



Report on IQM Inclusive School Award



School Name: St Andrew's C of E High School

School Address: Sackville Road
Worthing
West Sussex.
BN14 8BG

Head/Principal: Ms Mia Lowney

IQM Lead: Mrs Maria Stewart

Assessment Date (s): 25th and 26th June 2024

Assessor: Kat Booker

Sources of evidence:

- IQM self-evaluation document.
- Draft COE Action Plan.
- School tour.
- Book scrutiny.
- Website.
- School Development Plan (SDP).
- Annual Diversity Map.
- Tutor time and weekly plans.
- WS Local Offer Leaflet.
- Collective Worship Annual Plan.
- Student placement data.
- Times Educational Supplement (TES) job advertisement.
- Placement Panel data.
- Reflection Journals.

Meetings held with

- Senior Leadership Team (SLT) members.
- Extended Leadership Team (ELT).
- Middle Leadership Team (MLT).
- Inclusion Team.
- Parents.
- Students.
- Governors, Chair, and Special Education Needs and Disabilities (SEND).
- Learning Support Assistants (LSAs).



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Overall Evaluation

St Andrew's C of E High School is a smaller-than-average community secondary school with a Published Admission Number of 180 per year, serving pupils from the ages of 11 to 16 in the Worthing area. Until relatively recently, this was a single-sex school until it became co-educational in 2021. The school had been through some particularly challenging times, with the 2022 Ofsted concluding that overall effectiveness was inadequate. Since then, the school has undergone an utter transformation. It has flipped the script and now areas previously described as weaknesses are absolute strengths. The 2023 Statutory Inspection of Anglican and Methodist Schools (SIAMS) report describes the school as 'inspirational' and a 'shining example', whilst that same year Ofsted spoke of 'kindness' 'nurture' and 'care'. Both were clear that this is a school that has moved mountains to become a truly inclusive, fair, and respectful setting that values equity and diversity and has high aspirations for all. However, due to the reputational damage, the school has suffered over many years, parents remain sceptical. But they shouldn't be concerned. This perception is rapidly transformed for those who experience St Andrew's C of E High School firsthand.

St Andrew's C of E High School staff recognise the incredible importance of ensuring that their students feel welcome and have a sense of belonging from the second they first walk through the door. Formal systems are in place to draw students into the community, such as collective worship, membership in one of six houses named after culturally and historically important individuals, and tutor groups. As one member of staff reflected, "The atmosphere is homely." When students first join the school, they are invited to add their handprints to the multicoloured mural at the entrance to the school. Peers are represented here but so are the staff. This sets the tone of the school beautifully.

Students are constantly supported to develop essential life skills such as tolerance, cooperation, and resilience, guided by the school's core values of Respect, Responsibility and Integrity, preparing them for responsible adulthood. These values are emblazoned across the central hall wall and overlaid across images of public figures, past and present, who embody these values.

A particularly notable, yet seemingly mundane, aspect of St Andrew's C of E High School is the wonderfully varied options for eating. Here, not only can students access more traditional canteen lunches, but they also have the option to purchase drinks and snacks at the Grab and Go counter or Snack Shack at the first break rather than needing to wait until lunchtime. They are even able to buy themselves an ice lolly in the summer or soup in the winter from the shed. This, as it transpires, is when most students prefer to eat. The school's adaptability here seems minor but perfectly demonstrates the empathy and respect shown to teenagers whose metabolisms, circadian rhythms, and social behaviours are very different from adults at times. There is also a clear recognition that we all need our basic needs met to perform at our best. Alongside this, there are designated areas for different year groups to congregate, which adds a further opportunity to gain a sense of belonging while also allowing students to access other areas if they wish. In case this all seems overwhelming for some students, the school has implemented 'queue jump' and 'transition' cards to support those who appreciate less busyness.



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Inclusion and diversity are not an afterthought at St. Andrew's C of E High School. This is a community that proactively educates students about these issues and consequently promotes respect and acceptance of others. A diversity map has been developed to ensure that staff training, collective worship, and international days and weeks are observed. Coincidentally, the IQM assessment visit was at the start of School Diversity Week UK. This was launched with students watching the viral YouTube video 'Love Has No Labels' in their Monday assembly. This was both moving and engaging for the students and set the tone for a meticulously planned week of activities, including live staff debates, charity fundraising, and whole-school tutor reflection topics.

Tutor time is carefully planned throughout the year to ensure this time is used effectively for Spiritual, Moral, Social and Cultural (SMSC) education. The main aim is to ensure that every school community member is 'known and loved'. Assemblies are run by members of the Senior Leadership Team (SLT) or the Heads of Year. These incorporate whole-school themes and relevant celebrations. A set of short stories, quotes and other stimulus resources have been collated and developed, with corresponding questions, for students to access simultaneously throughout the school in tutor groups. This is an excellent way to ensure whole-school cohesiveness and thinking and it also provides further opportunities for reading, spoken language development, reasoning and reflection in a safe environment with familiar peers and staff.

Just as students are given a sense of belonging when arriving at the school, they are reminded that they are important and loved by staff as they depart. Examples of student comments from a display entitled 'I love this school because...' are listed below:

- I LOVE MY SCHOOL because it makes me learn
- I LOVE MY SCHOOL because all the PE teachers are amazing

Each year, the staff are invited to create a video, under the direction of students, where they mime sections of a song. This parting gesture illustrates the authenticity of staff care, respect, and willingness to go the extra mile for the students in their care. What's more, the students here really appreciate that the staff goes above and beyond to nurture and support them.

Everyone at St. Andrew's C of E High School should feel very proud to be part of such an incredible community. The school's website advises that, "At St. Andrew's C of E High School, every child has a place and is loved and nurtured to achieve their God-given potential."

It is no surprise that this is rapidly becoming the placement of choice for so many students and it is no wonder that it has been so successful in supporting students who have come on placement. This is a model of good practice that I hope other settings can learn from.

Below are some comments from students and parents from the assessment days:

- "I can't fault the school at all." (Parent)



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- “At first, I was mortified, but actually, it was the best thing that happened to my child.” (One parent’s changing view of the school)
- “She invited me for a visit during the holidays, which he didn't have to do.” (Student)
- “It's a very nurturing, encouraging school.” (Parent)

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award.

St Andrew’s C of E High School has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that St Andrew’s C of E High School has also achieved Centre of Excellence status at this time.

Assessor: Kat Booker

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1: The Inclusion Values of the School

The values of St Andrew's C of E High School centre around the core premise that "all you do be done in love" (1 Corinthians 16:14). Within this framework, the school outlines three key values: Respect, Responsibility and Integrity. Like in many settings, these words are displayed prominently throughout the setting. Unlike other settings, they are emblazoned across a central wall in graffiti art and referred to frequently. There is clarity about how these values are expressed and enacted, moving them from theoretical to actionable. For example, respect is described as showing "love, both to ourselves and to those around us." Furthermore, there is clarity about the intended impact of embracing these values. This strong and well-considered framework ensures that the setting's values are truly lived and breathed by all.

"The values are clear, so conversations are effortless." Teacher

The school values shine through when you see the interactions between staff and students. The staff knows the students they work with well. They laugh and smile with them. They are shown respect. They are not preached to but heard. Assembly times, for example, are interactive and vibrant, and the students are encouraged to share their thoughts. Students know their Head of Year and their tutor well, which builds trust and a sense of safety. Students see these adults as "kind of like your key person." When things don't go so well, students know who to turn to and appreciate the time spent unpicking situations. Inclusivity is deeply ingrained in the whole school's culture and is built on a foundation of authentic listening and learning from both students and parents.

"Staff try to figure out what's going on, which is fair enough." Pupil

There is a keen sense that everyone at St Andrew's C of E High School is seen as a potential leader. This is a school where values sit at the heart of every plan or interaction. Not only are staff encouraged to be autonomous, but the students are also given key roles to provide opportunities to strengthen their leadership skills. The school operates a Learning Leader initiative whereby individuals from each class are responsible for greeting visitors to the classroom and explaining what the group is learning about. The rationale for this is to encourage every student to develop their confidence and presentation skills, and each student is trained to carry out the role. Further to this, there is an additional opportunity to develop independence and responsibility.

"They're not quick to judge. They'll spend, you know, two minutes with you if your child's got something to say that's important to them." Parent

Next Steps:

In addition to the school's 'future plans in this area' set out in the Self-Evaluation Report, the following recommendations may be considered:

- To further extend the sense of belonging and welcome for parents, consider extending the handprints mural or developing an equivalent to include them in the Year 7 induction process.



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Element 2: Leadership, Management, and Accountability

Leadership here is strong and firmly grounded in shared values. Their expectations for themselves, the staff, and the students are high. The leadership team's inclusive vision, lauded by both the Office for Standards in Education, Children's Services, and Skills (Ofsted) and SIAM reports, is bolstered by a robust safeguarding culture and regular audits to ensure its efficacy. Their engagement with inclusion is evident through explicit policies, plans, and mechanisms for feedback from stakeholders, ensuring continuous improvement. Furthermore, creative utilization of funding supports learners, ensuring equitable access to resources and experiences.

"We firmly believe that every child can achieve excellence and that every child has the right to an excellent education." Headteacher- TES job advertisement.

Leaders are well versed in identifying and supporting individuals such as those with Special Educational Needs (SEN), English as an Additional Language (EAL), or accessing Pupil Premium (PP) through robust and regular monitoring and discussion, but they are also aware that true inclusive practice means making activities accessible from the outset and ensuring that every child can access the support they need when they need it. Their approach is fluid and adaptable, and their modelling of this creates an environment where everyone is empowered to dynamically and creatively respond to individuals, not just data.

"You're given that autonomy to be able to use your professional judgment." Teacher

The Governing body, equipped with comprehensive training and a commitment to inclusion, provides both challenge and support to ensure the school's ethos of inclusivity is upheld. Their dedication is evident in the detailed records of safeguarding training and regular discussions addressing key areas like SEND, personal development, and curriculum development. St. Andrew's reputation as a model of inclusion, acknowledged by the Local Authority website, speaks to the effectiveness of their efforts.

The Governors know all staff by name and chat freely with them. Staff, in turn, are well-informed about the Governors' roles and appreciate their recognition through various gestures like cards and emails, reinforcing the school's values. Further to this, staff well-being initiatives, including regular surveys, personal days (paid forward), and reduced teaching loads, prioritize the health and satisfaction of the school community. Structured self-evaluation processes, including external reviews and regular plan reviews, swiftly identify and address any issues. Monitoring systems, such as learning walks and book audits, enhance educational quality and learner engagement. Students play an active role as Learning Leaders, enhancing accountability and participation.

Continued professional development is meticulously planned for. Staff engage in a learning and advancement program that works within an annual theme and where a framework has been established to ensure a breadth of coverage ranging from Quality First Teaching to Effective Feedback. Thorough induction processes and effective deployment prioritize safeguarding training for new staff. Collaborations with external consultants and participation in research groups ensure access to high-quality support and training.



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Next Steps:

In addition to the school's 'future plans in this area' set out in the Self-Evaluation Report, the following recommendations may be considered:

- Formalize and acknowledge the skills and dedication of LSAs utilizing the non-statutory Professional standards for Teaching Assistant's framework (<https://tinyurl.com/3kckpw5e>).
- Materials from the Maximizing the Potential of Teaching Assistants (MITA) Education Endowment Foundation (EEF) guidance and resources (<https://tinyurl.com/2m5ksebh>)



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Element 3: Curriculum: Structure, Pupil Engagement, and Adaption

In ensuring a robust curriculum structure, the school adopts a broad and sequenced approach across subject areas, aimed at fostering both academic growth and character development among pupils. Regular reviews by middle and senior leaders ensure the curriculum's appropriateness and alignment with educational goals, supported by a clear rationale for its structure. Opportunities are constantly sought to incorporate festivals and celebrations from different cultures into the learning process, as well as ask the students what they want to focus on in lessons.

Leadership ensures the curriculum's efficacy in facilitating knowledge, skills, and understanding progression, with ongoing staff training emphasizing quality teaching practices. A diversity map outlines staff training, collective worship themes, notable international days and weeks, and charity events. Adapting to local, national, and international contexts, the curriculum remains dynamic, incorporating reactive lessons and addressing emerging global issues, such as through adapted geography lessons. There is a drive for excellence in every department, and Heads of Department (HoD) work hard to ensure that students are inspired and therefore engaged. They use anything from hinge questions to playful cartoon characters. Underpinning literacy development, a dedicated Literacy Coordinator oversees a comprehensive reading strategy, including targeted interventions for less confident readers and the integration of library lessons within the timetable for Key Stage 3 students. Knowledge organizers serve as valuable resources across all subjects, aiding in information retention and vocabulary acquisition. Additionally, a lead Learning Support Assistant spearheads phonics programs for students with Special Educational Needs (SEN).

“We make sure we are moving with the times.” Teacher

Beyond classroom learning, the curriculum promotes experiential opportunities through trips, guest speakers, and extracurricular activities, enriching students' educational experiences. During Enrichment Week, students access a vast breadth of activities, from outdoor pursuits to visits to Legoland or Hove Lagoon. For some of these exciting opportunities, families are asked to contribute towards costs, but the school subsidizes costs where needed. Not only do students access this annual event, but throughout the year they access a fantastic array of extracurricular activities. Designed to inspire and motivate, the curriculum sets ambitious targets for student achievement, supported by enterprise projects, curriculum days focusing on diversity, and tailored transition support for incoming and outgoing students. Participation in enrichment programs like Oxford Inspire and the National Association for Education Technology (NAACE) further challenges high-achieving students. Emphasizing fundamental skills, literacy, and numeracy are consistently reinforced across subjects through various strategies.

Effective communication of curriculum approaches among staff is facilitated through collaborative design processes within departments, and this includes a conscious drive to ensure that diversity is celebrated and showcased wherever possible. For example, in history, students study excerpts from the book 'Black Tudors' by Miranda Kaufman: John Blanke and Mary Fillis. Furthermore, extracurricular activities are actively promoted and monitored, forming an integral part of the school's educational journey and fostering holistic development.



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Unusually, in a secondary setting, thematic approaches are harnessed where appropriate, enhancing interdisciplinary learning while ensuring clear documentation of rationale through curriculum reviews. Themes weeks are used to draw the whole school together in a shared journey of discovery.

Next Steps:

In addition to the school's 'future plans in this area' set out in the Self-Evaluation Report, the following recommendations may be considered:

- Look at how St Andrew's C of E High School might share its creativity and use of thematic approaches with other secondary settings. This might be through direct showcasing at cluster group meetings or even by developing packages for other settings to pilot.



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

The inclusive ethos of the school is reflected in the quality of learning environments, which are underpinned by adherence to established principles and values. Staff demonstrate a deep understanding of individual learner needs, providing appropriate resources and support to foster progress. Classrooms are organized, stimulating, and conducive to diverse teaching and learning approaches, with classrooms equipped with the necessary resources and additional spaces available for expanded activities. Departmental classroom expectations ensure that there is a consistent use of supportive displays in classrooms. This may include learning journey posters that allow students to see the skills and topics they will cover during their educational journey.

“Don't just sit there passively in the room. Be part of it. Or move around if your student's fine. We're trying to get more independence.” LSA

Resources are curated to support both group and individual learning needs, with regular audits ensuring alignment with pupil requirements. Diverse resources are used to scaffold tasks effectively. For example, students use knowledge organizers and dictionaries readily and may access their learning through an individual laptop or be given printed copies of class slides to alleviate transference difficulties. Each morning, during tutor time, there are equipment checks to ensure that all students are ready for the day. Here, they may be offered spare items in exchange for something. This encourages them to return items and, therefore, allows them to develop their independence and responsibility. Further to this, in every class, there are baskets on the tables containing essential and specialist equipment, such as glue sticks and protractors. This enables every student, regardless of background, to be ready for learning.

“We all want them to succeed in their future.” Teacher

Lessons are thoughtfully structured to provide challenges tailored to individuals and groups, fostering growth for the whole class. Pupil passports serve as a guide for teachers, facilitating targeted work and structured activities aligned with students' proficiency levels. The emphasis here is on scaffolding tasks. Where adaptations may be needed, these are routinely offered to all students to avoid stigmatization. Annual training equips staff to dynamically provide challenges as needed, while core subjects are strategically placed to align with lesson objectives. Positive learner contributions are encouraged through inclusive practices such as 'No hands up' and varied assessment for learning strategies, such as the use of whiteboards, Frozone, or lolly stick random selection. Teaching staff employ a range of pedagogical approaches, supported by ongoing reflection, collaboration, and professional development opportunities.

Support staff, including Learning Support Assistants (LSAs), are deployed strategically to maximize efficiency, with clear communication ensuring alignment with lesson objectives. Effective planning yields clear outcomes for each group, underpinned by a comprehensive curriculum spanning a five-year learning journey. Regular review and modification of schemes of work ensure adaptability to student needs and effective delivery across subjects.



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Learners appear actively engaged in lessons. Well-considered policies outline the expectation for routine and clear task expectations that enable students with a range of needs to access the learning and therefore remain focused. With well-paced instruction, learners maintain engagement, resulting in the majority completing their assigned work. Books show students pride in their work. Technology is seamlessly integrated to support dynamic learning experiences, with provisions made for students requiring specific tools such as laptops.

Next Steps:

- No significant areas for development were identified within this element.



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Element 5: Assessment

Staff utilize prior attainment data to pinpoint gaps in learning, facilitating the planning of effective learning opportunities. This process is supported by recording students' reading ages on Bromcom, aiding in the identification of attainment discrepancies. A structured program and methodology are in place to track learners' ongoing progress. Subject mark books on Bromcom serve as repositories for assessment records, which are monitored by teachers and Heads of Departments. Developmental records of individual needs and progress are meticulously maintained over time, with progress reports disseminated to parents throughout the academic year.

Parental engagement is facilitated through comprehensive written subject comments and three data entry points annually, with plans for review based on research and consultations with other educational institutions. The current reporting system includes a Capable of Grade (COG) and predictions alongside an attitude toward learning grades, with variations in Key Stage 3 and Key Stage 4 data explained in reports. Annual reviews of pupil passports are conducted to bolster support for individual needs, monitor progress, and identify areas for development.

“Thank you for making that mistake so I can help.” A teacher’s self-professed refrain when supporting students

Creating a learning environment that fosters a growth mindset culture is prioritized, with effective feedback mechanisms integral to nurturing learners' progress. Subject-specific curriculum plans are provided at the onset of each academic year, offering clarity on the trajectory of learning. Additionally, learning journeys are shared with parents and students to enhance transparency and understanding.

Continuous assessment is embedded within teaching practices, ensuring learners' understanding is checked regularly and any misconceptions are promptly addressed. For example, as part of the termly maths assessments, feedback sessions involve reflecting on shared misunderstandings and providing opportunities to practice and develop these skills. Professional development initiatives focus on Assessment for Learning (AfL), with dedicated training sessions on strategies such as the use of mini whiteboards and questioning techniques. Teachers engage learners in discussions to ascertain individual needs, with learning intentions and success criteria clarified to enhance skill and knowledge acquisition.

Promoting learners' autonomy and self-awareness is prioritized, with shared awareness of personal targets and articulated learning journeys. Curriculum maps and progress trackers across departments provide tangible guides for learners' educational pathways. Encouragement of peer support and collaboration is emphasized, with structured learning tasks communicated to students to optimize engagement and participation.

Next Steps:

- No significant areas for development were identified within this element.



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Element 6: Behaviour, Attitudes to Learning, and Personal Development

The school's environment is vibrant, consistently calm and organized, and provides a purposeful atmosphere for learning. Clear and predictable structures throughout the day help to increase the sense of safety and containment for all students. For example, every lesson includes the framework of Meet and Greet, Books on Desks, Do it Now and End and SEND.

“He'll talk to a person differently if he knows that they will respond differently.” Student

Behaviour, attitudes, and personal development are underpinned by the principles of therapeutic and restorative approaches. For example, rather than using punitive approaches, students who are struggling in their tutor groups are provided with the opportunity to join an older tutor group so they can see good role models. Mindfulness and growth mindset principles are seamlessly integrated into the curriculum, promoting positive attitudes among both students and staff. Healthy lifestyle choices are actively encouraged through comprehensive initiatives spanning various aspects of the curriculum, contributing to the overall well-being of the school community.

The school fosters high aspirations among its students, setting ambitious goals through frameworks like Fischer Family Trust 5 (FFT5) and instilling a culture of self-belief and excellence. The school prioritizes high attendance and punctuality, implementing effective monitoring systems to ensure student engagement in education. Students can access the learning support room when they are dysregulated or need space to work away from others. Intervention strategies are proactively deployed to support at-risk students, resulting in reduced exclusions and increased student engagement in their educational journey.

My goal for this year is to get accepted into a new football club. To achieve that, I need to focus and train, even if someone puts me down. Example from a display entitled 'Our goals for this year... and how we'll reach them!'

St. Andrew's C of E High School is a supportive community where staff deployment encourages the development of authentic and trusting relationships and individual differences are embraced. Tutors and Head of Year stay with the same group of students for the duration of the student's time at the school. The Head of Year are non-teaching, oversees both academic progress and the well-being of their year group, and are pivotal to effective communication with other departments. Moreover, throughout the assessment visit, students spoke about how the most reliable staff members were those who found ways to connect with and relate to them while also retaining boundaries and containment.

“Can we throw wet sponges at you?” “Yeah okay.” Students discussed one of the summer fête stalls with a member of staff.

The diversity map, collective worship overview, and weekly tutor activities evidence the level of planning that goes into making inclusive practice a reality. This strong, loving,



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and aspirational culture is evident through various initiatives such as reflection Journals, distribution of kindness cards, and displays such as 'I love this school because...'

The school has created a variety of spaces and support mechanisms for students struggling to cope in their classes or during breaks. The Lunch Club is a calm, invitation-only setting for a small number of students needing a quieter space to eat and socialize. Further initiatives include the Learning Base, where students can access high-quality additional teaching; the Link, where anxious students can access remote learning platforms in a quiet setting; and the C2 Room, with the Head of Year offices nearby, for students who require a reset and reflection time. Essential to the effectiveness of these spaces is how they are managed and, therefore, perceived by students as supportive. As one parent commented,

"After receiving a C2, both my students know that when they go in the next day, it's forgotten about." Parent

Key personnel are readily accessible, and an anonymous reporting app (toot toot) ensures that students can voice their concerns confidently. Behavioural expectations are clear and consistently implemented, fostering a culture of respect and accountability. Arbitrary authoritarianism is avoided via two simple rules: 1. Do your best. 2. Be kind. Students are, for example, able to take a drink of water midway through the assembly without fear of chastisement.

Next Steps:

In addition to the school's 'future plans in this area' set out in the Self-Evaluation Report, the following recommendations may be considered:

- Develop the Behaviour policy to better reflect the school's current situation and ethos by placing greater emphasis on how the school prepares and supports students to be their best selves through the range of support systems in place.
- Review the language used for 'consequences of poor conduct' to be more inclusive and avoid the need for exceptions. For example, 'uniform infringements' may be indicative of sensory needs. Consider instead, 'Not wearing an agreed uniform' to allow for individual adaptations.
- Reflecting contemporary thinking on the use of rewards and sanctions. for example, <https://www.alfiejohn.org/punished-rewards/> and clearly defining the term 'consequence' (see, for example, <https://tinyurl.com/mjza7wb>



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Element 7: Parents, Caregivers, and Guardians

The school prioritizes fostering robust communication channels between educators and parents, ensuring the individual needs of each child are addressed at different stages. Parents are encouraged to participate in parent-teacher discussions, with annual parent evenings providing dedicated opportunities for engagement. Additionally, specific events like the Year 7 parent tea facilitate dialogue about the transition process.

The school's commitment to inclusion is evident through its stated policy, easily accessible on the website, and its attainment of the Rainbow Flag award. Translation services are readily available, facilitating communication for diverse families, especially during important events like parents' evenings. Weekly newsletters and scheduled letter distributions streamline communication efforts, reducing email traffic and ensuring timely updates reach parents.

Parents, caregivers, and guardians are actively engaged as valued partners in their students' education. Feedback is regularly sought through termly parent surveys, reflecting the school's dedication to continuous improvement. Efficient contact systems, including platforms like Study bugs and My Child at School (MCAS), ensure prompt responses to parental needs, whether reporting absences or accessing pupil information.

"I think the communication is beyond brilliant." Parent

Staff maintain clear, consistent communication, particularly with parents of vulnerable learners, supported by the Special Educational Needs Coordinator's (SENCo) proactive engagement and positive outcomes for SEND students. Regular attendance calls and tailored support from tutors and Heads of Year contribute to positive relationships, reinforcing parents' confidence in the school. This confidence is echoed in positive feedback from surveys, social media comments, and official reports.

The school extends support beyond academics, offering workshops on key curriculum areas and hosting parent information evenings to promote the academic and emotional well-being of students. Parent associations like the Friends of St. Andrew's (FOSTA) play a pivotal role in enriching school experiences, organizing events, and fundraising efforts. Additionally, family support mechanisms, including the inclusion team's communication and access to external support services, demonstrate the school's commitment to holistic support.

Ultimately, the school prides itself on fostering an environment where parents, caregivers, and guardians feel listened to and empowered to address any concerns. This open dialogue, coupled with the school's proactive support structures and commitment to inclusion, ensures that every member of the school community feels valued and supported in their child's educational journey.

"At the end of the day, I can rely on the school to have my back." Parent



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Next Steps:

In addition to the school's 'future plans in this area' set out in the Self-Evaluation Report, the following recommendations may be considered:

- Increase the opportunities for reluctant parents to engage with the school, and each other in a less formal context. Examples might include more departmental celebrations or shows, such as the recent Science, Engineering, Technology and Mathematics (STEM) exhibition, or the hosting of social gatherings (Knit and Natter, cooking, woodwork, or similar).
- Revisit the importance of active listening and learning as part of ongoing staff professional development to ensure students and parents feel that all staff feel equipped, able, and available to listen when needed.



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Element 8: Links with the Local, Wider, and Global Community

“Community doesn’t stop when someone leaves St. Andrew’s C of E High School.”
Instagram post from the school.

St Andrew’s C of E High School actively engages with its local, wider, and global community to enrich learning opportunities for its students. Through partnerships with local businesses and educational institutions, the school facilitates initiatives such as accommodating students from Shoreham and organizing enrichment activities like the Year 7 Futures Day and educational trips to destinations like Berlin and Barcelona.

The school fosters collaborations within the broader community, including participation in sports partnerships and hosting events that welcome diverse perspectives. Teaching staff utilize local and global resources to enhance educational opportunities, particularly in the music department, through partnerships with peripatetic teachers and collaborations with local professionals for events like the 'Worthing Sings Live!' concert. Less formally, we see students enjoying a sing-along on the couch as they return from a trip.

Continuous professional development opportunities for staff reflect collaboration with local and global partners, ensuring educational standards are aligned with local needs and global trends. The school works closely with local primaries to ensure smooth transitions but also encourages parents to visit early. Only recently, Year 5 parents and students were invited to a taster morning. Collaboration with alternative providers enriches learning experiences, evident in partnerships with music teachers and participation in sports partnerships.

The school's positive relationship with the local community is affirmed through active participation in community events like Worthing Pride. International links and opportunities promote global awareness, as reflected in exchanges with international schools and pen pal initiatives. Charity work is strong at St. Andrew’s C of E High School, and only a glance at the socials shows charity walks and fundraising for worthy causes. “We’ve got a team of kids that go and volunteer at the food banks and lots of charity projects.” Governor.

The school offers a plethora of opportunities for students to engage with the community and expand their worldview. The school doesn’t hold back on offering trips abroad, such as the recent Germany trip or visiting Harry Potter Studios. They know that these engaging activities further lift the students’ educational experience. Through these extended learning opportunities outside the classroom, including day and residential trips, the school fosters personal and social development, contributing to a well-rounded education for its students.

Next Steps:

In addition to the school’s ‘future plans in this area’ set out in the Self-Evaluation Report, the following recommendations may be considered:

- As the school moves to become a Centre of Excellence, join or develop a broader network of secondary IQM settings to specifically showcase excellent secondary inclusive practice.