



Report on IQM Inclusive School Award



School Name: Bacton Primary School

School Address: Tailors Green
Bacton
Stowmarket
Suffolk
IP14 4LL

Executive Head teacher: Mrs Tessa Sait

Head of School: Mrs Sarah King

IQM Lead: Mrs Angela Thomas

Assessment Date: 4th December 2023

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. A tour of the school with a member of staff, informal observations, an observation of an assembly, talking to parents and talking to the children and staff in the playground at lunchtime, also informed the evidence base. 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.

Meetings Held with:

Interviews on the day of the assessment were carried out with the Head of School and Senior Inclusion Lead (IQM lead), teachers, TAs, Office staff, a governor, a representative group of children from across the school and a group of parents.



Report on IQM Inclusive School Award



Overall Evaluation

Bacton Primary School is a one form entry primary school with 119 pupils on roll. There are six classes, the class sizes vary from 14 to 31 and each class is taught by a qualified class teacher and supported by a teaching assistant. The school is part of the John Milton Academy Trust, a growing MAT in Mid Suffolk, that provides education for children aged 4-18 across six settings, including two specialist provisions for supporting pupils with cognition and learning needs. The school serves the families of the village of Bacton and the surrounding catchment. Most of the children live in the village and there is additional building work being carried out on the outskirts of the village which might impact the numbers in the school in the future. The majority of the children are English speaking and the number of children with EAL is relatively low. The complex needs of any children with SEND are addressed so they make good progress. The school ethos is 'Working together-aiming high'. The school promotes high achievement and strives for children to develop enquiring minds and a spirit of curiosity whilst becoming highly motivated life-long learners. They want their children to be flexible and adaptable for the modern world, have high self-esteem, be able to work independently and collaboratively and achieve high standards in all areas of the curriculum. They also strive to ensure children seek to extend themselves in mind, body and spirit. Nearly all disadvantaged pupils make good progress.

In June 2023, the school was inspected by Ofsted. The report was 'good' overall and states the following regarding pupils with additional needs:

'Leaders expect pupils with special educational needs and/or disabilities (SEND) to achieve as well as their peers. Leaders act quickly to identify pupils' needs. They ensure that staff are well trained to provide support to meet the needs of pupils with SEND. Leaders liaise with external agencies to secure the support pupils need. As a result, pupils with SEND access the full curriculum, and most achieve well.'

There is a focus on quality first teaching with children requiring additional support being involved in the lesson, but also being skilfully supported by a TA when necessary. Reading is a high priority, particularly in EYFS and KS1. Innovative teaching and an investigative approach to learning and an ethos of support, challenge and encouragement to succeed is fostered within the school.

Ofsted stated:

'Leaders prioritise the teaching of reading. Pupils start learning to read from the moment they start school. Leaders ensure that teachers are well trained to teach reading. Lessons are well structured. They include fun and engaging activities that help pupils learn phonics. Teachers carefully check pupils' progress. They quickly identify any pupils who fall behind and make sure they have support to catch up. Pupils' books are closely matched to their reading ability. This enables pupils to practise their reading skills at home. Therefore, most pupils become fluent readers by the end of Year 1.'

Bacton Primary School is a lively, happy school where children enjoy their experiences and show great respect for each other. The school has a calm, purposeful environment



Report on IQM Inclusive School Award



where everyone knows what is expected of them. All staff have high expectations of children and offer a caring, supportive and encouraging environment where positive relationships are crucial to the progress of all the children. There is a strong emphasis on kindness and good manners and this was evident whenever the children were asked a question or when they moved around the school. They regularly open doors for adults and greet them with a smile. Children mirror this in their relationships with adults and peers alike. There is a stimulating learning environment with a rich, varied and up to date range of learning resources.

The school has a stable staff and is well led by the Executive Headteacher who has moved the school forward in all its aspects since her appointment. The strong leadership of the Head of School and Senior Inclusion Lead, their accessibility and their commitment to inclusion and improving the opportunities for all children as well as ensuring that the IQM process is articulated by everyone are strengths of the school. Everyone spoke about the change in attitudes and direction since the current leadership team has been at the school. They are well supported by an excellent Local Board. A representative on the Local Board, who is to be Chair in the near future, spoke enthusiastically about the school and its inclusive ethos and the plans for the future. He confirmed the strong links with the local community and the part that the school plays in the surrounding area. The SLT is committed to raising standards and providing staff and pupils with the best possible environment and opportunities. The Trust also provides a great deal of support for the school in terms of professional development, data tracking and providing an ambitious curriculum which the school uses well to offer children a fully inclusive, coherent and progressive way forward in their education.

Zones of Regulation are understood by the children and are displayed prominently around the school. Children are given time to reflect on how they feel and staff understand that some children need more time than others to do this.

There is a wide range of enrichment activities, including school trips, enrichment days, lunchtime activities and after school clubs. The school believes that each child will succeed through experiencing quality in a broad and challenging curriculum with an enriching programme of extracurricular activities and visits.

The school prides itself on its strong communication with parents where concerns are shared and addressed together and success jointly celebrated. Displays have a consistency around the school reflecting the care and attention shown by all the staff. In the corridors, displays focus on French, the Stone Age, the Romans, Visit the Infinity Park, Geography, PSHE, Minibeasts, Wow boards and I look in the mirror and I see....me!

A Beyond Bacton display celebrates children's out of school talents and hobbies. It shows the children the possibilities of other professions such as a baker, train driver or footballer. In the staffroom there are displays highlighting the school's priorities and health and safety. Classrooms focus on working walls in English, Maths and Science, Zones of Regulation, how you can help yourself, how you might feel today and destination reader. All these show a consistency and reflect the curriculum that is delivered across the school.



Report on IQM Inclusive School Award



The outdoor learning environment includes opportunities for children to develop aspects of sport and learning through play. The well set out EYFS 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 playground and field are spacious and there are shaded areas provided by trees for the summer and ample space for children to use their creative instincts. An area of the field is being developed to provide a Forest School space and is used presently by children in reception, Y1, Y2 and Y3. Observations during lunchtime demonstrated that the children used the spaces effectively and enjoyed the time they had to use the apparatus that was provided for them. 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.

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. Arbor is widely used by the school as a means of communication by parents needing to find out more about their child's progress at school. Tapestry is used in the EYFS. There is a good learning partnership between school, home and the community.

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. Bacton Primary School is an example of a school committed to meet the needs of its children and in its implementation of inclusive practice. It is a happy, caring environment for pupils where 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. 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. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Bacton Primary School staff work together to provide a cohesive, inclusive education. Everyone believes in providing the best education for each individual child. The aim is to provide equal opportunities for everyone, but the school recognises that it can be very different for each pupil. Quality first teaching is a priority and support for pupils is carefully personalised with a safe, caring environment based on inclusive values. All children are accepted and welcomed into the school's community, regardless of background or special educational need or disability (SEND). There is no barrier deemed too much of a challenge. As a leadership team, the SLT work together to find ways to make the necessary adjustments to meet any need, and feel strongly about including all children in mainstream educational settings.

The school slogan, 'Working together...aiming high' epitomises the work carried out at the school to raise the aspirations of its children and ensure they stay grounded and work hard on the basic aspects of life and education. This includes noticing and appreciating the amazing world around them, the areas where they have worked hard and achieved. The school also expects everyone to show each other that they are noticed, cared for and that they appreciate each other. Staff also believe everyone should aspire to even greater things. This includes being aware of the wider world and developing a thirst to travel or find out more, or working to be even better at something. Bacton Primary is an inclusive school where everyone is welcomed, whatever their ethnicity, religion, disability, behavioural needs or any other characteristics. Pupils are taught to value everyone as an individual and they do so routinely.

Ofsted stated: 'Pupils are enthusiastic learners. They demonstrate a high level of collaboration with their peers. They are keen to do their very best. As a result, most pupils achieve well. Pupils have access to a wide range of experiences that enhance their learning. These include close collaboration with the local church, visits to Suffolk farm fair and participation in reading and mathematics cafés.'

The Leadership Team is ever-present around the school. They know their school well and the staff, parents and children appreciate her commitment. The school has a calm, purposeful environment where everyone knows what is expected of them. All staff have high expectations of children and offer a caring, supportive and encouraging environment where positive relationships are crucial to the progress of all the children. There are detailed action plans for each area of school development. Each subject lead writes an action plan from this for their specific area, this includes SEND, curriculum subjects and Early Years.

Next Steps:

- To embed the Judith Carter 7Cs into the school practice.
- To promote the wellbeing of children with autism in collaboration with the Anna Freud Centre.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

The school has excellent relationships with the other Trust schools and Trust leaders. The SENDCos work closely together attempting to improve matters relating to special needs and supporting each other. DSLs also work closely together and discuss issues relating to exclusions, attendance and behaviour. Policies relating to these areas have been drawn up across the Trust and there is a great deal of help and support for any school that needs assistance.

Good performance management systems have been effective in focussing teachers and TAs on pupil progress and moving the school forward. These systems ensure there are common themes related to the school improvement plan and personal development opportunities which relate to whole school improvement. The focus on pupil and staff wellbeing and its impact on positive attitudes within the school have also been significant areas of need that have continued to be addressed. The SLT is committed to raising standards and providing staff and pupils with the best possible environment and opportunities. They are well supported by an excellent Local board. There is a strong mental health focus for staff to ensure that they are prepared for their roles and responsibilities and feel happy and secure in the school and in their life outside of school. An example of the school's flexibility in terms of work load and mental health support is demonstrated when staff are able to spend PPA time at home if they so wish.

Ofsted stated: 'Staff appreciate leaders' work to promote staff well-being. Staff value the opportunities for professional development that come from the trust. The local improvement board and trust leaders have a deep understanding of the work school leaders have done since the last inspection.'

The school completes a shorthand SEF each year in collaboration with staff with the School Improvement Partner visit outcomes and reports also impacting on the school improvement plan. This is reviewed regularly and progress recorded. Subject leaders write and maintain individual action plans that are evaluated regularly and RAG rated. The local board members (Governors) are assigned specific roles across the school. One governor is given a designated responsibility for Inclusion and monitoring of pupil premium provision. An interview with a governor on the day of the assessment reflected their commitment to the school and their understanding of key developments over the past few years. They are proud of the Ofsted outcome and of the school's inclusive focus. 'The school has changed a great deal,' was the comment from the governor 'and children have more opportunities- feedback and communication has improved.' Parents spoke of the Friends of the school who raise money and provide a community focus. One parent summed up the inclusivity by saying, 'The teachers care!'

The school improvement partner provided by Hackney Learning Trust makes regular visits to school to support school improvement.

Next Steps:

- To continue with the Trust working parties and add additional groups to include subject areas to improve subject knowledge and CPD.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

'Leaders have ensured the curriculum is ambitious, broad and inclusive. The curriculum reflects leaders' commitment to encourage pupils to 'seek to extend themselves in mind, body and spirit.' This statement comes from the Ofsted report on Bacton recently. The broad, balanced and diverse curriculum is well monitored by subject leaders who are given support and guidance by the SLT. Children are encouraged to record in a variety of ways. Children with special educational needs are given access to specialist technology to support their needs. The children interviewed were very positive about the help and support they receive from the staff. The Zones of Regulation are evident in every classroom and children are given the opportunities to demonstrate how they feel during the day and respond accordingly. Children felt that the school gave them a voice and an opportunity 'to have a say and make the school better'. Children enjoy their time in school and disadvantaged children achieve well and the school uses its additional funding to good effect.

Across the school there is a strong focus on Reading. In Reception and KS1, the children have a 30 minute supported reading session. These sessions are attended by some pupils in Year 3 that require the enhanced level of intensive specialised teaching the sessions provide. In Key stage 2, classes engage with a daily 45 minute 'Destination reader' session. Both packages are designed by the Hackney Learning Trust and aim to develop a deep understanding of what is being read and actively engender a love of reading that will endure throughout a child's life. The 'power of reading' approach, designed by the Centre for Literacy in Primary Education enhances the teaching of writing. The learning scheme has a high level of multicultural and creative learning opportunities.

Teachers interviewed spoke about children being 'autonomous in their learning' and that there is an environment that encourages 'no fear of failure'. They highlighted the emphasis on quality first teaching and the way in which the staff make every effort to diversify the curriculum. Pupil voice lets them know what is working well and termly progress meetings update their approach to every child. White Rose maths is used across the school and provides an excellent support for maths teaching, particularly mastery. Reading cafes, maths mornings and meet the teacher involve parents in understanding the curriculum priorities in the school.

On the day of the assessment there was a Design and Technology Deep Learning Day. These immersive days happen on a regular basis in different subjects when children spend a whole day focussing on an area of the curriculum without any interruptions. The atmosphere, involvement and excitement generated by the children building a variety of structures in groups was evidence of the fun and learning that was taking place.

Next Steps:

- To carry out further work to include greater diversity across the curriculum and into pupil voice interviews.



Report on IQM Inclusive School Award



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

All learners access all curriculum subjects. The curriculum organisers include a section on inclusion to ensure that all learners are catered for. The school has adopted the Education Endowment Federation 5 a day approach to teaching in all areas of the curriculum. A lesson structure for the teaching of all lesson types is in place. A 7 part maths lesson plan is designed to engage learners. There is also a 5 part wider curriculum plan and the school use 'Little Wandle, a DFE approved Phonics scheme. All pupils are encouraged to contribute to lessons, often with the opportunity to discuss with a partner or group beforehand in order to ensure that they all feel confident that they have something to contribute.

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. Children are often involved in the decision making process when matters relating to their school environment and learning are concerned. The School Council empowers children to take responsibility for their own actions and for activities around the school and children are given responsibilities which they take very seriously. The aspirational work carried out with children raises their expectation and lets them see beyond their present home circumstances. Relationships between staff are excellent and pupils feel cared for and supported in their learning with teachers and TAs understanding their pupils' needs. Attendance is good and the Senior Inclusion Lead is very thorough about persistent absence, but is also understanding of some of the circumstances that might cause the problem.

Phonics is given a high priority in the Early Years and in KS1. All support staff are trained in the school's approach to teaching reading, phonics and maths. The Early Years outside area encourages teacher directed and child initiated play. There is a wide variety of apparatus and opportunities for children to access learning. One child was observed having TA support in this area which he was enjoying. Support staff are deployed at social times to support positive play and as a reassurance to pupils who have anxiety around unstructured times. All support staff are trained in the school's approach to teaching reading, phonics and maths. Ofsted stated: 'In early years, children gain solid foundations for future learning. They have a range of opportunities to play and learn about phonics, number and the wider world through games and interesting activities linked to their topic work. Children are kind to each other and respectful to the adults who skilfully support them to play and learn.'

Next Steps:

- To review the 5 part lesson plan after a year of implementation.
- To carry out CPD on the 7 part lesson plan to give staff confidence in developing the lesson structure by swapping elements around.



Report on IQM Inclusive School Award



Element 5 – Assessment

Across the school KS1 and KS2 pupils are assessed termly with English and maths assessed utilising summative standardised assessments. Y2, Y3, Y4, Y5 and Y6 use Pixl tests and Y1 use the Puma and Pira tests. In the EYFS, pupils are initially assessed utilising the RBA (Reception Baseline Assessment) and a bespoke school baseline then assessed against the Early Learning Goals. In the wider curriculum pupils are assessed utilising low stakes “sticky knowledge” quizzes and against their learning objectives. These were first piloted in science and then rolled out to the wider curriculum. Pupils with additional needs have targets in their personal learning plans and pupils with EHCPs are assessed against small steps towards their targets in annual reviews. Personal learning plans (PLPs) and Learning passports are discussed with parents and where appropriate with children. These are written using provision map, an online tool provided by Edukey. These are updated at least termly and shared with parents. Teachers in subsequent years can look back over time at the provision for children in their class. There are two parents’ evenings per year (autumn and spring) and an annual report for each child in the summer term. Additional meetings are offered to the families of children with additional needs.

Challenge is encouraged and pupils are often asked to choose their own level of challenge. Pupils are encouraged to leave the mistakes they make rather than rub them out and rework or to “have another go” in maths. The school’s motto is ‘working together- aiming high’ and teachers regularly let children know that they are still learning themselves and that everyone learns for their whole lives.

Progress is monitored by all leaders through progress meetings and this is then triangulated by monitoring of books, plans, pupil voice and lesson observations. Pupil premium is monitored and tracked. In class, children use self and peer assessments and talk partners to aid them in their self evaluation and to support them in understanding their progress. Pupil progress meetings discuss each child in turn and interventions are put in place for those children falling behind. ‘Live marking’ is implemented across the curriculum and feedback and marking in books indicates next steps for pupils. Pupils in KS2 would routinely know what times table and spelling rules they were targeting as well as specifically what improvements were required in handwriting.

The belief amongst the staff is that all children can achieve, therefore they have tailored the assessment framework to have an inclusive approach and ensure that all children are making progress. The Forest School experiences, although very different to classroom work, can have a very substantial impact on children’s mind sets and the growing impact of this area is subtly affecting children’s discipline, collaboration, calmness and ability to confront difficult situations including assessment. Ofsted stated: ‘Pupils are enthusiastic learners. They demonstrate a high level of collaboration with their peers. They are keen to do their very best. As a result, most pupils achieve well.’

Next Steps:

- To refine the ‘sticky knowledge’ quizzes following a year of implementation.
- To refine the approach to assessing phonics progression using Little Wandle.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

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. Children are often involved in the decision making process when matters relating to their school environment and learning are concerned. Children are encouraged to take part in looking more closely at their environment. There is a promotion of high self esteem and high aspirations for every child. Everyone at the school has high expectations for behaviour and strong, consistent routines are in place. These have been developed with staff and explicitly taught. Low level disruption is rare and classrooms are calm and purposeful. Children are keen to learn, take pride in their work and are engaged. Classroom behaviour is excellent which supports the strong outcomes. There is close collaboration between teachers and non teaching staff to improve the chances of all children. The enrichment programme includes first hand experiences to local places of interest and the range of visitors to the school offers pupils experiences they might not normally have. Ofsted supported these observations in their report: 'Leaders' programme for pupils' personal development is strong. Pupil leader elections help pupils understand democracy. Rich and diverse texts help pupils to understand a range of different faiths and cultures. External visitors such as a Bollywood dancer and a local artist deepen this understanding. Pupils participate in a variety of purposeful trips.'

The school uses a system of tokens to reward children who are observed following the Bacton Behaviours: **Be kind, helpful and honest, Always make good choices, Co-operate with others, Try your best, Organise yourself and be ready to learn, Nurture your curiosity.** Children enjoy coming to school, are well supported and behave well and the responsibilities offered to children to ensure they have a meaningful impact on school life is obvious around the school. Children are involved in the School Council, Eco Rangers, Junior Road Safety Officers, Ambassadors, Digital Leaders, Librarians and Monitors. The assessor observed an assembly where children listened carefully and contributed to a discussion of their DT focused activities during the day and watched a video where the female racing driver spoke about her career in a male orientated profession. These two together provided a career focus with an added impetus for girls to not necessarily take the normal paths in the future.

Ofsted stated: 'Pupils say Bacton School is a great place to be. They enjoy being at school and feel safe and well cared for by staff. Leaders have high expectations of behaviour. Pupils rise to meet these. They display the 'Bacton behaviours' in all aspects of school life. These behaviours include kindness, respect, cooperation and trying one's best. Pupils say that bullying is rare as a result. Their positive behaviour and attitudes reflect leaders' vision of 'Working together, aiming high!' Pupils are enthusiastic learners. They demonstrate a high level of collaboration with their peers. They are keen to do their very best. As a result, most pupils achieve well.'

Next Steps:

- To continue to develop the role of play leaders.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

The presence of the Senior Leadership Team, both to parents and pupils has an impact on attitudes, behaviours and support which is vital in an inclusive school. It was mentioned to the assessor more than once by staff and parents. 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. The Office staff present a friendly first line of contact for some parents who have had difficulties relating to their own education setting, but they remain positive, sometimes in difficult circumstances, and project the inclusive ethos of the school. 'We try to understand the problem,' said one member of the Office staff.

The use of Arbor and Tapestry keeps communication with parents open and easily accessible. Parents now have the app and so can readily receive emails. There is also an in app service for more urgent messages. Parents are once again attending twice yearly parent's evenings face to face, as well as sports days, Christmas performances, summer fairs and a variety of activities organised by the parents' association. A group of parents who were interviewed spoke glowingly about the school. Parents spoke about the support that had been given to their children to address their needs 'with nothing being too much trouble'. They used Arbor, or Tapestry in the EYFS, and the school communicated well with them on all matters. Parents and carers have been able to attend classes with their children to engage in the learning and experience how their children learn. Each class produces a termly newsletter about the classes' learning with a curriculum map for clarity. Parents found this very useful and informative, giving them an insight into their child's learning. The curriculum cafes run by the school on a regular basis, focusing on an aspect of learning, are well attended and were given high praise. The PTA is very active. It raises significant funds for the school which have provided outdoor play equipment, iPads, funds to support trips to the theatre, wildlife parks, visitors to school and books.

The school has worked hard on its curriculum to address the potential deficit in access to diversity for the children at Bacton. They have evaluated the literature and art curriculum and stimulus to ensure that there is diversity including women, ethnic groups and various ages to ensure gender stereotypes are challenged. An investment in Jigsaw supports the teaching of PSHE and RSE which supports teacher subject knowledge and awareness of inclusion.

The school has an open door policy so parents can meet with teachers or SLT upon request. Parents spoke of the availability of staff, particularly senior leaders, to ensure concerns are addressed as soon as possible. Positive responses from parent surveys confirm the good communication and actions on the part of the school to deal with any issues quickly.

Next Steps:

- To further extend parental engagement in class sessions including the promotion of reading for pleasure alongside parents.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

The school is held in high regard within the school community due to its outward looking ethos. Links with the local village and wider community are strong with close links to parish groups, partner schools and local charities. Partnerships with the local community is excellent, including the use of the church and links with charities for struggling families which the school can access anonymously. Close links with parish councillors and organisers of local events also exist to enable further pupil involvement. There is good support and use of the local food bank. The enrichment days and the opportunities for visitors from the local and wider community to come into school open up opportunities to give pupils an understanding of their extended community. Local trips and visits include museums, theatres, farms, zoos and beaches. Visitors include ‘make the classroom disappear’, a Bollywood dancer, the police, fire fighters, a Stomp percussionist, Olympic athletes, the local vicar, the local MP and a road safety officer. The school aims to ensure that its children see what opportunities exist beyond the school. The school engages well with local agencies to develop provision and support for families. They invite visitors into the school and try to engage with the local community to support children’s understanding of their community and the local community’s understanding of the school.

There are good links with various High Schools to promote good transition for Year 6 and there are a range of activities organised with the schools to make transition easier. Children can access a range of clubs to enhance the curriculum and their interests. At lunchtime clubs include coding, lego, board games, computing, music and art. After school, children can access a gymnastic club, handball, football and dodge ball. PE and sports events with other schools are wide ranging and every effort is taken to ensure as many children as possible are able to participate in these inter school activities. The school library is also available to children at lunchtime and it is a popular venue for children who want to read quietly or change books with the librarian in attendance. The library is well stocked and a great deal of effort has gone into providing a wide range of diverse reading materials for the children. There is good support for local and national charities and an involvement of the children in raising funds for children less fortunate than themselves. Children in Need, Comic Relief and the Ukraine appeal are particularly noteworthy examples of the children’s involvement in fund raising activities. Residential visits are organised for upper KS2 children. They have an annual residential planned in order that they meet a contrast in geography and culture.

Next Steps:

- To further involve the school council and other school groups in decision making concerning links with wider and global communities.