



## Report on IQM Inclusive School Award



**School Name:** Gorse Hill Primary School

**School Address:** Avening Street  
Swindon  
Wiltshire  
SN2 8BZ

**Head/Principal:** Mr Luke Graham

**IQM Lead:** Mr Luke Graham

**Assessment Date (s):** 16th January 2023

**Assessor:** Dr Julia Coop

### Sources of Evidence:

- A review of submitted documents
- A review of the academy website, policies, surveys and newsletters
- A review of Governor minutes, Special Educational Needs and Disabilities (SEND) and other documents
- Joint learning walks and focussed observations

### Meetings Held with:

- The Principal and Assistant Principals
- Learning mentors
- Teaching and support staff
- Middle leaders
- Special Educational Needs Co-ordinator (SENCo)
- English as an Additional Language (EAL) staff
- Chair of Governors
- Link Governor for SEND and Pupil Premium (PP)
- Trust Executive Director (Primary Education)
- Pupils' and school council



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### Overall Evaluation

The school is part of The White Horse Federation (TWHF) Academy Trust. Since the appointment of the Principal in April 2021, Gorse Hill Primary School has been on a journey of rapid improvement, leading to a positive change in culture and the quality of provision. This was recognised in the very recent Ofsted inspection which not only confirmed Gorse Hill as a 'Good' school but also praised the leaders' ambitions for SEND pupils and the collegiate approach taken to implement change. The positive improvements made are underpinned by a very clear vision and a set of values which are founded on the principle that 'Every Child Can' and a shared philosophy that education is a vehicle to achieve social equality.

Without exception, all staff share this inclusive and caring vision and work closely together with senior leaders and, increasingly, with families and the community to realise this ambition.

The school serves an extremely deprived area where most families speak English as an additional language, with half speaking Konkani which is a non-written language. This means that these pupils start school having never experienced the written word. Increasingly, the school welcomes refugee children, many of whom have experienced some trauma in their lives. A significant number of children start school with poor personal social and communication skills. An increasing number also have more significant Special Educational Needs (SEN) and require specialist support.

Against this background, the Principal and his staff have worked hard to ensure all pupil groups are welcomed and supported to help them become confident, caring and independent young people who are well prepared for the next stage of their education. The Courage, Appreciation, Respect, Responsibility, Excellence (CARE) values are the foundation of this principle and of everything the school does to realise this ambition. It is impressive that, in only a relatively short time, these values are understood, embedded and permeate through all aspects of the school's work, helping the children to make the right choices and respect their friends, whatever their culture or background. Pupils speak with pride about the school and their achievements.

All staff work extremely well as a team and, whilst many are new to teaching or to their middle leadership roles, they have embraced the challenges. They fully appreciate that they are well supported by senior leaders to develop their knowledge skills and understanding of the best strategies to use to make lessons accessible for all learner groups. Consequently, lessons and additional support provided is leading to good learning and the learning gaps are closing.

The Trust and local school Governors recognise the hard work that has been undertaken to improve the school and praise the focus and drive of the Principal, recognising his high expectations to further develop the school and its inclusive practice. In this, the decision to become involved in the IQM process, so soon after the Ofsted inspection, is evidence of the determination of leaders to leave no stone unturned to ensure they deliver the best possible inclusive education for all pupils.



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### Recommendation for COE Yes/No

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 IQM's 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.

**Assessor** Dr Julia Coop

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

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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

All staff have the child at the centre of what they do. From the moment you arrive at the school, it is evident that the staff are very effective role models for the children and a calm, safe atmosphere permeates throughout the school. Parent surveys and the Ofsted report confirm that parents and children are happy, welcomed and valued.

The school's very recently opened Nest provision, led by two experienced learning mentors, provides a safe, calm and welcoming space where vulnerable pupils receive therapeutic support. In addition, a spare classroom called the Willows has been established as a place where children, with more complex needs, who find it difficult to cope in large groups, can engage with their personalised learning plans. These two areas are a testament to the detailed assessment of needs that is undertaken and the effective use of school finances to utilise resources in the best possible way.

All learning is celebrated and the class recognition boards, together with the use of positive praise and rewards, are a great hit with the children and families.

The work with a wide range of external agencies, different community groups and Trust networks ensures that pupils' needs are well met and that staff skills are continually developed. As a result, provision is continually improving to better meet the needs of the children.

There is an effective induction programme and children arriving, who are introduced to speaking English for the first time, are linked to 'buddies' and are carefully and sensitively assessed, with appropriate support provided.

Regular discussions between teachers and support staff and termly pupil progress meetings enable staff to adjust provision, as required, or to flag up concerns to the Special Educational Needs Co-ordinator (SENCo) or relevant leaders.

Overall, the inclusive values are well understood and threaded throughout all the school provision. The Principal, the driving force for the change in culture, has an astute and accurate view of what the school does well and the next steps. All leaders support the self-evaluation process and action plans are detailed and relevant.

#### Next Steps:

- The school's Governors to develop a deeper understanding of the school's vision and values.



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### Element 2 - Leadership and Management and Accountability

The Leadership Team are visible and approachable to staff and families. During the period of rapid change, they have been effectively supported by TWHF. The school has harnessed all the Trust networks which provide effective support and training for curriculum and middle leaders. Together with external advisors and training courses, staff have been upskilled and are increasingly confident and effective in supporting the Principal's drive for further improvement.

All staff say that they have been well supported and value the advice and opportunities provided. Teachers, new to the profession, praise the mentoring, support and advice they receive.

New phase and subject leaders are increasingly confident and effective in monitoring their areas of responsibility which is recognised as a continued area of focus. Plans are in place to further expand leaders' monitoring skills, through the focus on a 'big question', when monitoring and feeding the results into more focussed action plans.

The SENCo and Inclusion Lead is also very ambitious. She has an accurate understanding of the strengths and areas of development within all aspects of provision for vulnerable pupils as well as the SEND provision. She has a clear, well thought out and accurate plan and has the right expertise to further enhance this important aspect of the school.

Staff welfare is a key strength. The school week and times of the school day have been adapted, for example, so that the school week ends after lunch on Friday. Several initiatives, such as access to Mental Health First Aiders, free counselling advice and a discount system provided by the Trust, are all valued by staff and contribute to a very strong team spirit and a committed workforce.

There is a strong and effective focus on safeguarding. All staff and Governors are trained and this is continually updated and discussed throughout the year. Pupils say they feel safe in school. This is because, not only are safeguarding systems and reporting closely monitored but the school has very close relationships with external safeguarding teams so that any concerns or disclosures are swiftly followed up. This is vital when the school welcomes so many vulnerable families and children into the school who may be witnessing or experiencing distressing events. Online safety is a continued focus and staff always talk to parents straightaway if issues arise and help them to use the strategy, 'look, check, bar, ban, inform', to help keep their children safe, when online.



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The school Governors' role in the TWHF is to be critical friends to the school. Their remit is to focus on the quality of education and standards. In this, Gorse Hill Governors are linked to subjects and undertake three visits per year to ensure that the school is doing the best they possibly can for all the children. Governors are keen and aware that, whilst they are now more confident and beginning to ask some relevant questions of the Principal, they need to be even more involved in the school and develop the confidence to ask the right questions. The SEND Governor understands her role and meets regularly with the SENCo and agrees that she now needs to be more focussed when she monitors the impact of the SEND provision.

### Next Steps:

As planned:

- Further enhance the monitoring skills of new subject and phase leaders to support the Senior Leadership Team (SLT) to embed and drive planned improvements in their areas.
- Develop skills of the school Governors to monitor the work of the school and to become more confident and skilled at asking the right questions of leaders to ensure that the actions taken by the school are being effectively realised.



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

The broad and balanced curriculum is underpinned by the Golden Threads:

- Knowledge and Skills
- Experienced Rich
- Language Rich
- Values and Community

Each thread reflects the needs of the school community. All staff understand the school vision for the curriculum and talk confidently about the Golden Threads as a basis for the curriculum rationale, sequence and aims.

Given the high proportion of EAL, SEND, vulnerable and disadvantaged children in the school, there is a high priority on learning within the core subjects, especially reading and writing, which, alongside maths, are strong features of the curriculum. This focus ensures that pupils have a good foundation for the future and have the right skills to support learning within the wider curriculum. The Ofsted inspection confirmed that the curriculum is ambitious and well sequenced but that some non-core subjects, within the wider curriculum, need further work to ensure that they are well sequenced and aligned. The school was aware of and is already working on this aspect of curriculum development and ensuring that, wherever possible, learning across subjects is linked in a meaningful way.

Children get off to a good start in the Early Years Foundation Stage (EYFS), due in part to the strong focus on early reading and the skills-based curriculum, which is underpinned by purposeful planning and the effective focus on developing children's Personal, Social, and Health (emotional and physical) Education (PSHE) development. This is crucial in ensuring that the children, who mostly start with low starting points, especially in communication and language, have the right personal and learning foundations to transition successfully to the Year 1 curriculum.

Across the school, there is an effective approach to the teaching of reading and phonics. In 2021, the school changed the way it taught phonics. The investment in new resources and staff training has already had a positive impact. The teaching of phonics is skilled, the programme mantras and routines are established and outcomes are improving. Careful ongoing assessments are built into the programme, ensuring that children are signposted immediately to additional 'keep up' or 'catch up' sessions.

Maths is also well developed and the curriculum is carefully adjusted to ensure pupils 'keep up' with learning through the afternoon Maths on Track (MOT) groups. Pupils say these sessions are really helping them to learn.



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Across the curriculum, there is an emphasis on developing pupils reading, writing and maths skills and, in particular, a good emphasis on developing pupils' understanding of key core subject vocabulary. Across the wider curriculum, there is a good and developing focus on developing key substantive and disciplinary subject knowledge understanding and skills.

Pupils' writing skills are relatively weaker and this aspect of the curriculum is a current development focus for the school. Whilst a great deal of work is being undertaken to teach these skills in a focussed way and to scaffold writing for all learners, currently less evident is a focus on the development of pupils' understanding and use of key subject vocabulary and the promotion of oracy, especially within the wider curriculum. Pupils often lack confidence to speak up in class, talk about their learning or to use wider subject vocabulary confidently. Since research shows that high quality writing is based on a 'foundation of talk', this is an aspect that could usefully be incorporated into the current work to enhance the wider curriculum and further improve writing skills.

There is a strong focus on PSHE. When the school introduced the Relationships, Sex and Health Education (RSHE) policy, leaders thought deeply about how they included the key statutory elements, whilst being sensitive to the potential community concerns. The positive engagement with the community and the open and transparent approach was a great success. Consequently, there were almost no concerns raised by families.

The school community is highly diverse and the school, post Covid, is working hard to re-establish trust and links with local community groups. Links have now been established with the local Salvation Army centre and other local groups which enhance the curriculum experiences for the children and help develop character and social values. Pupils spoke with pride about helping serve Christmas lunch at the centre and singing carols at local care homes.

Work has been started to identify suitable role models for the pupils across different subjects who inspire and encourage children to understand that, with hard work, they too can succeed, despite the challenges they might face. Subject leaders are keen to develop this aspect as part of their curriculum development.

Trips, visitors, and cultural experiences, such as theatre groups and workshops are now becoming re-established within the curriculum. The development of this aspect is part of the work the school is currently undertaking to enhance the wider curriculum.

The after school clubs that are available, currently focusing on physical activities, are led by qualified sports coaches. This is because the school recognises that many children do not live healthy lifestyles, are not active and some are consequently overweight. The school offers clubs, alongside the activities on the Multi-Use Games Area (MUGA). Consequently, pupils say they love the multi-sport club and gymnastics. Football is a great success with both boys and girls. Vulnerable children are offered first place at clubs and are offered financial support through a hardship fund, funded by the Pupil Premium grant. However, pupils would like a wider variety of clubs which the school is currently working on.



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### Next Steps:

- Further develop the implementation and planning of the wider non-core curriculum and, where appropriate, identify role models to inspire the pupils.
- Increase the use and development of Oracy within the curriculum.
- Focus more on developing pupils' knowledge, understanding and use of key subject vocabulary within the wider curriculum.



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

The recent Ofsted inspection acknowledged that the quality of teaching and learning had improved and is effective. Across the school, all teachers consistently model learning and use the, “I do, we do, you do” approach well. This is effective in ensuring pupils make good progress and is particularly effective for EAL pupils who are new to speaking English and those with SEND.

Teachers are increasingly skilled at using a variety of strategies to make learning accessible and interesting for all learners, using Quality First Teaching (QFT) strategies. The use of interactive whiteboards, digital technology, flip charts is embedded while the use of manipulatives, sentence stems and widget technology, to visualise key words, for example, on word mats, serves to make learning accessible for EAL and SEND learners. These strategies are now successfully built into pedagogy and part of teachers’ daily planning.

Support staff are well trained and are an invaluable support for all pupils in class but especially when leading ‘catch up’ or ‘keep up’ small group work or when working in the Willows provision or EAL groups.

Staff know individual pupils’ strengths or barriers to learning well. They have had good support and training to develop their skills so planning, therefore, is successfully adapted to meet those needs.

Pupils say they enjoy learning and they listen carefully in lessons but, overall, many pupils are a little passive in lessons. This is, in part, cultural and possibly because some pupils lack confidence to use their developing language skills to contribute to class discussions or to volunteer to answer questions posed by the teacher. During the review, whilst teachers used ‘talk partners’ and posed relevant questions in lessons, some teachers tended to only ask those pupils who had put their hands up to respond, missing opportunities to use ‘talk partners’ when pupils were overly passive. A consistent use of a ‘no hands up’ approach, used by some teachers, while also providing opportunities for the teacher to ‘bounce’ the question to other pupils, might serve to give more pupils confidence to try to answer questions and talk about their learning.

All classes have a good focus on core subjects and the use of working walls in these subjects are used very effectively to scaffold and model the learning sequence for pupils and emphasise the key subject vocabulary. Less evident are working walls in other subjects with an emphasis on the key subject vocabulary and sequence of learning. Nevertheless, the recognition boards in classes and displays in the communal areas are effective in celebrating good behaviour, attendance and showcasing learning across the curriculum.

Since the appointment of a part-time EYFS Lead in September, a lot of work has been undertaken to improve the EYFS learning environment to better enable learning and develop independence and learning. The classrooms are now really welcoming and less cluttered, meaning that children are able to focus on learning through play without being overly distracted. Book corners are inviting and communication groups are used to pre-teach new vocabulary. Staff interact purposely with children and model language well.



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The EYFS Lead is now full time in the school. She is very keen to build on this positive start and to accelerate the work to further develop the EYFS provision and, in particular, the 'enabling learning' environment and the outdoor space, mostly focussed on developing gross motor skills currently. She agrees that there are missed opportunities to visually scaffold learning and to develop a language rich environment for children. The reading shed is used well outside but there are few related books, for example, beside other activities, to entice children to explore them to help their learning. Writing, drawing, mark making and other tools, such as rulers and scissors, are available but not close to each activity. The introduction of 'self-service' stations that include writing and other tools as well as related books beside each learning activity, together with visual scaffolding, would serve to develop independence and help staff to take learning forward when they interact with the children.

### Next Steps:

As planned:

- Further develop the EYFS enabling environment and the development of early language skills.
- Develop the use of working walls for the non-core curriculum.
- Encourage children to be less passive learners by embedding and refreshing the use of 'no hands up' questioning and other strategies, such as talk partners to encourage pupils to become more confident to actively participate in their learning.



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### Element 5 - Assessment

Assessment systems used by the school to track progress in the core subjects, identify learning gaps and inform planning, are linked closely to those of TWHF. In these subjects, the detailed assessment information is used not only to inform teaching but also to identify pupils who would benefit from small 'catch up' groups, more tailored or bespoke interventions. In addition, teachers confidently use ongoing Assessments for Learning (AfL) to identify pupils who need some additional support, for example, through additional pre-teaching or one-to-one support.

In phonics, as well as teachers' ongoing checks of pupils' learning, the programme used includes three weekly assessments called 'heat mats'. All this information is carefully analysed and used effectively to inform additional daily 'keep up' sessions, 'catch up' groups or one-to-one work, ensuring that most pupils are enabled to keep up with the programme's pace.

Termly pupils' progress meetings are used to discuss learning and progress. These focus on the progress of the most vulnerable pupils and are used to set and review progress against their individual learning targets.

Most pupils, especially in core subjects, understand what they do well and what they need to improve, because of the feedback they receive from the teachers. They know, for example, why they might join additional 'catch up' groups and say that these are really helping them to understand aspects of learning that they found more difficult during the lesson.

For pupils with SEND, the school uses a range of additional diagnostic assessment tools, for example, Boxhall Profiles, the Cherry Garden assessment tool or Emotional Literacy Support Assistant (ELSA) emotional assessments as well as those undertaken by outside agencies, such as Speech and Language Therapists (SALTs), to target support, inform provision and to break down learning into smaller steps. The school has been innovative in the way that it uses this approach to inform how they will best provide support for pupils with more complex needs or barriers to learning. An empty classroom has been repurposed as a SEN classroom called the Willows which is used to develop a space where pupils, who struggle with learning in large classes, can follow a personalised learning journey.

Pupils joining the school who are new to speaking English complete an initial assessment of spoken language. After a short time of settling into the school, more detailed assessments are undertaken and used to baseline their English proficiency and signpost the action to be taken with appropriate classroom strategies or interventions led by a specialist Higher Level Teaching Assistant (HLTA).

Assessment of learning in the wider curriculum is recognised by the school as an area of development. The use of learning intentions and success criteria is now well established so that pupils are more aware of their progress in the wider curriculum.



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Less well developed is the teachers' use of 'low stake' assessments of recall of previous learning or key subject vocabulary at the start of lessons. These are used to ensure that all pupils are ready to move forward in their learning or identify those who may need a short recap session. In addition, not all teachers are confident to adjust lessons in the moment, for example, by checking on learning and using mini-plenaries or identifying individual pupils who might need a little more immediate support.

Pupils can talk, in general, about their learning in the wider curriculum but are not as confident in recognising the progress they are making. Currently, the knowledge organisers used by the school, whilst having the potential to be an effective means to help pupils really understand their learning journey, are too dense and their potential as assessment tools are not yet fully realised.

The development of both assessments in the wider curriculum and the use of Afl strategies are already targets on the School Development Plan (SDP) which evidences the effectiveness of leadership and management and the schools' monitoring processes.

### Next Steps:

- Develop the use of low stake quizzes and activities for use at the start of lessons to develop recall and memory of key subject vocabulary, using these assessments, if necessary, to adjust lesson starts.
- Refine the knowledge organisers so they help pupils better understand their learning journey and are used as a key learning and assessment, ensuring they are less dense and are accessible for all learners.
- In the wider curriculum, consider introducing a 'big question' which pupils answer at the end of the unit, as a means to assessing pupils' understanding and progress.



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

The CARE values, introduced in April 2021, are a strength of the school and fully embedded into daily school life. These are underpinned by the PSHE/RSHE curriculum and the Golden Threads of Courage, Appreciation, Respect, Responsibility and Excellence. The impact of these is evident, not only in the respectful way that the pupils and staff interact with each other and visitors but also in the calm, friendly and supportive environment.

Pupils also respond positively to the House point system which develops pride and a spirit of healthy competition. Consequently, pupils are well behaved and form wide friendship groups. They welcome new arrivals, whatever their background and are quick to make any new pupils feel welcome. This positive and respectful learning environment was noted as a strength in the recent Ofsted report.

The consistent use of class recognition boards, where pupils are awarded pegs when they demonstrate that they have followed one of the values, successfully promotes positive learning behaviours and care values. Each week, the school emphasises one value in more depth so that pupils gain a deeper understanding of a wide range of relevant issues, in a way that all pupils can understand. Recently, for example, the school focussed on, 'we always aim to take care of ourselves, each other and the world we live in'.

Pupils say that bullying is rare. The school actively uses trusted adults and pupils, who, when spoken to, have a good knowledge of a wide range of strategies they can use to keep healthy and safe. A recent pupil survey indicated some pupils felt unsafe online. As a result, the school took swift action and is concentrating now on this aspect. An internet safety day, for example, was held which revisited strategies pupils can use to keep safe online and every computer lesson commences by emphasising safety online so that it is becoming embedded in practice.

Pupils have a developing role as advocates for the school. The council, for example, wanted a friendship bench to be installed and roles as friendship mentors to be set up, both of which have been actioned. The school is now introducing new roles of 'stay safe' mentors. Chosen pupils will be trained to be mentors to further develop a broader understanding of bullying and to enhance the culture of a school community that works to support each other.

The school takes seriously its work to support vulnerable families and pupils. They are rightly proud of their work in this area which includes the Inclusion Team supporting an increasing number of parents and carers with mental health issues which has impacted on their ability to bring their children to school. As members of 'Project Me' which is part of a local Trailblazers initiative, the team is better able to support SEND/vulnerable families deal with self-esteem and mental health issues. This is just one of the wide-ranging approaches used to promote attendance and punctuality and the schools is working hard to reduce persistent absences, which are high. Staff also work with a wide range of agencies to help these families and support and encourage them to understand the value of regular school attendance.



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Pupils who are anxious or are experiencing problems in their lives have access to two very experienced and well trained learning mentors who can provide bespoke therapeutic support in the recently opened Nest. This is designed to offer a safe space where pupils' mental health and emotional wellbeing can be supported. Pupils also have access to a worry box positioned outside the Nest. Any concerns raised by individual pupils are followed up immediately. Currently the Nest is not available as a safe space at lunchtimes for pupils who may be anxious at social times. This is something staff are keen to explore.

The school ensures that all pupils are fully included in the curriculum and life of the school. This includes pupils attending the Willows class, ensuring they are fully included into broader school life.

Overall, staff want the very best for all the pupils to help them to realise their potential and ensure they are well prepared for the next stage of their education. They have achieved a great deal in a short time and have successfully changed the culture of the school. They are not 'resting on their laurels' and realise that they can now build on this positive start and further raise pupils' aspirations, for example, by showcasing role models within the curriculum and further increasing pupils' roles as advocates.

### Next Steps:

- Further raise pupils' aspirations and the development of key life skills by identifying important role models and, over time, providing increased opportunities for pupils to take on roles in the school.
- Expand the use of the Nest to support more vulnerable pupils, for example, at lunchtimes.



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### Element 7 - Parents, Carers, Guardians

The school successfully communicates with families in a variety of ways including offering services, such as translations of letters, should this be required. A recent survey confirmed that parents are happy with the school, their children's progress, and the way the school keeps them healthy and safe. The parent survey also indicated that parents wanted to have more opportunities to come into school.

The school is working hard to expand its work to work with parents and carers, many of whom have limited education and skills and have found it difficult to visit and work with the school post lockdown. The school has responded to the survey results and started to break down these barriers. For example, they held a showcase for families of pupils in Year 5 so families could see their children work in an informal setting rather than holding a formal parents' evening. This was well received, and the school will now expand this initiative to other classes.

There is a strong focus on working with vulnerable families, the number of which, with the changing demographic, is unfortunately increasing. The Inclusion Manager's role is to support families. Firstly, work is undertaken to build trust and relationships and then to signpost them to different organisations that can help them. The school has an open-door policy and families know that support from the school is just a phone call away. Early Help support and intervention is also strong.

The EYFS leader liaises with EYFS staff to identify vulnerable children with the aim to target their support. By bringing these families and children together, staff model and embed routines and communication strategies. This can also be a powerful route to identifying potential issues, for example, by identifying younger siblings who may not be meeting developmental milestones. Consequently, families of younger children can be signposted to all available help.

The school is aware that there is more work to be done to help parents and carers to better understand their role as partners in learning and this is an area for further development on the SDP.

#### Next Steps:

- Continue to work to engage with families, particularly reluctant families, so they gain confidence and skills to be more effective partners in their children's learning.



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

Links to the wider community have been impacted by Covid. The school has a close relationship with the TWHF and increasingly with the Salvation Army centre which is located next to the school. There are also some links to a local church and the school has reached out to Sikhist and Muslim groups. A theatre group and visitors from the Police and Dogs Trust have been a great success with the pupils and served to enhance their experiences and the curriculum offer.

As part of its work to promote healthier and more active lifestyles, the school has joined a local nutrition project and a wider study with the University of Bristol, both of which are monitoring children's physical exercise. As part of the schools work in this area, the Physical Education Lead has re-established the school's participation in sports tournaments with schools within the WHFT and there are also a wider range of after school extra-curricular sports clubs. These are a big hit with the pupils although they would also like to access some different types of clubs such as a computer club.

The school recognises that they now need to further utilize local and global links, especially with wider faith and cultural groups, and in time expand the range of extracurricular activities to further enhance the curriculum offer and broaden pupils' experiences.

#### Next Steps:

- Broaden links with the local community and re-establish links with more local faith groups and charities to break down barriers and further enhance the broader curriculum offer.