



## **IQM REPORT: THE COUNTY HIGH SCHOOL, LEFTWICH**

**Date of Assessment:** 28<sup>th</sup> June 2010

**Headteacher:** Julie Brandreth

**School IQM Co-ordinators:** Julie Dunn, Julie Flaherty

**IQM Assessors:** Chris Vohora, Simon Carter

**Status:** IQM awarded



## **Context of School**

The County High School, Leftwich is an 11-16 mixed community school situated in a residential area on the outskirts of Northwich and has a mixed catchment. In 2006 when the new Head was appointed numbers were falling and she has worked with the team of staff to turn this around and ensure the school is inclusive with the emphasis for the students around Enjoy and Achieve. The school gained specialist status in Media and Arts in 2005 and this has enabled the students to access a wide range of learning opportunities which they can further develop when leaving school. The school has Extended School status which, in partnership with other organisations, opens many of its resources to the wider community and enables the school to offer additional subjects and enrichment activities to its students.

The school has achieved a number of awards including Healthy School, Quality in Study Support, Artsmark and FMSIS.

## **Portfolio**

The portfolio of evidence is made up of eleven files the quality of which is outstanding and the IQM co-ordinators Julie Dunn and Julie Flaherty are to be commended for its compilation and presentation. The files hold excellent documentation including photos and DVDs, that provide a comprehensive and well signposted bank of evidence that the provision at the County High School, Leftwich is effectively inclusive in its approach.

The school has a clear vision that all children can become confident, caring individuals who acquire a love of learning and personal success, demonstrating a commitment to facilitating and enhancing pupil's learning and wellbeing. County High School has documented a wealth of evidence that it is delivering access to a wide range of programmes that are firmly embedded in the five strands of Every Child Matters.

The school has evaluated the effectiveness of its provision and undertaken a rigorous and honest whole school audit of best practice.

## **Element 1: Pupil Progress**

The school caters for children with a range of individual needs including learning and behavioural difficulties and disabilities. The Aim of the Learning Policy is, *'To develop each student's abilities, skills and talents so that each student is well equipped for a happy, independent, creative life as an employable and responsible citizen.'*

A detailed tracking system is in place to monitor the progress of all students against expected targets and identifies students who need additional support and intervention. Each faculty completes a detailed analysis of progress of students within each Key Stage and meets regularly to discuss findings.

The school has been consistently proud for many years of students' excellent performance in both Key Stage 3 National Curriculum Tests and GCSE examinations ("*Standards are above average*", Ofsted December 2007) and 2009 saw a fourth consecutive year of excellent results. All KS4 students study a Core curriculum which involves a mix of formal GCSE subjects and other subjects such as ECM. The rest of the curriculum time is devoted to courses tailored to an individual student's needs and is accessed through a series of Pathways which the students welcomed. EAL students are also encouraged to enter for a GCSE qualification in their first language as well as in English. This broad and varied curriculum allows all the pupils the opportunity to experience success and the school received an award in 2009 from the Specialist Schools and Academies Trust for most improved results.

The school uses a wide range of assessment procedures in identifying progress made and uses the data to inform teaching and learning strategies for different groups of children e.g. FFT Data, RAGs, APP, teacher assessment and SATs results and through SENCO involvement with IEPs, IBPs/PSPs and annual reviews. In KS4 progress is tracked and assessed against predicted outcomes at GCSE. As a result of these procedures students are tracked effectively with individuals and groups of children targeted on a regular basis for further evaluation and support. Students receive feed back on individual targets from members of staff involved in their learning through a Progress Report and are also responsible for assessing their own learning. Students are given a Journal which takes them through the year providing opportunities to assess their progress and set realistic targets, a chance to self evaluate. Together with this the students have taken part in PASS (Pupil Attitudes to Self and School) which helps to identify how the students see themselves as learners. Student's attendance is also tracked and there are half termly print outs for each student and awards are given for full attendance.

The SENCO keeps a detailed register of SEN students within each year group together with their scores and reading and spelling ages and their preferred learning styles as well as any medical or specific needs they may have. Students are given the opportunity to support each other through schemes such as Paired Reading which takes place under the supervision of the Librarian who also provides several opportunities for vulnerable students to feel valued. All staff are made aware of individual requirements to meet the specific needs of some of the students e.g. a hearing impaired student and a student with Autism, as evidenced in the file. Parental confirmation of the effectiveness of the SEN provision noted in particular the high level of confidence in the school system and trust in the staff.

There is effective use of praise both verbal and non-verbal for pupils when they are achieving and this helps to make them feel valued. County High School celebrates the successes of all students through the use of merits, certificates and rewards. In addition, each faculty has its own stickers to reward good work and behaviour and postcards are sent home to parents when the staff are really proud of an individual. Each year group has a reward at the end of the year and

in the past this has included bowling. There is a Prize Presentation Evening held in October to celebrate the achievements of all the students and a Commendation Day held at the end of each year for Year 7 students who have done well. Parents are invited to both and the students are presented with certificates and prizes. Also, as Media and Arts Specialist School, achievements are also celebrated through Presentation Evenings, displays, DVDs and public performance. The portfolio contained a DVD showing the personal achievements of each member of one class which they had then set to music and became the basis of their class assembly. Achievement is shared with parents/carers and the wider community through news releases, newsletters and also through the school website.

During conversations students reported that they know how well they are doing in their lessons and that the teachers explain what they have to do to improve. The pupils are aware of the learning objectives in all subject areas as teachers explain these carefully at the start of each lesson and many take the form of WALT and WILF. The children were able to describe opportunities they have to develop self assessment and peer assessment skills. Once a year the students are invited to attend a Consultation Day along with their parents to discuss the progress made and set targets for the future.

## **Element 2: Pupil Attitudes, Values and Personal Development.**

**This is an area of significant strength in the school.**

*'Attendance and behaviour are good. There is an ethos of mutual respect between staff and students. The school is effective at developing well-rounded individuals, who leave the school with a range of skills to help them in their future lives.'* Ofsted December 2007

There is an exceptionally high level of support for all the pupils from the adults who work at the school to ensure that pupils Enjoy and Achieve and work towards Achieving Economic Wellbeing. All students in KS4 have a Personal Development File which encourages them to set their own targets and help them work towards developing skills for life and work. They are also expected to complete a study skills programme which helps them succeed in exams. Students can also be awarded Certificates of Appreciation and have their photo taken with Kung Fu Panda before taking him home for the evening! Letters are sent to students by staff members or the head when they are particularly proud of something the students have achieved. This included a letter from the Head to a group of students who had approached her and the governors for funding for a project and had backed the request with relevant research.

Students in school are very well behaved and clearly understand acceptable behaviour levels. There is a very calm atmosphere and strong evidence of respect and friendship between all pupils regardless of ability, difference or disability. Students are encouraged to develop their skills outside the class room and a large number volunteer to train to be Sports Leaders who then work with children from the local primary schools to encourage them to take part in sporting activities such as athletics, dance and orienteering. Students are encouraged to

take part in Open Evening where parents are invited into school to share some of the activities undertaken by the students each day. All forms have a girl and boy representative and Pupil Voice is heard through School Council and SNAG meetings. The GTA students are provided with opportunities to work with students from other schools in activities such as Youth Speaking.

Pupils value the achievements of others and work is regularly shared. Pupils know who to go to if they have problems or difficulties and the school nurse provides weekly drop in sessions. The school offers a Breakfast Club which provides food and a positive start to the day ahead. The LINC provides a safe and secure environment for students to work or take allocated 'time out' when they use their Exit Card and also encourages social interaction. Students are referred by staff to access the LINC and a time table of needs is set up and progress closely monitored. Both parents and students interviewed recognised the value of this in preventing permanent exclusions and offering a chance for students to obtain qualifications. They parents were very complimentary about the staff working there and the positive support offered and the fact that people believed in the students. One parent said, *'My child has come on in leaps and bounds and the staff go well beyond the call of duty.'*

The school has also devised a booklet to help staff identify and support students with dyslexia. The views and opinions of children are heard through the voice of the school council which is valued by pupils, parents and staff. They are confident they will receive peer support or adult help, reporting that teachers are approachable and they appreciate that each day provides a fresh start.

The high level of care and excellent relationships with the adults, together with careful planning by the staff for activities that involve cooperation is used to give the pupils opportunities to develop a strong sense of self worth. One of the aims of the Anti-Bullying policy is *'In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour.'* The students have been involved in producing leaflets raising awareness of bullying and cyber bullying and provided contact details of people who can help.

The school has received the Healthy School Award and a wide selection of lunch time dishes is available with many foods bought locally. The students are given the opportunity to try foods from different countries.

The Behaviour Policy states, *'The school is committed to maintaining a supportive, civilised and purposeful environment in which pupils can both learn and feel secure.'*

This links in with 'CHOICE', an acrostic way of remembering the expectations of all the students within school. All children are actively encouraged to develop appropriate social skills and staff are observed to act as good role models, welcoming pupils and acknowledging them as individuals. The parents spoke enthusiastically about the school and are proud of the achievements of their children and enjoyed celebrating their successful progress.

Transition arrangements are excellent. The school has compiled an effective induction programme with everyone playing a full part in welcoming new pupils including activities on the climbing wall. The school has a raft of strategies that ensure smooth transfer including a residential visit to Conwy Centre providing the opportunity for the new intake to get to know each other and work together socially. The EIP fund a Primary Transition Mentor who works with vulnerable children during the transition to high school and a Buddy system is in place for students new to the school.

The staff clearly enjoy working with the children and recognise the responsibility to provide a high level of teaching and care in order to help each child experience success and gain a sense of their own well being. There are many opportunities to take part in extra curricular activities before and after school and at lunch times including sports, music, dance, chess and DT clubs. Year 11 students are taken off time table for the day to take part in work shops as part of the work related programme.

Administrative staff are very welcoming and contribute to the general well-being and care of the children and are highly appreciated. Parents were grateful for the support they received and the fact that promises to follow up issues were always carried out and they never felt they were being a nuisance.

Relationships between child and child, adult and child, adult and adult are noted to be positive, respectful and caring. This allows students to feel confident in developing their personal skills and gain a sense of their well-being. There is an abundance of evidence that the school plans well for the personal development of all the students and this was high lighted in the display 'We did it' which shows students celebrating exam success and the Prom. However, the greatest testament is the observed high level of confidence that the parents express in the school, the emphasis the head and staff place on developing the whole child and the productive atmosphere that exists.

### **Element 3: Leadership and Management.**

#### **This is an area of significant strength in the school.**

The head teacher and senior leadership team are very effective role models for inclusive values and the vision, shared by all, is reflected in the school's policies and practices. The head demonstrates a clear vision for Inclusion and this is communicated well to the members of the school community.

The head is highly skilled in empowering others and demonstrates an ability to build purposeful and productive working relationships with her staff, the pupils, governors and parents. This is also extended to people in the wider community who demonstrate a willingness to support the school in a variety of capacities. Collaborative leadership ensures that all staff have an awareness of their role and are fully involved in policy making. Learning Leaders form the team of middle managers who work with subject leaders and across the years to ensure consistency. Staff clearly understand the part they play in ensuring successful

inclusion of all pupils and they have an awareness of their role to act as positive role models for all pupils, and demonstrate equal value to all pupil contributions.

Evidence shows positive lesson observations between staff members including learning support staff, with both verbal and written feedback identifying good practice. Minutes from the monthly learning leaders meetings and learning support meetings were evidenced in the file where a number of issues are discussed between the relevant staff ensuring shared input and communication. Within each faculty the staff are aware of their role, this was evidenced in the file for the SEN faculty.

Assessors became aware in conversations with all stake-holders and through observation and scrutiny of available evidence that excellent relationships underpin all developmental practice and progress. The head acknowledges success and achievement of staff through written letters which the staff appreciate.

All members of the school community demonstrate a determination to support all pupils to achieve and enjoy. There are excellent systems in place throughout the school for delivering inclusion strategies; staff meetings, inset activities, performance management procedures and CPD. Staff interviewed felt that their contribution was valued and appreciate the opportunities that are provided in order to help them achieve personal and professional development.

The senior managers share the Head teacher's vision, working effectively to review systems and processes in order to ensure that developmental targets are appropriate, applying consistency and continuity of standards with the principals of Every Child Matters and Inclusion as the focus. In doing so the school recognises that pupil performance and wellbeing go hand-in-hand.

#### **Element 4: Staffing Systems and Organisation**

Staffing structures create teams that are very supportive of each other and flexible in working approaches. Every member of staff has a clear job description and is part of the performance management process being encouraged to attend courses and training to develop their careers as well as to link to the school improvement programme.

Staff felt their opinions were valued and there is a shared vision for school development which reflects positive and effective leadership. Decisions are made jointly and there is two way dialogue evident. Staff are pro-active in providing stimulating activities and learning experiences for all children and this was evidenced in the planning and the comments made by the students on the day.

There are clear and comprehensive policies in place that are subject to regular review and reflect a commitment to inclusive practices. All staff have taken part in training sessions around Inclusion and the students complete a Learning Styles questionnaire. Staff include a variety of teaching styles in their planning and cater for all learners.

There is a high level of staff motivation supported by a strong caring and inclusive ethos modelled especially by staff in the LINC where “every child matters” and this has developed an effective climate for learning.

Staff are observed by other colleagues with a clear focus for the observation before hand. Written and verbal feed back are given together with suggested targets for development. Planning and monitoring of lessons is regularly evaluated, ensuring sharing of good practice. Regular meetings take place within the subject areas and between the SLT and agendas and minutes from these meetings were evidenced. The focused, whole school commitment and approach to creating an inclusive school community is to be commended. The school has very good links with other schools and outside partners, especially the HI service and CASADT. From both assessment day evidence and interviews, it is clear that effective teamwork is evident in all aspects of school life.

#### **Element 5: Learning Environment.**

From observations on the day of assessment it was clear that considerable effort and resources have been devoted to creating an attractive and appropriately stimulating environment. The school is wheel chair accessible on the ground floor with disabled toilets and shower and patio doors allow easy access to outside areas. All classrooms are well resourced with appropriate furniture and ICT provision. The atmosphere was welcoming especially from the reception staff; pupils were very polite and readily engaged in conversation. The specialist status in the Arts has had a measurable impact across the curriculum and the equipment and resources available to the students to support their learning is excellent.

*“The school makes good use of its specialist school funding to provide high quality information and communication (ICT) resources. Students are making increasingly good use of these and are developing skills which enhance the quality of their work across the curriculum.” Ofsted 2007*

The school building is divided into subject areas as much as possible and on assessment day the class rooms were being judged to find the one most involved in the World Cup. All classes had chosen a participating country and researched about the culture, food etc and then decorated their class room appropriately. The displays around the school provided opportunities to develop the learning environment and to celebrate pupils’ work and achievement. Displays celebrate the work of all children and the standard of the work, especially art work is outstanding. Photographic displays reflect positive images of diversity which is to be commended, especially the sporting activities and residential visits. Each class room has the Behaviour System of Traffic Lights displayed, relevant lesson prompts and displays alongside work completed by the students. There are Grade Descriptors for GCSE work and ‘How I can improve my Level’ for students in years 7, 8 and 9. The Library, which is widely used by the students is sited in a central part of the school and provides a wide selection of books with special areas set aside for reluctant readers and dyslexic students.

There is a strong sense of ownership and responsibility for the school environment amongst students and staff and the quality of the learning environment fully reflects inclusive values. Students have taken responsibility for developing gardens and seating areas which they are very proud of.

### **Element 6: Teaching and Learning.**

Assessors observed classrooms which are managed effectively and where excellent teacher/student relationships and effective behaviour management systems are evident. Positive and productive relationships between adults and pupils are a strength of the school and the students commented on the respect shown to them by staff members. Students were engaged, productive and enjoying their learning and there was a variety of teaching styles in evidence. The students interviewed were able to articulate a good understanding of lesson objectives and teacher expectations explained how the work is differentiated to meet the needs of the students.

Students choose the subjects they want to study through a series of Pathways and this sometimes involves attending other venues such as Reaseheath College. Lesson plans are clear and concise and show expected learning outcomes as well as different teaching and learning opportunities. There are opportunities for the student, alongside the teacher, to assess their own learning against given criteria. Some vulnerable students are provided with an alternative curriculum which they access through the LINC where the staff are valued by pupils, parents and staff colleagues. Students with SEN are supported by a team of LSAs, who are heavily involved in differentiating work and providing resources to ensure that all pupils can fully access the curriculum. At times they work 1:1 or in small groups on specific intervention programmes which provide motivational opportunities for targeted student groups to enable their increased attendance, improved behaviour and development of social skills.

Classes have a wide variety of learning needs and the curriculum is broad and balanced providing entitlement whilst being sensitive to pupils needs. Teachers are aware of their pupils' achievements during lessons and provide positive constructive feed back. Classrooms are managed very effectively with good relations and praise and students are encouraged to work with their peers through cooperative learning activities.

The PE clubs and activities are very varied and open to all and students are encouraged to gain coaching qualifications to develop their own self esteem as well as allow them to lead activities for other students as well as pupils from the local primary schools. GTA students are provided with the opportunity to work with students from other schools for activities such as Sports Mastermind, Cheshire Dance Showcase and public speaking as well as being involved in a 'Scene of the Crime' event held in school.

Individual members of staff interviewed on assessment day were able to demonstrate excellent inclusive practice. The curriculum provides equal entitlement whilst at the same time being sensitive to individual and group needs.

Parent evidence reaffirmed that successful inclusion involves the whole school and that at County High School successful inclusion is more than achieved.

#### **Element 7: Resources and ICT**

##### **This is an area of significant strength in the school.**

The school is well resourced and has made a serious commitment to extending and improving the use of ICT for students and staff alike which has resulted in the school receiving the prestigious ICT Mark by Becta. ICT is used at every opportunity and support programmes are often accessed in this way with students having the opportunity to book a computer through an on line system. All students can access the VLE and have their own accounts but these can be monitored by staff. The on-going development of the website and VLE will provide the opportunity for students to access their files from home and will support further engagement with homework and coursework. Parents will also have the opportunity to access their child's attendance, progress and behaviour records on line in the near future. These targets all form part of the three year development plan for ICT.

Students are also able to use the wealth of photographic, music and technical equipment available and are able to book the equipment or support of a technician through an online system.

Students from KS3 identified as not making the expected progress were given the opportunity to attend Intervention Saturdays which provided learning in the areas of maths, ICT and English through interactive and fun activities using the facilities within the school.

Pupils are confident they can communicate with every member of staff that they work with. Pupils are provided with appropriate resources and equipment to meet their individual needs in order to access the curriculum, these range from individual lap tops, coloured paper, access to the LINC or an Individual Access Plan.

The school has an excellent library area; well stocked and valued by students who spoke highly of its use at different times of the school day. Roles of responsibility are given to vulnerable students to provide a safe place for them to be and to increase self esteem. It is clearly evident from assessors' observation and interviews on the day that careful selection and deployment of resources promotes inclusion at County High School.

#### **Element 8: Parents and Carers**

##### **This is an area of significant strength in the school.**

It is clear to see, from the wealth of evidence included in the files that many aspects of this element are securely in place. The parents interviewed were extremely positive about the huge effort made from members of staff to secure the feeling that their 'children matter'. The school Diary provides the opportunity for two way communication as well as allowing the students to write reminders.

Parents are kept up to date about children's progress throughout the school year both formally, through twice yearly progress reports and consultation day, and informally with the use of an open door policy in place. Parents feel that teachers value what they have to say and that communication with teaching staff is professional and friendly. They particularly enjoy receiving post cards and letters from staff describing personal successes and the Prize Giving which recognises all achievements not just academic ones. Parents felt that teachers had a good understanding of pupil's needs, and that any issues are dealt with sensitively and appropriately. The file evidences a letter from a parent thanking staff for supporting her child through what she had anticipated being a traumatic transition from primary school but, which turned out to be a positive experience due to the procedures in place.

Parents interviewed spoke of their involvement in the induction process for their child at key transition times. They affirmed that the school has a fully inclusive approach, both socially and academically. They spoke well of the range of opportunities the school provides for parents to engage in discussion about their child's learning, including IEP reviews, and felt they were kept up to date with information through the regular newsletters from the head.

Parents spoke of the school's success in promoting strategies to raise self-esteem and personal confidence and the school's ability to create an atmosphere in which difference is not only accepted but celebrated. Parents also explained that staff are sensitive to pupils' needs at times of difficulty or personal stress and they praised the school's ability to create a safe, secure and supportive environment for their children. They were pleased with the prompt way they were informed about any concerns staff had regarding their children, especially around SEN, and the professional way support was put in place.

#### **Element 9: Governors, External Partners and the Local Authority**

Governors are clearly involved with the life of the school and knowledgeable of the systems in place. They have hands on involvement, taking part in the mock interviews for Year 10 students as well as being invited to talk to students about specific issues such as 'Meet a Christian'.

Governors demonstrate their support in the promotion of inclusion through ensuring that the school provides a curriculum with breadth and balance. Each faculty has a governor link and the faculty leader analyses data with two governors each year. They are also involved in Learning Walks around the school and lead interviews with students to assess strengths and areas for development within the school through their eyes. Governors are involved in lesson observations for teaching staff and look at class room practice.

The school has a rolling programme for reviewing policies and the governors ratify each policy and are fully aware of the practices and strategies which are implemented across the school. There is a complaints procedure in place but is rarely used as problems are usually dealt with as they arise. It was clear from discussion with governor representatives that they are dedicated to ensuring the

best for the pupils and the staff, leading to an active governing body who will question and challenge when appropriate. One commented '*The school works on the basis it does the best for the students but takes into account the needs of the whole family. This is where the LINC is so valuable.*'

Governors interviewed expressed confidence in the vision of the governing body and how they can work closely with the staff to ensure the best for the students at County High School. They meet with the Learning Leaders and SLT to discuss pupil progress and any issues there may be within subject areas. The school governors work closely and effectively with the Head teacher and have taken advantage of CPD offered which has had a positive effect on the development of the school. Minutes from the different committee meetings were evidenced in the file. The governors are justifiably proud that the school features strongly in the local community.

There is good evidence of multi agencies working successfully alongside the school including regular visits and guidance from Speech & Language Therapists, Teacher for Hearing Impaired and CASADT. Students also work closely with Connexions who are on site to give advice and support as well as personal interviews.

#### **Element 10: Community**

**This is an area of significant strength in the school.**

*"The main strength of students' personal development resides in their outstanding contribution to the community. Students make excellent use of the many opportunities they have, both inside and outside school, to boost their self-esteem, acquire new skills and talents and develop a strong sense of loyalty towards school."* Ofsted 2007

The strong links with the community is a strength and regular productions such as the dance and music production, Move to the Left sees students working with pupils from local schools and colleges to perform for an audience of parents and family members. GTA sports students were given the opportunity to watch the Paralympics World Cup Basketball competition and students with disabilities can take part in football coaching at the Centre of Excellence.

The wide range of performances is often taken out into the community to share with local residents. There is extensive liaison with local feeder primary schools as evidenced through photographs in the portfolio.

There is an abundance of evidence that the school is involved at many levels in the local community and that the links reinforce opportunities for the pupils development. Charity fundraising is a tool for extending the student's understanding of difference and diversity and has included a group of students completing a 12 hour run for the charity Joshua Tree, filling boxes for Operation Christmas Child, raising money for St Luke's, the Big Brew for Traidcraft Exchange and Year 7 fund raising for Guide Dogs. The Portfolio lists the many and numerous range of educational visits and trips that students enjoy including

ski trip to France, theatre trips, Chester Zoo, Conwy, Peak district and Drayton Manor.

The school has developed a link with two schools in South Africa and a teacher offers access to a weekly club to learn about their culture and to experience craft making. Photographic evidence shows a group of staff and students who raised the money last year to visit, taking with them equipment for the schools. They hope to repeat the experience again and the school is hoping to gain International School status.

On assessment day a group of students were selling Fairtrade snacks to raise awareness after a Fairtrade fortnight earlier in the year. A local Buddhist has been in to school to work with year 8 students and there are very good links with Davenham church where the annual Carol service is held. Year 11 students organised an evening of Christmas fun and entertainment for the local elderly residents including food, drink, dance and music.

Representatives from local businesses and colleges lead assemblies and are involved in career fairs and Enterprise Day. A group of students learned about the stigma of living with HIV in some countries where there is high incidents of poverty and an education pack, Show Racism the Red Card, has been used to highlight issues related to racism. Chinese New Year, Divali and African dance have all been the subjects of themed assemblies shared across year 8.

Parents are kept informed of activities, classes and learning opportunities provided by Leftwich Children's Centre and Adult Education courses at Mid Cheshire College. The school facilities are hired by various groups including football teams and the school is part of the Northwich EIP and works closely with the Extended Services Partners as well as all the schools within the partnership.

### **Area(s) for Development**

- The school promotes a number of excellent activities and events around the ECM agenda but, through specific input from student voice, these could be further enhanced
- To develop a consistent approach throughout the school to fully include the students in assessing their own learning and target setting

In conclusion the Assessors would like to thank the staff, pupils, parents and governors who all contributed to a successful assessment day. The Assessors had an enjoyable day and would like to extend their good wishes to all at the County High School, Leftwich for the future.

### **Renewal of IQM**

Due: Summer Term 2013