



Report on IQM Inclusive School Award



School Name: Swanbourne Church of England School

School Address: Winslow Road, Milton Keynes
Swanbourne
Buckinghamshire
MK17 0SW

Head/Principal Mr David May

IQM Lead Mr David May

Assessment Date 23rd April 2025

Assessor Ms Alison Merrills

Sources of Evidence:

- IQM application document
- School website
- Ofsted report
- A range of supporting documents including policies and curriculum maps
- Parent and carer survey summaries
- Learning walk
- Book Look

Meetings held with:

- Executive Headteacher/Inclusion Lead
- Deputy Headteacher
- SENCO
- Teaching Assistants
- Parent
- Chair of Governors and Well-being Governor
- Pupils



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Overall Evaluation

Swanbourne Church of England School is a small village primary school in Buckinghamshire with 120 pupils on roll. The school is situated in a mainly affluent rural area with 10% of pupils in receipt of the Pupil Premium which is well below the national average. The school has a majority White British community (84%) with a very small number of children having a minority ethnic background. 16% of pupils have SEND.

Swanbourne Church of England School is part of The Three Schools—a federation of 3 small schools. The Executive Headteacher has been at the school for 12 years and is supported in leading the Federation's three schools by a Deputy Headteacher, an Assistant Headteacher, a Key Stage Leader and a SENCO. Leaders receive support from the local authority and the Oxfordshire Diocese. They share best practice within a local liaison group of schools and the Executive Headteacher and subject leaders are also providing leadership support for other schools.

Swanbourne is proud to be an inclusive school where everyone can feel valued and supported. It is a warm and friendly school that plays a central part in its local community and staff, parents and pupils alike celebrate this. The school's motto is: 'with Love, Honesty, Forgiveness and Respect, we persevere to succeed and shine'. It is clear from discussions and evidence seen during the assessment day that these values are embedded into everything the school does for the members of its community.

The Executive Headteacher began the assessment day by describing the school as a 'strong community' that focuses on working with 'pupils and their families to develop children and to meet their specific needs'. He described the strength of the school as being knowledge - that he and his staff team 'know the local area and families very well' and work together to provide 'what is best for Swanbourne children'. All staff work together towards the shared goal of 'making children feel valued and supported, ensuring sure that school is their happy place'.

The school has created a culture of high expectations to promote a positive school ethos and learning environment. Pupils' behaviour and levels of engagement in classrooms observed during the visit were excellent. Pupils respond positively to staff's high expectations and to the routines that are in place. The caring environment and positive relationships pupils enjoy with adults ensure they feel safe at school.

The implementation of zones (construction, chill, climbing and competition zones) in the playground promotes personal development, social skills, health, and well-being. The Executive Headteacher explained how children 'play well together'. The implementation of the zonal areas has had a positive impact. The Executive Headteacher reported that there had been a reduction in the number of lunchtime issues as well as an increased enjoyment and engagement during this social time. Pupils socialise together well, and this adds to the very strong community/family ethos at Swanbourne.

Further, the zonal outdoor provision provided at Swanbourne offers all pupils the opportunity to develop essential life skills such as cooperating with others,



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communication, well-being, and health as well as providing a space for children to self-regulate and calm.

In lessons, there is a calm and focused learning atmosphere with all pupils engaged in their learning. Technology is used in various forms to enhance learning, and as an adaptive strategy to enable pupils with additional needs to access learning. During the learning walk, the assessor saw an example of this where text was enlarged on an iPad for a pupil with visual impairment. Adaptive strategies including scaffolding and support from teaching assistants, wobble cushions, fidget toys and coloured overlays are embedded in classrooms and used with confidence by pupils in their learning.

In recognition of inclusivity and diversity, the school has purchased a wide range of diverse books for the library which promote discussion and challenge stereotypes. The Executive Headteacher explained how pupils are introduced to literature which represents different cultures and backgrounds in lessons and assemblies to develop empathy and a wider understanding of the world around them 'outside the Swanbourne bubble'. This is particularly important as the school has a predominantly White British community and leaders are keen to ensure pupils at Swanbourne are aware and appreciative of the diversity within the wider community and wider world. Leaders describe how the children understand differences and in an interview with pupils, one pupil told the assessor how he understands how 'everyone is different'.

In a meeting with a parent, the parent explained to the assessor how all staff at the school worked together with parents and children saying, 'we are a family, a small community'. She described how happy her children are/had been at the school and described communication as 'excellent' with senior leaders operating an 'open door' policy. She went on to say how parents and carers she knows feel they can approach any member of staff because of the trust and positive relationships staff have fostered with families and with the local community.

The staff at Swanbourne feel 'valued' and 'supported' by their colleagues and by the leadership team. The Executive Headteacher is proactive in supporting the professional development of staff by sourcing CPD which enhances their skills and knowledge and enables them to meet the needs of all pupils across the federation's three schools. This includes developing future leader with NPQs and SIAMS training. Leaders' commitment to CPD and staff personal development contributes to a positive working environment with staff members saying, 'communication is excellent' and how 'teamwork' is central to the support they provide for pupils.

The Executive Headteacher has fostered and developed trusting professional working relationships with representatives from external agencies. From discussions with leaders and with the SENCO, it was clear that the school works in partnership with the LA and with providers of alternative provision where appropriate to secure the best support for pupils with additional needs and for their families. The Executive Headteacher has sought to personalise provision to meet need with programmes such as 'Engage' at Northants Saints, horse therapy and drumming sessions, for example. Swanbourne Church of England School is a delightful school where high standards and expectations together with caring and inclusive approaches, support pupils to become successful learners and active members of the school and local community.



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Thank you to the school community at Swanbourne for such a welcoming and informative day.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years' time.

Assessor: Ms Alison Merrills

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann", is written over a horizontal dotted line.

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



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Element 1 - The Inclusion Values of the School

Swanbourne Church of England School is proud to be a fully inclusive school where everyone has the opportunity to develop their learning and to succeed. The school is warm and friendly and celebrates its community.

All staff understand and promote the inclusion agenda. This is evidenced from stakeholder conversations with the assessor and through observations of practice during the assessment day and includes the examination of the extensive supporting documentation provided by the Executive Headteacher.

All pupils who spoke to the assessor could talk about how their school is inclusive. They say that they feel safe and know who to approach if they have a problem. They know all adults will support them. Pupils behave well in all areas of the school and demonstrate how much they enjoy learning through their close engagement and active participation in lessons.

Every pupil has access to high quality provision and resources and pupils who are on the SEND register have access to support from external agencies who work with staff and/or with the children and their families.

The achievements and successes of all pupils are regularly celebrated. Pupils enjoy celebrating their successes through weekly celebration assemblies and by rewards such as certificates and house points. Parents and carers are able to attend reward assemblies too to celebrate their child's achievements.

Transition for pupils at the next stage of their learning is bespoke and communication with secondary feeder schools is good.

The Executive Headteacher and his Deputy Headteacher are fully committed to making sure all pupils leave at the end of KS2 as confident and well-rounded learners who are 'secondary ready' and prepared for the challenges and pleasures of life in the wider community 'beyond the Swanbourne bubble'.

Next Steps:

Continue to work closely with the local network of primary schools to share best practice and resources.



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Element 2 - Leadership and Management and Accountability

At Swanbourne Church of England School inclusion is seen as the responsibility of all stakeholders. The Executive Headteacher has a very clear vision for staff and pupils which is strengthened by his high expectations. He leads by example and the impact of this can be seen in the school environment where pupils are happy and engaged in their learning. Learner outcomes at KS2 are very strong.

There is a strong culture of safeguarding at Swanbourne, and this was confirmed by evidence seen and presented to the assessor during the assessment day. It was also verified in conversations with staff, governors, parent, and pupils.

Staff and pupil mental health and well-being are priorities for the Executive Headteacher, and staff and pupils are very well supported. This is a strength of the school. There is an 'open door' policy operated by leaders as well as regular pupil voice and an annual staff questionnaire. All staff have the MHFA qualification. Any actions that may be needed are put into place swiftly. The Executive Headteacher ensures that workload is well balanced throughout the year. The Chair of Governors supports the well-being of the Executive Headteacher. Recruitment and retention are excellent – there is very little staff turnover. The feedback from staff to the assessor about the school and about how well supported they are in their roles was very positive.

The Executive Head has clearly identified whole school priorities and there is a school development plan in place to address these so that the school continues to develop and improve its practice.

All staff very much value the CPD opportunities provided for them. These range from INSET and staff meetings to coaching and accredited training programmes. These have included subject specific training, NPQs and SEND training. The Executive Headteacher keeps track of individual staff training and is clear about the impact CPD has had on school improvement and on an individual member of staff's contribution to the school.

Governance is robust and the Governing Body offers effective challenge and support to the Executive Headteacher through regular meetings and monitoring visits to ensure the school continues to improve in all key areas of performance. In a conversation with the Chair of Governors, she emphasised the school's strong community values in her comment, 'caring here goes beyond the school gate'.

Next Steps:

Seek to develop greater links with other local school cluster groups.
Consider offering coaching to support staff.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

At Swanbourne Church of England School, leaders and teachers have developed an ambitious curriculum. The curriculum is broad and balanced, and pupils have access to well-planned and real-life experiences which bring subjects to life where possible. There is a particular focus on the arts, and art and music are delivered by subject specialists. The intent is for a motivating and ambitious curriculum which encourages children to be curious – to ask questions and to become independent learners.

The school's curriculum challenges pupils to recognise and achieve their full learning potential. It is a knowledge rich curriculum underpinned by appropriate subject skills as set out in the National Curriculum.

Staff promote health and well-being by providing a safe and nurturing learning environment that enables Swanbourne pupils to flourish. Pupils are actively encouraged to follow a healthy lifestyle, to participate in sporting activities and to look after their mental health and well-being so that they are ready to learn in both body and mind. Pupils are able to participate in the daily mile and take part in a range of sports clubs including a regular running club and yoga. Access to the 'calm zone' is for everyone and all staff have the MHFA qualification.

The curriculum at Swanbourne provides pupils with the skills to approach their futures with confidence. Learning is relevant and meaningful, and the Executive Headteacher is passionate about providing pupils with the knowledge and skills for life that will ensure they are ready for life in the wider world beyond Swanbourne. For example, volunteering at food banks and supporting the elderly in the community at Christmas are part of the curriculum offer as are lessons about knife crime, racism and the law with external speakers invited in to speak to children about these key issues including a visit to a magistrate's court.

The curriculum celebrates diversity as well as embracing the school's distinctiveness as a church school. Pupils are taught to appreciate and respect the uniqueness and diversity of others. The school's curriculum is designed to develop responsible citizens with a sound understanding of their role within the local community and the wider world.

The Executive Headteacher described how pupils read widely and how staff promote reading for enjoyment. Reading is promoted through all areas of the curriculum. There is a well-stocked library with a wide range of books including sections on diversity and a French language section that has recently been introduced following a request from pupils.

Maths lessons contain an opportunity to problem solve, allowing pupils to apply their mathematical knowledge and concepts to real life situations where possible.

Extracurricular activities are promoted by all staff and sporting activities and clubs like cooking and running clubs are very popular. The range of activities on offer is



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impressive and attendance at these is excellent. All pupils are supported to attend clubs, trips, and visits. The school is fortunate to have its own minibuses to facilitate this.

Next Steps:

Continue to provide a rich offer of extracurricular activities for pupils across the Federation.



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

At Swanbourne Church of England School, there is a clear expectation that all teachers create learning environments that support pupils' learning. Teachers check pupils' understanding effectively and identify and correct misunderstandings within lessons.

The Executive Headteacher and Deputy Headteacher are confident that teachers have expert knowledge of the subjects they teach. Subject Leaders support teachers where there are gaps in their knowledge. Subjects such as art, music, French, and DT are timetabled and delivered by specialist teachers to each class every week. The assessor was able to observe Year 6 pupils learning to handle and throw clay with their art teacher.

Regular assessment helps pupils to embed and use their knowledge fluently so that they develop their understanding. Leaders work with teachers during the school's regular pupil progress meetings to ensure school policy is consistently used in everyday practice and to check that all pupils are making progress.

Lesson visits show that teachers and teaching assistants know their pupils well. Teachers adapt teaching materials, scaffold and use a range of learning tools to support all pupils so that they develop their knowledge and skills and develop the confidence to learn independently. Modelling is used well. Where pupils need additional help, teaching assistants are well-trained to provide bespoke support to pupils to help them with their learning.

Conversations with leaders and with the SENCO and Teaching Assistants during the assessment day show that staff understand why challenge is important for all children at Swanbourne. Staff follow the academy's SEND Policy to plan effectively to meet the needs of learners with additional needs. Work is planned to include adaptive strategies so that the curriculum offer for these pupils is not narrowed.

The school uses a range of technological resources to enable all pupils access to lessons and to engage in their learning. Leaders were proud to share the school's recent success in the BBC's Microbit 2025 national competition where they were runners up. Families are encouraged to support their children at home using programmes like Timetables Rockstars for example.

The learning environment is calm and purposeful throughout the school. Displays are well kept and there is evidence of use of learning walls in some classrooms. Facilities such as the outside 'calm' area, the art studio, library, and outdoor play facilities demonstrate how the school is meeting the needs of all pupils and is completely inclusive.

Next Steps:

Continue to embed the reading approaches: Greg Bottrill's Drawing Club and Helicopter stories.

Consider becoming a Voice 21 school to develop oracy across the curriculum.



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Element 5 - Assessment

Visits to classrooms showed that assessment for learning is an established part of lessons. Teachers engage with learners to regularly check pupils' understanding and identify misconceptions where necessary. This was observed in a Year 5 maths lesson. During a visit to a Year 4 writing lesson, some pupils were supporting each other with their learning in paired discussion, others were in a small group supported by a Teaching Assistant. Books sampled by the assessor showed that pupils take pride in their work. Books also evidenced that pupils respond to marking and feedback to develop their learning further.

School leaders subscribe to the Sonar tracking system and hold regular pupil progress meetings with staff for all year groups. These meetings take place to ensure that no child is falling behind and focus on ensuring all pupils achieve their full potential.

Discussion with the Executive Headteacher about tracking pupil progress showed that there are clear systems and processes in place to ensure that all pupils reach their potential.

The SENCO explained how she identifies and puts in place provision for pupils with SEND using the Assess, Plan, Do and Review process. She explained how SEND funding is used effectively to support SEND pupils at Swanbourne with examples given of how expertise is sought from external agencies such as the Early Bird programme for parents of children with ASD. She went on to share how SEND pupil progress is regularly shared with parents and carers.

Swanbourne Church of England School enjoys positive relationships with local secondary schools and transition programmes are tailored annually to meet all pupils' needs.

Next Steps:

Ensure that pupils with SEND continue to make good progress by providing regular and up to date CPD for all staff about adaptive practice for pupils with SEND.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

There is a positive climate for learning at Swanbourne. The assessor did not see any incidents of off task behaviour during the assessment day. The Executive Headteacher has high expectations of behaviour and leads by example. Leaders have a high presence around school, and this supports the positive ethos both within and outside the classroom.

The reward system is used consistently by staff, including awarding house points for good behaviour. The children also have the opportunity to have tea and cake with the Executive Headteacher at one of his termly tea parties. All pupils have received certificates during rewards assemblies. Pupils talked to the assessor about how they love their school and enjoy receiving rewards and taking part in extracurricular trips and clubs. They like that they are consulted and that their views are valued by leaders. The inclusion of French language books in the library is one example of a request that they initiated through the CAT team (pupil council).

Bullying and discrimination of any kind are not tolerated. The anti-bullying message is delivered through the personal development curriculum. Pupils show respect for others and are pro-active in supporting each other. This was evident through the conversations the assessor had with pupils. Pupils went on to say how they feel safe at school and know they can ask for help from any adult. They describe their school as 'friendly', 'supportive', 'caring' and a 'community'.

Attendance for all pupils, including those who are vulnerable is a priority for school leaders. Leaders work very closely with families and external agencies to ensure pupils are at school and learning. Prompt action is taken to ensure pupils are in school on time. Attendance data is incredibly positive, and persistent absence is very low.

Next Steps:

Leaders will continue to work with parents to ensure attendance remains above the national average.



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Element 7 - Parents, Carers and Guardians

All staff at Swanbourne Church of England Primary School recognise the key role that parents and carers play in their children's education. This is in relation to: attitudes to school, personal and social development, and support with specific learning through homework.

Communication between parents and carers and the school is very strong and the Executive Headteacher is passionate about ensuring that this is the case for every family. This was reflected in the feedback given to the assessor from the meeting with a parent and with governors who were parents of former pupils at the school. Parents know how they can contact any member of staff. Most choose to speak with teachers/staff in person either at the start or at the end of the day. For those parents who work, they know that they can contact their child's teacher or the Executive Headteacher using DOJO and that they will receive a timely response.

Parents can choose to be involved in their children's education in a number of ways throughout the academic year. They can attend transition meetings, phonics sessions, maths assemblies or school trips. Leaders have started to run a Parent Forum this year for the first time. This has been well received with around 20 parents attending each meeting. Topics like homework have been discussed. Leaders are keen to gather parental feedback on policy and practice.

Support for parents is also offered where appropriate. For example, leaders may signpost parents to sessions with the mental health support team or invite them to attend sessions in school such as a bespoke session with the pastoral support leader who is trained in counselling. Some families have been discreetly signposted to the local food bank.

The school holds regular parent evenings during the year as well as annual reviews for pupils with an EHCP. Questionnaires are issued to gather feedback about the school's quality of provision at these events and the feedback shared with the assessor was very positive.

Leaders hold weekly celebration assemblies that parents are invited to attend. Parents are also encouraged to share their child's achievements from outside school.

Next Steps:

Ensure the Parent Forum becomes a regular part of the school's monitoring and evaluation calendar.

Consider enhancing further the school's positive relationships with all parents by inviting them into school to share their skills/job at relevant times – for example on a theme/topic day as part of the personal development and CIAG curriculum offer.



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Element 8 - Links with Local, Wider and Global Community

Swanbourne Church of England School is an inclusive school and is recognised both locally and within the local authority for its care and support for all pupils including those with SEND.

Parents feel well supported by the school, and this was reflected in the meeting the assessor had with a parent and with Governors and in the documentation the school shared on the assessment day.

Swanbourne supports local charities and residents. This includes local food banks as well as providing volunteers to support community events for elderly residents in the village at Christmas and the Rotary Club shoe box appeal, for example. Pupils are involved in supporting activities organised by the local church too. The school has links with 'Gambia in Schools' through the Archbishop of York. The Executive Headteacher is passionate about giving children the opportunity 'to be agents of change' and this is evident through the school's rich extracurricular offer.

The school's Parent Group fosters relationships with local businesses to support events like the school fete and a considerable amount of money has been raised to support the school in purchasing equipment for the playground, for example.

Next Steps:

Continue to work with the local church and with local community leaders to ensure that the school takes part in community event and projects.

Seek to develop more international links through the Diocese to provide agency for children to bring about change.