



Report on IQM Inclusive School Award



School Name: John Bunyan Primary School and Nursery

School Address: Lancaster Way
Braintree
Essex
CM7 5UL

Head/Principal: Ms Deborah Bailey

IQM Lead: Ms Alex Jagger

Assessment Date (s): 11th and 12th July 2022

Assessor: Mr Roger Leeke

Sources of Evidence:

Evidence was gathered from a variety of sources within the school. The range of evidence was extremely useful presenting a full picture of life in the school. Interviews on the day of the assessment were carried out with the Chair of Governors and two other Governors, the Headteacher, the IQM lead/ Inclusion Leader, the DSL, members of the SLT, class teachers, LSAs / TAs, members of the office staff, a member of the library staff, members of the site team, the Family Support Worker, the Mental Health Lead, parents and pupils. A tour of the school, informal observations, early morning gate observations with staff, climate walks, a visit to the forest school area, an observation of breakfast club, observations of after school clubs and talking to the children in the playground at lunchtime also informed the evidence base.



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Overall Evaluation

John Bunyan Primary School and Nursery is an excellent example of inclusive practice. Inclusion is evident in all aspects of the school's work and there are good links with the community to offer support for families. The Headteacher works effectively with her leadership team, the Governing Body and the Local Teaching School Alliance to ensure that all staff have similar aspirations for children at the school. This is a large primary school which serves a mixed community. Most pupils live close to the school in an area of mainly local authority or housing association accommodation, some of which is owner occupied. The percentage of pupils receiving free school meals is above average and 37% of the pupils are currently in receipt of the Pupil Premium Grant. Most children start school with standards well below those usually seen and the proportion of pupils with learning difficulties and disabilities is above average at 26%. Most pupils come from White British backgrounds, but there is a steadily increasing number of children who join the school at the early stages of learning to speak English (13% overall).

The school encourages all children to "Be Fair, Be Caring and Be Respectful and Make Great Choices." Their vision and values are dedicated to doing things consistently well and believing that children can succeed and that staff can determine children's life chances. Consistently good quality teaching is focused on learning objectives, high expectations of everyone and effective feedback and assessment to ensure maximum progress. The school pays meticulous attention to systematically implementing policies and practices which ensure that all of the children are kept safe with all staff trained to implement these practices. The school provides a challenging, stimulating and aspirational curriculum delivered in a calm, supportive learning environment where all pupils are encouraged and enabled to achieve their best and to become independent resilient learners. Pupils have made good progress from low starting points and all staff in the school are committed to ensuring individual progress continues to reflect the hard work that has been devoted to developing a well thought through curriculum which offers opportunities for every child to progress. The Year 6 national tests results in 2022 represents the progress that the school has made over the past years. The school is above national averages in reading, writing and maths combined and in maths and reading individually at the expected level. In writing they are in line with national expectations. This is the first time that the school has achieved results that are above or in line with national expectations.

Children with special educational needs access the same, but sometimes modified, curriculum as other children in the school and consequently make good progress. An Ofsted Inspection in 2018 recognised the progress made by children in the school: *"Children make good progress from their different starting points because teachers use resources effectively, meaning that children are interested and enthusiastic about learning. Teachers have clear structures and routines in place that ensure children settle quickly, listen carefully and follow instructions."* Leaders have a clear rationale for how pupils with special educational needs and/or disabilities access the curriculum. Relationships between staff and pupils are excellent and pupils feel cared for and supported in their learning with teachers and support staff understanding their pupils' needs. Support staff are effectively deployed within lessons by the class teacher. They



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support children at all ability levels, not just those with SEND. The Family Support Worker and Mental Health Lead liaise well with parents and ensure staff can voice any concerns they may have. Staff wellbeing is a focus throughout the school and mindfulness is promoted. Staff feel very well supported and respected by school leaders. They know that their wellbeing is a priority and senior staff are fully aware that in order for staff to be emotionally available to the children, they need to feel supported and recognised themselves. The Family Support Worker and Mental Health Leads work closely with Yo-Yo the community bereavement service for children, support young carers through the Children's Society and work with Next Steps to support children who have witnessed domestic violence in the home. They are setting up a wellbeing group in September to further address wellbeing issues in school and they signpost to a holiday club for children for four days a week during the summer holidays to ensure that children continue to receive the support they need.

The Headteacher demonstrates strong, caring leadership and she is visible and accessible to the parents, staff and children and takes a lead in ensuring the ethos and climate in the school is calm and purposeful. The SENDCO also supports teachers well in providing advice, support and resources to ensure all children have the learning they need. The school uses the Trauma Perceptive Practice approach which offers support for the whole child in understanding their needs. Good performance management systems have been effective in focussing teachers and TAs on pupil progress and moving the school forward. The system ensures there are common themes related to the school development plan and personal development opportunities which relate to whole school improvement. The SLT is committed to raising standards and providing staff and pupils with the best possible environment and opportunities. They recognise that more still needs to be achieved to ensure more able children reach their full potential to attain greater depth. The school works closely with the Local Teaching School Alliance (Professional Learning Network) and is outward facing providing opportunities for senior and middle leaders to engage in many local and national courses. Continuing Professional Development is a priority at the school and staff have opportunities to participate in NPQ (National Professional Qualifications) training, the Developing Teacher and the Outstanding Teacher Programmes. Teachers attend courses that offer training around different approaches to teaching and learning and also successful interventions and school systems. Staff are also involved with the local English and Maths Hubs focusing on specific areas of the curriculum to improve outcomes. Work with the English Hub has focused on tightening quality first teaching and staff being more diagnostic and forensic. Work with the Maths Hub has had a numerosity focus with training videos looking at work with foundation stage, Year 1 and Year 2. There are a wide range of laptops and iPads available for each class with good connectivity and internet safety is given a high priority. New staff induction is managed carefully and all recruitment procedures are followed and safeguarding and Health and Safety training are prioritised. ECTs (Early Career Teachers) attend regular meetings with a Lead Practitioner and are well supported. The Governors are experienced and their understanding of the key issues relating to school improvement also impact on outcomes for children. The Chair of Governors is an experienced professional and works well with the Headteacher and his other senior Governors in improving governor monitoring and visibility around the school. Governors are proud of the progress that the school has made since the amalgamation of the Infant and Junior Schools and the part that they have played in supporting that amalgamation.



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Wide ranging monitoring procedures ensure that lessons are sufficiently challenging and consistent in approach. The Raising Standards Team consists of three members of staff who monitor quality first teaching and ensure pupil progress meetings are focused on closing the gaps in learning and ensuring interventions are appropriately focused for individual children. The further development of the roles of the subject leaders for the foundation subjects has improved the profile of these subjects and their effectiveness. Teams for the foundation subjects are made up of three or four teachers who are given sufficient time to discuss and monitor their subject areas and are able to carry out deep dives and report back to senior leaders. This has provided middle leaders with added responsibilities and improved the focus and delivery of the individual subjects. Middle leaders run staff meetings to highlight their subjects and spoke to the Assessor enthusiastically about their launch of a topic and the varied ways in which they celebrate at the end of the journey with the children. Lesson study has been used to assess phonic provision particularly for the lowest 20% of pupils and has tweaked the whole class reading strategies to make them more inclusive. Lesson studies for the coming year will focus on the foundation subjects. The move over to PIXL to replace Target Tracker as a tool for measuring progress has provided more time for staff to talk about individuals and target next steps progress for different groups of children.

There are many visitors to the school and visits connected to topic work that make the curriculum more relevant to the children. Technology, art, music and outdoor learning are well supported. The Wilderness Project, 'making the great outdoors accessible to all,' has been beneficial to 6 disillusioned boys using the Forest School's area over an 8-week period. The EYFS and KS1 children use the area for risk taking and problem solving. There are plans in place to improve the Forest School area to make it even more accessible to more children in the school. The cooking area is used effectively by all children and the Art room provides a space for groups to work creatively in a dedicated room. The studio offers a bespoke environment for dance and music and a peripatetic musician was taking a small group of children in the room during the assessment. The sensory room supports individuals and small groups of children who need a specialised and calming space. The school library has been upgraded and children are able to use the library systems to withdraw books and to find the books that they need. It was being well used during the lunch break on the day of the assessment with Year 5 children supporting children in KS1 and the school's librarian was in great demand to help children and to guide them to the correct sections that pupils requested. A display which provides children with the opportunity to be 'millionaires' celebrates those children who have read a million words which is analysed and recorded by the library system. The aquarium in the library provides a calming influence for some children and reflects the atmosphere in a very attractive and inviting room which encourages staff, children and class groups to use the library on a regular basis. Other animals are used effectively as a calming influence around the school including guinea pigs. The Treehouse nurture unit is successfully supporting children with social, emotional and mental health issues and provides a calming and supportive area for some children who find the mainstream difficult at times. Self-regulation and zones of regulation are a big focus, with children being supported in understanding their emotions. 'How are you feeling in order that others can understand your feelings?' is represented on the coloured charts ranging from red to green. Green is positive, red not best, blue is sad and yellow is on the verge of red. There are a number of extra-curricular clubs provided including dance, choir, football, gymnastics and art clubs.



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The outdoor learning environment includes opportunities for children to develop aspects of sport and learning through play. The well set out EYFS and nursery outdoor environment encourages free flow and teacher directed and child-initiated activities, whilst the playground and field have a range of apparatus to encourage children to play creatively. The EYFS outdoor environment is well designed with sand pit, climbing apparatus, water play and a range of apparatus to stimulate children's imagination. Children were observed 'having fun' and calmly engrossed in a variety of activities. The playground and field have their own picnic benches, climbing apparatus and well-marked out surfaces. The MUGA (Multi Use Games Area) is supervised by a member of the Sports Coaching Team and is well used at lunchtimes. The playground and field are spacious and there are shaded areas provided by trees for the summer, quiet areas for children to sit and socialise and ample space for children to use their creative instincts. Observations during lunchtime demonstrated that the children used the spaces effectively and enjoyed the time they had to use apparatus that was provided for them on the playground by the Midday Assistants and the activity tables around the playground and field. Positive reinforcement messages displayed around the fences ensure children are reminded of their responsibilities. The welcoming outdoor environment gives parents and visitors a good first impression of the school and the office staff present a friendly reassuring face to parents and visitors defusing any concerns that are presented and allowing parents the time to engage with the school. All staff feel included in school life. Office staff and Midday Assistants interviewed spoke of inclusivity and the care and concern for their wellbeing demonstrated by the SLT and colleagues generally. The site team also spoke of their involvement in school life whether it is on the school gate at the beginning or end of the day or their involvement in an after-school club. The site manager said, 'I love it here-staff are brilliant! They are always helpful.'

The displays in all classrooms are of particular high quality and the school values of 'Be Fair, Be Caring and Be Respectful, Make Great Choices' are promoted in all classes and in shared areas. Subject specific displays in history, science and geography show work from throughout the school and emphasise the progression and expectations of the subject leaders. The EYFS and KS1 displays focusing on the Enormous Turnip, Stories to Read Aloud and a poetry spine reflect the emphasis on reading. The art work in Year 6 is impressive and self-portraits inspired by Andy Warhol are well executed. 'The Future of the Planet is in Our Hands' display in the Year 2 corridor emphasises the way in which climate change and recycling is brought to the children's attention. The John Bunyan Art Gallery has framed art work produced by the children and the trophy cabinet celebrates a number of school sporting activities, but also the presentations to the Year 6 leavers at their awards evening such as Most Progress, Contributions to School Life and School Values chosen by their peers. Displays in the classroom are equally well executed and consistent in their approach. English and maths working walls, the learning journeys with the relevant vocabulary and the daily word focus and reading areas that are well stocked and interesting are just some of the common features in each classroom.

Children are encouraged to support each other in many different ways. Learning Champions and Ambassadors are elected by pupils and are given an active voice in school. These will be accompanied by Digital Leaders from September. They understand the challenges that they are given in class and how they can lead to mastery. Children are aware of online safety and say that 'they are now more confident to go on the



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computer.' They enjoy their class performances such as Wind in the Willows for Year 6 and the Bee Play for Year 2. They recognise the value of the vocabulary word of the day and know that good attitudes, working hard and supporting each other are rewarded with raffle tickets and a possible bookmark or toy if their ticket is successfully drawn at the end of term. Some children are represented on the multi-school's council and have the opportunity to see how other schools provide for their children. The work ethic of the children, their good behaviour, friendliness and politeness impacts greatly on their engagement with their school work. The atmosphere in classes and in shared areas is calm with children reflecting and valuing the care and attention which all staff show for them. Regular celebration assemblies highlight children's engagement and attitude to their work in school.

Excellent work is carried out with families, pupils and the community generally to ensure that children are cared for and valued. There are good communication systems which give parents and carers confidence in the school and in its support for their child's needs. Email, texting, newsletters and parent consultations as well as one to one conversations keep parents regularly informed about their child's education and needs. Parents can see their child's progress through the online portal Tapestry from Nursery to Year 2. Good use has also been made of Twitter recently to communicate with parents and it is hoped that this can be extended in the future. Parents are welcomed into Early Years and KS1 on Monday mornings for Stay and Play sessions, and in KS2 every Friday. Foundation Stage parents are also able to join a scheduled reading session in the school library with their class each week. Termly Learning Conferences take place in the middle of each term and are an opportunity for children and parents to talk about their achievements and challenges with the class teacher. The breakfast club provides a good start for pupils and is well attended with as many as 50 children attending at any one time. The school website is an excellent resource for parents to link them to expectations, activities and resources. The Family Support Worker provides coffee afternoons for parents to informally discuss any issues and is able to signpost them to any outside agencies they may need. TEAMS was used extensively during the pandemic to ensure parents were kept well informed of school activities and issues. Parents who spoke to the Assessor spoke highly of the support they receive. One parent spoke of the brain breaks and how no one raises their voice to children. Another said, 'The school communicates at every step of the way and they go above and beyond to help.' The Parent Teacher Association organises social occasions and raises much needed funds. After a difficult time during the pandemic they are now planning a Sponsor Me event in September, a Wreath Making class in November and Christmas Bingo for children and parents in December.

The school has good links with the local community and the senior staff are trying to improve these relationships even further. The school's standing within the town of Braintree has not always been positive, but the leadership team are making efforts to rectify that situation. The school's connection with Livewell to provide practical cost-effective advice and support for healthy lifestyles is an example of the school's work with local organisations. The involvement with the Mercury Theatre from Colchester is another way in which the school enhances pupils' cultural experiences. The schools improving data, their good Ofsted report, the links to the wider world in the curriculum plans and their inclusive mindset are making changes to the perception of the wider community's view of the school. Good use is also made of the local parks and services to



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extend the curriculum. There is good support for local and national charities and an involvement of the children in raising funds for children less fortunate than themselves. The enrichment days and the opportunities for more visitors from the local and wider community to come into school after the pandemic are again opening up many opportunities to give pupils an understanding of their extended community. The school aims to ensure that its children see what opportunities exist beyond the school. Staff want the children to understand that their current learning leads onto many opportunities. The war in Ukraine has also been a focus for staff and children to give pupils a wider global perspective. Attendance remains an issue for the school and they follow a 5-step plan to address non-attendance. There are many reasons for the non-attendance including the anxiety of parents and pupils after the pandemic, but the school continues to address these issues with staff and local authority agencies.

The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the assessor. John Bunyan Primary School and Nursery is an example of a school committed to meet the needs of its children and is outstanding in its commitment to and implementation of inclusive practice. The school is dedicated to being present and available for children, colleagues and parents. It seeks considerate, professional and respectful behaviours with all members of the school community and it ensures a safe school environment by maintaining positive relationships. The school provides a challenging, stimulating and aspirational curriculum delivered in a calm, supportive learning environment where all pupils are encouraged and enabled to achieve their best and to become independent resilient learners. High expectations have a huge impact on attainment, progress and wellbeing.

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 IQM's Inclusive School Award and be reassessed in 3 years' time.

Assessor: Mr Roger Leeke MA

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

J. McCann

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



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Element 1 - The Inclusion Values of the School

Strengths:

- The school's core values and code of conduct which embody the ethos within the school.
- The leadership of the Headteacher and the senior leaders in ensuring that all staff have similar inclusive aspirations for the children.
- The whole staff focus on developing the school ethos.
- The good rapport between staff and children and the respect shown by learners for each other.
- The good behaviour and attitude of the children in both formal and informal settings.
- The indoor and outdoor learning environments which are spacious, offering children opportunities to develop aspects of sport, sustainability and learning through play.
- The EYFS and Nursery outdoor area which provides opportunities for teacher directed and child-initiated activities.
- The consistency of displays around the school which values children's work and is a vehicle for learning.
- The close collaboration between teachers, TAs and LSAs to improve the chances for all children.
- The friendly faces at the reception which is reassuring to parents.
- The support of parents and their understanding of the school's inclusion agenda.
- The leadership of the IQM lead/ Inclusion Lead who has ensured that the IQM expectations are known by everyone.
- The Family Support Worker and her impact on parent/school relationships.
- The work with the Professional Learning Network and the part played by the school in providing a wide range of CPD opportunities for all staff.
- The zones of regulation which are effective in calming children's behaviour and ensuring that pupils take responsibility for their emotions.
- The excellent SATs results at the end of this academic year which are above the national averages for the first time.



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Next Steps:

- To revisit elements of the Trauma Perceptive Practice during the coming academic year.



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Element 2 - Leadership, Management and Accountability

Strengths:

- The dedication and strong leadership of the Headteacher, her accessibility, commitment to inclusion and improving the opportunities for all children.
- The school's core values which are embedded across the school and the school statement which concludes with 'all children can succeed, and we can determine life chances.'
- The regular checking on staff wellbeing and the links to the Mental Health Practitioner.
- The good performance management systems which have been effective in focussing teachers and non-teaching staff on the school improvement plan and moving the school forward.
- The SLT's commitment to raising standards and providing staff and pupils with the best possible environment and opportunities.
- The close monitoring of data and learning and teaching which have had an impact on raising standards.
- The close working with a range of agencies to address the inclusion agenda and to ensure children's needs are met.
- The leadership of the Governing Body in supporting the inclusion agenda and their expertise which continues to support and challenge the school.
- The access to high quality advice from the Professional Learning Network to supplement the work of the teaching and non-teaching staff.
- The leadership of the IQM lead in ensuring that the IQM process is articulated by everyone.
- The focus on pupil and staff wellbeing and its impact on positive attitudes within the school.
- The further development of subject leadership and its impact on team responsibilities and the foundation subjects.
- The focus on safeguarding and the close collaboration between the SENCO and the DSL.



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Next Steps:

- To ensure that the new Headteacher is fully aware of the roles and responsibilities of all the staff and their impact on behaviour, attitudes and progress across the school.



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Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

Strengths:

- The focus on a broad, balanced and ambitious curriculum offered to every child which embodies the school's focus on progression, knowledge and creativity.
- The distributed leadership to middle leaders who have high expectations of whole school involvement in the learning process.
- The focus on the mental health and wellbeing of staff and pupils and the understanding that high quality learning experiences support that pupil development.
- The outdoor learning linked to class topics providing additional interest and relevance.
- The provision of a wide range of extra- curricular activities which enhance the curriculum.
- The enrichment programme including the first-hand experiences to local places of interest.
- The high expectations of staff to ensure children have a positive learning experience.
- The subject topic focus with its launch and celebration at the end of learning.

Next Steps:

- To ensure pupil voice remains at the centre of curriculum developments.



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Element 4 - Learner Progress and the Impact on Learning

Strengths:

- The tracking of individual pupil data and the improved progress over the past years
- Children enjoy their time in school and are well motivated with good systems in place to improve the quality of learning.
- The challenges set in class which consolidate learning and ensure children are reflective and challenge themselves.
- The Breakfast Club which provides children, particularly those who are vulnerable, with a good start to the day.
- The indoor and outdoor learning environments and their impact on children's physical and mental wellbeing.
- The use of technology, particularly Tapestry in the Nursery, Year 1 and Year 2, Dojo and Twitter, to keep parents up to date and informed about their child's progress.
- The wide range of iPads and laptops available to all classes and the good Wi-Fi connectivity around the school.
- The close liaison with parents at all times, but especially with the parents of those children receiving additional support.
- The EYFS environment which encourages children to make their own choices, decisions and to 'have fun.'
- The school library, which is well stocked well managed, offers children the ability to readily access books and provides an excellent environment for individual, class or group reading activities.
- The consistency of display around the school which values children's work and is a vehicle for learning.
- The exciting and ambitious curriculum which provides opportunities for children to enjoy music and dance alongside professional practitioners.
- The work with the English and Maths Hubs to further develop teachers' professional subject expertise.

Next Steps:

- To revisit the Shirley Clarke pedagogy to ensure it is refreshed in the minds of all staff.



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Element 5 – Assessment

Strengths:

- The tracking procedures and related pupil progress meetings which constantly review every child's progress and ensure interventions are appropriately delivered and the consequential improvements in standards over the past five years.
- The switch to PIXL to track progress and attainment and plan for learning at every level.
- The progressive and ambitious curriculum which is well thought through to ensure enjoyment and progression for the children.
- The performance management systems which ensure that both teaching and non-teaching staff are focused on inclusion and school improvement.
- The emphasis on children supporting each other in class giving them the ability to reflect on their own and their peer's work.
- The daily conversations to reinforce growth mindset.
- The Raising Standards Team who work closely with the SENCO ensuring the progress of all children is a priority.
- The learning journeys which focus on learning, performance and thinking skills.
- The use of lesson study to support teachers in identifying areas for development.
- The adoption of the Kagan structures to encourage collaboration, active learning and children supporting one another.

Next Steps:

- To further develop the effectiveness of PIXL assessments to target gaps in learning.
- To continue to improve the number of children working at greater depth.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths:

- The school's code of conduct which is articulated by everyone and is visible around the school.
- Children enjoy coming to school, are well supported and behave well.
- The responsibilities offered to learning champions and ambassadors to ensure they have a meaningful impact on school life.
- The opportunities given to children to develop their pupil voice and ensure the inclusion of every child.
- The work ethic of the children, their friendliness and politeness which impacts on their engagement with school work.
- The Trauma Informed Schools approach and its positive impact on specific children.
- The Tree House nurture provision and its positive impact on supporting children with emotional and wellbeing issues.
- The high expectations of all staff to ensure children have a positive learning experience.
- The involvement in a wider curriculum which provides enjoyment and participation with other schools and opportunities to develop physically and mentally.
- The lunch time apparatus and environment available to children to support their learning and play.
- The weekly assemblies which celebrate children's successes, attitudes and behaviours.
- The 5-step plan and its consistent application across the school to reduce absences.
- The involvement of parents in understanding the high expectations of behaviour in the school.
- The zones of regulation which children understand providing them with self-regulation strategies.
- The 11+ provision which ensures children who are working above expectations have every opportunity to succeed at the next stage in their education.



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- The Trauma Informed Schools approach and its specific impact on individual children.

Next Steps:

- To revisit Growth Mindset to ensure it is interwoven across all subjects.



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Element 7 - Parents, Carers and Guardians

Strengths:

- The good communication systems which give parents and carers confidence in the school and in its support for their children's needs.
- The high visibility of staff on the school gate in the mornings which reassures parents and provides opportunities to engage with hard-to-reach parents.
- The termly learning conferences which give parents and pupils the opportunity to discuss their achievements and challenges.
- The work with vulnerable families to improve the chances of all children.
- The opportunities for parents and carers to come into school to celebrate special occasions.
- The parent and teacher engagement and mutual trust and support which impacts on children's progress.
- The effectiveness of the SLT in supporting parents and families.
- The use of Tapestry in the Nursery, Year 1 and Year 2 which ensures good contact with parents and carers at the beginning of their child's school life.
- The role of the PTFA in organising events to raise funds, offer a social occasion for parents, and provides opportunities for parents to engage formally and informally with school.
- The creative use of funds, such as pupil premium and lottery funding, to ensure pupils can take part fully in the life of the school.
- The friendly faces at the school reception which provides parents with the confidence to approach the school with their concerns.
- The school website which keeps parents and carers up to date on all school matters and expectations.
- The Student and Family support team which supports children and families across the school.

Next steps:

- To further develop the use of Twitter as a communication with parents.
- To continue to review absence procedures to ensure attendance improves.



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Element 8 - Links with Local, Wider and Global Community

Strengths:

- The school's use of the resources available in the local community and its connection with Livewell which encourages healthy living and practical advice on managing money.
- The strong links with other schools in the local area.
- The wide range of visitors from the local and wider community to support learning.
- The support for local and national charities and the involvement of the children in raising funds for children less fortunate than themselves.
- The broad, balanced and aspirational curriculum which encompasses outdoor learning, drama, dance, sport and a wide variety of additional curricular experiences.
- The residential visits to Kingswood in Norfolk for Year 6 developing pupils' understanding of the wider community and living away from home.
- The involvement in the Multi-schools Council offering pupils the opportunity to visit other schools and witness how children in other communities live and experience school life.

Next steps:

- To continue to develop the school's place in the local community.