co-ordinator (SENCo).
- Director of Special Educational Needs (SEN) and Safeguarding for the Trust.
- Pupil Mentor and Mental Health Lead.
- Pupils.
- Parents.
- Chair of Governors.



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Overall Evaluation

From the moment you enter Knavesmire, you feel a difference. Upon meeting the Headteacher and the senior leaders you see and hear how they champion every child and staff member within the school. One parent stated that even though it was a two-form entry school, so had a high number of pupils, “Knavesmire gave the personal touch and maintained a village feel”. Another of the parents spoken with was delighted to say that they had never felt judged by any of the staff.

On the website and as you enter the school you find the School Aims. The school states that it aims EVERY day to provide an environment that is friendly, welcoming and safe. You immediately feel this, from the large comfy chairs and open reception area with large books sharing the pupils' Big Ideas for that term. You see how Knavesmire sets out to fulfil its aims. As you are buzzed through into the school, you see a mixture of beautiful artwork created by the pupils and the Headteacher. This is interspersed with the pupils' written work and many photographs of ‘experiential learning.’ The photographs show pupils engrossed, happy and in many cases challenged in their learning. Working with expert staff, SENDCo and the Pastoral Team, the pupils are given opportunities and experiences to prepare them with greater independence and confidence for secondary school with the aspirations to do well. The school leadership has been creative in educating pupils struggling with mainstream classes by establishing a teaching provision called the School House, which is located in the renovated school caretaker’s house.

Moving through the school and its grounds, the Multi Use Games Area (MUGA) and Forest School area, you see that the school and the Trust recognise the uniqueness of every child and promote inclusion through their holistic approach. The leaders involve staff, pupils and parents to understand the school’s vision and (deservedly) are proud of their school and what it offers its pupils and families. Leaders share that their mission is to serve their community within the building and the local area, both nationally and internationally. Documentation refers to their priority for all children to achieve their full potential. The staff see that adapting teaching to support children to learn effectively in all areas is their job and they actively seek the support of each other and outside agencies. Staff new to the school are appointed a ‘teacher buddy’ to help with planning for the Knavesmire curriculum.

Pupils confirmed the opinions of parents in the school, welcoming and embracing all pupils, with one young pupil who transferred into the school at the end of Year 5, stating, “I just fitted straight in because everyone was so welcoming and friendly”. They believed they had a voice and were highly involved in deciding what they wanted to learn. They went on to clarify this point saying, “children have a voice but we are all equal and we all matter the same”.

Everyone I spoke to mentioned the processes and procedures that are in place to develop every pupil’s potential but at the same time never allow them to stray from the high expectations. The Chair of Governors knew the school and staff well and stated, “the staff here make it look easy but they work so hard at it”.



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The pupils reiterated how the teachers and Teaching Assistants (TAs) check up on them regardless of the time it takes and they get lots of reassurance if they need it. If pupils have a problem outside of school they receive help, so they can get on with doing their work.

Everyone in the Knavesmire school community cherished the sense of belonging they had from being at the school and the care and support they received from all staff. This includes staff who feel trusted and supported to take risks within a framework of high expectations but lower stress, backed by leadership and Governors.

There were many examples and statements from the different groups that I had the pleasure of meeting that showed their love for the school and the work that the staff did each day without realising that the experiences and opportunities their children received were not the norm.

Thank you for a wonderful two days and an insight into what can be achieved when inclusivity and high expectations are embedded in a mainstream primary school changing the lives of many pupils and families every day because every member of staff and pupil feels valued and respected. This comes from a leadership that drives through the belief that every child has potential. It is backed by challenging support from the Trust, especially the Trust Director of SEND and Inclusion who also has a vision for inclusion, not only in Knavesmire but for every primary school within the Trust using Knavesmire as a leading light in the creativity of approach to supporting pupils with needs and so improving outcomes for all who enter the doors.

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 Mark 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 Annette Sowden

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

Inclusion is at the heart of the school's aims: know more, be positive, care for each other and all succeed together. To achieve this the environment is welcoming and stimulating. Leaders at all levels are ambitious with the design of the curriculum to enable all stakeholders to be included in the school. Staff have set the framework for inclusion to be central to the school's vision and purpose. The strong links between the assessment, pastoral leads and the SENDCo ensure that pupils are fully supported and that the academic, personal, social and emotional needs of pupils are given equal status.

The SENCo, whilst relatively new to the role, is passionate about improving outcomes for SEND pupils. She has established strong links with schools within the Trust and is continuously evaluating best practice so that she can further support children and families and work in partnership with the Director of SEND and Inclusion for the Trust, along with Trust SENDCos. The pastoral support for pupils' Social, Emotional and Mental Health (SEMH) is now embedding itself into the fabric of the school. The school continuously seeks out ways in which they can support the mental health and emotional wellbeing of pupils, using both internal and external providers.

There has been extensive SEN Continuing Professional Development (CPD) for staff on interventions and needs identification, following a whole staff SEN audit, along with further CPD on PP students. Deployment of staff is exemplary with the creation of the School House to teach pupils with high needs and ECHPs who struggle in mainstream classrooms full-time. TAs in the main school and the School House are well-informed, led by a strong team and appropriately trained. They understand the needs of the individual and adapt provision to meet learning and emotional needs across the school.

Staff work together creatively to provide an exciting and engaging curriculum which motivates children and values their efforts. They work hard to meet the diverse needs of all pupils and encourage determination and resilience to succeed. Pupils say they feel valued and are listened to. They are polite and welcoming and the behaviour seen in and around school was good. The school provides many opportunities for pupils to make positive contributions to the life of the school, community and beyond and to experience opportunities, such as a residential to Barcelona. Extensive risk assessments are undertaken to enable all pupils who would like to go on the trip. This has resulted in parents accompanying some pupils as the staff required additional support during the night with the pupils.

Parents speak highly of the school and their opportunities for involvement and engagement. Communications across the school and between staff and parents are highly developed to nurture effective partnerships. The school has embraced several strategies to enhance parental involvement, including a coffee cart on the playground on a Friday Morning. This allows parents to share concerns with the SENDCo and Pastoral Mentor in a less formal setting. All students receive a written report each year and have three annual teacher/parent/carer meetings, at which staff highlight pupil progress and attitude to learning and attendance.

Induction systems for staff new to the school ensure that the inclusive practice is shared, understood and implemented along with having a teacher buddy appointed to help with planning and assessment until a full understanding of the curriculum is



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reached. The SENDCo gives her time to be the advocate of individual pupil needs so that all staff share common values and support the emotional wellbeing of pupils as well as ensuring progress for all.

Parents appreciate the time given towards transition and the sharing of information which helps their child settle swiftly and sustain progress. The transition from primary school to local secondary schools across year groups and phases is well planned, considering the varying needs of the individual. Enhanced transition is in place for pupils with the highest needs.

Behaviour policies and practices are implemented consistently so that pupils understand what is expected of them and strive towards high standards. Pupils understand how to stay safe online and are aware of the different types of bullying. They are confident about who to ask for help should they need to and say that teachers are on top of bullying and it is dealt with immediately. This was reiterated by the parents, one of whom said, "I feel like all the staff know my child and their needs. My child could talk to anyone if they had any concerns or were unhappy".

Safeguarding is effective. The website provides clear information for parents and the checks and monitoring of systems by the Trust and the Governors is robust. Strategies for tackling attendance are robust and rigorous so that persistent absence is falling, particularly for disadvantaged groups. Child Protection Online Management System (CPOMS) is used to collate safeguarding information.

Next Steps:

- To respond to the growing need for SEMH children and to create more CPD opportunities linked to SEMH.
- To continue developing the School House as a resource for pupils with specific needs.



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Element 2 - Leadership and Management and Accountability

The Headteacher and Senior Leadership Team (SLT) provide strong and focused leadership. They are committed to excellent outcomes for all students and this is articulated clearly in the school's vision statement and shared values. They strongly believe in and advocate shared leadership.

There is a strong Safeguarding Team consisting of the Headteacher and Deputy Headteacher aided by the SENDCo, Learning Mentor and PP Lead. All staff have completed annual online safeguarding training. The Trust Director of SEN and Safeguarding sends a Trust-wide weekly newsletter to staff which provides information, in line with the termly SEN and Safeguarding CPD focus, about specific SEN and safeguarding topics alongside strategies. Assemblies are delivered to pupils on safeguarding both within the school or outside and online.

Staff wellbeing is high on the agenda, with events such as monthly books and bakes taking place in the staff room. The school operates a no-written feedback policy so that staff react immediately to misconceptions and provide in-the-moment assessment instead of taking lots of books home to mark each evening. They have access to an EAP through a portal managed by Wisdom.

The school has in place Trust-wide and internal school systems of self-evaluation. Pupils highlighted that in school everyone knows what to do and what support they may need.

There are data checkpoints. These enable staff and leaders to monitor the progress of all learners and review by class/pupil groups/SEND/PP and by prior attainment and their attitude to learning to identify engagement more formally. Whilst being extensive, CPD at a school and Trust level is engaged in for purpose and impact. The amount of whole school CPD is balanced with subject-specific training.

Induction for all staff is described as robust and rigorous both by the SLT and also new staff. New staff praised how it enabled them to quickly establish themselves as Knavesmire teachers as they know and are 'buddied' to teach the Knavesmire Big Ideas Curriculum. All staff are asked if they would like to mentor new staff or Initial Teacher Training (ITT) students.

The Local Governing Body and Trustees are very involved in the life of the school. They fulfil their role of critical friends, supporting and challenging robustly and sharing the same high aspirations for pupils. Governors and Trustees are committed to the school and the community it serves. They attend school functions so that they remain approachable and accessible. This year they have undertaken a self-initiated piece of work entitled, 'What does it mean to be a Local Governing Board within a Trust and what does that mean for the school?' They believe this has made a huge difference to how they operate in partnership with both the school and the Trust and made them much more reflective and aware of their responsibilities. The skills and experience that Governors and Trustees bring have given excellent support to the school as they have aligned roles to school needs and appointed a link Governor with the Parent's Group – 'Friends of Knavesmire'.



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Governors are informed about progress, achievement and attendance through regular reports and presentations from key staff and reports from the Director of SEND and Safeguarding. They understand what the data is telling them about pupils in receipt of PP, SEN pupils, pupils with English as an Additional Language (EAL) and pupils new to school. This helps them identify the schools' priorities and to lead the school forward professionally. Governors receive up-to-date training which helps them better understand the links between finance, performance management and school improvement. They send out a regular Governor newsletter to parents/carers. In this, they highlight the foci of Governor school visits. Each Governor takes a turn to write about themselves and their role as a Governor.

Trustees have a keen interest in how the school includes all learners and how equal opportunities are promoted. Their rigorous monitoring ensures that practice is continually improved and developed as the Chair said, "the school is about improving not proving".

Next Step:

- Further develop induction and mentorship such that new staff are quickly embedded in the school values and demonstrate excellent levels of accountability.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The Knavesmire Curriculum is rather unique. The Big Idea approach allows for a clear sequence of cross-curricular learning to take place. Children's interests are considered to adapt learning to them. Prior knowledge of subjects is assessed at the beginning of a topic and questions are designed to extend their learning in different subject areas. It is made clear to children what subject they are looking at in their Big Idea learning journey and understand how it fits into their wider learning. Children have an active role in helping to shape each Big Idea; by devising questions they would need to learn about to achieve the 'End Goal' or 'Guiding Purpose'. This is their Learning Journey. Year 6's Spring Term Big Idea was writing a travel blog for York and Barcelona! The school is lucky to have access to a range of technology, including Chromebooks and Virtual Reality (VR) headsets which are used to enhance learning and to prepare children for the modern world.

The curriculum is tailor-made for the children within the School House. The staff have arranged groupings on a formal and semi-formal basis. Children who can access the National Curriculum do so in the more formalised workspaces. For others whose needs are greater, their curriculum is less formal with a great emphasis on social and emotional development. The children go on multiple trips each half term. This contextualises their learning and shows them the real-world application of what they do in school.

Each subject is carefully sequenced and Phase Leaders share leadership so that they can be sure that progression is occurring and prior knowledge is consolidated and built upon. Knowledge sequencing is used for each subject ensuring coverage of the national curriculum within the Big Ideas. All subject and phase leaders are able to articulate the content of their subject curriculum and how it builds on prior learning. When meeting with the staff they praised the induction, they received upon starting the school and how this covered subject coverage in the planning of the Big Ideas.

As the Curriculum is thematic, staff use objective trackers which check the progress that pupils make in foundation subjects. This work can be seen in their books and cross-referenced to see that they have acquired and practised a skill. Subject leaders ensure knowledge is sequenced carefully to ensure progression by all learners. Not only can pupils demonstrate the sequencing of knowledge in discrete subjects, but they also understand how the knowledge across subjects is sequenced across them.

Reading is celebrated extensively through a culture based on the enjoyment and importance of reading. The pupils are challenged to take part in the Knavesmire 99, whereby pupils are challenged to read or listen to 99 recommended texts. A love of reading is instilled in the pupils from a very early age with a well-structured approach to the teaching of phonics through Little Wandle and the delivery of high-quality reading sessions.

There is an extensive range of extra-curricular clubs mentioned both by the pupils and the parents. These are also planned to develop resilience, teamwork, honesty, tolerance, respect, confidence and self-belief, as well as sporting and creative arts skills. Registers are kept and monitored to see which pupils are participating. Pupil's interests are



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considered to ensure there are clubs in which they want to take part. All pupils are able to access clubs as there are both free, during school time, clubs and paid clubs (financial support is available for PP students). Staff can share their interests and hobbies with the pupils through clubs such as crochet, sewing, art, history and coding. Various opportunities are offered in music inclusive of lunchtime/after-school clubs, instrumental lessons with peripatetic teachers and a range of performance opportunities. Bursaries and funding from the Arts Council allow pupils eligible for PP funding to take up fully funded places. This is a key part of our equitable wider opportunities in Personal Development for all pupils.

Staff communication processes are rigorous and consistent in all matters. Each morning a briefing is held in the library before school to signpost events and concerns, update staff and give a collegiality feel to the school and the belief that they are all important in ensuring every pupil gets the best experience they can daily. CPOMS records pupil information but staff also appreciate weekly meetings and informal information sharing conversations. There are very clear policies which are understood by all, for example, on behaviour and anti-bullying. This has impacted the way pupils behave towards one another. They are courteous, caring and kind.

Next Step:

- Enhance the support offered to all colleagues to further improve the provision of EAL pupils in the classroom. EAL pupils achieve well over time, but the rapidity of progress should always be a target.



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

The Knavesmire curriculum has been designed to give ownership of the learning to the pupils through the teaching and support they receive from staff within their year groups.

Prior to transitioning to a year group, the pupils will explore what they wish to work on for the coming year ... their Big Ideas. In doing this, the staff can guarantee that the pupils will be engaged and motivated. Staff feel supported and trusted to develop learning around the skeleton framework addressing the interests of the pupils whilst at the same time ensuring coverage of the National Curriculum. The activities and experiences are tailored for the pupils within the year group that particular academic year, so it may be a similar Big Idea to a previous say Year 4 class but how the pupils wish to approach the question will differ ensuring that staff and pupils alike are motivated.

The classrooms are hives of activity and reflect the pupils within them. The Year 6 classrooms are on the first floor and have a free-er feel to them. The pupils can work at elevated desks on stools as opposed to tables if they wish or the elongated work surfaces can be used for particular activities such as art, problem-solving work or intervention. The pupils loved the layout of the Year 6 rooms as it made them feel as if they were getting ready for secondary.

The Early Years Unit have made a conscious decision not to have Information Technology (IT) in the rooms and place a strong emphasis on play. They felt they could better develop curiosity and engagement in learning and broaden pupil experience by having a more hands-on practical approach to learning both indoors and outdoors. The outdoor area includes a gardening section where they grow plants and vegetables. They can be joined by Reception pupils and the pupils accessing the School House.

The school also has a well-resourced music room where all pupils can learn to play different instruments throughout their primary years. If they decide they wish to continue with a particular instrument, peripatetic music teachers offer lessons. Even though the school does not have its own field it has been creative in its use of the site. They have developed with the help of Marks and Spencer's Forest School area. Each pupil is taught in this area for a period every year. The skills they develop in this area are endless and all pupils engaged enthusiastically with a lesson based on Jack and the FlumFlum Tree in which they had to build their own island using natural materials.

The stand-out facility is the School House. This is a resource that fully demonstrates the inclusivity of the school. The accommodation for the pupils with Education, Health and Care Plans (EHCPs) ensures they thrive as lessons and interventions can be highly tailored and time-specific and develop pupil confidence in all areas. There is a strong focus on life skills and developing independence.

As the pupils enter Key Stage 1 (KS 1) and KS 2 they have access to a class set of VR headsets, class sets of Makey-makeys and Micro:bits. The VR headsets permit the pupils to immerse themselves in for example 'cruise trips around Alaska' only virtually. The



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usage of the Micro:bits guarantee the pupils develop programming skills as the work world they will enter will be very technology-based and the school feels they need a concrete foundation on which to build these skills as they move on to secondary level.

Through Google Classroom and CS First, pupils are able to store learning that can be retrieved at any point on their Knavesmire Journey if they believe it will help. They are able to access work at home to complete.

Having a self-designed curriculum requires the school to regularly audit its resources for all pupils. The school resources the main curriculum, the School House, SENDCo and the Learning Mentor and Wellbeing interventions. The SENDCo undertakes frequent learning walks to check on the impact of resources purchased following advice from both external advisors and classroom staff. Calm kits have been created for every room. These are to help pupils self-regulate and each room has a designated area with resources for Zones of Regulation. The school is in the process of further kitting out a sensory room due to the rise in pupils experiencing SEMH issues.

Resources are available to assist staff in employing a vast array of teaching strategies to support all pupils. There is a weekly slot in staff meetings for staff to reflect on the impact of new strategies or resources being trialled or used throughout the school. This practice develops reflective teaching which can be guided and assisted by either phase or subject leads.

Support staff meet with the SENDCo weekly to discuss strategies and receive training if needed on new equipment or pedagogy being used by teaching staff.

Next Steps:

- To continue to develop our School House.
- To organise cognition and learning CPD to continue meeting the needs of children who are not on track.



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Element 5 - Assessment

The school has worked hard to ensure the assessment translation fits its bespoke curriculum design. It is based on the Assessment for Learning Principles of Shirley Clarke and Renzulli outlining the three ringed principles of Gifted and Talented Behaviours. Phase leaders meet weekly to discuss the curriculum. They stated that expectations were high at Knavesmire but the pressure was not there as the staff lived and breathed the curriculum as it was responsive to the pupils' needs and interests. Staff maximised the learning and attainment using a Blue, Red, Amber, Green (BRAG) rag rating system to target interventions and gain as much information as possible about the pupils.

Each year group has a Learning Journey Wall or Big Idea Wall that shows the questions that the pupils will research to answer their Big Question. Year 4's Big Idea was, 'Can we travel around the world in 35 days?' They will ultimately end their journey at Robin Hood's Bay where they will complete a one-night residential. The journey will involve them studying America via a virtual road trip, Alaska, the Scottish Highlands and Peru. The pupils can see the objectives of their learning and how it all fits together, along with contextual success criteria. Also, they know 'the why' regarding their learning of particular skills and knowledge and how they will build upon it.

Learning is checked throughout the lessons with a no-written feedback policy. Misconceptions are dealt with at the moment in a dynamic way. Due to the partnerships and relationships between staff and pupils, there is trust and belief in achievement. The pupils instantly know how to improve their work. Within each class there are learning partners pupils can call upon to help them understand a skill, concept or correct one.

The detailed knowledge staff have of pupils allows them to direct interventions and additional support needed. The support may be academic – closing or filling gaps or it could be barriers to learning through anxiety. It also enables staff within the School House to know which subjects and lessons their pupils can access with their peer group.

Next Steps:

- Continue to use the school's triangulation methodology to ensure assessment is accurate, authentic, impactful and effective.
- For foundation subjects, embed future rounds of assessment to ensure a depth of assessment intelligence to further impact outcomes positively.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Knavesmire is not a quiet school, yet there is a calmness and organised feel to it as you walk the corridors and join in classes. There is a constant buzz due to the design of the curriculum and pupils' ownership of the 'Big Ideas' they study in each year group.

Attitudes to learning are extremely positive as the pupils are involved in the design of their learning. For each Big Idea, the questions that the pupils research are generated by the pupils themselves. This results in each year similar 'Big Ideas' are taught differently.

The mission and values of the school are illustrated in the Knavesmire Character. Pupils are encouraged to work on their personal development through their time at the school. During each assembly, reference is made to the Knavesmire Character and the 50 Things You Will Do at Knavesmire. The staff member leading the assembly celebrates the work the pupils have undertaken during the week and links it to elements of the character - resilience, determination, etc and explains how learning may have allowed the pupils to experience one of the events on the list. In doing this there is constant anticipation for upcoming events and pride in having tried something new. When I spoke with the pupils, they spoke articulately about it not being about being the best or achieving something like winning a race etc, it was about having a go and trying your hardest.

A new Behaviour Curriculum has been launched. Staff have received some training but this will continue as they review and refine it through feedback. As such, both staff and pupils are aware of expectations of behaviour towards learning and others. The approach is consistently applied. This has resulted in no suspensions so far, this academic year.

Attendance is a high priority as a result of the impact it has on learning and safeguarding. Presently the school sits at 96.2% attendance but has set itself a target of 97%. Persistent absence is less than 6%. The SLT is very reflective on their approach to attendance, regularly reviewing processes and interventions. They believe that the highly engaging curriculum is a major factor in pupil attendance as they want to come to school and engage. This was reinforced when speaking to the pupils who said they loved their learning and, "... even if you were in Year 4 and doing the same 'Big Idea' as last year's class you would do it differently because each class asks different questions and wants to know different things".

The school operates a triage or escalating approach to attendance. Using Multi Academy Trust (MAT) policies teachers initially reach out to the families of pupils with less than 95%. Interventions and forensic analysis of reasons are started as a pupil moves below this figure and with greater frequency and intensity if the absence rate becomes higher than 10%. There are those pupils and families for whom attendance at school is not their main priority currently, due to illness and serious issues outside of school. The school supports these families as much as possible by sending homework parcels and equipment. This system enables the SLT to focus their time and support to have a greater impact.



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The school employs a Pupil Mentor, who works one-to-one or in small groups to help alleviate fears and reluctance to come into the school building. I had the privilege of taking part in a Wellbeing Workshop for a small number of pupils who have issues with the size and noise of the dining halls. They often will not eat and in some cases, it could be impacting their attendance. The staff held the Wellbeing Workshop in the dining hall. Fears concerning the dining hall itself were not mentioned but fear and worry was. The pupils then made and decorated paper planes on which they could write their fears and worries. A competition was then held as to which plane could fly the furthest. The aim of the workshop was for the pupils to associate the room with positive energy as the noise they generated flying the planes through their excitement was quite loud. The Pupil Mentor along with the SENDCo run a coffee cart on a Friday morning in the playground for parents to come and chat about concerns either they or the child had, in a less formal manner. It allowed both staff members to 'check in' with several parents they knew were having issues around mental health.

The school places a great deal of emphasis on the 'whole child' promoting a healthy lifestyle through extensive sports offer in the curriculum, sporting events and competitions and extra-curricular clubs. Each child is given the opportunity to represent the school in a sporting event and at the end of each Physical Education (PE) unit, a competition is held. This allows those pupils who do not want to or are unable to represent the school in a competition to get an opportunity to experience competitive sport. If pupils require interventions for movement, a company is employed to come in and work with those pupils either individually or in small groups. The pupils spoke animatedly about the sports offered in school and the opportunities they have to participate in teams. One pupil informed me they were "big on sport and you did not have to worry because the teacher was fair and ensured everyone could have a go even if they were not good at sport".

Classes bake regularly with the pupils in the School House cooking weekly after buying their ingredients at the local Co-op.

Next Step:

- Continue to build on the Behaviour Curriculum training for all staff.



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Element 7 - Parents, Carers and Guardians

Talking with parents it is very apparent that they value the personal, village feel of the school despite it being two form entry. They spoke highly and passionately about how all staff knew the children, particularly the SEND pupils and they knew their child's needs.

The open door feel to the school was evident in how the staff greeted the pupils on arrival. Teachers and TAs in each year group had systems and rotas for greet and meets on a morning, some with individual pupils who were met at certain points around the site and taken to the School House, library or canteen to ease them into the building and enabling them to start the day in a calm and safe manner. This is greatly appreciated by the parents and carers. Knowing that the staff and supply teachers knew their children allowed them to be confident in leaving them every morning regardless of any issues they had experienced trying to get their children to school.

Having access to the Headteacher and Deputy Headteachers every morning in the yard was valued by parents as they felt it alleviated the possibility of problems escalating as they knew staff were made aware rapidly of 'niggles'. Communication from school to home was highlighted as a strength with parents fully informed through the newsletter which is translated into the home language for those parents/carers with limited or no English. There are parent/carer meetings held twice a year and the opportunities to meet staff at drop-off and pick-up. Prior to residentials, a number of meetings are held with parents/carers to help ease any concerns they may have. At the start of each academic year parents and carers are invited in as the staff explain the routines and expectations of each year group. Parents and carers are invited in regularly to celebrate work carried out in the Big Ideas and during Art week and for each of the productions.

The broad spectrum and number of extra-curricular activities pupils had access to was mentioned as a real positive as it enabled all pupils the opportunity to develop their talents in a range of areas not just catering for those pupils who liked sport.

The school not only held clubs and activities for the pupils but for the parents also with staff running workshops on literacy and numeracy. Parents were thankful for the support they were given on an individual family basis. One parent mentioned how welcomed she and her parents had been made to feel. She had been worried that as a same-sex family, there may have been problems but she said the school had embraced the family and the school and her child's classmates had been cheered as they took part in pride events in the city. Diversity was mentioned as a possible issue that the school had handled with care and sensitivity. One parent spoke about her worries as her children were not white British and coming to a city that is over 90% white, she had thought they may have experienced racism, but she told of how the school stamped out the possibility of racism through the curriculum, 'Knavesmire Character' and addressing equality and diversity through assemblies.

Support for issues not related to educational class needs was praised by parents who talked about how the school provided financial support for uniform, trips and the residentials. They mentioned that this was done confidentially for which they were grateful. They loved that no child was excluded from the Barcelona trip on financial grounds as this trip was highly valued as a great rite of passage to greater independence and preparation for secondary school.



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Next Step:

- Create a Parent's Forum, as an opportunity to shape some of the processes and policies.



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Element 8 - Links with Local, Wider and Global Community

When the Chair of Governors spoke about Knavesmire she stated that the school was, “outward facing”. As you walk the corridors of the school you can see this through the links the school has and continues to grow with communities at different levels and places. There are four walls dedicated to local, school, national and international links. Each aims to be a fantastic illustration of the school's attempts and desire to develop the pupils as citizens who are capable of having an impact in their school, city, country and ultimately the world. During assembly, they were reminded of work they had completed over the past few weeks with references to outings and links to ‘Big Ideas’ that have required them to work on local, national and international projects.

Locally the school has a link with the ‘Co-op’ store opposite the school. Each week the pupils within the School House take shopping lists and buy ingredients for their cooking classes the following week. Each pupil is responsible for finding, paying for and bringing back certain ingredients. The impact of this activity is immense with the following life skills being covered, including communication, money, healthy eating and cooking as well as pride in the food they cook and share.

The school has a strong link with The Chocolate Works Care Home. Weekly visits are made by different year groups. The pupils share their work, sing and talk with the residents. A parent who works at the home highlighted how well the pupils communicate with the residents being confident and articulate in their conversations. One child from the School House went on her own and was interviewed in front of everyone. The parent shared how amazed he was at her confidence and ability to interact with the elderly adults. There is an elderly gentleman in the home who has English as a second language and he eagerly awaits the visit of one child who he is able to talk to in his home language. The school also works with a local business called Bishy Waste. Old stationery is taken to the shop from the school by the pupils, where it is recycled.

Internationally, the staff and pupils benefit from the links the school community has made. The Year 6 residential is in Barcelona. The pupils spend five days in the city experiencing the culture and food as well as developing a plethora of independence skills, from being away from home, being in a different country, having to set their own alarms and getting themselves down to breakfast and a new language! The pupils spoke with such enthusiasm about the trip and what an impact it had had on each of them.

The school scaffolds the residential trips to enable the pupils to feel confident enough to go abroad without their parents when in Year 6. The curriculum is designed to build on ‘50 things you will do at Knavesmire’. Each experience is intended to fulfil the Knavesmire Character ‘charter’. Year 4 pupils have a one-night residential in Robin Hood’s Bay, and in Year 5 they do two nights at Carlton Lodge Activity Centre. The residentials between them help foster resilience, courage, culture, determination, aspiration and outdoor adventure.

The Headteacher and Chair of Governors have delivered at conferences in Oslo on the curriculum design and the values and vision of the school. Teachers from Oslo have



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visited Knavesmire to see the pedagogy in action. The school also continues to develop its ties with Escola El Cim in Spain and a school in Latresne in France.

As part of the Southbank Academy Trust, pupils and staff have the opportunity to attend joint events. For the pupils, these take the form of sporting events which are extremely popular, Arts festivals and performances. Staff undertake joint professional development which is highly valued.

Next Step:

- To maintain the global links and to continue creating more global and community links.