



Assessor's Evaluation for the IQM Flagship Project



Overview

Laxey School is a truly inclusive family, where each child is valued for their individuality.

When touring Laxey School, the warm welcome from children makes one immediately feel like a member of the Laxey family. Every class we went to greeted us openly and children were eager to share their learning, their ideas, and their reflections.

Throughout the school, the learner dispositions, identified through the Laxey 6Rs, are consistently referred to by children and staff. They are clearly displayed in each classroom, and children of all ages were keen to challenge themselves to remember them all! The sticker rewards for using each of the dispositions help to focus the children on each one and to identify the behaviours that the school aims to promote.

Even when not talking directly about the 6Rs, their impact was clear in the values that children shared.

In Year 4, pupils are encouraged to sometimes work with people they don't usually collaborate with. They explained that the teacher selects names randomly, so they get the chance to work with someone they are not friends with. Rather than seeing this negatively, children saw it as an opportunity to get to know their classmates and hear different ideas that they might not normally hear. Such emotional maturity is a testament to the value given to 'Relationships' in the Laxey learner dispositions.

Even in Reception, respecting each other was demonstrated by the teacher directing children to put a sign on their models if they wanted other children to not touch them, and reminding children to look after each other's creations.

When asked what a visitor should see at Laxey School, children agreed that the Friday Assemblies were a school highlight. At them, children's efforts are recognised through 'Learning Heroes certificates,' 'Magic Moments badges' and 'Magic Beans' class prizes.

Teachers agreed, saying that the assemblies are a really fun celebration enjoyed by the whole school. A Year 6 pupil summed up the experience, saying, "in the assemblies, it's nice to listen because the teacher who awards the certificate or badge announces who has won, but they also say what they got it for."

This was echoed by the parent governor, who shared how much the awards mean to parents because of the level of personal detail written by teachers: "the certificates are specific, contain lots of information and really personalised so the children know they've been seen and valued." Friday Assemblies are a perfect example of the whole school community (children, parents, and staff) taking a shared pride in the individual achievements of each child.

Another example of the value placed on parental involvement is the texts sent home by teachers to share exceptional work, effort, or attitude. As a parent said, "I don't think you know how powerful those messages are."

Warm and respectful relationships between pupils are a striking feature of life at Laxey School. Groups of children spoke co-operatively, allowing each other to express themselves and responding respectfully to each other's points.



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Collaborative learning is a very visible feature of each classroom. Children from the earliest years' work together respectfully and support each other to focus on the shared learning activity. For instance, in Year 2, children were working in pairs to build 3D shapes out of marshmallows and cocktail sticks, a task requiring high levels of patience and cooperation, both of which were on display in abundance.

In Year 5, the IQM Lead and Class Teacher introduced some of the children who have specific ways of learning and working, and the pupils were happy and confident to share their strategies and adaptations. Other children were understanding, expressing that they each have different skills and learning preferences.

A group of Year 6 pupils told me proudly about their roles in supporting younger children across the school. They serve as 'Playground Partners' on a rota, supporting children from Reception to Year 3 at lunchtime. They shared how teachers make them feel supported and appreciated, for instance, the Reception Teacher has designed Games Cards to help with activity ideas. Year 6 pupils also take responsibility for organising and leading clubs for younger children if they want to. Currently, these include Art, Sports, and Games clubs. It is clear that the older children enjoy the responsibilities given to them: they beamed with confidence, pride, and self-belief.

The parent governor praised the balance between nurturing children and encouraging them to push their learning, take on responsibilities and embrace new challenges.

Also evident throughout the school is children's love of learning. There is a 'buzz' in every classroom where inspiring environments, creative activities and high expectations lead to wonderful attitudes to learning.

Children demonstrated very impressive levels of independence, even as young as Year 1, where maths challenges were set out around the room and children accessed them with focus and determination.

A visit to Year 3 towards the end of a lesson saw children who had finished their learning task engaged in independent application of knowledge about volcanoes. They explained they could choose, "to read, do a maths challenge, or draw a volcano," and proceeded to explain the features of their chosen volcanoes, with thorough knowledge recall and accurate vocabulary.

Pupils also demonstrate their reflectiveness as learners, being encouraged to choose their own level of challenge. As a Year 2 pupil said, "the teachers don't make the challenges extra-hard; they make them in our stretch zone."

It is clear that everyone in Laxey School feels valued, including the staff. A teacher observed, "We're treated as professionals and trusted to do our jobs in a way that best suits the children. We're not afraid to try new things because we feel safe to get things wrong."

This must be why, despite so many successes, school leaders and staff are continually striving towards further improvement. The pace of change and development in the past 2 years has been notable, but thanks to the team spirit within the school, everyone has felt motivated and empowered by school developments.

As the parent governor observed, "They're keen to undertake new initiatives. They're always up for a challenge and want to move things forward."



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Evidently, the school's positive ethos extends to adults as well as children. There was a genuine and heartfelt pride in the school from the staff I spoke to. They all shared how happy they are in their work and how well they get on as a staff team.

"The thing I'm most proud of is the children's compassionate, supportive, and caring attitudes. In my class, when I praise a child, the whole class stops and claps because they recognise how much effort that child has put in."

Children are also keen to point out each other's success in demonstrating the Laxey learner dispositions, advising teachers of who deserves a 6Rs sticker, particularly in Learning Talks before Friday assemblies, when they are encouraged to reflect on their own and other's achievements.

Children also appreciate how well they are looked after by all the adults in school. Typical comments were: "everybody is welcoming; teachers are friendly, and you can just talk to them if you need anything"; "lots of other staff, like dinner ladies, are really kind and compassionate too"; "cleaners when they come in, they always smile at us too."

Relationships between adults and children in the school, model the kindness and respect that adults want children to show to each other. The warmth and care from teachers towards all pupils in the school is tangible. An example of the many Thank You cards in the staffroom said, "we will be forever grateful for all the learning opportunities he has experienced along the way and won't ever forget the love and support given to each and every pupil."

It was a pleasure to visit Laxey School and see the inclusive ethos of the Executive Head, the Head of the School and the IQM lead embodied by everyone I met. My visit was inspiring and heart-warming.

When children were asked what they would like to show visitors to Laxey School, there was a wonderfully enthusiastic response: they are justifiably proud of their inclusive school. A comment summed up: "visitors should go in classes and see us collaborating well together and see teachers and children all making it a nice environment for everyone to be in."

I would certainly echo that recommendation: a visit to Laxey School is heart-warming, providing a masterclass on how teamwork between everyone in the school can build a safe, happy, and inclusive environment for all.

The school continues to move from strength to strength in terms of its superb inclusive practice and 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 Flagship School. I therefore recommend that the school retains its Flagship 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 Flagship status.

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Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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