



Report on IQM Inclusive School Award



School Name: Outwood Primary Academy Alne

School Address: Main Street
Alne, York
North Yorkshire
YO61 1RT

Head/Principal Ms Michelle Dawson

IQM Lead Ms Helen Teale

Assessment Date 11th January 2024

Assessor Mrs Sue Wight

Sources of Evidence:

- IQM Self Evaluation Report (SER)
- Website
- Twitter
- Social, Emotional and Mental Health (SEMH) Tracker
- Special Educational Needs (SEN) Red, Amber, Green (RAG) Rating
- Learning walks
- Observation of playtime

Meetings Held with:

- Parents
- Chair of Governors
- Pupils
- Special Educational Needs Co-ordinator (SENCo)
- Teachers
- Headteacher
- Teaching Assistants (TAs)
- Director of Special Educational Needs (SEN)



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Overall Evaluation

Outwood Primary Academy Alne is a primary school in a small, rural village in an affluent area of Alne, North Yorkshire. The school is part of Outwood Academy Trust. There are currently 89 pupils on roll from Reception to Year 6. There is a preschool next door that is separate from the school but offers places for children from 2 years and wrap-around care for working families.

The school has a population of 94.79% White British, 7.45% Free School Meals (FSM) and 8.25% Special Educational Needs (SEN). There are currently no children on roll with English as an Additional Language (EAL).

Attendance currently stands at 98.94%, which is above the national average. There have been no suspensions in the last 12 months and the Headteacher reports suspensions are rare due to early intervention.

There are 13 staff in total at Outwood Primary Alne, with good retention of employees. The school is experiencing the national challenge of recruitment for support staff.

There is a strong inclusive ethos across the school and both pupil and staff wellbeing are fully embedded and shape all aspects of school life. There is a welcoming, positive atmosphere when you visit the school. From the moment you arrive, you are welcomed warmly into the community. All staff, parents and carers, Governors and pupils 'buy in' to the inclusive culture. Staff and pupils seem happy and interact positively with each other and any visitors. Classroom environments are purposeful and the pupils are engaged in the learning.

Staff describe themselves as "close-knit" and work collaboratively to support the children and their families. In all meetings, it was evident that the staff's commitment to their roles extends beyond the classroom. The staff will exceed expectations to support their pupils. There is a collective responsibility amongst the staff to look after the children and give them the best experience possible. All adults who work in the school are kind and nurturing. This kind and inclusive ethos permeates all staff, regardless of role; all staff are valued and respected.

Members of staff pride themselves on being inclusive. They believe that every child, no matter what their individual needs or barriers to learning, has equal access to learning and the same opportunities to succeed. They have a sound understanding that inclusion is not just about specific groups of children but about all children being included in all areas of the provision. This is evident as you walk around the school and see that all children are included in the learning environment.

The parents I met with on the day spoke positively of the support they had received over the years.

It is evident through the documentation completed by the school to support the IQM Assessment that the Leaders know their School well and can provide evidence to demonstrate their effectiveness. There is regular monitoring and evaluation of the provision to ensure it is continuously improving.



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Pupil progress is excellent and pupils told me on the day that staff are enthusiastic about their teaching. Same day intervention addresses gaps in learning quickly and effectively.

Pupils are exposed to many cultural capital opportunities, which they were excited to share with me.

The school seeks support from relevant additional agencies when required, as well as access training from North Yorkshire County Council and Outwood Academy Trust.

The school has accessed Trust training on Zones of Regulation and Emotion Coaching to support the wellbeing of all pupils. Every pupil indicates how they are feeling from when they enter school until they go home with personalised wellbeing cards. Staff are tuned in to support pupil's mental health and address ongoing needs with relevant interventions. Wellbeing is tracked through the Trust's Social, Emotional and Mental Health (SEMH) tracker to ensure needs are addressed. The pupils talked favourably about this and explained how the brain works when dysregulated. They could tell me strategies that would help in these situations, which included accessing sensory areas in each classroom and finger breathing.

The pupils told me that they felt safe in school and could talk to a trusted adult if they had a concern, as well as access the worry box or a wellbeing ambassador.

Transition to secondary school is supported by staff with access to additional visits, meetings before transition and shared pupil information. The Director for Special Educational Needs (SEN) felt there was more the Trust could do to support Transition overall, which was an area to continue to improve.

Positivity radiates throughout the school. Everyone spoken to during the assessment visit has a positive outlook. The staff, pupils and all stakeholders work "together" to find solutions to any issues they face. This sense of togetherness is a binding thread across all approaches.

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

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: Mrs Sue Wight

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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