



## Report on IQM Inclusive School Award



**School Name:** York High School

**School Address:** Cornlands Road  
York  
North Yorkshire  
YO24 3WZ

**Head/Principal** Mr Gavin Kumar

**IQM Lead** Ms Jess Jackson

**Assessment Date** 2nd June 2025

**Assessor** Ms Sylvia Cramp

### Sources of Evidence:

- Detailed self-evaluation report
- Tour of the school including visits to lessons
- Social media including website and Facebook

### Meetings Held with:

- IQM Lead/Assistant Principal and SENDCo
- Principal
- CEO of Excel Learning Trust
- Chair of Governors
- Director of SEN and Safeguarding for the Trust
- Director of School Improvement
- Vice Principal Deep Support
- Assistant Head Teacher of Teaching and Learning
- Assistant Head Teacher Quality of Education
- Associate Assistant Head Teachers
- Senior Pastoral Leader
- Assistant SENDCo
- Inclusion Manager
- Teachers
- Teaching Assistant
- Students
- Parents



## Report on IQM Inclusive School Award



### Overall Evaluation

York High School is proud to be at the heart of its local community. Under the passionate and dedicated leadership of a committed senior team, all students are embraced as individuals with opportunities to build on their strengths and achieve their potential. Relationships and trust provide the foundation for daily life, with every single decision centred on the school mantra of allowing 'teachers to teach and students to learn.'

A smaller than average secondary, York High School has 750 pupils on roll, with an increasing number of EAL students. Situated in an area of social disadvantage, the school has reset behaviour expectations and curriculum delivery, underpinned by the school mantra of Resilience, Aspiration, Success. With a new Principal in place since September 2024, York High School is fully committed to placing inclusion at the centre, supported by the CEO and an experienced team of Directors from the Excel Learning Trust.

For the Principal it is essential to be a genuine community school, ensuring students leave with good qualifications and opening doors for everyone. Senior leaders are extremely proud that places for Y7 are now over-subscribed and families in the local area are positively choosing the school. GCSE results are on an upward trajectory and every student is supported to achieve at least 1 qualification. With over 40% of students meeting the criteria for disadvantaged and 30.5% on the SEND register, staff are dedicated to delivering the highest quality teaching for all. The Principal acknowledged, "You can't chalk and talk at YHS – teachers here have to be so engaging and work to bring subjects to life."

All staff at the school are committed to meeting the wide range of needs within what the AHT Teaching and Learning described proudly as "a truly comprehensive school." There is a genuine sense of pride in supporting students to develop both academically and as a person. Strategic plans in the school are based on overcoming barriers for all disadvantaged and vulnerable students, in the knowledge that this approach will automatically benefit all students.

The most significant challenge for the school is to raise levels of engagement and motivation amongst a small percentage of students. Suspension rates are high but are beginning to drop significantly. In common with the national picture of reduced attendance following Covid, York High School's attendance rates have also dropped. Listening to the VP Deep Support, it is clear that every possible strategy is in place and the school has welcomed additional support from the Excel Learning Trust. A new leadership model based on Deep Support, Deep Learning and Deep Experience, places the student at the centre and is ensuring no individual is left behind.

Staff at the school access every opportunity to work through issues affecting their students. A successful bid has resulted in links with Yorkshire Mentoring to address serious violence in the area, highlighting risky behaviours, knife crime and parent workshops. Other agencies offer support for online exploitation, training on domestic abuse and mentoring for positive mental health. Having established very good relationships with the local authority, the school feels well-supported by Educational Safeguarding and SEND, resulting in quick responses to need.



## Report on IQM Inclusive School Award



With an increasing number of students arriving with little spoken English, including asylum seekers, staff have immediately risen to the challenge of offering a bespoke response. Working alongside the VP Deep Support, the EAL Coordinator spoke with genuine empathy of how the school is supporting this diverse range of pupils by firstly listening to their experiences and ensuring they have the basic equipment they need, such as a water bottle or a prayer mat. Operating an immersive model, students are linked with a buddy to check in with them for at least the first 2 weeks. Training has been given to all staff on core strategies to use in the classroom such as learning 5 new key words. The next step is to develop a post-16 transition plan with York College.

Staff I met emphasised the high level of support provided by each other and by senior leaders. The Principal acknowledged that he had “never worked with a staff who are so supportive of each other.” Teachers agreed, describing YHS as “A special place to work.” Parents I met also praised staff for the incredible support provided for their children, regardless of additional needs or academic aspirations. “His form tutor is amazing – just brilliant,” one parent explained.

Senior leaders were full of praise for staff and noted their particular strengths. The Principal shared a clip from last week’s ‘Look North’ celebrating a prestigious award for the Chemistry teacher who is supported by her dog in the classroom. “It’s a wonderful news article for a really fantastic teacher” the Principal told me. Equally the VP Deep Support enthused over the pastoral strengths of members of staff who were hugely dedicated to their roles.

York High School has created a positive, nurturing community. “We are teachers of children before we are teachers of our subjects,” the IQM Lead proudly declared, adding that the biggest achievement has been placing inclusivity at the front of everything the school is doing. “We talk about barriers to learning and children having SEND but it’s fluid – no more saying children can’t.” She also added how staff have really warmed to developing their practice.

Inclusion is central to every aspect of York High School. It was a privilege to meet staff, students and members of the school community whilst experiencing the calm and focused environment. York High School meets every standard required by the Inclusion Quality Mark's Inclusive School Award. Working towards this award has enabled senior leaders to reflect on current practice and celebrate achievements. There is tangible energy from staff to continually find creative solutions to solving barriers and opening even more doors for students and families. Many thanks for an extremely impressive visit and good luck with your future plans.

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 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. I note your intention to pursue this status and that you have already submitted your Agreement to



## Report on IQM Inclusive School Award



Participate. As you know this will commit the school to annual reviews for the next 3 years.

**Assessor:** Ms Sylvia Cramp

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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

.....  
Joe McCann MBA NPQH  
CEO Inclusion Quality Mark (UK) Ltd



## Report on IQM Inclusive School Award



### Element 1 – The Inclusion Values of the School

Inclusion has become the central pillar of school life at York High School. Whilst academic achievement is always a high priority, senior leaders understand that success rests on engendering a sense of belonging for all students and their families. Parents I met emphasised the nurturing element of the school, and appreciated their children being known as individuals. It was also heartwarming to meet students who reflected on the difference the staff had made to their lives.

It was a joy to experience the passion and knowledge of the VP Deep Support, who explained how the Deeps structure has transformed leadership of the school. "It is inclusion in the broadest sense. Inclusion and vulnerability – a great model and the way forward," I was told. Deep Support ensures each student is understood holistically, combining SEND with attendance, safeguarding and behaviour. With 40% of Y7 students arriving with a history of persistent absence, detailed knowledge is essential to provide appropriate interventions. As disadvantage looks different for every pupil, the Director of SEN and Safeguarding added how information is gathered from the parents, the student, and the professionals to identify key events.

This nurturing approach begins whilst students are still at primary school, offering a phased transition for vulnerable and disadvantaged students. Additional days allow students to meet staff, play games, and find their way around the school. Each student has a camera to take photos of significant places in the school to put on their school map. There is also a summer school provided free for students with EHCPs and/or disadvantage to meet staff and enjoy trips to Filey, learn circus skills etc. One parent could not praise this strategy enough. "I cannot underestimate how important that summer school was for him - it meant they knew him, who he was."

The focus on more vulnerable students continues throughout school. The school employs its own Autism Champion to promote autism awareness and advocate for student needs. The wellbeing practitioner runs sessions for Drawing and Talking therapy, especially for emotional difficulties and trauma. Every member of staff is allocated 3 students and contact their family every week to offer support and emphasise the importance of attending school. Senior leaders focus on students in Y11 with attendance below 90% to build relationships with parents, celebrating success and discussing exams. The attendance of one student has risen from 80% to 95%.

For some students it has been recognised that an adapted curriculum and environment are necessary, resulting in the school's Inspire provision. This provides opportunities to learn in smaller groups with academic lessons embedded within a nurturing structure including a soft start to the day. This has been so successful that it is waiting for Ofsted approval to register as an alternative provision in its own right.

The pastoral team is ready to address any barrier to school attendance and learning. The Community Cupboard operates as a food bank and offers pre-loved uniform. Free uniforms are provided for refugee families. There is also an emergency fund for taxis to exams, prom tickets etc to enable all students to participate in every aspect of school life.



## Report on IQM Inclusive School Award



### Next Steps:

- Continue to develop creative solutions to ensure students and their families feel that they belong to the school.
- Continue to improve attendance across the school through bespoke interventions including opportunities for enrichment.



## Report on IQM Inclusive School Award



### Element 2 - Leadership and Management and Accountability

Transparency is the central theme in leadership and management at York High School, from the CEO down to every member of staff and parents. The CEO has established a culture of talking through difficulties, telling me, "it's not a blame game, it's all of us doing it together. People need to be able to ring me and say I've had a bad day." The Principal continues this approach with an open-door policy, referred to by the IQM Lead as "a saloon door - it never stops." Several members of staff mentioned the smooth transition in the recent change of leadership, recognising that the new Principal has worked with staff in making valuable changes.

Visibility and support from senior leaders is a key driver within the school to embed high expectations of behaviour in lessons, transitions, and breaks. The AHT Quality of Education explained how senior leaders dedicate 1 hour a week to check in on staff and pupils, whilst the Principal drops into lessons regularly. This 'in the moment' support for staff and students has had a real impact over the last couple of years. The students I spoke to were very proud of their different achievements whilst openly talking about where they accessed support when they needed help. They listened really kindly to each other and apologised for jumping in – "Sorry, I'll let you finish" – during our meetings.

Collaborative partnerships have been established for staff to focus on specific areas of learning, including adaptive teaching, live marking, and the current focus on EAL. Colleagues pair up across the school, for example, an English teacher and PE teacher will observe and learn from each other. The IQM Lead described this approach as "Kindness and accountability", emphasising that support is genuine and successful. Teachers I met were appreciative of the support given. One teacher mentioned how the school had a community feel and they felt they could ask anyone for anything. In addition to wellbeing strategies such as praise postcards from students and a secret buddy scheme to surprise a member of staff with a gift, everyone has a peer mentor to have a weekly check in over a cup of tea.

Rigorous safeguarding procedures are fully embedded. The VP Deep Support described how every single issue is recorded on CPOMS, resulting in 900 entries a month. "This highlights how observant the staff are and how well they know the children", she explained. Analysis of this data results in quick intervention and identifies areas for staff training. All pastoral leads have been trained to Level 3 Safeguarding by the Director of SEN and Safeguarding. A Head of Year has also been trained to undertake assessments for Early Help before handing the case on to the most appropriate person.

During my meeting with the Chair of Governors, it was clear that governors are actively involved in supporting and challenging strategic thinking. Information is shared across the Trust leadership via PULSE with succinctly presented data on the key performance indicators. During weekly meetings with the Principal, the Chair of Governors addresses issues including attendance rates and what the school is doing to address the situation. The increasingly positive perception of YHS in the local community is considered a real achievement, together with improving relationships between school and parents and extended liaison with feeder primary schools.

### Next Steps:



## **Report on IQM Inclusive School Award**



- Continue to develop engagement with all stakeholders including pupil leadership roles and parent forum.
- Appoint Associate Assistant Principal positions to focus on key areas in inclusion including attendance and lesson adaptations.





## Report on IQM Inclusive School Award



### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Teaching and learning at York High School has been redeveloped to focus on adaptive teaching. Every lesson follows the same structure of Review, Introduce, Independence and Assess. Staff are encouraged to adapt material to meet the needs of their cohort and praise, praise, praise students to provide motivation. Teachers have access to detailed information for every student with additional needs via Class Chart including Pupil Passports with helpful strategies.

During my tour of lessons structure, scaffolding and adaptations were in evidence, for example, large print and presenting information in chunks. In History Y9 students had reviewed the previous lesson and were ready to move on to their independent task. In Drama everyone was acting out an image of class status before holding a freeze frame – interesting points were made to justify social status including physical levels. The IQM Lead explained how lessons have a clear focus which has resulted in a significant improvement in recall. Students in lessons readily shared their work with me and described their task, including how it linked to their own experiences. “Sometimes teachers say you need to be independent in a good way” a Y8 student explained, “but before we start teachers give us directions and the method.”

In Art, one class used a grid to reproduce patterns using pencils whilst next door students used Adire methods to create textile patterns. In creative subjects, lessons focus on separate skills and techniques to ensure knowledge is embedded. The IQM Lead described how using real-life stories and asking students to apply acting techniques had enabled students to remember and reflect in Y9. Several students I spoke to highlighted Drama when asked about their favourite lessons, whilst Maths, English and History were also mentioned. “We are not just left to our own thoughts”, a Y8 student explained, “we work with others, and it really benefits each other.”

The curriculum at York High aims to engage students via a balance of breadth and creativity. The AHT Quality of Education described how he was really inspired during one tour of the school to experience Japanese street drama, designing African war masks in art, orienteering in PE, the sinking of the Titanic in English and an RAS lesson on sexual health. Teachers are inspiring students and drawing them into learning. As a parent explained, her child hated Science but ended up adoring the subject due to the engaging teaching.

Reading activities have been planned into every day to build the reading culture within school. This includes reading in form time and guided reading activities to support engagement with a range of texts. An English teacher described how texts are chosen to celebrate the positive aspects of different cultures, including poetry from other ethnic groups and books about being a refugee.

An impressive Personal Development curriculum has been devised by an Associate Assistant Principal, based on the school values of Resilience, Aspiration, Success. This spiral curriculum extends content from core curriculum areas and allows students to apply information to their own situations. Topics include choosing options, diet, and the importance of sleep to support students to get things right from the start.



## Report on IQM Inclusive School Award



### Next Steps:

- Embed new specifications in English, Drama, Food and Engineering.
- Continue to enhance the curriculum offer for EAL pupils including training for staff.
- New reading initiative to be launched in the summer term.



## Report on IQM Inclusive School Award



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

The teaching and learning environment at York High is proof of the success of behaviour strategies and the focus on adaptive teaching. Every class is focused with a mixture of silent concentration and shared engagement. Seating plans are arranged according to different needs. Pupil Premium and vulnerable students are always placed where teachers can easily reach them to provide additional support if needed.

Students are provided with the resources they need to be successful. Chrome books are loaned to those who do not have a device to enable independent work at school and at home. Technology is used to support students with a hearing or visual impairment in addition to reading pens and the use of Google translate as appropriate. Pupil Passports indicate when students require printed resources of a different colour or larger font.

Modelling and scaffolding in classrooms was in evidence in every classroom I visited. The IQM Lead pointed out how visualisers are used in all subjects to model, which has had a great impact on the presentation of work in maths and science in particular. Mini-whiteboards are always available for practice and Widgits are used when needed. The Assistant SENDCo also described how Language Modifiers are used to enable access to all texts in addition to booklets of key words for particular topics.

Classroom displays provide examples of vocabulary, such as a cauldron of Gothic terms and mathematic concepts. An impressive array of student work was on display in the Art classrooms including pencil portraits, clay seascapes and clay faces. The Design Technology rooms have been beautifully re-organised with every item safely stored for independent access. An excellent range of resources include 3D printers and laser cutter, with access to computers and free work spaces. Physical Education takes place in the adjacent leisure centre. One student told me how much they enjoyed the sports facilities including the gym club and swimming. The vibrant library mirrors the vivacious personality of the school librarian, who is as passionate about providing diverse texts and celebrating the York Schools' Reading Festival as promoting Pride events for students and staff.

The inclusion area has been thoughtfully planned to provide space for nurture and academic work in small groups. A Regulation Station has been created in one room with access to sensory resources and a range of tasks including physical activities and mindfulness. These are arranged in boxes for students to direct students for 10 minutes of activity. A student in Y8 described how they used the room to help them regulate if they felt wound up.

For students in Y9 to Y11, the main focus is improving skills in English and Maths in addition to timetabled sessions for SEMH. The Inclusion Manager emphasised the importance of providing a safety net for students, explaining that "We are getting them to feel good about education and about themselves." Y11 students take their exams in their safe space in their small classroom and in their own chair to give them every possible chance to succeed. "I feel like I'm learning again" a student had recently commented.



## Report on IQM Inclusive School Award



### Next Steps:

- Embed live marking and adaptive teaching strategies in all subjects.
- Upgrade interactive technology to support student engagement and provide up-to-date opportunities.



## Report on IQM Inclusive School Award



### Element 5 – Assessment

Student progress is rigorously tracked at York High School to ensure every student achieves to their highest potential. The Principal and senior leaders meet weekly with Y11 Progress Leaders to identify any Y11 student who is not making sufficient progress and put appropriate interventions in place. Baseline information for students joining Y7 is taken from KS2 data, supplemented by a speech assessment and the New Group Reading Test. Students needing additional support are allocated to twice-weekly reading programmes including Rising Stars and Toe by Toe. Reading Plus is also used to ensure students read books with the appropriate amount of challenge.

When social, emotional, and mental health needs are indicated, students are assessed using the Boxall profile and a Strengths and Difficulties Questionnaire to supplement information on Pupil Passports and provide additional strategies for teachers. This detailed screening ensures students access appropriate interventions such as a 6-week programme for KS3 in the nurture room to help build relationships and develop self-esteem. All the data collected is used to help each student to thrive.

Formative assessment is used to provide information for staff to teach effectively in lessons. Staff have received training on live marking, making use of lots of mini-whiteboards to assess student understanding in the moment and enable students to practise ideas before working independently. Continual micro-adaptations may include a focus on vocabulary development or reteaching difficult concepts.

Students are encouraged to reflect on their work during lessons and can check or improve with peers or the teacher. Students also indicate if help or further challenge is needed via red, amber, and green symbols in everyone's planners. The IQM Lead gave an example of a student in History who had already completed the task of identifying 3 examples of humiliation during the Dunkirk evacuation and was directed to consider what could have been a triumph. The Assistant SENDCo emphasised how important it is for all students to recognise when they need help and to be independent.

Learning Postcards are taken home to enable the student to tell their parents or an older sibling about the key topics they have learned that half term. The parent signs it and assesses how well their child has explained their work. Further reflection is then provided by the student using purple ink to improve on the initial recount. Sharing subjects at home in this way helps to make connections with home life, for example, students may refer to their grandparent or may bring in a medal.

Termly praise assemblies are held for each year group culminating in an annual whole school's rewards assembly. Photographs on Facebook share success on a weekly basis. Families receive reports 3 times per year with information on academic achievement, attitude to learning and attendance, in addition to one consultation evening. Students with additional needs also have 3 reviews each year.

### Next Steps:

- Continue to ensure that all students have up to date reading ages for teachers to access and relevant interventions are appropriately matched to support.



## **Report on IQM Inclusive School Award**



- Embed reading strategies into all subjects and every lesson.
- Review live marking via teacher and student voice in the summer term.



## Report on IQM Inclusive School Award



### Element 6 - Behaviour, Attitudes to Learning and Personal Development

Two key phrases are used by York High School in reference to the behaviour policy – it allows ‘teachers to teach and students to learn’ whilst also ‘creating a positive community for all’. The huge success of this approach is evident in lessons, on corridors and in all aspects of school life. Based on Rodilian Positive Discipline, the consistent message is that everyone has the right to be safe, to be respected and to learn. These expectations for behaviour and attitudes to learning are established immediately during transition visits to primary schools and desired behaviours are continually referenced in assemblies and tutor times.

A simple reward system is in place, acknowledging effort and adherence to the school’s values. Based on student voice, stamps are recorded in planners which can be spent on a range of items from highlighters to wireless ear buds. According to the VP Deep Support, students have really responded to this strategy, and it has helped change the culture in the school. Students themselves told me how everyone aspires to do well so they can go on the Attitude to Learning trips at the end of the year and how it “pushes everyone to their best behaviour.”

There are also huge awards linked to attendance. ‘Five Full Days’ is the well-rehearsed phrase. Y11 attendance has risen by 2.5 points with entries into a prize draw for a Play Station 5 gained by attending consistently. This system will now be rolled out into other year groups due to its success.

Mental health and wellbeing is supported through multi-agency work in addition to targeted work in school. The VP Deep Support’s therapy dog, Tilly, is available to provide cuddles for students who are dysregulated and has also been used in the classroom to support students being reintegrated into lessons. A local community centre offers weekly wellbeing sessions to 6 students for persistent absence. Every fortnight sessions on mental health are held including protecting mental health during the exam season, and how to stop yourself making poor decisions. Activities have included football, biscuit decoration and mindful colouring based on a student survey.

The VP Deep Support spoke passionately about the need to support the students for whom the curriculum and behaviour expectations are not working. When appropriate, students are directed to the inclusion suite to receive a nurturing approach in KS3 and specific academic support in KS4. The relationships between staff and students working in the suite was one of mutual respect, combining gentle humour with consistent expectations. The IQM Lead emphasised how students “need a sense of belonging and need to know this is their place.”

Staff are extremely proud that the suspension rate continues to fall year on year – it is currently 30% less than this time last year. Having the Inspire provision has made a huge difference for students needing an individual approach with opportunities to develop life skills and build self-esteem in academic learning in smaller groups. Everything is moving in the right direction underpinned by relentless work from the pastoral team, the quality of interventions and successful links with multi-agency groups, the VP Deep Support emphasised.



## Report on IQM Inclusive School Award



### Next Steps:

- Develop student leadership roles and provide greater opportunity for student voice.
- Continue to build attendance for students with additional needs.





## Report on IQM Inclusive School Award



### Element 7 - Parents, Carers and Guardians

Establishing an effective partnership with parents and engaging them in their child's learning is a key priority for the school. Regular newsletters and emails are used to inform parents about key events, and the school website is constantly redeveloped to make information more accessible for parents. It is planned to split the information on careers for parents into KS3 and KS4 so as to be more relevant for particular age groups. The Principal holds coffee mornings for parents to enable them to discuss any issues and coffee mornings are also held for parents of students with additional needs.

The VP Deep Support explained how staff work really hard to keep the door open, with the pastoral team continually on the phone and connecting with parents. The Senior Pastoral Lead described a range of strategies to welcome parents into school. For any families not attending Parents Evening, for example, meetings with the Progress Leader are offered to make it easier by seeing just one member of staff. All approaches are based on what the school can do differently to make it work. Current considerations include offering childcare and/or pizza. Providing dinner of pizza worked extremely well for the Y11 expectations evening when over 90% of parents attended. Over 85% of parents came to the information meeting about residential trips to meet the staff who would be taking their child away. Parents unable to attend were met individually or the PowerPoint was shared.

The current focus for the Associate Assistant Principal is to create as many opportunities as possible for parents to come into school to celebrate success. A graduation event for Y9 is being organised for the penultimate week of term to mark achievements in KS3. Child care will be arranged and nibbles provided. "How many barriers can we remove and what can we make possible?" is the approach taken. Online sessions have also been trialled to teach parents about snap chat and a new app about drugs. This worked so well that it may be made into a series available for all parents.

Parents I met could not praise the school enough. One parent described how impressive they had found the Open Evening for Y7 to be, resulting in immediately choosing York High School for their child. Parents were touched by how supportive staff were for their children with additional needs. One could not believe how quickly the SEN Team responded to her email for support over her child's foot injury whilst the French teacher was on top of every aspect of the trip to Disneyland Paris. "I hoped he'd survive but actually he's thrived," one parent shared.

#### Next Steps:

- Increase attendance at SEN coffee mornings by inviting guest speakers.
- Ensure that all dates are given to parents at the start of the year - response to parent voice.



## Report on IQM Inclusive School Award



### Element 8 – Links with Local, Wider and Global Community

To extend student experience and raise aspirations, staff at York High School make links within and beyond the local community. Links are being extended with all feeder schools to ensure that new Y7 students have an understanding of routines, resilience and how to make new friends in their new school. The Associate Assistant Principal has produced a transition booklet ready for the largest feeder primary school and has built up good links with the school's SENDCo. Breakfast Club is huge and provides for 80 children a day due to a local benefactor in partnership with the University of York.

As part of the RAS curriculum, students visit dementia patients in a local care home. Work has also developed student understanding about international charities such as UNICEF funding projects in the UK as well as international support. The Associate Principal takes great care to merge local and international issues meaningfully.

The Associate Assistant Principal is extremely pleased that 30 students are taking part in a 15-20 year project by the University of York together with the largest feeder primary school. This project aims to track pupils in areas of exceptional disadvantage to increase aspirations and improve their future life chances. Challenging stereotypes about what students can do, Learning Experience Days provide disadvantaged students with the opportunity to visit different businesses and workplaces to experience the opportunities available. Having visited Aviva this year, students will be supported to set up their own business via enrichment clubs for business and enterprise.

Residential trips in KS3 are planned to cover as many aspects of the curriculum as possible. The Y8 Big Culture trip to Liverpool, for example, visits the Jewish museum in Manchester, Anfield, the Beatles museum, a river boat, and the International Slavery museum (when open). In Y9 the Big Trip focuses on global connections in London including Wembley, the London Eye, Houses of Parliament, Tate modern and the Imperial War Museum. With greater subject focus in KS4, residential trips are taken to the battlefields to experience the lasting impact of war, about which a Y10 student commented on the impact made by really good tour guides about World War 1 and 2. A trip to Paris, whilst targeted to those studying French, is open to everyone.

The school invites many external agencies to engage with students regarding safe behaviour and making positive choices. These include a national gambling charity, a course on knife crime and groups in the local area working against domestic abuse and drugs. There is also a determined effort to invite positive role models to raise aspiration such as the York City Knights. As the Inspire Lead told me, it is really helpful having the "Same messages from different people with different lived experiences."

Equally, links with local businesses and colleges support students with career choices and gaining valuable work experience. Volunteers from the University of York hold mock interviews for Y9 students which makes the experience more credible. Students finding school challenging enjoy attending work experience in a hair salon and a Trust primary school.

### Next Steps:



## **Report on IQM Inclusive School Award**



- Links will be extended to external speakers and agencies who give insight into local, national, and global issues.
- Focus on people working with diverse and potentially marginalised groups and people with relevant lived experience of challenges.