



Report on IQM Inclusive School Award



School Name: St Margaret's CofE Primary School

School Address: The Mardens
Ifield
West Sussex
RH11 0AQ

Head/Principal Mrs Jill Hine

IQM Lead Ms Hannah Warner

Assessment Date 30th June & 1st July 2025

Assessor Ms Kat Booker

Sources of Evidence:

- Self-assessment document.
- Website and documents.
- The St Margaret's Primary School YouTube channel.
- Children's books and Seesaw view.
- School Tours.
- Observations at the morning gate opening.
- Observation of collective singing worship.

Meetings Held with:

- Headteacher.
- Deputy Headteacher/PE Enrichment Lead.
- Assistant headteachers.
- Assistant headteacher/SENDCo/Inclusion Quality Mark Lead.
- SEND and Staff Governors.
- Early Years Lead.
- Oracy Leaders.
- Parents.
- Groups of children from Year 6 and School Council.
- Thrive practitioners.
- Early Career Teacher (ECT).
- Teaching Assistant (TA).
- Higher Level Teaching Assistant (HLTA).
- Middle Leader.
- Forest School leaders.
- Assistant Administration Officer.



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Overall Evaluation

St Margaret's Church of England Primary School is, above all, a family. This powerful sense of belonging is consistently recognised by children, parents, and staff, and stands as one of the school's most defining and cherished strengths. It is reflected in the warmth of relationships, the culture of mutual respect, and the authentic care that permeates every aspect of daily life. Whether it's the morning gate welcomes, the creativity in the classroom, or the shared laughter during whole-school events, the message is clear: everyone is seen, valued, and loved here.

Situated in Crawley and part of the Diocese of Chichester Academy Trust (DCAT), St Margaret's is a two-form entry school with a Nursery and a dedicated Special Support Centre (SSC) for pupils with physical disabilities. It serves a diverse community and embraces this richness wholeheartedly. Its Christian vision—*Loving God, Serving Others, Fulfilling Our Potential*—is not confined to assemblies or policy documents; it lives in every decision, interaction, and opportunity the school offers.

Inclusion is not an initiative at St Margaret's; it is the foundation. Despite the wide range of needs across the pupil population, there is no sense that any child is "different" or separate. Adaptations are embedded seamlessly into everyday practice. Children who use wheelchairs work at standard desks. Those who need sensory regulation know where to go and what to do. Their peers respond naturally and supportively. One parent captured this perfectly: *"I like the way all children are included. There's no divide. They are all one."* This kind of inclusive culture reflects not only skilled practice but a deeply held belief in equality and dignity, and rivals that of specialist settings, despite being delivered in a mainstream environment.

Leadership at St Margaret's is principled, visionary, and deeply human. The senior team models the school's values every day, especially through the way they treat and support their staff. *"It's that mutual respect we have for one another,"* noted one leader, and that mutual respect shapes the entire school culture. The investment in staff wellbeing, trust, and development creates an environment in which adults can flourish, and as a result, they give children their absolute best. *"I don't know how they do it. They're magicians,"* said one governor of the team's extraordinary dedication.

Classrooms at St Margaret's are vibrant, inclusive spaces where pupils are immersed in learning that is ambitious, adaptive, and full of joy. Lessons are not just well-structured, they're fun, engaging, and meaningful. As one pupil shared, *"The teachers are fun and include good learning for us."* Learning is hands-on, creative, and emotionally resonant. Children are encouraged to take risks, collaborate, and step outside their comfort zones: *"They might take us out of our comfort zone to try something new,"* said another child, speaking to the school's culture of high expectations and growth.

The school's approach to oracy is exemplary. It is purposefully embedded across the curriculum, helping pupils build not just language skills but confidence, empathy, and agency. *"Confidence has bloomed for key children since oracy was introduced,"* reflected a leader, while one pupil described how *"I sometimes want to hear someone's view in case*



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it changes my view." This thoughtful, collaborative dialogue is now part of the school's DNA, and it shows in the way children engage with one another and the world.

Emotional well-being is a cornerstone of the school's success. The Thrive approach is embedded across classrooms and interventions, supporting children to develop the language and strategies to manage their feelings and build resilience. One child put it simply and beautifully: *"If you are ever feeling sad or upset, go to her,"* referring to a trusted Thrive practitioner. Another said, *"Thrive is when they take you from a lesson to help you calm down."* These comments speak volumes about how safe, supported, and emotionally held children feel in this environment.

That emotional safety is mirrored in how pupils describe their relationships with staff. One child said, *"They feel like my second parents."* Another explained, *"They're not just strangers but people you can look up to."* These are not fleeting impressions, they are evidence of a deep, sustained culture of relational care. As one governor rightly observed, *"The children feel seen, heard, and loved."*

The sense of family extends to parents and carers. *"This school treats you like a family,"* said one parent, while another noted, *"Everyone knows each other."* Parents trust the school not only to educate but to care, protect, and uplift their children. Communication is thoughtful and inclusive: *"They speak to parents and children in plain English,"* shared one family. And the community's belief in the school is strong: *"It's an amazing school,"* said another parent, simply but sincerely.

Nowhere is the school's ethos more vividly captured than in the Year 6 film project. Every single child is included in a professionally edited, staff-written production, complete with green screen effects, soundtracks, and a red-carpet cinema premiere. Staff feature in the storyline, too. This joyful, unforgettable celebration is more than an end-of-year event—it is a lasting statement of inclusion, belonging, and creativity. Every child receives a copy to keep, along with the message that they were, and always will be, part of something extraordinary.

The physical environment of the school is clean, calm, and attractive. From the carefully maintained classrooms to the inclusive outdoor spaces, the site reflects the same pride, care, and attention seen in the relationships within it.

St Margaret's is a school where inclusion is not a checklist, it's a culture, a belief, a commitment. Its systems are robust, its teaching is exciting, and its impact is life changing. Children leave not only with strong academic foundations but with self-belief, compassion, and a deep sense of who they are.

It may not be a special school, but in every meaningful way, St Margaret's is a truly special mainstream school which is rich in care, bursting with creativity, and built on an unwavering belief in the worth of every single child.



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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: Kat Booker

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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



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Element 1 - The Inclusion Values of the School

"They welcome you really well, so they can gain your trust. They can make you feel like it's a safe place." – child

Inclusion is the heartbeat of St Margaret's CofE Primary School. It is not simply a strand of policy or a discrete area of practice, it is embedded deeply in the school's culture, values, and vision. The belief that every child should feel seen, safe, and celebrated is visible from the moment pupils arrive. Each morning, children are welcomed personally by name by the office staff or staff at the gate, a simple but powerful reflection of the school's ethos: that every individual matters. This culture of attentiveness is not incidental. One parent, who also serves as a governor, remarked that the headteacher knew their child's name within the first week, something they described as "speaking volumes" about the school's inclusive values. This level of personal connection sets the tone for a community where children and families are "held in mind," recognised, and respected.

"We know our children." – Thrive practitioner

The school's inclusive ethos is not only relational, it is strategic. Inclusion is a driver of school improvement and is built into the school's vision, policies, and long-term planning. It is seen in how resources are allocated, how the curriculum is designed, and how staff are developed. Professional learning in recent years has included trauma-informed practice, emotional regulation strategies, and adaptive teaching, ensuring that all staff are well-equipped to identify and meet diverse needs. Inclusion is not seen as the responsibility of a single team or leader but as a shared commitment. All staff speak confidently about their role in creating a school environment where every pupil can thrive.

In classrooms, this commitment is lived out through thoughtful, flexible, and compassionate practice. Teaching is adapted to ensure accessibility for all, with differentiation built into planning and delivery. Physical access is supported with care, staff routinely assist children to transition from a wheelchair into shared seating areas or ensure that a known adult is close by when a child requires emotional regulation. These actions are not treated as exceptions but as natural and necessary ways of ensuring that all pupils can learn alongside their peers. The former SSC room, once seen as a more isolated support space, has been successfully reimagined as a shared provision. It now supports a wider range of pupils, as and when they need it, reflecting a strategic and cultural shift towards greater integration and inclusion within mainstream settings.

This inclusive approach extends beyond teaching and learning into the very fabric of school life. The curriculum is designed to reflect and represent the diversity of the school community and the wider world. A particularly striking example was a beautiful display of artwork produced by pupils in response to the work of African American artist Lois Mailou Jones during Black History Month. The children's interpretations were displayed prominently, serving as both a celebration of creativity and a visible commitment to representation. Such opportunities are intentionally built into the curriculum to ensure that every child can see themselves reflected in what they learn.



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The school's Christian foundation is delivered in a way that is inclusive and respectful of all faith backgrounds. During collective worship, staff are sensitive to the range of beliefs in the school community. Following a parental request, a designated prayer space was created in the school library for Muslim pupils to use during worship time. This space is marked by clear signage reminding everyone to remove their shoes, maintaining the sanctity of the area. Pupils who use this space are supported to observe their own traditions and then rejoin their peers for the remainder of the session. This thoughtful accommodation exemplifies the school's ability to balance its Christian ethos with an openness to others, fostering a sense of spiritual belonging for all.

During worship, pupils described the use of the 'Book of Brilliance' and 'Leaves', both of which celebrate achievement in inclusive and meaningful ways. The 'Golden Leaf' award was likened to a 'golden ticket', while the 'Suitcase of Success' encourages children to share achievements from outside school, reinforcing a culture of belonging. Worship itself is joyful, participatory, and inclusive. The Worship Leader uses creative approaches to ensure that every child can engage, for instance, by inviting specific year groups to sing verses of a song ("Only Year 5 and 6 now!"), which encourages confidence and participation. Pupils also help shape worship content. Through the "Singing Box," curated by Worship Ambassador representatives, children vote on the songs they would like to sing. This not only gives them ownership of the experience but also fosters a sense of shared community and voice. Children are encouraged to engage with lyrics as readers and thinkers, reinforcing the idea that reading has a purpose and meaning beyond academic tasks.

Pupil voice around oracy is particularly strong. Year 6 pupils engage in weekly oracy debates, with one child proudly describing how they devised a debate question based on a chosen school value. The impact of this structured oracy teaching is evident in peer interactions. As one child reflected, "I used to speak over people, but now I take turns," highlighting how the school's commitment to respectful communication is lived daily. Children also articulate a clear understanding of active listening, describing techniques such as turning towards the speaker and avoiding "laser eyeing," showcasing how nuanced social communication is intentionally taught and embedded.

Pupil voice is also prioritised across wider school life. Through School Council discussions and regular surveys, children contribute ideas that influence decision-making, learning environments, and school policies. They understand the school's values and talk confidently about what inclusion means in their daily lives. Families are also treated as valued partners. Communication between home and school is consistent, clear, and personalised. Where additional support is needed, this is delivered in a way that respects the uniqueness of each family's context, often involving close collaboration with external agencies.

"Staff see SEN very much as their responsibility." – SEND Lead

The impact of the school's inclusive practices is closely monitored. Leaders use data rigorously to track the progress of all pupil groups, including those with SEND, pupils in receipt of Pupil Premium, and EAL learners. Provision is adjusted responsively, based on what the data shows. This monitoring is not simply numerical, qualitative feedback



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from children, families, and staff is also taken seriously and used to inform ongoing development. The school's links with other settings in the locality also support its inclusive culture. For example, pupils in Year 6 join children from other schools for an annual visit to Christ's College Hospital Chapel, encouraging wider community connection and shared experiences.

As part of the Diocese of Chichester Academy Trust (DCAT), the school also benefits from regular external accountability and collaboration. Leaders engage with peer reviews and shared professional development across the Trust, ensuring that inclusive practice remains dynamic, outward-looking, and continually refined.

"Our values are values for life." – headteacher

Inclusion at St Margaret's is not a static achievement, but a dynamic process. It is sustained through leadership, embodied in daily practice, and refined through constant listening, learning, and reflection. The result is a school where every child regardless of background, ability, or belief — is recognised, included, and enabled to flourish.

Next Steps:

Identified by the school

- **Develop Pupil Leadership Opportunities** - Involve pupils in shaping the school's leadership roles by gathering their input on new positions they would find meaningful, such as Forest School Leaders or Fitness Leaders, to complement existing roles like School Council and Eco-Ambassadors.
- **Evaluate Play and Lunchtime Provision**- Seek pupil feedback to ensure current play and lunchtime activities ranging from active zones to quiet spaces which are meeting the needs of all children and promoting inclusive participation.
- **Revitalise God's Garden as a Pupil Project**- Engage the School Council or Eco-Ambassadors in leading the refurbishment of God's Garden, encouraging ownership of this shared reflective space.

Suggested by the assessor:

- **Link the 'Book of Brilliance' to School Values** - Strengthen the impact of the 'Book of Brilliance' by explicitly linking each entry to one of the school's core values using a consistent script (e.g., "[Name] has demonstrated the value of [value] by [action].").
- **Reinvigorate Growth Mindset Thinking** - Refresh the school-wide focus on growth mindset principles, particularly the concept of positive risk-taking. This can be supported through staff-modelled opportunities, such as travelling with pupils into London using public transport, helping children connect with their heritage and sense of belonging.



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Element 2 - Leadership and Management, and Accountability

Leadership at St Margaret's CofE Primary School is driven by a strong moral purpose, a strategic commitment to inclusion, and a culture of shared responsibility. Leaders consistently model the school's values of kindness, respect, and community, creating an environment where both staff and pupils feel supported and empowered to thrive. Inclusion is not treated as a standalone priority; it is embedded in leadership decisions, professional development, curriculum design, and daily school life.

Pupil voice is both encouraged and valued. Children clearly understand the role of oracy in their learning and express a desire for greater focus. One pupil shared, "Oracy should become a bigger subject," reflecting the school-wide commitment to helping children develop their voice. A new Oracy initiative, piloted through English and RE, encourages pupils to explore bold statements through structured discussion. As this expands into Key Stage 2, the school is building capacity for oracy across all year groups.

Staff wellbeing is actively prioritised. All staff are offered a wellbeing day, and flexible working is supported where needed. Improvements to facilities, such as staff room and toilet refurbishments, further reflect the leadership's respect for its workforce. Staff describe the school as "supportive" and say they feel appreciated in their roles.

Professional development is targeted and aligned with school priorities. Training in trauma-informed practice, adaptive teaching, and emotional regulation supports inclusive practice and responds to the needs of the school community. The Oracy initiative exemplifies how CPD is used to drive whole-school improvement.

Governors are highly engaged and provide both challenge and support. They are welcomed into classrooms and contribute to reflective professional dialogue. Feedback from visits is shared across the governing body to ensure accountability. Governors particularly value the transformation of the SSC provision—once isolated, it now supports a wider range of pupils through more flexible, integrated approaches. The curriculum is praised for being ambitious, yet thoughtfully adapted to meet diverse needs.

"I'm really passionate about the school." – Governor

The school's membership of the Diocese of Chichester Academy Trust (DCAT) enhances leadership capacity. Governors benefit from high-quality training, with the clerk tracking participation to ensure full coverage. Leaders attend regular network meetings with other DCAT schools, enabling the sharing of ideas and strengthening trust-wide consistency, for example, in the rollout of Oracy.

Accountability systems are robust yet values led. Monitoring across the school is rigorous yet developmental. Leaders use a range of strategies to evaluate teaching and learning, including regular learning walks, book looks, and pupil voice activities. These consistently reveal strong classroom practice, positive relationships, and well-established inclusive strategies. Importantly, monitoring outcomes is used constructively to inform coaching, CPD, and curriculum development, fostering a culture of professional dialogue focused on improvement rather than compliance. This strengthens staff confidence and contributes to the consistency of inclusive teaching across the school.



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Across all levels, from senior leaders to governor, St Margaret's exemplifies principled, inclusive leadership. Accountability is rooted not in compliance but in care: a shared belief that every action should help every child to flourish.

Next Steps:

Identified by the school

- **Develop Staff Ownership of Inclusive Practice** - Continue to build staff confidence in managing inclusion within their classrooms, including the deployment of TAs, identifying pupil needs, and monitoring the impact of interventions.
- **Embed Staff-Led Planning for Inclusive Trips** - Ensure staff take responsibility for planning accessible trips and residentials, working with families and the Inclusion Lead before involving senior leaders. This model, successfully used in recent Year 4 and 6 residentials, should be embedded across the school.

Suggested by the assessor:

- **Develop a Provision Overview Document for SEND** - Create a clear summary of the "ordinarily available provision" at St Margaret's, to accompany ILPs and support transitions, parental understanding, and funding applications.
- **Highlight Specialist Expertise in the SEND Information Report** - Expand the SEND Information Report to include a document outlining staff expertise, qualifications, and current training plans, to reflect the depth of support available across the school.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

At St Margaret's CofE Primary School, the curriculum is inclusive by design and rooted in the values of kindness, respect, and community. Pupils display a strong sense of belonging and engagement, supported by high-quality teaching, emotionally intelligent practice, and a carefully structured curriculum that nurtures both academic and personal growth.

"Next year is all about getting it into the curriculum and making it more explicit."
– Oracy Leader

Curriculum enrichment is a strength. Pupils recalled immersive experiences such as Roman, Viking, and Victorian Days with enthusiasm. One standout moment involved a fictional reprimand staged by a teacher, prearranged with parents, as part of a Victorian classroom scenario. Pupils fondly recounted this, laughing while noting they never believed the teacher was truly angry. It illustrates the trust and emotional safety nurtured at St Margaret's, as well as the creativity of the staff. Residential trips, such as Hindleap Outdoor Learning Centre, are similarly valued. Pupils spoke with excitement about "swimming in lakes," "crawling through mud," and leaving devices behind to "connect with nature," demonstrating their understanding of the social and emotional learning these opportunities provide.

Pupil voice is embedded across all areas of school life. The School Council plays an active role in shaping decisions and events, and children are encouraged to share ideas through pupil surveys, circle time, P4C, and Oracy sessions. Every class develops its own oracy guidelines, tailored to their cohort and reviewed at the start of each year. Oracy objectives are woven into weekly lessons, with a specific focus each half term. In one lesson on natural disasters, pupils reviewed learning in pairs, practised notetaking, and confidently used structured phrases like, "I'd like to start by saying..." and "Can I add to that?" to build collaborative dialogue.

Technology is integrated meaningfully into the curriculum. Pupils in Years 4 to 6 use Chromebooks independently for research, drafting, and revision. Tools such as Spelling Shed personalise learning, while creative tasks allow pupils to apply skills flexibly for instance, using the freeze-screen mode to trace fonts for newspaper articles. One pupil explained that writing digitally made it easier to organise their ideas. In Reception, children are taught to scan and save their work, reducing the need for glue sticks while building early digital literacy.

Classrooms are equipped with adaptive resources that support diverse needs. Wedge seats, balance balls, and visual prompts are used confidently by pupils. In the Early Years, open-ended resources support imaginative play and creativity; children were observed riding pool noodles like unicorns and constructing animal enclosures from wooden blocks. Staff facilitate choice between indoor and outdoor spaces using a simple wristband system, ensuring safe and monitored access while promoting independence. Emotional well-being is prioritised across the curriculum. Thrive has been embedded for over six years, supporting children's social and emotional development through whole-class targets, small-group work, and one-to-one interventions. Staff understand



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the physiological basis of emotional regulation and receive dedicated time each term to assess Thrive's needs and plan targeted responses. Teachers take ownership of these assessments, ensuring they are embedded meaningfully into class practice. One-off sessions are also offered in response to specific life events, recognising the need for timely emotional support.

"I enjoy how our whole school loves God." – child

The wider PSHE and RHE curriculum is carefully structured around six core themes, which have been intentionally paced to allow deeper learning and the integration of Thrive strategies. Oracy links closely with this work, helping children build emotional literacy and navigate social interactions. Additional well-being provision includes Zones of Regulation, ELSA support, and mindfulness activities. Forest School is used as a targeted intervention for children who benefit from peaceful, creative, nature-based experiences. The impact is measured using a Positive Childhood Experiences (PCE) questionnaire, with data showing that pupils feel safe, supported, and have a strong sense of belonging.

Character education and SMSC development are woven through the curriculum. Themes such as resilience, fairness, and courage are explored through assemblies, RHE and PSHE lessons, and are clearly reflected in pupils' behaviour and attitudes. Restorative approaches support pupils to reflect and resolve conflicts constructively. Behaviour across the school is consistently excellent, with strong relationships between pupils and staff underpinning a respectful and supportive learning environment.

Curriculum delivery is adaptive and ambitious. Staff differentiate lessons carefully and use technology, flexible grouping, and targeted support to ensure all learners can access and succeed. Teaching assistants are deployed strategically, for example, leading cookery sessions while teachers rehearse for performances. Floor books are used in Computing, Music, and RE to track progress and promote reflection through collaborative documentation.

The school offers a broad and inclusive range of extracurricular clubs before school, at lunch, and after school. Staff-led clubs are mostly free, with minimal charges for resources, while external provider clubs may incur fees, often subsidized by Pupil Premium funding. Impressively, 100% of Pupil Premium children have attended at least one club, reflecting the school's strong commitment to inclusivity. Clubs include a rich mix of creative, academic, and physical activities, such as sewing, Forest School, chess, and Top Trumps, with external links to organisations like Crawley FC, Storm Basketball, and Young Voices. The deputy headteacher runs a popular fitness club twice a week before school, using lively music and exercise to energise pupils. Teachers report that children arrive calmer and more ready to learn, and the club has positively impacted attendance for some children.

Club participation is tracked termly and shared with staff, allowing the school to identify and support families who may benefit from additional encouragement or assistance, including offering club places to those frequently late for pickup. Targeted clubs such as the nurturing Forest School support children needing help with peer



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relationships. The school also engages in interschool sports, with a focus on manageable group sizes to protect staff well-being and ensure meaningful participation. PE lessons are adapted so children are well-prepared for events, such as attending a lacrosse competition after dedicated sessions. Each year group enjoys at least one trip annually, with residential offers in Years 4 and 6, enhancing pupils' wider learning experiences. At St Margaret's, the curriculum supports the whole child academically, socially, and emotionally. It is carefully planned, thoughtfully adapted, and underpinned by a strong commitment to inclusion. Through embedded emotional support, pupil voice, oracy development and a wide range of learning opportunities, all children are enabled to feel successful, safe, and empowered in their learning.

Next Steps:

Identified by the school

- **Embed Oracy Across Curriculum and Assessment** - Continue embedding oracy skills across all subjects and use them to support assessment. Involve pupils in reflecting on oracy's impact on their learning.
- **Engage Families Who Find It Hard to Connect with School** - Sustain a proactive, relational approach to engaging families who find it difficult to connect with school, through inclusive events and communication.
- **Follow Up with Families Not Attending Consultations** - Maintain personalised follow-ups with families who do not attend Parent Consultations, to ensure ongoing connection and support.

Suggested by the assessor

- **Strengthen Oracy Across the Curriculum** - Provide training for subject leaders to embed oracy more explicitly across the curriculum, ensuring speaking and listening are integrated across all subjects.
- **Establish a Pupil-Led Oracy Champions Team** - Launch a pupil-led Oracy Champions initiative, starting with training a Chair and expanding to a wider team, to promote pupil voice and leadership in communication skills.



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

Teaching and learning at St Margaret’s CofE Primary School are underpinned by strong systems, inclusive pedagogy, and a responsive culture that places pupil progress and wellbeing at its centre. Lessons are ambitious, engaging, and adaptive to the needs of all learners, ensuring that all children, regardless of background or ability, feel seen, supported, and challenged.

The physical learning environment is calm, structured, and consistent throughout the school. Classrooms include reflection areas displaying Christian values, oracy prompts, and the familiar “Good to be Green” behaviour chart which features that foster a sense of stability, belonging, and high expectations. Teachers are given autonomy to adapt their spaces while maintaining this shared framework, which helps pupils feel secure and able to focus on learning.

Personal relationships between staff and pupils are clearly a cornerstone of the school’s approach. Children shared personal examples that speak to the relational pedagogy in place. One pupil described how a teacher brings biscuits to help them stay focused during challenging lessons, with ice pops offered to those with dietary restrictions. “It shows how much we mean to them,” a child remarked, an observation that speaks volumes about the culture of care underpinning teaching at St Margaret’s.

“The teachers are very welcoming and say good morning and welcome you in.” – child

Staff plan collaboratively, meeting weekly to prepare for upcoming lessons. This shared planning enables high responsiveness in the classroom, as teachers adapt materials and strategies with a detailed understanding of pupil needs. Support staff are fully integrated into this process, bringing valuable insight and contributing to a team-based approach to inclusive teaching. This is particularly impactful in the early years, where early identification leads to prompt support and positive long-term outcomes.

Teaching draws on a diverse range of strategies, including specialist-informed practice. In one example, a teacher used Attention Autism techniques inspired by the book *Billy’s Bucket*, inviting pupils to guess the contents of a mystery bucket. This “Bucket Time” activity not only captivated attention but also served as an inclusive and accessible entry point into learning for all children. Staff demonstrate resourcefulness in ensuring inclusion across all settings. Forest School equipment is adapted so that younger or less physically confident pupils can fully participate, reflecting the school’s commitment to leaving no child behind or left out.

Assistive technologies such as voice-to-text tools, Clicker 8, and Bug Club support independent access to learning. Even Reception pupils are being taught to scan and save their own work, building digital literacy while reducing unnecessary resource use. Such creative adaptations exemplify the school’s ethos of delivering quality first teaching that is both imaginative and inclusive.

Personalised learning is embedded in daily practice. Learning plans are co-produced with parents and external professionals when necessary, ensuring a shared



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understanding of each child's needs. Strategies such as pre-teaching, visual supports, and checklists help scaffold success, with scaffolds gradually removed as pupils grow in confidence. This reflects the school's commitment to building long-term self-efficacy rather than relying on short-term fixes.

The impact of this thoughtful, inclusive pedagogy is visible not only in assessment outcomes but also in the way pupils approach learning, with curiosity, collaboration, and growing independence. Case studies reveal progress in both academic and social-emotional domains, illustrating the success of a school culture that balances high expectations with deep care.

Next Steps:

Identified by the school

- **Broaden Transition Support Projects** - Extend transition-focused initiatives, such as Forest School, to include pupils in Years 2 and 3 to build early confidence and continuity.
- **Revive More Able Pupil Celebration Initiatives** - Reintroduce opportunities to celebrate and challenge more able learners, using virtual or in-person links with secondary or DCAT schools.
- **Streamline Resource Auditing Across Subjects** - Replicate the successful staff-led Science resource audit across other subjects to better align needs, resources, and spending priorities.

Suggested by the assessor:

- **Digitise and Streamline Learning Materials** - Further reduce paper use by extending digital solutions such as Clicker or PDF annotation tools, especially in early years. This complements current efforts like teaching Reception children to scan and store work electronically.



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Element 5 - Assessment

Assessment at St Margaret's CofE Primary School is purposeful, inclusive, and rooted in a strong understanding of each child as a learner. Planning and assessment processes are well-embedded and tightly linked to provision. Teachers use assessment not only to measure progress but also to shape responsive teaching and guide timely interventions. This is especially evident in the school's focused tracking of pupils with SEND, EAL, and those from disadvantaged backgrounds. Termly progress meetings are structured around collaborative reviews of provision maps and intervention plans, allowing for swift adjustments based on pupil response and ensuring that support remains relevant. As a result, most pupils, including those in vulnerable groups, make strong progress in both academic and personal development.

Teachers demonstrate high skill in assessment for learning. A variety of real-time strategies are used to check understanding and provide immediate support. For example, in a lesson on column addition, a teacher strategically positioned certain pupils to enable close monitoring and responsive teaching, illustrating how small, intentional decisions help ensure that all learners are seen and supported. The impact of interventions is also carefully monitored and refined based on outcomes. Assessment at St Margaret's extends beyond academic progress to include emotional and social development, reflecting the school's holistic approach to pupil success.

The Thrive approach is a longstanding and integral part of the school's assessment framework. Teachers are given dedicated time each term to assess the social and emotional development of their pupils using Thrive tools. Outcomes inform class-wide goals, group work, and individual interventions. Thrive assessments are also used responsively to address immediate needs, such as bereavement or family disruption. This ensures that assessment supports readiness to learn and prioritises emotional well-being alongside academic attainment.

To evaluate the effectiveness of social and emotional interventions, the school employs a questionnaire based on Positive Childhood Experiences (PCEs). Results consistently show a positive impact on pupils' sense of safety, connection, and belonging. Class teachers take full ownership of Thrive data and are well-supported in analysing outcomes and planning appropriate next steps, reinforcing a culture of shared responsibility for pupil wellbeing and progress.

Professional development is a key strength and is closely aligned to assessment and provision. Staff engage in regular CPD focused on trauma-informed practice, adaptive teaching, and subject-specific pedagogy. Peer observation and mentoring are embedded within staff culture, enabling reflection and growth. Dedicated meeting time allows teachers to review Thrive data and share effective interventions, supporting a cohesive and informed whole-school response to pupil needs.

Teaching reflects both consistency and innovation. Shared strategies such as the use of oracy sentence stems, clear routines, and inclusive displays which provide coherence, while new approaches are explored through collaboration with colleagues and across the wider Trust. For instance, Oracy Champions are set to capture pupil voice snapshots



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at key points in the year, helping leaders to measure the impact of oracy initiatives and shape future work.

Lessons are well-paced and engaging, with pupils actively involved and responding positively to challenges. Differentiation and scaffolding are used effectively to ensure all children can access learning and succeed. Learning environments support both focus and interaction, fostering independence and confidence across all year groups. Finally, assessment is used strategically to support smooth transitions, particularly for pupils with additional needs. The SENDCo works closely with secondary schools by completing each feeder's specific pupil passport format, ensuring that essential information is communicated clearly and effectively. This personalised approach supports continuity of provision and helps vulnerable pupils make a positive start in Year 7.

Next Steps:

Identified by the school

- **Ensure Strategic Alignment Between Needs, Resources, and Spending** -Continue to build a robust approach to resource planning by aligning identified needs with available funding and ensuring spending is purposeful. The recent collaborative audit of science resources, which included recycling, reorganisation, and gap analysis, proved effective and could be replicated across other subject areas to support strategic resourcing.

Suggested by the assessor:

- **Enhance Social Connectedness Through Sociometric Surveys** - Consider regular sociometric surveys to monitor children's sense of belonging and relationships. Tools such as those from the University of Sussex may be useful in shaping social connection strategies.
- **Refine Demographic Analysis Tools** -Consider developing a bespoke set of demographic indicators to analyse trends in attendance, extracurricular participation, and other key outcomes, with a focus on inclusion (e.g., outdoor space access, family structure)



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

"Teachers want us to enjoy school." – child

At St Margaret's CofE Primary School, behaviour, attitudes to learning, and personal development are clearly rooted in the school's inclusive values. Children described a strong sense of emotional safety, supported by initiatives such as classroom worry boxes. Pupils explained that teachers read out anonymous concerns and offer general advice, always responding with sensitivity and respect. This thoughtful approach underpins pupils' excellent understanding of safeguarding: they recognise that while their privacy is respected, staff may act if needed to protect a child's wellbeing. Children also articulated how their school environment keeps them safe, referencing perimeter fences, shade guidance, emergency drills, and their clear understanding of who to turn to for emotional support, including classroom adults and Thrive practitioners.

"It means a lot to us that he gives up his time and stays up late." – child

Classroom observations during the assessment visit revealed highly engaged pupils, from imaginative play in Reception to Key Stage 2 children composing original songs about Henry VIII. Children demonstrated strong collaboration skills, working confidently in pairs and trios, and practising oracy skills such as turn-taking, empathy, and active listening. Staff noted particularly positive progress among key pupils whose confidence has grown through consistent oracy teaching, leading to more respectful, reciprocal dialogue among peers.

Children are not only active learners but also confident communicators. Many approached visitors unprompted to share their learning, demonstrating a culture in which pupil voice is genuinely valued. In Reception, children proudly read aloud their independent writing. During free-flow sessions, they made purposeful choices and engaged thoughtfully with learning zones, reflecting the Early Years team's carefully modelled routines and encouragement of autonomy from the outset.

Personal development is enriched through carefully considered opportunities that go beyond the academic. The installation of a clamber stack arose from the school's recognition that while continuous provision supported learning, it had limited children's opportunities for gross motor development. The purposeful addition of this equipment exemplifies the school's responsive, holistic approach. Similarly, the presence of the school's rabbits, Humphrey and Hetty, originally introduced to support individual children has evolved into a school-wide rota system that builds empathy, responsibility, and shared care among all pupils.

Celebration and belonging are key features of school life. Multicultural days, performances, and open mornings unite the community and allow children and families to share and celebrate their identities. During the assessment visit, nursery staff adapted daily routines in response to hot weather, enabling children to access outdoor spaces safely, an example of the school's responsive, child-centred ethos in action.



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Next Steps:

Identified by the school

- **Continue to Refine Movement Procedures** - Continue to review, adjust and rehearse procedures for moving around the school as we do each year.
- **Continue to Develop Responsibility Opportunities Based on Self-Audit Reflections** - As part of the school's self-audit for this award, staff acted on pupil feedback by introducing a rota for consistently well-behaved pupils to care for the school rabbits, Hetty and Humphry. The school plans to continue and embed this approach as a meaningful way to recognise and celebrate positive behaviour.

Suggested by the assessor:

- **Develop Learner-Led Support Tools for SEND Pupils** - Building on inspiration from Kit Messenger's work, consider adapting individual learning plans to include pupil-led reflections on needs and goals, emphasising the child's own locus of control.



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Element 7 - Parents, Carers and Guardians

At St Margaret's CofE Primary School, parents, carers and guardians are recognised as vital partners in every child's educational journey. The relationship between home and school is built on trust, transparency, and a shared commitment to inclusion and high expectations. Families consistently report that their voices are heard, their children are known, and their individual needs are understood and respected.

"There is no bullying, and they are quick to respond." – parent

Relationships with families are a cornerstone of the school's inclusive approach. Communication is responsive and multi-channelled, including newsletters, social media, an app, and face-to-face contact. Where needed, translation services ensure that all families can access information. The open-door ethos is consistently praised by parents, who describe the school as approachable, compassionate, and solution focused. When families face hardship, the school offers bespoke support plans and coordinates with external agencies to ensure a joined-up approach to care.

Home-school partnerships are actively nurtured through a range of workshops focusing on phonics, maths and wellbeing. The Early Years team plays a particularly hands-on role, providing tailored support on routines, learning through play, and behaviour strategies. This empowers families to feel confident and equipped to reinforce learning at home, strengthening the school's holistic and inclusive ethos from the earliest stage.

The leadership team including governors and senior staff work collaboratively to embed inclusive practice throughout the school. Inclusion is a regular focus at governor meetings, and governors take an active role in the life of the school: visiting classrooms, engaging with staff and pupils, and closely examining data with an equity lens. One parent-governor, reflecting on their own background as a supply teacher, said it was the school's warm, collaborative ethos and the way staff "spoke lovingly" about children that inspired them to enrol their own child.

Leadership at all levels models this inclusive vision, both in everyday interactions and in strategic planning. It is distributed, collaborative and underpinned by clear accountability. Parents experience this through timely, responsive communication, careful attention to individual needs, and an inclusive mindset that permeates school life. Individual Learning Plans (ILPs) are often highlighted as a strength — detailed yet accessible, they help families understand and support their child's progress. As one parent said, "You can see how well your child is doing. ILPs are written to be understood."

The school's focus on emotional well-being is equally valued by families. The Thrive approach is widely praised for helping children build confidence, self-awareness and resilience. One parent noted, "They read him well and help him manage his needs," highlighting the depth of personalised care that contributes significantly to pupils' readiness to learn.

"We work together." – parent



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Inclusion extends well beyond the classroom. Staff are committed to ensuring that all pupils can take part in educational visits and experiences, regardless of need. For example, one parent described how the school worked closely with them to overcome barriers for a trip to Preston Manor, ensuring their child could participate fully. This proactive, solutions-focused approach reflects the school's commitment to equity and access.

Communication between home and school is strong and continues to evolve. In the Early Years, the SeeSaw platform has been used effectively to share learning and keep families informed. Recognising that engagement with the platform may decrease as children progress, leaders are now piloting Learning with Parents as a more accessible alternative. Early feedback has been positive, with families finding the new platform intuitive and helpful in supporting home learning.

Next Steps:

Identified by the school

- **Embed New Reading at Home Platform Across the School** - Continue the rollout of the new Reading at Home platform, ensuring it is fully embedded and consistently used across all year groups to support reading engagement and home-school collaboration.
- **Strengthen Reception Parent Engagement Through Individual Visits** - From 2025–2026, offer each Reception parent a one-hour individual visit to observe the EYFS setting, gain insight into daily routines, and experience the quality of relationships and learning environments first-hand.

Suggested by the assessor:

- **Restore Communication Channels with Parents of SEND Pupils** - Respond to parent feedback by exploring the reinstatement of a streamlined communication tool, such as SeeSaw, for families of SEND pupils, balancing connection with staff workload.



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Element 8 - Links with Local, Wider and Global Community

St Margaret's CofE Primary School is deeply rooted in its local community while fostering a strong awareness of national and global issues. This strong ethos is intentionally nurtured through carefully developed partnerships, inclusive enrichment, and purposeful curriculum links. Pupils are supported to build a secure sense of identity, belonging, and responsibility. The school provides rich, real-world opportunities from engaging with local charities and environmental groups to exploring complex global issues through subject learning enabling children to see themselves as part of a wider world. These experiences broaden horizons and help develop pupils' confidence, character, and cultural understanding.

The school maintains a close and active relationship with its parish church. Local clergy regularly lead collective worship, and pupils engage in visits and shared celebrations that foster spiritual growth and community connectedness. These links support pupils in developing moral understanding and reinforce the school's Christian values in action. Beyond the church, the school actively builds partnerships with local charities, farms, and environmental organisations. These connections help children apply their learning in meaningful, community-based contexts. Participation in Crawley-wide sports festivals and educational events offers further opportunities for pupils to engage beyond the school gates and fosters pride in their wider community. The school also engages professionally with local networks, recently hosting a School Business Managers' meeting, which was praised for its welcoming, inclusive culture.

St Margaret's also fosters collaborative links with other local schools. A strong example is the annual Year 6 visit to Christ's College Hospital chapel, where pupils come together with peers from neighbouring schools for a reflective and historical experience. These events provide meaningful opportunities for shared learning, the exploration of common values, and cross-school collaboration.

Curriculum enrichment is a key strength of the school. Pupils benefit from a diverse range of visits and visitors, including wildlife presentations, science shows, drama workshops, and trips to historical sites. These experiences are designed to be inclusive, and staff work proactively to remove barriers. One parent spoke of a visit to Preston Manor where the school collaborated closely with their family to ensure the trip was fully accessible — a testament to the school's commitment to inclusion in every aspect of provision.

"They have sports events where everyone can join in. PE is majorly inclusive." – child

Sport and physical development are also enhanced through external partnerships. Pupils access age-appropriate multi-sports opportunities and coaching from providers such as Storm Basketball and Crawley Football Club. Extra-curricular clubs are an important part of school life and reflect the same inclusive ethos. Clubs led by school staff are either free or incur a minimal materials charge, such as the popular sewing club run by the headteacher. Clubs led by external providers are sometimes subsidised using Pupil Premium funding, ensuring all pupils can participate, regardless of background.



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Pupils are introduced to global themes through curriculum content and whole-school initiatives. Topics such as climate change, conflict, and diversity are explored through geography, RHE, and RE, encouraging thoughtful engagement with global citizenship. Events like Earth Day, Safer Internet Day, and Black History Month are integrated into teaching and celebrated through projects and assemblies. These opportunities give pupils the tools to understand and discuss world issues with empathy and awareness.

A major celebration of the school's inclusive culture is *Super Saturday*, which is a much-loved, school-wide fundraising event that brings together families, staff, and pupils. Activities include bouncy castles and luxury cars, which parents can pay to sit in themselves. Year 6 pupils explained they had never missed one and planned to return even after moving on, highlighting how the school fosters a lasting sense of belonging and community connection beyond pupils' time on roll.

Social action is embedded in the life of the school. Pupils regularly support charities such as Red Nose Day, Children in Need, and local food banks. These initiatives are often pupil-led, with the School Council taking the lead in planning and promoting fundraising activities. In assemblies and oracy sessions, pupils are encouraged to reflect on compassion, fairness, and justice, and to recognise the difference they can make in their community and beyond.

Professional collaboration in further strengthens the school's outward-facing approach. As a member of the Diocese of Chichester Academy Trust (DCAT), St Margaret's engages in shared CPD, moderation, and leadership development across schools. Staff participate in peer reviews, visits, and planning discussions. Ongoing dialogue with other DCAT schools supports innovation, and future cluster groups are being explored to deepen shared initiatives, including work around oracy and pupil voice.

The school's online platforms, including Facebook and X, help bridge home and school, celebrating pupil achievements and informing families of current events and successes. Parents consistently report how much they value seeing their children's learning experiences shared publicly in a way that is joyful, respectful, and affirming.

Next Steps:

Identified by the school

- **Introduce Medical Alert System for Minor Injuries** - From September 2025, implement a Medical Alert system to notify parents and carers by email when their child experiences a minor injury at school, strengthening communication and parental reassurance.
- **Continue Strengthening Links with St Margaret's Church May Fayre** - Following the success of the May 2025 Fayre, the school will continue to participate in future events, such as Maypole dancing, to further strengthen its relationship with the church and local community.



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- **Enhance Partnerships with Local Secondary Schools** - Strengthen transition and enrichment opportunities through partnerships with local secondary schools. As part of Holy Trinity's new 'Come and See' project, both current Year 5 classes will visit the school for an engaging learning experience.

Suggested by the assessor

- **Establish a 'Values in the Community' Recognition System** - Introduce a recognition initiative involving local businesses or community workers who can nominate children demonstrating school values for public celebration.
- **Develop and Extend Global Links** - Expand current global partnerships, particularly with Sierra Leone, by seeking reciprocal links through the British Council. Ensure the relationship promotes shared learning and mutual validation.