



## Assessor's Evaluation for the IQM CoE Award



**School Name** St Andrew's C of E High School  
Sackville Road  
Worthing  
West Sussex  
BN14 8BG

**Head/Principal** Mia Lowney

**IQM Lead** Maria Stewart

**Date of Review** 11<sup>th</sup> November 2025

**Assessor** Ms Vicky Stevens

### **IQM Cluster Programme**

**Cluster Group** Cosmos Learning

**Ambassador** Ms Fiona Robinson

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2025</b>	4 <sup>th</sup> March 2025	No
<b>Summer 2025</b>	10 <sup>th</sup> June 2025	No
<b>Autumn 2025</b>	15 <sup>th</sup> November 2025	No

### **The Impact of the Cluster Group**

While logistical challenges have limited engagement with cluster groups, the school has made efforts to participate and host future meetings.

Greater engagement with a Cluster with more secondary school groups or networks could enhance the school's ability to share and refine best practices relevant to its context, particularly in areas such as curriculum design, adolescent wellbeing, and post-16 progression.

Expanding these professional learning networks would support the school's continued drive for inclusive excellence and ensure that its innovative approaches are informed by a broader range of secondary expertise.

Continued collaboration with IQM Ambassadors and peer schools will be essential in finding secondary schools to collaborate with to sustain momentum and share best practice.



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### **Evidence**

The IQM Lead submitted a detailed Centre of Excellence evaluation and action plan, along with a detailed timetable, thus enabling the Assessor the opportunity to review a broad range of evidence linked to the IQM action plan, and the ongoing development of the 8 IQM elements.

The Assessor evaluated the school's commitment to inclusion and successful completion of the previous year's targets through a wide range of evidence including:

- IQM Centre of Excellence Action Plan and Evaluation
- School Website and associated documents
- School Learning Walk
- Observation of Assembly
- Observation of start of the school day
- Observation of early morning soft starts for SEND and Disadvantaged pupils
- Meeting with School Governor
- Meeting with Parents of learners with SEND
- Meeting with SENCo/IQM Lead/Senior Assistant Headteacher
- Meeting with Teaching Assistants
- Meeting with Inclusion Team
- Meeting with Heads of Year
- Meeting with members of the Senior Leadership Team
- Meeting with Students
- Introductions from Student Learning Leaders



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### Evaluation of Targets for last 12 Months

#### Target 1: Build and grow a robust entitlement curriculum

St Andrew's C of E has successfully embedded a KS3 Entitlement Curriculum that goes beyond academic learning to foster character, collaboration, and enrichment. Students in Years 7 and 8 experience a carousel of subjects such as Environmental Philanthropy, Public Speaking, Classics, Social Philanthropy, Business and Enterprise, and Latin, while Year 9 students access aspirational pathways including the Archbishop Leaders Award, a Level 2 Project Qualification, or the Duke of Edinburgh Award. These opportunities are complemented by forest school experiences, which develop resilience and teamwork.

The school has audited its enrichment offer, created a curriculum map, and introduced a graduation system that recognises enrichment achievements. Participation rates are high, as is student engagement in clubs and further evidenced in increasing uptake of offsite activities during the school's annual Enrichment Week.

Student voice demonstrates strong satisfaction, and parental engagement reflects a shared understanding of the entitlement curriculum. Staff voice is equally positive, citing adaptive teaching and clear progression planning.

The school's KS3 Entitlement Curriculum is already a standout feature after just one year, offering all students access to a broad and enriching timetable. Initiatives such as the Enrichment Week, inter-form competitions, and the 10-mile charity walk foster teamwork, community spirit, and a sense of achievement.

Transition support is strong as a result, ensuring students feel secure and connected as they move through Key Stage 3.

The curriculum design reflects a deep understanding of the student body, with bespoke classes providing consistency and grounding from the outset of secondary school, normalising adaptive provision and removing stigma. These practices demonstrate a clear commitment to entitlement for all learners and provide a strong foundation for further development.

#### Next Step:

- The school plans to map key skills and performance indicators within entitlement to strengthen assessment and monitor impact. Ongoing responsiveness to student voice will ensure the curriculum remains dynamic and inclusive.

### **Target 2: All students to access an appropriately personalised curriculum**

Personalisation is a clear strength at St Andrew's C of E High School. Every student receives a 1:1 options meeting, with additional layers of support for SEND and PP students involving parents and Senior Leaders.

This process has ensured that students secure their preferred option choices, while adaptive pathways such as Core Support classes allow targeted English and Maths intervention without compromising student aspirations.

SEND provision is robust, with phonics and literacy interventions, Lexia programmes, and trained SEN teachers delivering tailored support. Phonics strategies are embedded across the curriculum, including MFL classrooms, and Year 7 students with the lowest reading ages receive targeted literacy lessons.

Personalisation extends beyond academics into PSHE, where new units on Media Literacy and Prejudice and Discrimination respond to safeguarding needs. Year 10 students benefit from bespoke sessions on relationships and wellbeing delivered by external agencies.

Student voice consistently reports engagement and confidence in learning, while parental feedback highlights trust in the school's adaptive approach. External reviews confirm the appropriate and well-monitored use of reduced timetables.

Personalisation is deeply embedded in the school's ethos. The SEND and Inclusion team works cohesively under the school mantra of "knowing them and loving them," ensuring that every student is understood and supported.

Adaptive provision is evident in soft starts, self-regulation spaces, and bespoke options processes, where students can access additional support in core subjects by reducing one option subject. This collaborative decision-making with pupils and parents reflects a culture of trust and respect. The school's direction of travel towards increasingly bespoke SEND curriculum pathways is strategic and invaluable, ensuring that students with EHCPs and other needs are empowered to thrive.

Staff development and CPD further strengthen this personalised approach, ensuring inclusive practice evolves continuously.

#### **Next Step:**

- Increase personalised provision through a second SEN teacher and extend ensuring continuity for students with the most complex needs.

### **Target 3: Embed a reporting system that focuses on character to include the strengths of all students.**

The introduction of a character-based reporting system marked a significant cultural shift at St Andrew's. From September 2024, students received termly character scores alongside academic data, with clear descriptors for traits such as Integrity, Engagement, Quality of Work, and Homework. Certificates and tutor discussions reinforce recognition of personal strengths, promoting confidence and social skills. Parent communication has been proactive, with explanatory letters and guidance accompanying reports to ensure clarity.

Student voice reflects appreciation for recognition beyond academic success, and staff feedback confirms the system's positive impact on relationships and motivation. Average scores across year groups indicate steady progress, with older students demonstrating stronger engagement and responsibility.

The school's character curriculum supports this system, particularly the graduation programme; it is seen by students as aspirational yet achievable. Students state that incentives and recognition of personal development motivate them and reinforce the school's inclusive ethos.

Weekly staff meetings celebrate SEND students of the week, promoting recognition of individual progress and fostering shared responsibility for inclusion. Student voice is strong, with students reporting that the school listens and responds swiftly to concerns, creating a sense of agency and trust. Assemblies and collective worship reflect student voices and promote discussion of protected characteristics, embedding values of respect and diversity.

These practices provide a solid platform for a reporting system that highlights character and strengths alongside academic achievement.

#### **Next Step:**

- Continue refining criteria and descriptors, embed tutor-led reflection activities, and explore integration of character data into graduation and enrichment recognition systems.

## Agreed Targets for next 12 Months

### Target 1: Develop a bespoke curriculum for students with EHC Plans

#### Comments

This target reflects a strategic response to the growing number of students with Education, Health, and Care Plans (EHCPs) at St Andrew's C of E High School. The school has recognised the need to further refine its personalised and bespoke curriculum offer to ensure that provision remains both inclusive and aspirational. This builds directly on the success of previous initiatives, where measurable progress and improved outcomes for EHCP pupils have demonstrated the effectiveness of tailored support.

The next phase of development focuses on ensuring that pupils with EHCPs are able to transition smoothly as from Key Stage 3 to Key Stage 4 as they appear to have from Key Stage 2 to Key Stage 3. This includes strengthening curriculum pathways, enhancing pastoral support, and embedding structures that promote continuity and emotional security. The school's commitment to adaptive provision is evident in its proactive planning and reflects a holistic understanding of the challenges and opportunities faced by its most vulnerable learners.

### Target 2: Develop robust provision for EBSA students to support their return to school and reduce NEET

#### Comments

The school's investment in Unifrog is a strategic move to raise aspirations and reduce NEET outcomes. Pastoral leads play an active role in supporting pupils' transition to post-16 destinations, including physical visits to colleges and independent travel training. This hands-on approach builds confidence and familiarity with future pathways.

For pupils affected by EBSA or attendance challenges, the school has developed a responsive and tiered support model. In Year 11, bespoke tutor groups will run for 6–12 weeks with specialist staff to address academic gaps. The use of unpopulated timetable slots in KS4 for targeted academic support, particularly in core subjects, demonstrates a flexible and needs-led approach.

The school's EBSA protocols have been informed by psychologist action research and include the use of an "Attend" form to identify underlying barriers. Regular meetings with parents and attendance colleagues facilitate timely adjustments and foster a collaborative problem-solving culture. The emphasis on looking "beneath the surface" is a testament to the school's holistic understanding of pupil wellbeing.

The "Better You" programme, alongside anxiety and wellbeing groups, anger management sessions, and 1:1 mentoring, forms a structured EBSA pathway. These interventions are well-targeted and provide pupils with the emotional tools needed to re-engage with learning.



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### Target 3: Grow the work with local special schools

#### Comments

The school's intention to deepen its connection with local special schools reflects a strategic and values-driven approach to refining its personalised and bespoke offer. This initiative builds directly on the progress made through previous targets and aligns seamlessly with the school's holistic vision for inclusion. By engaging with specialist settings, the school aims to enhance its understanding of adaptive provision and further tailor its curriculum pathways to meet the evolving needs of its most vulnerable learners.

#### Next step:

- Use of the IQM Cluster Group and other local networks to develop this work.



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### Overview

St Andrew's C of E High School continues to demonstrate a strong commitment to inclusive practice, with clear strategic intent and rigour across its Centre of Excellence targets. The school's action plan is well-aligned with its wider development priorities and reflects a deep understanding of the diverse needs of its student population.

The evaluation of previous targets shows a thoughtful and evidence-informed approach to curriculum design, personalisation, and character development.

The school's involvement in the IQM process is driven by a genuine belief in "doing the right thing for children," rather than external validation. Recognition is appreciated, but the school's motivation is rooted in its values.

From the outset, St Andrew's C of E High School presents as a warm, welcoming, and inclusive environment. Staff are visibly present to greet pupils and visitors, creating an immediate sense of belonging and wellbeing.

The school's commitment to inclusion is evident in its thoughtfully designed SEND provision, which includes soft starts and self-regulation spaces that foster both emotional readiness and trusted adult relationships. These initiatives are not only about preparing students for the day but also about nurturing key skills such as phonics and reading, underpinned by a strong sense of community and care.

The school's inclusive ethos is further exemplified in its collective worship model and assemblies, which reflect the voices of students and promote the discussion of protected characteristics. This is not a tokenistic gesture but a deeply embedded practice that resonates throughout the school day. Pupils are encouraged to engage with honest and transparent feedback, reinforcing the school's culture of openness and respect.

Attendance is rightly identified as a key priority, with a newly appointed attendance lead working closely with the designated school team to build strong relationships with families. This collaborative approach ensures that barriers to attendance are addressed holistically, particularly for vulnerable groups. The school's strategy whereby each eligible student has personalised support has led to high levels of engagement and uptake, ensuring that support is tailored and impactful.

Transition is a clear focus for the school, with targeted support ensuring that students feel secure and connected as they move through key stages.

The Governing Board appears to bring a variety of professional expertise and a strong commitment to challenge and support. This, combined with passionate and caring staff, creates a powerful leadership culture that drives continuous improvement.

Literacy interventions, such as phonics and screening are delivered without compromising students' enjoyment of learning. The SEND and Inclusion team works cohesively, guided by a deep understanding of each child. The school ethos of "knowing them and loving them" is not just a mantra but a lived reality, ensuring that all students are empowered to thrive.





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St Andrew's C of E High School benefits from strong relationships and a community feel. Teaching, Pastoral, SEND, inclusion, and support staff work closely together to ensure that students are known, nurtured, and challenged.

Positive relationships between staff and students model trust and respect, creating a safe and aspirational environment.

The school's direction of travel towards increasingly a bespoke SEND curriculum pathways is both strategic and invaluable. Specialist staff and individualised support ensure that all students are empowered to thrive.

During the review, student Learning Leaders confidently articulated their learning to both visitors and Senior Leaders, reflecting a keen sense of ownership and pride in their education. Senior Leaders routinely walk the school every lesson to monitor the learning environment to ensure that inclusive values are consistently upheld across the school.

The physical and spiritual environment reinforces this ethos. Prayer and reflection boards are visible throughout the school, representing a range of faiths and beliefs. Despite being a Church of England school, the celebration of diversity is evident and meaningful, contributing to a culture of respect and acceptance. Pupils were observed smiling, singing, and engaging positively with their environment, further highlighting the school's nurturing atmosphere.

Pastoral care is a clear strength, with a strong emphasis on safety, wellbeing, and belonging. The school has created multiple spaces for reflection and self-regulation, ensuring that all students have access to the support they need.

The careers provision appears robust, with a dedicated careers library and access to academic mentors. This supports the school's commitment to raising aspirations for 'all' students. The school's motto, "Aspiration for all, from all," is not only visible but lived through its inclusive practices and high expectations.

A standout feature is the school's fitness suite, which is accessible to the entire school community before and after school. This inclusive facility promotes wellbeing and physical health for all students and staff.

The school's culture is best described as one of welcome and belonging. Staff and students alike describe a "family feel" where "everyone knows everyone," and pupils are known and greeted by name. Many students and staff expressed that they feel genuinely loved by the Headteacher and other staff and choose to attend the school because of its inclusive ethos.

Staff development is another area of strength. CPD is described as a two-way process, with staff given opportunities for creative input and access to bespoke progression routes. This investment in professional growth ensures that inclusive practice is continually evolving and embedded across the school.



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Staff express the following sentiment, "If we're going to do this, we're going to do it properly." This captures the collective commitment to excellence and integrity in all areas of school life.

Communication is cited by staff as a notable strength at St Andrew's C of E High School, underpinned by a culture of collaboration and mutual respect. Weekly staff meetings provide a structured opportunity for all teachers and support staff to discuss and celebrate SEND students of the week. This practice not only promotes recognition of individual progress but also fosters a shared responsibility for inclusion across the school.

The SENCo is widely regarded as an inspirational and highly respected figure. Staff and parents describe her not only as a strong and effective leader, but also as a compassionate and approachable individual who listens and responds with integrity. Her leadership has clearly contributed to a culture where staff and parent voice is valued equally alongside pupil voice.

Staff are regularly consulted through biannual surveys, with findings shared and discussed transparently. This open dialogue ensures that staff feel heard and involved in shaping the school's direction. Similarly, students recognise that their voices matter. They report that the school listens attentively and responds swiftly to concerns, creating a sense of agency and trust. As one student noted, "As soon as the school finds out something isn't working, they change it."

Student feedback reflects a deepening appreciation for the school's ethos and provision. Students in Years 9 and 10 described how their affection for the school has grown over time, highlighting it is "fun", "challenging", "supportive" and "caring".

The character curriculum, particularly the graduation programme, is seen as aspirational yet achievable. Pupils are motivated by the incentives and value the recognition of their personal development.

The Entitlement Curriculum is highly regarded. Year 7 students particularly value the early year trips, which help build friendships and foster a strong sense of belonging. The Duke of Edinburgh Award is another well-received element, offering meaningful opportunities for personal growth.

Parental feedback during the review process was overwhelmingly positive and reflects the school's deeply embedded culture of inclusion, empathy, and partnership.

Parents consistently reported feeling genuinely listened to, not merely tolerated, highlighting the school's commitment to authentic engagement. One parent described the communication as "amazing," underscoring the strength of relational trust between families and staff.

Exam Access arrangements were also described as exceptional, with all identified needs met in a timely and responsive manner. Parents felt that the school went above and beyond to accommodate their child's requirements, and this personalised approach



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extended into the transition to college, which was actively supported by school staff. The continuity of care and attention to detail were particularly praised.

Mental health support was cited as impactful, with effective collaboration between the school and external agencies. Parents recognised the school's proactive stance, identifying potential issues or barriers early and implementing preventative strategies based on lessons rather than waiting for things to escalate.

Parents were impressed by how well staff understood their children's individual needs, describing the team as "genuinely caring." They felt this care extended not only to the pupils but also to them as parents themselves, fostering a sense of shared responsibility and mutual respect.

The school was strongly recommended by parents for vulnerable pupils, particularly those with mental health needs or SEND, with one parent describing it as a "healthy environment" where "all the dots are joined up."

The consistency of adult relationships throughout their children's school career was described as pivotal, contributing to emotional security and sustained engagement.

In conclusion St Andrew's C of E High School is a vibrant and inclusive learning community which is passionately led, driven by the SEND team, due to a philosophy that good provision for SEND is good provision for all.

The school remains a strong candidate for continued Centre of Excellence status and is well-positioned to contribute meaningfully to the wider IQM network.

**I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.**

**Assessor: Ms Vicky Stevens**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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