

**ST. TERESA'S  
PRIMARY SCHOOL**

October 2020

St Teresa's Primary School has a very **STRONG ETHOS OF INCLUSION**, which is **IMPROVING THE LEARNING EXPERIENCES FOR ALL CHILDREN** in the school.

**BLOG**

**ST. TERESA'S  
Bookshelf of Reading and Research**

Our journey began in response to our changing educational context, most notably, staffing changes and a significant rise in the number of children with additional support needs attending our school.

We recognised the need to revisit our individual and collective values, expectations and aspirations for our children and families. To challenge our current thinking and practice and to stimulate values based professional dialogue we worked with stakeholders using various self-evaluation tools including SWOT (strengths, weaknesses, opportunities, threats) analysis and 'How Good Is OUR School: Theme I-Relationships'. Through this process we were able to identify our core values and create a shared vision.

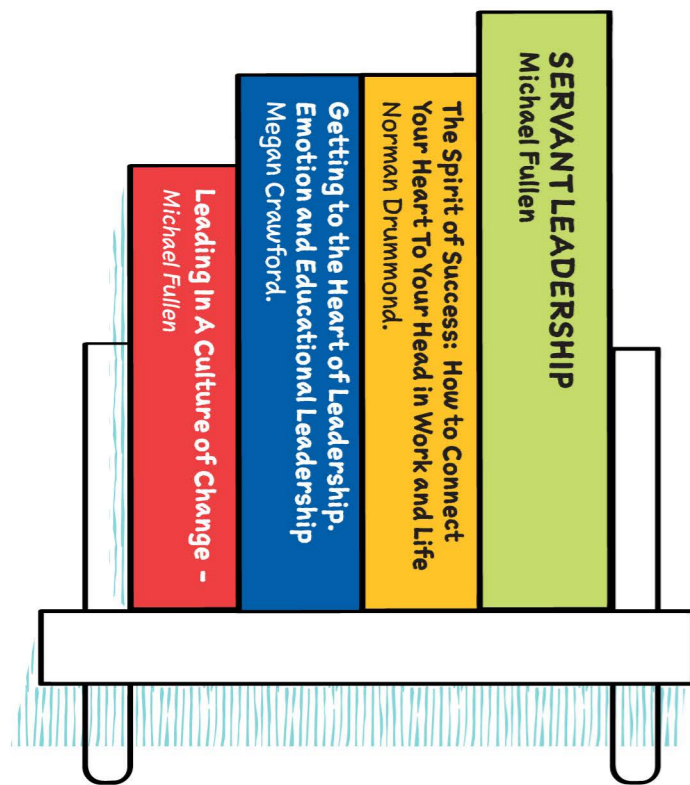
Thereafter, we worked systematically, with all stakeholders, to embed a shared understanding of our individual and collective roles and responsibilities, in relation to promoting health and wellbeing (HWB) and inclusion. For example, we introduced a new whole school HWB programme to ensure consistency and progression in children's learning, We updated our positive relationships and behaviour policy to increase parental involvement. The children created two characters, Rosie the Rose and Professor Hound as mascots to exemplify our values. We use these in assemblies to deepen children's understanding of our core values. As a school community, we

often take inspiration from the life and work of Michelangelo, particularly the quote "I saw the angel in the marble and carved until I set him free."

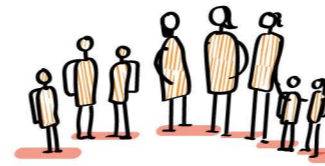
High quality professional learning is planned strategically, at all levels, to empower staff; building individual and collective staff capacity. For example, multi-agency collaboration and joint training for staff and parents increased and improved our understanding of, and ability to support children who need additional help with their learning. This experience built positive relationships and established a shared commitment to ensuring that every staff member, child and family felt valued, included and supported to reach their full potential. It has also led to the establishment of efficient and sustainable support networks for staff, children and families.

This focus on empowerment, at all levels, enables us to maximise our use of time and resources, raise attainment and secure sustainable improvement in outcomes for children and families.

Michelle O'Halleron - headteacher



**TRUST**



"I saw the angel in the marble and carved until I set him free."



INSPIRED BY  
**MICHEL-ANGELO**  
1475-1564