



Assessor's Evaluation for the IQM Flagship Project



Overview

Laxey School is a warm, inclusive and deeply connected community where relationships are at the heart of everything. From the moment you enter the school, there is a strong sense that this is not simply a place of learning, but a place of belonging. The atmosphere is calm, purposeful and welcoming, with staff and pupils greeting one another by name and moving through the school with confidence and pride. Inclusion at Laxey School is not something that needs explaining. It is visible, felt and lived.

Staff, pupils and families consistently describe the school as feeling like a family, and this is not a casual phrase. Nurturing relationships underpin daily practice and shape the way the school operates at every level. Pupils are known exceptionally well, not only in terms of their learning needs but within the wider context of their families and lives beyond school. Siblings, grandparents and extended carers are recognised and valued as part of the school community, and this depth of understanding enables staff to respond quickly and sensitively when children need additional support. Staff are, quite rightly, proud of this.

This relational knowledge plays a particularly important role in supporting transitions. Staff are highly visible at the start and end of the day and place great value on informal conversations with parents and carers. These moments allow important information to be shared, worries to be addressed early and trust to be built over time. Parents spoke positively about this approach, describing how reassured they feel knowing that staff genuinely care and are attentive to the small details that matter. When pupils have a 'wobbly start' to the day, this is handled with empathy and calm, ensuring that pupils feel safe, supported and ready to learn.

Positive relationships between staff and pupils are evident across the school. Interactions are respectful, warm and purposeful, with clear expectations that are consistently upheld. Pupils respond well to this approach and demonstrate high levels of empathy, kindness and responsibility. They spoke confidently about looking out for one another, helping peers who may be upset and taking collective responsibility for the school environment. This culture is reinforced through shared systems such as the Magic Beans, which promote kindness, respect and positive behaviour. Pupils clearly understand how these systems work and enjoy celebrating collective success together, whether through Celebration Assemblies, class rewards or shared experiences such as discos and special events.

Leadership is a clear strength at Laxey School. Both the Head of School and Executive Headteacher are described by staff, parents and governors as approachable, knowledgeable and supportive. Their visibility and openness create a culture where communication feels natural and collaborative. Staff commented that feel listened to and valued, and there is a strong sense of shared purpose across the team. Inclusion is not viewed as an additional responsibility or a separate strand of work, but as "part and parcel of what we do." At Laxey, inclusive practice means that be support and adaptations are "available to all and invaluable for some." This principle is consistently reflected in decision-making and daily routines.



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Learning behaviours are a notable strength of the school. The shared language of learning habits is embedded and understood by pupils, staff and governors alike. Children use this language naturally, referring to learning being 'stretchy,' working in different learning zones and reflecting on how they learn best. Visual prompts, stickers, feedback and regular opportunities for reflection reinforce these habits across the school. Older pupils spoke highly of their weekly 'Learning Talk' sessions and their use of learning journals to support personal reflection on what has gone well, identifying targets and developing gratitude and self-awareness. These approaches are carefully adapted for different age groups, ensuring that even the youngest pupils begin to develop positive learning behaviours.

Pupil voice at Laxey School is strong, authentic and valued. Pupils speak with confidence, pride and clarity about their school, describing it as a place where people are kind, supportive and ready to learn. They articulate clearly how the school's values and systems help them to feel included and motivated.

The annual Year 6 Remembrance Service was highlighted by pupils, staff and parents as a powerful example of pupil leadership and shared values. Younger pupils look up to the older children and are inspired by their maturity and respect, further strengthening the school's sense of community and continuity.

Laxey School is also outward-facing and forward-thinking. Its work as a pilot school for AI development reflects a careful, values-led approach that places wellbeing, safety and human intelligence at the centre. Staff feel encouraged to be brave, to explore new approaches and to involve pupils openly in learning about emerging technologies in a safe and empowering way. During the learning walk, this was seen in practice in a Year 3 writing lesson, where AI was used thoughtfully to motivate and inspire pupils. Pupils were writing setting descriptions, using rich imagination and ambitious vocabulary, before eagerly sharing their work so that it could be transformed into an AI-generated image. The excitement and pride in their writing were clear, with the technology acting as a meaningful reward for high-quality thinking rather than a replacement for it. This approach reflects the school's emphasis on ethical use, staff confidence and pupil understanding, ensuring that AI enhances creativity while keeping human intelligence firmly at the heart of learning.

Parents are active partners in the life of Laxey School and their voices are valued. The Parent Forum Group, led by the Head of School, provides a structured opportunity for dialogue, feedback and collaboration, and has evolved over time to reflect the needs of the school community. The Forum also takes an active role in supporting the school through community and fundraising events, helping to strengthen relationships and shared purpose. Staff are highly visible and active within the local community, further embedding strong links with families and reinforcing the school's sense of belonging beyond the school gates.

Overall, Laxey School is a community where inclusion is lived daily through relationships, routines and shared values. There is strong alignment between the voices of pupils, staff, parents and governors, all of whom describe a school that listens, cares and strives to do the very best for its pupils. The school demonstrates sustained and



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embedded excellence in inclusive practice, with a culture that consistently places people, relationships and belonging at its core.

Inclusion is evident not as an initiative, but as a defining feature of daily life.

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.

Assessor: Mr Stuart Mycroft-Armer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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