



## Report on IQM Inclusive School Award



**School Name** Kirkdale St Lawrence CE Primary School

**School Address** Fonthill Road  
Liverpool  
Merseyside  
L4 1QD

**Head/Principal** Ms Jo Campbell

**IQM Lead** Ms Emma Cottom

**Assessment Date** 20<sup>th</sup> June 2023

**Assessor** Ms Sarah Linari

### Sources of Evidence:

- IQM Self Evaluation Report
- National data and performance tables
- School Website and Policies
- School Development Plan
- School Self Evaluation Form
- Ofsted Report
- Statutory Inspection of Anglican and Methodist Schools Report
- Learning Walks
- Observation of lunch and play time
- Learning Environment audit
- Attendance data
- Headteacher's report to Governors
- PSHE policy
- Staff questionnaires
- SEND Policy
- PSHE floor books
- SEND data tracker
- EAL, Wellbeing and SEND action plans
- Behaviour and Relationships Policy
- School Improvement Partner (SIP) Inclusion deep dive Report
- Newsletters
- Parent and Pupil Friendly Provision Map
- Staff CPD log



## Report on IQM Inclusive School Award



### Meetings Held with:

- Headteacher
- IQM Lead/ Special Educational Needs and Disabilities Coordinator (SENDCO)/ Assistant Headteacher
- Deputy Headteacher
- Governors
- Parents and carers
- Pupils
- Teachers
- Teaching Assistants
- Learning Support Assistants
- Middle Leaders including Attendance and Welfare Lead, Phonics Lead, Curriculum Lead, PSHE Lead, EYFS Lead and English Lead



## Report on IQM Inclusive School Award



### Overall Evaluation

Kirkdale St Lawrence Church of England Primary School is located in Kirkdale, Liverpool. Currently there are around 300 children on roll, with a Published Admissions Number (PAN) of 40 pupils per year group. Nearly half of the pupils are eligible for Free School Meals (FSM), 47%, and half of the cohort speak English as an Additional language (EAL), 49%. Both figures are significantly above national averages. The number of children on the Special Educational Needs and Disabilities (SEND) register is 22%, including six children who are supported through Education Health and Care Plans (EHCPs) as well as a further four expected to be processed imminently.

The School is located in one of the most deprived areas of the United Kingdom and reports many associated social barriers to learning such as substance abuse, domestic violence, child criminal exploitation and gang related activities. In 2019, the local area “was identified as being in one of the top four areas of deprivation in Liverpool and has also been identified as one of the most deprived areas in the whole of Europe”. Therefore, the IQM Lead and Headteacher explain that “overcoming this context is at the heart of everything the school does”.

The current Headteacher was appointed in September 2022, following the retirement of the previous Headteacher. In a recent Statutory Inspection of Anglican and Methodist Schools, Kirkdale St. Lawrence was graded “good”. The report highlights its inclusive culture, stating that “Kirkdale St. Lawrence is living out its Christian vision in an inspirational and transformational way. In every thought and action, the school clearly demonstrates Christian love and care for everyone”.

The Headteacher's impactful leadership style, combined with her warm and approachable demeanour, truly sets the tone for a culture of inclusion within the school community. Her leadership approach is not only effective but also inspiring, leading by example and encouraging all staff members to do the same. By prioritising inclusivity, the Senior Leaders create an environment where everyone feels valued and respected, regardless of their background or abilities. This fosters a sense of belonging and acceptance among pupils, teachers, and support staff alike. The Leaders' dedication to inclusive practice permeates across the School, creating an ethos that is deeply ingrained and embraced by all.

Senior Leaders demonstrate a perceptive knowledge of the School and empathetic understanding of its unique context. They continuously respond to the needs and challenges faced by both pupils and staff and have developed improvement plans which are rooted in inclusive principles to support all to flourish. The collaborative nature of the Senior Leadership Team encourages a transparent culture and fosters a sense of collective responsibility. They actively involve all staff members in the decision-making process, seeking their input and insights, which further strengthens the inclusive practice within the School.

Kirkdale St Lawrence's inclusive vision was shaped by all staff and key stakeholders in September 2022. This joint approach has led to a clear, consistent approach, with buy in from all staff. Open communication channels, such as Senior Leaders' open-door



## Report on IQM Inclusive School Award



policy, as well as changes to systems regarding staff wellbeing, contribute to the staff feeling valued and trusted as professionals.

Support for children with SEND is excellent. The SEND Coordinator is knowledgeable and passionate, ensuring the right provisions are in place for the individual children. All decisions are child-centred; support is tailored to specific needs. Support staff are aligned with the School's vision, ensuring a consistent approach to interventions that address the diverse needs of pupils.

Pupils' behaviour is positive and there is a calm atmosphere in the classrooms. The school implements a nurturing ethos, incorporating trauma-informed approaches whilst setting clear expectations for both staff and pupils. Pupils feel cared for and develop a strong sense of belonging, embracing each other's differences. The pupils are joyful. They are curious to find out about visitors and share their experiences. They are polite, respectful and a pleasure to interact with.

For the IQM assessment, the Senior Leadership Team went above and beyond to provide a comprehensive set of documentation in support of the process. Their commitment to transparency and thoroughness was evident in the extensive materials they shared. As I entered the School, I was greeted with genuine warmth and hospitality, instantly making me feel at ease and welcomed into the Kirkdale St. Lawrence community.

During the assessment day, it was evident that everyone involved in the process is deeply invested in the School's success and committed to providing the best possible inclusive education for the pupils. Consistency of approaches, with a clear commitment to inclusion from all means that the School has excellent practice in place.

It was evident that the Leaders embrace a proactive approach to reflect on their practice. Their commitment to forward thinking is commendable, as they consistently seek out new ideas and methodologies to enhance the learning experience for all pupils. They know the School's areas of strength and areas for growth, with well-defined plans in place to further develop any aspects that require improvement.

Thank you to all pupils, staff, governors, parents and carers who were involved with the assessment day. It was lovely to hear from all stakeholders about what it truly means to belong to the Kirkdale St Lawrence CE Primary School family.

The general ethos of the School revolves around inclusivity, viewing everything through an inclusive lens. Overall, the Inclusive School Award assessment process affirms the School's positive inclusive attributes, with many areas of best practice to share. I therefore strongly recommend that the School not only achieves the Inclusive School Award, but is recognised as a Centre of Excellence.

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 Mark and be reassessed in 3 years' time.



## Report on IQM Inclusive School Award



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.

**Assessor: Sarah Linari**

**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



## Report on IQM Inclusive School Award



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

In the September In-service Education and Training (INSET) session of this academic year, all staff and governors spent the day redesigning the School's vision and values. The new vision embraces inclusivity and informs all policies, systems and approaches:

***"We are the Kirkdale, St Lawrence family. We are a nurturing, safe, inclusive school which is the anchor of our diverse community. Through God's love, we support everyone to flourish spiritually, academically and personally; this is our heartbeat. All are valued here for who they are and what they could become."***

The vision is underpinned by five Christian values - hope, compassion, thankfulness, courage and trust – which express the thoughts and beliefs of the School community.

Leaders began the assessment day by describing the inclusive ethos at Kirkdale St. Lawrence as a “family”, which is reflected in their vision. The Headteacher explained, “everything we do, all decisions we make are rooted in what is best for the children”. The School operates as “a family” in the way “staff treat each other and the children” as well as the way in which pupils’ families are included in school life. There is a real sense of togetherness amongst the staff. A team-work approach means that the children have lots of adults working together to provide effective, consistent support. With an emphasis on kindness, everyone “goes out of their way to make everyone feel welcome”. The School’s inclusive ethos extends to the local community. Staff explain that they “see [them]selves as part of the community”, adding, “we are here to serve them and their children”. Staff look beyond the academic side of the provision and “make sure the pupils are cared for and give them the best start in life they can have”.

Governor’s chose the word “unity” to encapsulate the inclusive ethos. They expanded to say that inclusion is “all consuming” and that they care for all children and adults in every way: spiritually, physically and mentally. Inclusion is embedded in the culture of the School for staff and the children. The children “know they are loved and appreciated”. All religions are embraced within a culture of respect for differences.

A nurturing approach from the staff creates a supportive and inclusive educational environment. This promotes a sense of belonging, safety, and emotional wellbeing amongst the pupils. Staff endorse a culture of empathy, respect, and understanding, where the adults serve as positive role models and actively engage in building relationships with pupils. Staff recognise the diverse needs of learners and employ trauma-informed approaches, taking into account the potential impact of adverse childhood experiences (ACEs) on pupils' behaviour and learning. Ultimately, this nurturing ethos cultivates an environment where every individual feels valued, supported, and empowered to reach their full potential.

#### Next Steps:

- Nurture provision – look at dividing the Sanctuary Room space to create a Nurture Room with kitchen area, soft furnishings (such as sofa) and table/chairs. This space could be where children access Nurture intervention, therapeutic interventions and emotional support interventions such as Emotional Literacy Support Assistant (ELSA). You could visit other settings, such as our other IQM Centres of Excellence



## Report on IQM Inclusive School Award



and Flagship schools, who run Nurture Interventions to look at the spaces and explore options around curriculum etc.

- Values - Continue to embed the new vision and values through constant refreshing with staff and pupils.



## Report on IQM Inclusive School Award



### Element 2 - Leadership and Management and Accountability

Under the leadership of the new Headteacher, significant positive changes have been implemented. Firstly, there is now an online calendar that provides transparency and clarity regarding everyone's whereabouts, ensuring effective communication among staff. Furthermore, a dedicated wellbeing day has been introduced to prioritise the welfare of all employees. The Headteacher maintains an approachable demeanour, with an always-open door policy, making them easily accessible for any concerns or discussions. The staff are actively consulted and included in the planning process, and their opinions are valued and considered. The School now follows a more collaborative and collegial approach, enhancing the sense of teamwork and shared responsibility. Additionally, for any support needed, including Early Career Teachers (ECTs), there is a strong belief that help is readily available, creating a supportive and nurturing environment for staff.

According to the Teaching Assistants (TAs) and Learning Support Assistants (LSAs), working at Kirkdale St. Lawrence is a positive experience due to the strong sense of support. Being supported by colleagues and managers provides a reassuring feeling. Additionally, the collaborative planning with the Special Educational Needs and Disabilities Coordinator (SENDCO) creates a sense of involvement and inclusiveness. To involve TAs and LSAs further, the Headteacher made a change to make sure Support Staff now attend full staff training once a week after school. There is no divide between teaching and support staff, they are “one staff” working together towards a shared goal.

The open-door policy allows for easy access to support whenever needed, and the Leaders make it a point to inquire about staff wellbeing. Staff feel empowered through having a voice in shaping support plans. The emphasis on teamwork and having a dedicated team surrounding them adds to the overall enjoyment of the job. During the assessment day, staff spoke passionately about the children they support and clearly enjoy their roles.

The Chair of Governors, who is also the local vicar, met with me alongside the Curate, Associate Priest who is based at the School one day per week. They work closely with the staff and are actively involved in school life. They feel that the School has “not been in a better place than it is now”. The Headteacher is described as “hands on and visible” which has been welcomed by all. Governors feel comfortable to critically challenge and ask questions of Senior Leaders to make sure that high educational standards are maintained.

Staff questionnaires collate feedback from all members of the Kirkdale St Lawrence Team to provide a more focussed forum for their voice to be heard. An annotated version of the most recent questionnaire results demonstrates how the Leaders have proactively responded to matters which were highlighted. One such area was that staff felt less confident when supporting EAL pupils in the classroom. The number of EAL pupils has risen significantly over the past few years. In response, Leaders arranged a staff training session at a meeting to focus on EAL learners and develop staff confidence in this area.

#### Next Steps:

There are no significant areas for development identified under this element.



## Report on IQM Inclusive School Award



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

The IQM Lead articulates the overall approach to the inclusive curriculum as a belief “that all children are entitled to a broad and balanced curriculum and should not only develop academic skills but skills which can transfer and enhance independence throughout life”. Leaders recognise the changing role of schools, as they are a “provider of education, mental health, wellbeing, health care, financial support, social support and much more”. Therefore, Kirkdale St Lawrence’s wider curriculum supports their holistic approach to education.

Every child is recognised as unique, with distinct learning needs. Embracing an ethos that focuses on stage, rather than age, allows for an adaptive curriculum and teaching approach that caters to the diverse requirements of the pupil demographic. Due to an increase in children with specific needs within Key Stage 1, the School will be adopting a continuous provision approach for all of Key Stage 1 from September. By allocating additional staff members and creating an open-plan space with zoned areas and sensory space, the learning environment will cater to the individual needs of each child. Collaborating with Early Excellence, the school has developed a tailored curriculum, learning environment and teaching strategies that respond effectively to the needs of the Key Stage 1 cohort.

The School takes a proactive approach to ensure inclusivity through identifying the challenges some children face in accessing the curriculum. Visits to a local Special School have allowed staff members to gain insights and adapt planning for children who require individualised support. This reflective and considerate approach supports an environment where every pupil, regardless of need, can thrive academically and emotionally. During the assessment day, I observed a small group of children accessing the Sensory Rooms, completing a sensory circuit, as part of their daily curriculum. By addressing individual needs and employing adaptive strategies, the School ensures that every pupil has the opportunity to thrive academically and emotionally, setting them up for future success.

The Cornerstones Curriculum was recently implemented, which has proved highly effective in raising expectations and creating better consistency across the subjects and classes. The Curriculum builds upon prior knowledge, ensuring a seamless connection with previously covered topics and is designed to challenge pupils. Curriculum plans are regularly updated to ensure it remains dynamic and up-to-date with national and global developments.

Flexibility is a key aspect of the Curriculum at Kirkdale St Lawrence. Teachers understand the importance of adapting the Curriculum to individual pupils' levels and learning styles. They prioritise accessibility for all children, with support materials, manipulatives, and support from the SENDCO to ensure that all pupils can access and benefit from the Curriculum at a level which is appropriate for them.

In September, the ‘Talk 4 Writing’ programme will be launched to improve outcomes in writing across the year groups. Th Curriculum emphasises the importance of language development as a foundation for written communication. The ‘Little Wandle’ phonics programme was introduced last academic year. It has led to better consistency in the



## Report on IQM Inclusive School Award



delivery of phonics across the School as well as focussed teaching groups with targeted and timely interventions. Additionally, the School conducts a 'WellComm' programme screening of all children in Early Years Foundation Stage (EYFS) to identify any language development needs as early as possible. In Autumn Term, the School benefits from the support of a Speech and Language Therapist who works closely with staff to support speech and language development. The Therapist also works with individual pupils to address any developmental needs. This proactive approach means that pupils are making accelerated progress and families can avoid waiting for National Health Service (NHS) referrals for the interventions to begin.

### Next Steps:

- Writing – increase the number of creative writing opportunities identified across the curriculum, including enrichment opportunities, to support next year's development focus.
- Key Stage 1 – to support the development of the continuous provision and bespoke Key Stage 1 curriculum, speak to other schools who are doing something similar. It would be worth contacting the IQM Lead from The Deans Primary School as they have had to change their Key Stage 1 provision in response to the higher level of needs in this year's cohort.



## Report on IQM Inclusive School Award



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

By incorporating trauma-informed strategies into teaching practices, such as prioritising social-emotional needs, pupils are able to engage in the learning. To accommodate the diverse needs of pupils in lessons, the School employs various adaptive learning strategies. Visual timetables help pupils better understand and navigate daily routines, promoting independence and reducing anxiety. Interventions, such as phonics groups and guided reading sessions, are carefully scheduled to ensure pupils do not miss core lessons. Staff members are trained to deliver academic interventions consistently, providing pupils with a structured learning experience and clear expectations.

Learning is child-led, with lessons designed around the individual pupils. There is a dedicated sensory room designed to cater to the needs of four children who have Education, Health, and Care Plans (EHCPs). The room is equipped with various sensory circuits and specialised resources to provide them with a stimulating and therapeutic environment. Pupils follow a detailed timetable to ensure that each child has designated sensory time for their individualised needs.

Learning environments are calm and in lessons, pupils show sustained levels of engagement. Planning revolves around what is best for each class demographic and therefore changes in response to needs. During the assessment day, a variety of learning styles were catered for in lessons.

#### Next Steps:

- Writing - Improve outcomes in writing, particularly for disadvantaged children.
- Learning outdoors – In line with the development of the outdoor space in Early Years, plan learning opportunities which allow the lesson to take place outdoors across the curriculum, utilising the outdoor resources which will be available.



## Report on IQM Inclusive School Award



### Element 5 - Assessment

The School recognises the importance of monitoring the progress of all pupils, in particular those at risk of falling behind. During the regular pupil progress meetings, specific attention is given to key groups. The higher-than-average levels of mobility within the pupil body mean that many pupils join mid-year or mid-term. This makes the use of assessment even more important so that pupils' needs can be accurately addressed. By closely examining pupil progress data, staff identify individuals or groups who require additional support and develop targeted interventions to address their needs effectively.

One of the key areas of focus within the School is supporting EAL learners. To address this, individual language plans have been trialled this term in the classroom. These plans aim to scale each child's proficiency level and identify their developmental stages, providing a framework for monitoring progress. By tracking the progress of EAL pupils, staff can reflect on the effectiveness of the strategies implemented in the class or through interventions and subsequently tailor the provision accordingly.

To ensure continuous improvement, teachers plan their lessons using a daily planner as a working document. This document outlines the learning objectives (LO) and activities for each lesson. At the end of the lesson, the activities and LO are evaluated using a Red, Amber, Green (RAG) rating system, involving smiley faces and sad faces as indicators of success. This evaluation helps teachers reflect on the intent and implementation of their lessons, identify areas for improvement, and make informed decisions about the next steps. The School designates time from 8:45 to 9:00 am each morning for staff to revisit any concepts or skills which teachers have identified in their reflections. This dedicated time ensures that pupils have an opportunity to consolidate their understanding or allows teachers to address any misconceptions thus ensuring the children to make further progress.

The school has implemented and Marking and Assessment policy that supports pupil engagement and self-assessment. Pupils' work is assessed using a smiley face, sad face, (or straight-face) system, clearly indicating how well they have achieved the learning objectives. The simplicity of this policy means that all children can access and understand the feedback. Pupils are encouraged to reflect on their effort and self-assess their work, fostering a sense of ownership and responsibility for their learning. Additionally, the school incorporates one floor book lesson per afternoon in foundation subjects which serve as working documents, capturing pupils' learning progress, and providing a tangible representation of their achievements, which all contribute to.

#### Next Steps:

- Assessment for learning – continue to develop self and peer assessment strategies to give pupils ownership of their learning journey and promote independence.
- Resilience – Look at the Resilience Framework and how this could be incorporated into Learning Objectives to help promote a growth mindset.



## Report on IQM Inclusive School Award



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

Kirkdale St Lawrence's Policy for Behaviour and Relationships is rooted in attachment-friendly and trauma-informed approaches to "allow pupils to learn in a calm, nurturing and safe environment which will support every child both emotionally and educationally". There are three rules to follow at Kirkdale St Lawrence, imploring all to be ready, responsible and safe.

Every morning, pupils are welcomed into the classroom with a gesture of their choice, such as fist bumps, handshakes, waves, high fives, and even hugs. The act of welcoming extends beyond words. Each of these gestures holds its own significance, representing a spectrum of emotions and personal preferences. By offering a choice of how to extend greetings, the staff empower pupils to express themselves authentically while encouraging them to consider and respect the preferences of others.

The assembly programme supports the development of pupils' wider skills and values. As pupils gathered for assembly during the assessment day, a celebration of inclusivity and warmth unfolded, where there was a welcome in various languages. These linguistic exchanges served as a reminder of the global connections shared by the School community. Embracing and appreciating diverse languages not only nurtures a sense of inclusivity but also builds bridges between individuals, promoting mutual respect and understanding. This week, coinciding with Refugee Week, the assembly was an opportunity to delve deeper into the concept of being welcoming, through exploring what it means to be a refugee. Through teaching the pupils the value of empathy, acceptance, and creating a safe space for all, the School aims to cultivate a compassionate society, where refugees and individuals from all walks of life are greeted with open hearts and open minds. Embracing diversity lays the foundation for a brighter and more inclusive future for the Kirkdale community.

Pupils were a pleasure to talk to. Throughout the School, they welcomed the Assessor warmly and were keen to engage in conversation. A small group of children kindly took part in the pupil voice activity to tell me all about their School, from their perspective. They talked about future ambitions, with plans to pursue careers as lawyers, fashion designers, basketballers, surgeons, architects, footballers and chefs. They all said they feel safe and happy when at school. When talking about what they like most about school, pupils spoke about the after-school clubs, sporting activities, creative writing opportunities and rewards offered. One pupil stated, "this School welcomes you; everyone is very kind". They feel that behaviour in lessons is good and all were able to describe the five core values.

#### Next Steps:

- Behaviour at lunchtimes – improve the outdoor provision to engage pupils in play during break and lunchtimes as well as exploiting outdoor learning activities. Increased opportunities to engage in structured play should lead to a reduction in behaviour incidents during lunchtime.



## Report on IQM Inclusive School Award



### Element 7 - Parents, Carers, Guardians

During the assessment day, Leaders expressed their commitment to creating a supportive and inclusive environment for parents and carers, as well as the pupils. They recognise the importance of addressing wider issues that may impact pupils' wellbeing. As such, they have several initiatives to support families which extend beyond the typical expectations, including: assistance and guidance to families in need of housing support, ensuring a stable and nurturing environment for children. The School also provides support in the form of pre-loved clothes events and nearly-new clothes sales, enabling families to access affordable clothing.

Kirkdale St Lawrence CE Primary School strives to create a welcoming and inclusive atmosphere, akin to a second home for pupils and their families. The School ensures that parents and carers are involved and engaged in their children's education through various means. An open-door policy encourages parents and carers to communicate with teachers and staff whenever needed. This approach fosters a strong sense of community and partnership between the School and families.

The School actively encourages parents to participate in school events, such as coffee mornings and special events such as the Eid celebration. A wide range of family events are offered to provide opportunities for parents, carers and their children to bond in an informal, fun environment. Events which take place throughout the year include: family fun bingo, 'only girls' night, 'only boys' night, Easter family event, art night, race night, summer fair and the Teddy Bears' picnic for families of Reception-aged children. In recognition of the difficult financial times, the School held a Christmas dinner buffet for all families and staff during the Christmas break (in between Christmas and New Year).

During the assessment day, a large group of parents and carers kindly came into school to meet with the Assessor. Parents and carers are happy with the education and support their children receive at Kirkdale St Lawrence and would recommend the School to other parents. One parent explained how they "make everybody feel welcome". Parents and carers appreciate how the School respects and accommodates different faiths, giving the example of how the staff collaborate with parents and carers to understand specific dietary needs and ensure that appropriate meals are provided.

Regular newsletters ensure that parents and carers are kept abreast of what is happening in school, and other key information. A copy is sent home with the children so that access to internet or devices is not a barrier. Letters are translated into home languages, where necessary, to aid communication.

#### Next Steps:

- Communication – look at introducing a parent app in EYFS and Key Stage 1 to share regular updates with parents and carers about what the children have been learning. Share videos of staff explaining aspects of the curriculum, or general school life, to enhance parental engagement.



## Report on IQM Inclusive School Award



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

Kirkdale St Lawrence actively engages with the local community by organising weekly food banks and offering free uniforms to those in need. These initiatives eliminate potential financial barriers that might otherwise hinder their educational experience.

In acknowledgement of the diverse linguistic backgrounds of the families and local community, the School provides English language support courses specifically tailored for parents and families. These courses have been designed to enhance language proficiency, enabling parents to actively engage in their children's education and effectively communicate with school staff as well as helping them integrate into society. The accredited English for Speakers of Other Language (ESOL) courses mean that families can upskill, increasing their chances of finding employment.

The School offers a successful Breakfast Club which is accessible to all children aged 3-11. By providing this free service, the School ensures that every pupil has the chance to start their day with a nourishing meal, setting them up for a positive learning experience. The high attendance rate at Breakfast Club highlights the success and importance of this initiative in supporting pupils' physical and emotional wellbeing.

External visits and guest speakers are integrated into each curriculum area, enriching the learning experience and providing real-world context. Every year group benefits from external visits, allowing pupils to explore beyond the classroom. Enrichment opportunities are inclusive of all pupils, including the residential trip to London, which is open to all pupils, including those with SEND. To ensure accessibility and equity of access, the School contributes towards the costs of these trips. Moreover, the staff members volunteer their time to provide one-to-one support for any pupils who require additional assistance, extending their support beyond regular school hours. The varied after school activities are offered free of charge, promoting participation and engagement for all.

To develop pupils' local and global understanding, the children debate a news story each week through the 'Picture News' initiative. Each news story is linked a focus question and also a United Nations charter article to help connect the learning.

Through these initiatives, the school exemplifies its commitment to holistic education and community wellbeing. By addressing the immediate needs of families through food banks and free uniforms, and by facilitating language support courses for parents and families, the school embraces its role as a catalyst for positive change. These endeavours demonstrate the School's unwavering dedication to creating an inclusive and supportive educational environment for all.

#### Next Steps:

- Global links – Consider developing cultural heritage days whereby you could invite wider members of the community to deliver workshops and events for the children to celebrate the wide range of languages and cultures pertaining to the School community.