



Report on IQM Inclusive School Award



School Name: St Pauls CE Primary Academy

School Address: Horntye Road
St Leonards-on-Sea
East Sussex
TN37 6RT

Head/Principal: Miss Maria Kiniari & Mr Tom Glenn

IQM Leads: Miss Maria Kiniari & Mr Tom Glenn

Assessment Dates 19th and 20th November 2025

Assessor: Mrs Pat Wood

Sources of Evidence:

- IQM Self-evaluation report
- School website
- Ofsted Report – June 2024
- SIAMS Report – June 2025
- Attendance at Worship assembly
- Learning walks in nursery; EYFS; KS1 & KS2
- Book scrutiny of pupils' books in R; KS1 & KS2
- Reception; KS1 & KS2 PE floor books
- Reception; KS1 & KS2 'Let your light shine' class books
- Reception floor books in Maths and RE
- Year 1 RE & DT floor books
- EYFS & KS1 science floor book
- KS1 nature club floor book
- Year 1 PHSE floor book
- Reception Talk for Writing books



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- Enrichment activities evidence folder
- Newsletter folder
- Inspector folder
- Enrichment folder
- Evidence folders for the 8 IQM elements
- School Policies
- Pupil Voice evidence
- Worship council minutes
- Demographic breakdown of classes in the school
- Pupil premium case study
- MHEW Education Support visit report – September 2025
- Parent letters and messages folder
- Ofsted parent view survey results – November 2025
- School SEF and Academy Development Plan

Meetings Held with:

- Headteachers (HTs); AHTs KS1 and KS2 and PP Lead
- KS2 pupils
- Members of the Leadership Team
- Parents
- Chair of Governors
- KS1 pupils
- KS2 pupils
- Inclusion Lead/SENDCo



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- Teaching Assistants
- Teachers
- Pupils with Leadership roles
- DSL Lead



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Overall Evaluation

St Paul's CE Primary Academy (SPA) is a highly inclusive 3 form entry school, situated in St Leonards-on-Sea in East Sussex, with approximately 667 pupils on roll from nursery to Year 6: admitting children from 2 years old. The school is situated in an area of high deprivation, and the school serves a community facing real and significant challenges. The proportion of pupils eligible for free school meals is high at 40% and 16% of pupils speak English as an additional language; 28% from minority ethnic backgrounds; with 31 languages spoken at the school. 21% of pupils have SEND support, with 8 pupils having an EHCP, with a number of additional EHCPs being applied for.

Mobility at the school is reported to be significant. SPA have robust and rigorous systems to encourage good attendance and punctuality, and the school has a 3-year improving trend in increasing attendance and reducing persistent absence; with current attendance being 93.8%. Attainment on entry to the school is reported to be very low, and pupils make very good progress throughout their time at SPA, with educational outcomes at KS2 being above the national average. Pupils flourish within a safe and very caring culture, with plentiful opportunities and high expectations. The school is led very effectively by two full time co-headteachers (HTs). One of the HTs stated, 'St Paul's is an inclusive and caring community where every child is valued and celebrated for their individual merit, ensuring an inclusive and caring environment where all can thrive to achieve their full potential. Every child and their family is guided and supported throughout their journey at St Paul's'.

SPA had a very successful Ofsted inspection in June 2024. Continuing to be graded as good, the evidence gathered suggested that the inspection grade might be outstanding if a graded inspection were carried out. The report praised how, 'Pupils really enjoy coming to school. They know they are part of a welcoming community, where they are safe and cared for. Pupils embody the values of this inclusive school, treating each other with respect and kindness'. In addition, the SIAMs inspection in June 2025 reported that, 'St Paul's Church of England Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish'.

The sense of family and community, with positive, caring relationships between staff and pupils, was highly evident throughout the 2-day assessment. The KS2 AHT commented on the 'strong sense of community and belonging' at the school and the fact that it was a 'safe haven' and 'a place where all children are given the correct support and guidance to enable them to flourish'.

SPA has been part of the Diocese of Chichester Academies Trust (DCAT) since 2016. The Trust currently comprises of 27 schools, 'working together to support and challenge each other to keep improving', whilst retaining their own unique identities within their own local communities. The school has also achieved a number of external validations including the healthy schools' award and anti-bullying alliance silver award. SPA has also been awarded the reading for pleasure platinum award from the Open University; one of only 4 schools in the country to do so.

The vision for the school is 'To create a Christian school which ignites a thirst for knowledge in every individual, where curiosity and talent are cultivated, and children are



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empowered to channel their love of learning to achieve their God-given potential'. Underpinning the vision are the Academy's Christian values of persevere; respect; forgive; honest; serve and thanks. The HTs, SLT, staff and governors are passionate about inclusivity at all levels within the school. They are committed to inclusive practices and meeting the individual needs of all their pupils, within their nurturing environment and understand that equity means everyone has a fair chance to succeed, but some will need different support and accessibility. Staff work as a whole staff team to endeavour to offer a bespoke, holistic approach to meeting the needs of every individual child in their care. Pupils at the school are encouraged to 'Let your light shine'. SPA have recently welcomed a new SENDCo to the school, who has quickly settled in and shared, 'St Paul's means that we strive to create equity for all by giving every pupil what they need to feel safe, valued and understood. This comes through teachers adapted in-class provision, targeted interventions and pastoral support, all of which celebrates diversity and creates a sense of belonging for all'.

Whilst new to the role the SENDCo works alongside a very skilled and experienced inclusion team including a therapeutic behaviour support lead; SEN HLTA; 2 speech and language TAs; an EAL TA; 5 individual needs assistants and a dedicated DSL lead. Clear systems and practices in the school are in place to identify and meet individual pupil needs and the school runs a range of interventions to support pupils from the earliest opportunity, including sensory circuits; jump ahead; emotional regulation and Lego therapy. A real strength of the school is the focus on mental health and wellbeing for all, including the wider family community, together with personal development and developing life skills for pupils. 5 ways to wellbeing displays; a Y3 wellbeing club and a cosy after school club to provide an hour of peace and tranquillity, are examples of the excellent work that the school does in this area.

The school environment is well organised, with interactive displays throughout, showcasing the school's broad curriculum, pupil achievements, responsibilities, enrichment activities and celebrating differences. For example, a display celebrates children from different faiths, giving information about their countries and languages. SPA have opened a beautiful new library in their efforts to ensure that reading is at the heart of the school and have a new computer suite. A consistent approach to classroom organisation includes subject area working walls, visual timetables; Talk for Writing (T4W) washing lines; homely reading areas and worship tables. The nursery and EYFS learning environments are outstanding, with outside areas being 'bigger and messier', providing children with a range of opportunities to develop their gross motor skills.

The school has maximised the use of outdoor spaces, with a quiet playground; outdoor history timeline; BMX track; running track; climbing wall; outdoor gym; small allotment and forest school area. Pupils in Year 1 and Year 2 benefit from forest school sessions and all classes engage in the daily mile. The school has a well-resourced inclusion department; The Harbour; which provides support for children who may be struggling to regulate or are struggling to manage in mainstream classrooms. This includes a Lighthouse intervention classroom, which provides support for high needs children, adapting and evolving around the needs of each individual child. Alternative play time opportunities are provided within the pastoral room. All inclusion staff run a skills club at lunchtime for children who are struggling to regulate outside.



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'Everyone is responsible for behaviour' and behaviour for learning observed throughout the 2-day assessment was exemplary. Pupils were observed happily engaging in their learning within the classrooms, with scaffolding, support systems and other adaptations made where required. SPA have a behaviour focus; emotion of the week and Makaton sign of the week; together with the 3 school rules of ready; respectful and safe. The pupils who were interviewed were unanimous in how much they loved coming to school; how 'everyone is really kind and helpful' and how behaviour is very good. They feel very safe in school; know who to go to if they are feeling unhappy and said any issues are sorted and dealt with very quickly. Pupil comments included 'I like how everyone is so fair and no one is more important than the other' and how 'this school has an opportunity for every child here to be good at something'.

Pupils in leadership roles shared how much they enjoyed being a member of school council (Year 1-Year 6); worship council; wellbeing ambassador; sports captain; play leader or reading champion (in each KS2 class). House captains are elected in Year 6 and represent their houses at a range of school events. Houses are named after courageous advocates. Individual awards are presented to pupils during the weekly 'leading light' celebration assembly.

A progressive, sequenced, spiral curriculum has been designed to meet the needs of the school community. Over the past 3 years the school has made diversity and representation a whole school priority and they have worked hard to ensure that their curriculum is inclusive, representative and reflective of the local community's diverse ethnic backgrounds. Promoting a love of reading is at the heart of the curriculum. It is enhanced by immersive activities, experiences and extra-curricular opportunities. A school priority is to raise career aspirations for children at St Paul's. One Headteacher said, 'we need to be planting seeds of aspiration', to increase ambition and awareness of opportunities beyond the local community. A trips overview ensures that one local trip, one out of the area trip and a visitor in school happens for each year group. The school also offers purposeful wrap-around care, through its extended school provision of a breakfast club and after school club, together with a range of other clubs that pupils can attend.

Recruitment and retention of staff is not an issue at the school and SPA has a stable, happy staff group, many of whom have worked at the school for a number of years. Teachers shared how staff are a 'really strong team' and 'relationships are key'. They also said that the 'Leadership team are exceptionally supportive and visible'. Teaching Assistants (TAs) feel valued and shared how everyone 'goes above and beyond' to do the best for the pupils. Staff partake in a wide range of CPD opportunities and are encouraged to undertake DCAT training and nationally accredited qualifications (NPQs). Senior leaders listen to their staff and are more than happy to support them. Newer staff praised the induction processes in the school. The school has an open-door policy and communicates effectively with parents/carers through a range of means, including through emails; text messages; school newsletters; Arbor and class dojo.

The parents interviewed praised the school for how they have been supported as families; how accommodating the school is; how sensitively the needs of their children have been met and how any concerns or worries are immediately dealt with. They said SPA 'is a brilliant school' and 'everyone here has been amazing'. One parent took the time to email



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following being interviewed; to share how positive her journey has been with the school, sharing how ‘Small but meaningful gestures – such as acknowledging Ramadan, Eid and Diwali with warm messages – truly reflect the school’s respect for diversity’ and how ‘Inclusion isn’t just something written in policy here – it is lived and practised daily’. Ofsted parent view results, November 2025, evidenced that 98% of parents would recommend the school to another parent.

The local governing board is reported to be ‘a good team’ who are very engaged, interested and supportive of the school. The Chair of Governors took over the role in September, stating that he wouldn’t have done so if he didn’t have confidence in the leadership of the school. He appreciates the school’s ethos of letting your light shine, saying ‘Theres a lot of thought around how do we ensure that everyone is learning and progressing’ and ‘At every level from children through to the teachers, kindness is absolutely central – it flows through everything we do and ensures that everyone is included in whatever activity is being done’.

Governors inform themselves of the work of the school through HT reports; subject leader presentations; visits to the school and undertaking link roles and responsibilities. They attend training through DCAT, to ensure that they can fulfil their responsibilities effectively. SPA is also a very outward facing school, committed to developing links with the local and wider community, for the benefit of its pupils and families. They work effectively as part of DCAT and the East Sussex LA and have very close links with the local parish church; Hastings’ library and museum; Source Park and Amherst Road tennis club. Globally, they are linked with a school in Hastings, Sierra Leone.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark’s Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 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: Pat Wood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

SPA is a highly inclusive school, where staff work hard to help give pupils what they need in order to be the best that they can be, within a very caring and nurturing environment. It was highly evident during the assessment days that all staff understand and value inclusion as being central to the school ethos. Inclusion at SPA is overseen by the SLT, supported by a very passionate and enthusiastic staff team, who work hard to ensure that pupils thrive within a culture of equity. One of the HTs shared 'Being inclusive at St Paul's is about finding a 'way in' for many of our children, tapping into their talents and interests and giving them the time and space to develop those talents. If we get this right, we gain the trust of our most vulnerable pupils and support them in building resilience, as well as, developing a sense of worth and pride in who they are as human beings'.

The school has adopted the DCAT equality and inclusion policy. Pupils learn within an atmosphere of safety, trust and respect. There are clear systems and structures in place to support the early identification, monitoring and tracking of any children who may have additional needs. All children's progress is rigorously tracked using the Insight system, including observations; book looks and pupil progress meetings. Time limited, impact driven, interventions are carefully tracked and evaluated. Provision maps ensure the needs of all individual SEND pupils are planned for and met with ANPs for SEND pupils being robust, with targets and outcomes measured. Staff strive to make classrooms inclusive, making necessary adaptations for learners.

Communication and CPD at the school are highly effective and focused on teaching and learning. Weekly staff meetings, SLT breakfast briefings and termly staff forums offer opportunities to share views. Year group PPA time is supported by a member of SLT, and regular weekly TA training is highly effective in helping TAs to support children with SEND. The MHEW Education Support visit report of September 2025 highlighted the whole school approach to supporting the mental health and wellbeing of all as 'a real strength of the school'. SPA is a caring and welcoming community and relationships observed between staff and pupils are highly positive.

Pupils are polite and understand the school ethos that everyone is special and can reach their God Given potential. Fundamental school values, such as respect, are embedded across the school and reinforced through worship assemblies and the PHSE curriculum. Pupils' achievements are celebrated for all aspects of school life; including through the weekly celebration assembly and the school offers a wide range of after school clubs and leadership opportunities for pupils. Transition into reception; within the school and from Year 6 to Year 7 is carefully planned for and focused on supporting the children. Liaison with external agencies is highly effective and focused on the individual needs of the child.

Next Steps:

- To raise the attendance of SEND children, to close the gap with non-SEND children, to be in line with or exceeding national comparators and for KS2 outcomes for SEND and disadvantaged children to be in line with or exceeding SEND and disadvantaged children nationally. Also discussed was how well placed the new SENDCo is to support Year 6 to 7 transition, due to his previous experience in secondary education.



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Element 2 - Leadership and Management and Accountability

The HTs, SLT and LGB of SPA provide strong leadership to the school focussed on continuous school improvement, promoting inclusion and meeting the needs of their pupils and the community. In line with the school vision, the school 'see themselves as a beacon of light for the whole community, where all stakeholders feel safe'. Safeguarding systems are highly effective, robust and rigorous. The school has a very experienced, dedicated DSL who stated 'Our school being part of the community and a safe haven for all our children. Every student is valued and belongs, with staff working hard to support, understand and know each child and their families.

Weekly children of concern (CHOC) meetings, focus on safeguarding issues, behavioural trends, wellbeing and inclusion. Individual pupils of concern are discussed. Concerns are reported through MyConcern and this dashboard is also discussed during CHOC meetings. The DSL delivers annual training to staff, with full training every 2 years. She reinforced how vitally important it was for staff to know their children well. Great importance is placed on staff wellbeing, with many wellbeing measures in place, such as one staff meeting off per term, a staff wellbeing group to organise social events and compassionate leave and mental health days given. The school does not experience a high turnover of staff, because as one teacher stated, '*the grass is greenest at SPA*'. The sense of the whole staff team being very strong and united was very evident. Continuous school improvement is effective at all levels and includes subject leaders' individual action plans and reports on progress in their subject to the LGB and SLT.

CPD is a strength of the school, linked closely to curriculum foci and school development priorities, and staff are encouraged to access DCAT training and complete nationally accredited qualifications. Leaders at all levels attend DCAT CPD network meetings and the senior education lead from the trust provides support to the school through subject leader support and guidance for senior leaders, if needed. SLT have identified training and CPD needs for staff in relation to neurodiverse children. Induction for new staff is very effective, including ECTs being supported through weekly meetings with their mentors. New TAs are allocated a buddy to support their induction period. The LGB is supportive and committed to the school and attend training in order to fulfil their roles effectively.

They represent a range of skills and inform themselves of the work of the school through governor visits and attendance at meetings. Pupils are also central to the leadership of the school, being offered a range of leadership opportunities. The school has a dedicated pupil premium lead who closely monitors the progress and achievement of disadvantaged pupils, 'allowing all pupils to shine and find their place in the world in whatever way they can, whether that is academically, spiritually or in finding a hidden talent'.

Next Steps:

- To embed 3 AFL strategies to ensure that all children's knowledge and responses enable them to participate fully and build self-confidence and self-esteem; to further improve the consistency of quality first teaching across the school, ensuring that adapted practice is used effectively and appropriately and to formalise the evaluation of all interventions.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

SPA offers a broad, progressive, spiral curriculum, designed to meet the needs of all learners and coherently planned and sequenced towards acquiring cumulative knowledge and skills ensuring coverage and progression. All children are encouraged to 'let their light shine' and succeed. Ofsted (June 2024) stated 'The curriculum the school has designed is extremely ambitious. The school has thoughtfully mapped the knowledge, and skills pupils need'.

The curriculum has been designed to meet the needs of the community and local area that it serves. For example, in history, pupils study how Hastings has changed over time. In addition, the school is committed to developing the cultural capital for its pupils, through a wide range of enrichment opportunities, including immersive activities such as theme days (French Bastille Day); residential and educational trips (Year 6 attend PGL); visits from musicians, historians and artists and a wide variety of sports and activity clubs before, during and after school hours. Clubs are monitored for attendance and participation rates are high.

PP and SEND pupils are prioritised. SPA have a keen focus on music, sports and alternative sports and the performing arts. They employ a music teacher who delivers whole class recorder lessons to Year 4 pupils and ukulele to Year 5. EYFS children participate in weekly singing and signing sessions, linked to their phonics work. A partnership with The Source Park underground skatepark delivers fortnightly skateboarding sessions to Year 3-6 pupils. SPA also have a BMX programme, with a commitment that every child will learn to ride a bike by the time they leave St Paul's. SPA focus on developing oracy and vocabulary skills in their children from the earliest opportunity, together with a love of reading through 'immersing children in quality texts as part of the curriculum offer'. Ofsted reported 'Pupils are taught to read at the first opportunity'; 'Pupils who need additional support to learn to read receive specialist teaching immediately'; and 'The school's '5 a day' approach to reading supports a strong culture of reading across the curriculum'.

SPA is a 'Talk for Writing' school, using this approach to support pupils to familiarise themselves with a range of styles and genres, understand texts from a writer and readers point of view and increase the breadth of vocabulary they use regularly. The 'Lighthouse Provision' focuses on the development of the basic skills in reading, writing and maths, for children struggling with transition to Year 1. Pupils are also encouraged to participate in additional opportunities, such as the DCAT dance project for Year 4 Time to Dance at the White Rock Theatre for Year 6 and town sports for upper KS2 (which St Paul's won the previous year).

Next Steps:

- To embed 3 AFL strategies to ensure that all children's knowledge and responses enable them to participate fully and build self-confidence and self-esteem.



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- To further develop teachers' understanding of meeting the needs of those children who are significantly below, using precise assessment so that pupils succeed in making small steps of progress and securing foundational knowledge.
- Also discussed was developing forest school further at SPA and introducing debating competitions with other schools.

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

T&L at SPA is characterised by high expectations and a commitment to enabling every child to reach their 'God-given potential'; whilst also encouraging pupils to develop resilience in their work. SPA promotes calm learning environments and classrooms are very well organised, with resources easily accessible and consistently labelled. All classes have visual timetables, including first, next and last. Buffed paper and neutral tomes are used for displays, to minimise cognitive overload. Displays are relevant to current T&L and working walls support learning, skills and knowledge recap, inclusive of key vocabulary.

Reading areas have a high priority and include carefully selected, well-chosen, texts, which cater for all reading abilities. T4W washing lines display current story maps and showcase ongoing writing work to support learning. SPA contributed to a Trust wide working group last year, which explored adaptive practice across the whole curriculum. Adaptive practice is embedded in lessons, helping to ensure that all learners are supported appropriately. A range of scaffolds, both audio and visual, are used to enhance accessibility and understanding.

SPA curriculum design ensures that the needs of individual and small groups of children are met within an environment of high quality first teaching, supported by targeted interventions, where needed. Where required, pupils have individual workstations to minimise distraction or are provided with other resources to help with sensory needs, such as fidget tools and brain breaks. The school has a new computing suite, and all classrooms are equipped with IWBs; iPads and chromebooks. The school has the Clicker eight writing software programme installed on some computers and widget symbols to support communication, language, and learning are installed on all computers to help pupils with text or communication difficulties. The ShREC approach, used in the EYFS, involves early, thorough assessment of individual pupils' language skills; interventions tailored to particular children's needs; and immersing children in language at every opportunity.

Support staff are effectively deployed by their class teachers; with specialist support outside the classroom being delivered by S&L TAs; an EAL TA and a group of individual needs assistants. Established pedagogical principles grounded in research underpin delivery across the curriculum. Lessons have WALT (we are learning to) and success criteria and across the school there is a consistent approach to lesson delivery, such as in maths with it's I, We, You approach. Where possible, learning is interactive through the use of talk partners or group work. Marking moves learning forward, with green pen positive comments and pink pen areas for improvement.



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Staff at the school have received CPD on teaching approaches for pupils with SEND; effective classroom management and facilitating effective paired and group talk,

Next Steps:

- To embed NumBots to KS, to securing number bonds and subitising as foundational knowledge and to enhance the existing mathematical pedagogy in place.
- To increase attainment in the Y4 MTC through teacher engagement with the software to ensure targeted use of Times Table Rockstar for vulnerable pupils
- To invest in classrooms and establish consistent learning environments for pupils, grounded in research and captured in policy.

Element 5 - Assessment

SPA has a clear, consistent approach to assessment and feedback. Children are assessed by their classteacher across the prime areas of learning during the EYFS. In addition, reception children are also assessed using Language Link to identify children with language difficulties and subsequently provide the necessary support. From Year 1, pupils enter onto the whole school assessment pathway, which tracks progress in all subjects across the curriculum. Pupil progress is carefully tracked and monitored, through the on-line pupil tracking system, Insight. Teachers submit data three times a year, in reading, writing, maths, science and RE. SLT scrutinise the data and pupil review meetings focus on progress and achievement of individuals and groups of pupils. Pupil progress is shared with parents during parent consultation meetings and through the end of year written report.

The school has developed an approach to 'in the moment' feedback and 'live marking' during lessons, to address any misconceptions and move pupils' learning on. Through this immediate targeted verbal or written constructive feedback in lessons, pupils are actively involved in the assessment process so that they can develop a deeper understanding of their strengths, areas for improvement, and personal goals. Pupils are encouraged to respond to marking in books and reflect in order to improve. Lessons build upon prior learning, with each lesson commencing with something that the pupils have learned before. Teachers identify any gaps in learning. For example, in maths, Progress in Understanding Mathematics Assessment (PUMA) gap analysis takes place every 2 terms and is used to inform gap tasks at the start of each lesson. Lessons have clear learning objectives and success criteria. Learning against the LO is checked throughout the lesson. Pupils' self-assessing against success criteria was evident in the books and pupils are actively encouraged to support each other in the learning process through the use of talk partners.

T4W supports pupils in being aware of their personal writing targets and the use of Accelerated Reader supports the pupils in developing fluency and understanding of their reading age; together with the importance of choosing texts linked to their RA and levels of comprehension. For pupils working well below age related expectations, the school



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utilises a range of additional assessments. The SENDCo meets with those parents with SEND children, to report and review progress and provision.

Next Steps:

- To introduce a suite of baseline assessments for all pupils in Year 3 to identify any specific unmet needs such as processing.
- To introduce an alternative speech and language assessment for the whole class in reception and Y1 [NELI], to complement the existing Language Link programme.

Element 6 - Behaviour, Attitudes to Learning and Personal Development

SPA has a clear positive behaviour policy, outlining its therapeutic approach to promoting good behaviour, in place since September 2022. Visitors to the school comment on the pupils' excellent behaviour. Ofsted (June 2024) reported how, 'Pupils behave exceptionally well' and 'The behaviour of pupils is exemplary'. The Mental Health Support Team report (February 2024) commented on 'how wonderful the children were at Assembly yesterday', 'They were so well behaved and listened and engaged so well'. This was certainly the experience during the 2-day IQM assessment. Behaviour for learning observed in classrooms was exemplary, with pupils learning within calm, purposeful, safe environments.

Behaviour in worship assembly was also excellent. Pupils were fully engaged, listening and respectful of each other. Staff set high expectations for pupils' behaviour and learning; consistently applied across the school. SPA's Christian values of respect, honesty, forgiveness, patience, love, service and thanks are a weekly focus for the children, reinforced during each whole school and class assembly, and these values guide them in the choices and decisions that they make.

The school has a behaviour focus of the week and an emotion word focus of the week, supporting the development of emotional literacy. Behaviour tokens are awarded to pupils who display the behaviour of the week. This is part of the school's drive to support pupils to understand the way they are feeling and be able to explain this. Pupils are asked to reflect upon any unacceptable behaviour, teaching them how to consider how they could respond differently in the future. The school's behaviour pathway and alternative pathway for children with SEND supports children to think about how they can respond differently in the future.

Wellbeing of all is paramount and the school has embedded MHST support. Winnie, the wellbeing dog, has a number of pupils she supports with emotions. Trained wellbeing ambassadors attached to each class support pupils in being able to voice any concerns and worry tree groups and time to talk groups support specific children to understand their emotions, worries and anxieties and develop strategies to be more resilient. Wellbeing ambassadors are also anti-bullying ambassadors working towards gaining their respect badges this year. Playleaders support younger children during playtimes. Through pupil voice, 98% of pupils report that they feel safe at school, with 93%



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indicating that behaviour of other pupils in the school is good. Staff wellbeing is supported through a staff well-being group and the termly staff forum provides an opportunity to raise and discuss issues, together with celebrating positives. Attendance policies and procedures are robust and rigorous. The AHT attendance lead and attendance officer monitor attendance and persistent absence; resulting in a significant improvement overall in attendance over the past 3-year period, and for vulnerable groups. There have been no permanent exclusions for pupils in the past three years. SPA is one of only four schools in East Sussex to be a healthy eating school.

Next Steps:

- To secure transitions from break to classroom, enabling pupils to take full responsibility themselves regardless of adults' presence.
- To have a 4-year improvement in attendance data and reduce PA further by developing in parents and pupils an internalised value of the school offer and what education can provide.
- Also discussed was providing trauma informed practice training for all staff, the possible reintroduction of zones of regulation across the school to support emotional regulation and OPAL play.

Element 7 - Parents, Carers and Guardians

SPA highly values its partnership with parents/carers and the parents interviewed praised the school for its open communication, which includes its open-door policy, and the support that it offers not just to the pupils, but also to families. Senior leaders, including the SENDCo, are a visible presence on the playgrounds before school to welcome the pupils and to be accessible to parents. Teachers in EYFS/KS1 are also a visible presence at the classroom doors in the morning and class teachers can be contacted via the ClassDojo in EYFS/KS1 and via email in KS2. Teachers in KS2 are also available at the end of the day.

The school communicates regularly with parents using Arbor and also produces a monthly newsletter, sharing detailed information about what has been going on in the school. Termly newsletters share what the learning will be for the next term for each of the year groups across the school. The AHT for KS1 produces a phonics video each week, through Dojo, for parents of children in reception, Year 1 and Year 2. SPA holds two parents' evenings a year, where parents have an opportunity to discuss their child's progress.

Parents of children with SEND are offered additional opportunities to speak with their child's teacher and the school will arrange for translators to support those families with EAL. Weekly SEND and wellbeing meetings are held with SLT, SENDCo and behaviour support lead to address issues and share concerns around specific children.



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Parents are also invited into school for a range of workshops and performances throughout the year. These have included workshops on literacy and numeracy; ukulele and recorder concerts; singing and signing and the biannual White Rock Show at the local theatre.

Parents are also invited into school for story time at the end of the day. In addition, SPA work alongside MHST to provide parental workshops for the community most recently on anxiety and supporting children with their worries. The school also invited the parent autism service into school to run a coffee morning to discuss concerns parents may have regarding their neurodiverse children.

The school also signpost parents to online webinars which may be of use to them. SPA have an active PTA (St Paul's Together), who have worked on a number of projects to enhance the experiences of pupils at the school and also host a number of events, such as the winter warmer; Year 5 disco and summer fete. They have recently raised funds to develop the quiet area of the playground and are currently working on a project to improve the Year 2 playground. Parents are well supported by the school, for example, through secondary transfer and when making necessary referrals to external agencies. In a recent parent view survey (November 2025), 98% of parents would recommend the school to another parent. The school actively serves and supports their community and go out of their way to support a child or parent in need, such as through providing free uniform or food vouchers.

Next Steps:

- To introduce a suite of parent workshops as pupils transition to Year 3, to support learning in the core subjects; attendance and independence and to actively engage hard to reach parents of vulnerable pupils that captures: attendance, attainment, progress to ensure pupils make rapid progress in all areas.
- Also discussed was the new SENDCOs future and valuable involvement in supporting families through the transition from Y6 to 7, due to his previous experience working in a secondary school.



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Element 8 - Links with Local, Wider and Global Community

SPA is an outward facing school, placing great emphasis on fostering connections with the local, wider and global community, to enhance the educational experiences of its pupils. The school has a strong partnership with the local church (St Matthew's Church). The church hosts SPA's Christmas and Easter services and the vicar leads a weekly worship assembly at the school.

SPA have developed links with organisations in the local community, such as Source Park (the world's largest underground skate park); Amherst Road tennis club; Hastings Museum and Hastings library. Through these all pupils in KS2 benefit from fortnightly skateboarding sessions and a coach from the tennis club has provided taster sessions for pupils. SPA worked closely with Hastings Museum to be part of an anti-racism exhibition, launched in response to a racist incident. Pupils visited the library to get their first library card and visitors from the library came into school to promote the summer reading challenge. Pupils at SPA utilise the local area through their curriculum.

Year 4 pupils carry out a local traffic walk linked to maths and reception children post a letter to Father Christmas at Christmas time. The school participates in a number of projects to benefit their families, including the Brightpath project, targeting families who would benefit from key worker involvement and the Young Minds anxiety project to support children's parents and staff in managing anxiety. SPA also participates in an annual local art project called 'A Town explores a Book'. SPA work closely with other schools in DCAT, sharing resources and expertise. Staff hubs encourage collaboration and sharing of knowledge. DCAT holds termly meetings for HTs, SENDCos, wellbeing leads, English and Maths leads and DSLs. DCAT also organise termly regional SEND and wellbeing hubs and an annual conference for all DCAT schools.

The AHT is currently supporting another school in the trust for one day per week and the DSL is working for the London SE Academy Trust for one day per week, supporting nine students in transition from Year 6 - Year 7. SPA actively promote aspirations in their pupils, creating opportunities for them to engage in a wealth of enrichment activities, both within school and beyond their locality. Pupils participate in a range of sporting and musical events within the local community and beyond and the school runs a number of clubs, including art, badminton and table tennis club each day for different year groups closely monitoring attendance.

They have worked hard to increase the number of children engaging in extra-curricular activities and trips. SPA pupils attend a number of SEND tournaments, ensuring that SEND children are given the same opportunities as other children to experience success. They operate a system of selecting children where there is too much interest in a club to ensure that SEND and PP children are represented. Globally, SPA is linked to a school in Hastings Sierra Leone. Staff from both schools have visited one another, enabling SPA pupils to compare and contrast the lives of children from a different part of the world. Teachers from Sierra Leone visited in September and planted a rose 'Glory' at SPA. The house names reflect courageous advocates who have made a difference to the lives of others.



Report on IQM Inclusive School Award



Next Steps:

- To induct a new chair and foundation governor to support the work of the LGB and successfully hold the school to account and to engage with past pupils and community, through the history project, to celebrate the school, enabling pupils to feel a strong sense of belonging, pride and identity with the school and town.
- Also discussed was SPAs future involvement with the Careers Hub, in terms of further developing careers education at the school.