



Inclusion Quality Mark (UK) Ltd

7th February 2013

Mrs S Walker
Sacred Heart RC Primary School
Knutsford Road
Gorton
Manchester
M18 7NJ

Assessment Date: 31 January 2013

Summary

Sacred Heart R.C. Primary School is an oasis of learning and nurture in the urban environment of Gorton. The staff have a clearly defined inclusive ethos and the SLT ensure that all members of staff understand inclusion in action and how to achieve positive outcomes through classroom and whole school policy and practice. The school is a happy, purposeful, supportive environment and the pupils demonstrate that they feel secure, successful and proud of their school. The strong leadership team and committed teaching staff have high, appropriate expectations of their pupils and equally value social and emotional aspects of development, in addition to curriculum based skills and knowledge. The SLT and teachers have created a caring, inclusive and positive ethos where individuals, whatever their ages, ability or background are valued, thus promoting self-esteem, self-reliance and a sense of personal integrity and communal responsibility.

All members of the school community have high expectations of themselves, a sense of pride in themselves, their work, their school and their community. All members of the school community are also being encouraged and supported through whole school initiatives to become independent in their thinking and learning. Through practical experience and active participation in a creative curriculum pupils are supported to develop a range of lively, enquiring and imaginative skills and are well supported in forming positive attitudes and relationships.

Sacred Heart School offers a calm, happy, safe and secure learning environment. School personnel prioritise safety, mutually respectful communication, and a love of learning and positive relationships with pupils, peers, parents and the wider community. Personal achievement is valued and celebrated. Learning differences are understood and effectively managed through early identification and intervention. Teaching is stimulating and resources are carefully chosen, accessible and respected.

The school has a clearly defined inclusive philosophy and observation of practice, scrutiny of documentation and interviews with pupils, staff and parents evidence that Sacred Heart School is a highly inclusive learning environment.

- 2 -

7th February 2013

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. 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 3 years' time.

Assessor: Sarah Rawsthorn MEd

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Name of School:	Sacred Heart RC Primary School
Headteacher:	Suzanne Walker
Date of assessment:	31.01.2013
Website:	www.sacredheart-jun.manchester.sch.uk
Assessor:	Sarah Rawsthorn
Successful:	Yes

Context of the School and Sources of Data

Sacred Heart Primary School is a growing school of slightly above average size, it was successfully amalgamated in 2006. It caters for pupils from 3-11 and also runs a breakfast club, the school is situated in Gorton, close to Manchester City Centre. The percentage of pupils eligible for free school meals is 48% significantly above average. The school is sited in an area of high socio economic deprivation, economic wellbeing is rated in the bottom quartile nationally. Unemployment rates are very high and family stability is low. The local SureStart Centre and Nursery has recently closed. There are a large number of children from a wide range of ethnic backgrounds from a range of home countries, nineteen different languages are spoken by the children in the school. The school has a relatively high number of pupils with identified learning difficulties and/or disabilities. Three pupils have a Statement of Educational Need, 4 pupils are described as being at intensive school action plus and 9 at school action plus, 19 pupils are at school action. There is rigorous monitoring of SEN data to ensure that pupils are making progress and do not remain static at a stage of intervention.

The school has achieved a number of awards including the LA Award of Distinction in Inclusion, ICT Mark, Silver Healthy Eating Mark, a certificate for Embedding Global Dimensions, Road Safety Award, Get Set Olympic Values Award and Food Hygiene. The school is currently undertaking the What Money Means Centre of Excellence Programme. The school is an ECAR and ECC school. In 2007 the school was judged by OFSTED as good, serving its pupils well. Since the OFSTED inspection the school has developed its performance and continues to seek improvement, demonstrating commitment to the learning and wellbeing of the pupils of the school.

Portfolio and Other Supporting Evidence

The portfolio of evidence is an example of good practice and gives clear examples of systems, processes and activities to develop further inclusive practice in the school. There is significant evidence for each of the ten elements which is comprehensive and clearly signposted, making it a very user friendly document. The IQM Co-ordinator and Inclusion Manager is to be congratulated for the presentation of the portfolio and for its quality. The portfolio and supporting evidence was collated through a consultative process led by the



Assessment Report



Inclusion Manager. All members of the teaching staff contributed to the gathering and sharing of information, this superb level of team work is recognised as being standard practice in this innovative school. The careful and appropriate selection of evidence fully supports the IQM process.

Element 1 - Learner Progress

This inspection upholds OFSTED's comments from the most recent report, dated March 2007.

'The majority of children enter the school with well below average starting points, but because of good support and provision.....they make good progress.'

The school makes exceptional use of early assessment and intervention strategies to take a proactive response to supporting pupils with additional needs. The school is in the process of establishing rigorous new software based tracking process which identifies each child's progress against expected attainment. Where additional support would be beneficial a wide range of intervention programmes can be utilised, the staff are not complacent in their employment of interventions, progress is carefully monitored and alternative interventions offered as appropriate. Review sessions are used before 'handover' meetings with opportunities for discussion on expected pupil progress, identification of children who have not made expected progress or are not on track for their end of Key Targets, analysis of any interventions already applied and areas identified for further intervention. Time is allocated for staff to share information about pupils' progress. This includes transition between classes and phases. Recording of pupil progress and analysis of results is done regularly, to ensure staff are able to respond immediately to information gathered.

In the 2012 KS2 SATs 71% of pupils achieved a Level 4 or above in English and Maths.

The school works hard to ensure that all pupils, regardless of need or disability are fully included within the provision. Personalised learning approaches and targets ensure that pupils are active participants in their own learning. Assessment information is used to inform planning and identify teaching strategies. Individual learning needs are identified through varied assessment procedures and a range of interventions are provided to support those children with additional needs including individual and small group programmes. To ensure that children have ownership of their learning they are asked for their views/opinions on any interventions used. Provision Mapping is in place and the portfolio provides evidence of comprehensive support provided.

When asked how do they know they have had success in their learning one child explained the marking practice to me *'tickled pink for very good and green for need to improve'* whilst others, the traffic light behaviour monitoring system and supplementary tracking visual displays e.g. The Snail Track and Mountain, the celebration assembly, display boards, treats, prizes, stickers and certificates as examples. Children were very clear about expectations, rewards and sanctions in every year group and able to articulate them to me. Opportunities for peers to support each other in their learning are fully embedded.

Each classroom has targets displayed on walls and where appropriate to the age of the child targets are stuck in exercise books. Files are available containing valuable information regarding whole school, class and individual inclusion issues, for example relevant policy documents, Critical Information lists, SEN register, SMART IEPs and vulnerable children information. This information is available to all personnel working with or supporting the pupils at any time during the school day. Each class also has Assessment/Tracking files with

progress data relating to individual pupils, FFT predictions, targets and pupil progress meeting information.

Strengths:-

- This is an area of strength in the school.

Areas for development:-

- Continued development of peer assessment and use of interactive marking in all classes.

Element 2 - Learner Attitude, Values & Personal Development

On the assessment day there was evidence that positive relationships are fostered between all members of the school community at every level. The children are trained in conflict resolution and feel that positive behaviour management systems are *'good and fair'*.

There is a strongly developed sense of care and respect which is evident across the school. Pupils demonstrated sensitivity towards the needs of others and talked of how they help younger and more challenged pupils in their learning. The assessor was very pleased to see impeccable behaviour throughout the school and observed the children to be polite and friendly with beautiful manners, fully engaged in tasks and a credit to the school and their families.

The pastoral system supports social and emotional development and the learning experience of others. Whilst all members of staff interviewed stated that pastoral responsibility is shared by all members of staff the school has a designated and very committed Parent and Pupil Support Worker who monitors pupils safety, wellbeing, tracks attendance and is available to offer social and emotional support. As part of her responsibilities she is available from 8 am to welcome and greet families and will signpost other services where appropriate. She reports that *'Staff here are fantastic at giving feedback to me, if there is the slightest issue concerning a child's welfare we share the information'*. Pupils know where guidance is available. Social and emotional development is developed using circle time. Worship is also used to foster emotional wellbeing at Sacred Heart. The school takes care to ensure that all resources and materials used reflect the school's core values. Emotional literacy displays are evident in corridors. A variety of groupings and settings are implemented e.g. single and mixed ability groups and peer support opportunities. Gifted and Talented pupils are enabled to access learning opportunities every Thursday afternoon at the feeder High School. A maths student also offers enrichment activities in school and children can access different year groups during lessons which are planned to extend the knowledge of high ability pupils.

During interviews, parents and staff confirmed that there are excellent induction and transition programmes in place at all stages exemplified by Foundation and Year 6 liaison, planning and processes. In parent interviews it was stressed that the school takes every care to ensure that transition is smooth at all key stages.

The five strands of 'Every Child Matters' – Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being – are evident throughout the school and are core principles within the School Development Plan. Also in line with ECM, the school is committed to developing and enhancing the role of pupil voice. Questionnaires are used to gather the views of learners and to discover children's interests, talents and achievements beyond the school. For example, children and parents are encouraged to share information regarding music, dance and sport certificates and participation.

There is an active and effective democratically elected school council, made up of representatives from each class throughout school which meets fortnightly to represent their peers' views, some excellent examples of proposals made by the children were improved access for pushchairs and prams and establishing a football tournament.

In line with ECM – Be Healthy, the school has embraced a number of approaches to develop and encourage healthy lifestyles including healthy eating.

All pupils have opportunities to be involved in a range of activities including before and after school booster groups and extra-curricular clubs for example Brass Band, Karate, BMX Biking and Choir which are all very affordable or subsidised by school to enable the participation of all. The pupils at the school are enabled to coordinate their own lunchtime clubs in school to reflect particular areas of interest. The parents gave praise for the school's commitment to ensuring that all children can access visits and that disability or impairment is not a barrier to participation.

When asked what they valued most about the school the 7 children interviewed stated '*The best things about this school are the computers, the learning, the teachers, reading and having fun*'. When asked about development issues the children could not think of anything to make their school better except for replacing some broken playground toys.

Strengths:-

- Early intervention.
- Pupil voice.
- Progress made by learners.
- Pastoral care.

Areas for development:-

- Dissemination and walking tours with colleagues from the cluster to share and discuss best practice.

Element 3 - Leadership & Management

The school evidently benefits from strong leadership in the form of the Head teacher, Deputy and supporting members of the leadership team. One member of staff reported that *“The boss is fantastic because she listens and encourages us. She works us hard but we all want the best for these children.”* The Inclusion Manager has a wealth of expertise in SEN and through observation, coaching, resourcing and monitoring ensures that all members of staff are enabled to meet the children’s needs.

The leadership team are aware that the geographical and socio economic background to the catchment is representative of a narrow cultural background. In order to address this the school is outward looking and is considering making links with a rural based Primary school to promote positive images of difference.

Procedures exist for seeking the views of all stakeholders; this includes annual questionnaires to staff, parents and pupils thus striving to ensure that all stakeholders are involved in shaping the strategic direction of the school.

The Head teacher, together with the Deputy Head and Inclusion Manager are very effective role models for inclusive values. The Head teacher’s energy and determination in furthering the learning experience of every child at Sacred Heart is to be commended. Vision is clear and effectively articulated throughout the school; the Head teacher encourages and achieves extensive involvement of different stakeholders throughout the school from governors to parents and members of the local community. Sacred Heart Primary is evidently a very welcoming inclusive school but is not complacent. Through a process of reflection, every member of staff is committed to ongoing development. The school works with a cluster group of Catholic Primary schools, to develop practice and share experiences. The school seeks out excellence and is open to new initiatives if it is felt that it will enhance the children’s learning experiences or emotional wellbeing. This expectation of continual improvement is reflected through the School Development Plan.

Strengths:-

- A strong school team with shared ethos and sense of individual and combined responsibility with regard to learning, social and emotional wellbeing of the children in their care.
- Coaching and mentoring colleagues.
- Expertise of staff.

Areas for development:-

- Developing links with a school in a contrasting locality.

Element 4 - Staffing System & Organisation

The staff structure is transparent and cohesive and reflects the school's commitment to improvement. Whilst individual members of staff have a remit to coordinate safeguarding, SEN, G&T, behaviour, first aid, home-school partnership, race/culture equality, community, PHSE, to name just some, pastoral care is a responsibility that is shared by all staff members.

Each classroom adheres to a consistent approach with regard to displays and resources and classroom organisation thus providing high standards and a sense of consistency and stability of pupils and staff.

All those interviewed expressed the view that members of staff are equally valued and supported. Whilst there is evidently strong leadership, as noted by OFTED “...*the highly effective headteacher ably supported by the deputy head teacher and senior team, has established an ethos which is single mindedly determined to overcome past underperformance.*” There is a collegiate approach in the running of the school and the staff interviewed confirmed that they feel that they are a strong team. There is strong evidence of collaborative planning for identification, target setting, monitoring and review. TA evidence demonstrated the school's commitment to developing the full potential of each child; TAs work with all ability groups from SEN to Gifted & Talented.

Staff are involved in regular in-house and local INSET initiatives and the school provides opportunities for staff to attend inclusion related training. Structures and systems are in place to facilitate the cascading of information and staff meetings are used effectively to support school development.

Staff interviewed demonstrated a commitment to inclusive practice. They reaffirmed the ethos of equality and spoke warmly of a team commitment to building positive relationships between all staff and pupils in the school community. Recognition of staff talents, skills and expertise enables all to make a very valuable contribution. Staff willingness to share their own specialist skills and experience with each other and a range of professionals elsewhere is testament to the strength of the school community.

In addition to the full time members of the school team the school also provides additional support from specialist teachers in Spanish, Music, Art, Reading and Numeracy funded through the school budget.

New members of staff are offered teaching observations, feedback, coaching and training, should development needs be identified, for example EAL support and behaviour management strategies.

Strengths:-

- Leadership.
- Evaluation of practice, continuous development.

Areas for development:-

- There are no significant areas for development.

Element 5 - The Learning Environment

Sacred Heart Community Primary School is a modified and extended 1970s open plan build with attractive well resourced outdoor play areas. The art work is of a high quality using mixed media, displays in corridors, classrooms and reception areas are eye catching, stimulating, global and cross curricular and the children's work is beautifully presented and displayed. It is evident that the work of all pupils regardless of age and aptitude is valued and displayed not only to exhibit the quality of their work but also to enhance pupils pride in their work and their school and their own self-esteem.

Classrooms have been redesigned from the original open plan design to create more user friendly classrooms. There is a central shared area (formerly an open courtyard) which is flexible in its use and provides an alternative learning environment for classes, groups and individual work. The building is used to maximise learning, there are several small rooms, offering the opportunity for staff to work in distraction free environments with pupils as appropriate.

The playground is well maintained, with picnic benches, a beautiful climbing frame made from polished tree trunks, a climbing wall, a tepee and a ball games area. Playtimes are staggered to give the children more space to play and to reduce accidents.

The school runs a pupils' eco council which focuses on the environment, sustainability and links in with green initiatives, such as the pilot Country Trust and Safe Gorton schemes. Each class has a growing bed in which they grow vegetables and a new outdoor classroom has been developed at the back of the church garden which has chickens and is open to the pupils at school.

The office at the front of the school is staffed by welcoming, friendly staff and offers all the appropriate mechanisms to ensure children's safety.

The library is replete with computers as well as books reflecting a wide range of literature which reflects all curriculum areas and a significant collection of books to enhance Social and Emotional aspects of learning, to develop understanding of learning differences and other religions and cultures.

The classrooms are well organised and all rooms have consistency in displays of Literacy and Numeracy and Behaviour Monitoring. The resources are accessible to the children and clearly stored.

The corridors are decorated with artwork and the school's Statement of Beliefs e.g. 'I know how to help people when they are in trouble.' There is also a Where in the World display, labelling the home countries and languages of some of the pupils. The School Council has an impressive noticeboard featuring photos of School Council members, with a short autobiography and minutes of meetings displayed.

Strengths:-

- Use of space.



Assessment Report



- Quality of resources.
- Outdoor environment.

Areas for development:-

- Multi lingual signage.

Element 6 - Teaching & Learning

The school has successfully implemented a number of strategies to support the identification of differences between individuals and groups. Pupils who met with the assessor spoke with confidence of how to access support in their learning.

Children's involvement in their learning and evaluation of their work is a major part of the school philosophy. There is an emphasis on marking procedures where children have clear indications of their progress and some have the opportunity to self-assess.

In lessons pupils know what they need to achieve to make progress and this is adapted to meet differing needs. In Foundation Stage there is a strong focus on children learning the skills of using language, working independently and as part of a larger group. The staff place emphasis on the development of careful planning and well developed assessment procedures of pupils' work.

The curriculum offered to pupils at Sacred Heart is enhanced and enriched through visits in the immediate and wider locality thus promoting experiential learning, the children attend Church weekly, as a reward children are taken to the Church café occasionally and classes have visited the Art Gallery and Museums in the city. The curriculum is used effectively to raise awareness of the wider world in which pupils live as reflected in the whole school. Visitors to the school have included drummers, steel bands, dancers, poets and authors. University students are encouraged to talk to the children about life at university with the aim of widening the horizons and aspirations of pupils. Theme days, events or weeks also enhance provision and provide enriched experiences. The school welcomes a number of visitors throughout the year to support curriculum delivery, PSHE and personal development.

The creative curriculum is structured through a KWL approach (what do we...know, want to know and what have we learned?) which is embedded throughout the school.

Strengths:-

- Consistent approach to teaching and learning and behaviour modification.

Areas for development:-

- There are no significant areas for development.

Element 7 - Resources & ICT

The school's ICT budget has been devolved to provide resources where all pupils have equal access and entitlement. The school has invested heavily in the provision of ICT resources which will ensure that the pupils in the school are able to access learning through multimedia approaches and will prepare them well for their futures. There are class held and centrally held computers which reflect a wide range of leading ICT hardware currently available on the market. The children named the school's ICT provision as one of their favourite features of the school.

A range of software has been licensed and purchased to enable pupils to progress their learning through a preferred medium. Some of the curriculum software enables pupils to compete against other players in other schools and the school learning platform also provides links to sites which will enable leaning at home e.g. Purple Maths and Numbers Count. There are interactive whiteboards in every classroom. Classrooms have wireless internet access and email facility.

There is evidence of purchasing, adapting and creating resources to support individual need. For example, iPads with touch screen facilities are a useful tool in supporting learners with significant needs.

Resources are carefully audited and organised to ensure equality of access. It was clearly evident on assessment day that staff and pupils both have awareness of resources and can confidently access support. Children are thus encouraged to access resources independently and use them appropriately.

The school has a broad range of centrally held assessment tools and programmes to enable early identification of need and appropriate intervention.

Strengths:-

- Range of ICT resources.

Areas for development:-

- Renewing some SEN assessment tools.

Element 8 - Parents & Carers

The parents interviewed were effusive in their praise of the inclusive ethos of the school. The parents are appreciative of the fact that at least two or three members of staff are a visible presence on the school playground in the morning, indicative of the school's welcoming ethos. Parents evidently value the school's 'open door' policy and affirmed that staff are easily accessible to parents.

Parents interviewed confirmed that there are excellent induction and transition arrangements including mid-term transition programmes in place. It was clear that new pupils and parents receive a very warm welcome. Home visits are offered to families with new starters so that the children are more confident about beginning school and staff can gather pertinent information from the parent in a relaxed environment. The Head teacher stressed that the school takes every care to ensure that transition is smooth with for example extended transition and additional visits for those who need it.

Parents praised the dedication of the staff at Sacred Heart. They particularly liked the emphasis the school places on encouraging all to have a go.

'They listen, that's the thing. I wouldn't choose anywhere else for any of my kids.' commented one parent who felt that some other schools are more inclined to tell parents about their child than listen to what the parent had to tell them about their son or daughter. Another whose child had transferred from another primary said *'I wish I'd brought my little girl here sooner.'*

Parents and carers are kept informed of all aspects of school life and their child's progress through the school newsletter, learning platform, annual reports and parents' evenings all of which are valued by parents. Parents felt that communication between home and school in all areas was excellent; this to include access to staff through the 'open door' policy. One parent said *'They care about the kids and they care about the parents.'* Those interviewed also cited face to face contact with a member of staff as their preferred mechanisms for communication. Parents felt very confident that they could share any concerns with school and that they would be listened to and acted upon straight away. They praised the 'open door policy' several times during interviews. One parent commented *"I'm not worried. I know my children are safe, they never say they don't want to come to school."*

Parent Questionnaires are also used to gather views from across the school community and the results reported. The school also offers termly parent workshops, led by different classes on each occasion, there have been craft days, fun learning days, phonics awareness raising days etc often initiated by a parental request.

There is a fledgling Friends of Sacred Heart group, largely organised and led by two mothers who are working hard on fund raising activities to improve the social and educational opportunities for all the children at Sacred Heart and to develop the good relationships and links with the church. The FOSH representative was confident that funds are spent equitably and promptly. One mother stated that she felt that *'The discipline at the school and teaching the word of God'* offered pupils a good moral foundation.

It was clearly evident on the assessment day that the school greatly values parental partnership and actively encourages parental involvement in school and community to enhance the educational experience of the children at Sacred Heart. However this is a challenge for the school as some parents are described as ‘hard to engage’, however the staff continue to work with all parents to whatever extent is possible. As the Inclusion Manager said “We can learn so much from the child’s parents, if for any reason they are hard to reach school personnel will find a way”.

Strengths:-

- The relationships with and support offered to parents.
- Recognition of the parents as the child’s primary educator.

Areas for development:-

- Staff support in developing and growing the Friends of Sacred Heart group.

Element 9 - Governors, External Partners & Local Authority

There is a close link between the school and the Governors; they are very supportive of the school and work hard to meet their responsibilities to the school. The Chair of Governors has considerable expertise in education, indeed he was a former Head Teacher of the school, another Governor is the Vice Chair at a local college and as such has a wealth of expertise to offer. During our interview it was reinforced that the Governing body were strong and acted as both a support and challenging critical friend to the Senior Leadership team in driving inclusion and equality agendas.

The Chair of Governors was passionate about all aspects of inclusion and reported he was enjoying the role of Governor. He felt not only welcomed into school but part of the school family. One explained that *“every member of staff is on the Inclusion team”* adding that inclusive values are reflected in the admissions’ policy and the ethos of the school.

It is evident from portfolio evidence and interviews on assessment day that the school has developed a clear and coordinated communication process with a range of external partners including the feeder high schools, school health and the speech and language service although the pressure on these services means that there is a restriction on the support these organisations can offer the school.

School also procures support from a Behaviour Consultant from the local Primary Support Centre with a brief to further build capacity and prevent permanent exclusion, who confirmed that she found the school to demonstrate exemplary inclusivity, saying *“They know the families very well....the school is fantastic very welcoming.”*

Strengths

- This is an area of strength in the school.

Areas for development:-

- There are no significant areas for development.

Element 10 - The Community

The staff at Sacred Heart Primary understand the position of responsibility that they hold in the local community and they model an ethos of nurture, support and high expectation. The staff go the extra mile to support parents, carers and families of the children from the community and beyond. The school is beautifully presented and expectations of pupils' appearance send the message that self respect as well as respect for others is paramount. The school has worked hard to ensure that the children have somewhere attractive, safe and fun to play. Sacred Heart Primary School and Church is the heart of the local community for many residents in the locality. The school and church work hard to enhance the lives and opportunities of the local population. The parishioners from the church work with pupils who are preparing to take First Holy Communion.

The school makes use of expertise and good relationships with staff from the local special school and has strong links with the local High School. The children are encouraged to engage in local events, for example; the pupils put on a talent show and carol concert for local elderly residents, through such activities a caring community ethos is fostered.

The school is active in many aspects of community life at a local, national and international level. The experience of pupils at Sacred Heart has been enriched through learning about the lives of children growing up in different cultures and environments to their own. As mentioned the school welcomes visitors into school to share their culture.

Strengths:-

- Community engagement.
- Reaching out to hard to engage families.
- Relationships.

Areas for development:-

- There are no significant areas for development.

Summary

Sacred Heart R.C. Primary School is an oasis of learning and nurture in the urban environment of Gorton. The staff have a clearly defined inclusive ethos and the SLT ensure that all members of staff understand inclusion in action and how to achieve positive outcomes through classroom and whole school policy and practice. The school is a happy, purposeful, supportive environment and the pupils demonstrate that they feel secure, successful and proud of their school. The strong leadership team and committed teaching staff have high, appropriate expectations of their pupils and equally value social and emotional aspects of development, in addition to curriculum based skills and knowledge. The SLT and teachers have created a caring, inclusive and positive ethos where individuals, whatever their ages, ability or background are valued, thus promoting self-esteem, self-reliance and a sense of personal integrity and communal responsibility.

All members of the school community have high expectations of themselves, a sense of pride in themselves, their work, their school and their community. All members of the school community are also being encouraged and supported through whole school initiatives to become independent in their thinking and learning. Through practical experience and active participation in a creative curriculum pupils are supported to develop a range of lively, enquiring and imaginative skills and are well supported in forming positive attitudes and relationships.

Sacred Heart School offers a calm, happy, safe and secure learning environment. School personnel prioritise safety, mutually respectful communication, a love of learning and positive relationships with pupils, peers, parents and the wider community. Personal achievement is valued and celebrated. Learning differences are understood and effectively managed through early identification and intervention. Teaching is stimulating and resources are carefully chosen, accessible and respected.

The school has a clearly defined inclusive philosophy and observation of practice, scrutiny of documentation and interviews with pupils, staff and parents evidence that Sacred Heart School is a highly inclusive learning environment

Assessor: Sarah Rawsthorn

Date: 7th February 2013