



## Report on IQM Inclusive School Award



**School Name:** Bishop Martin C.E. Primary School

**School Address:** Church Road  
Woolton  
Merseyside  
L25 5JF

**Head/Principal** Ms Jill Broom

**IQM Lead** Mr Aaron Byrne

**Assessment Date** 4th December 2023

**Assessor** Mr Michael Bousfield

### **Sources of Evidence:**

- Policies and documents on school website.
- Curriculum Documentation.
- Curriculum Support Documentation.
- Inspire Worship Overview.
- Learning walk, including classroom drop-ins.
- Pupils' books and other evidence of their learning.
- Observation of whole school Inspire Worship.

### **Meetings Held with:**

- School leaders, including Headteacher, Inclusion Lead, Curriculum Lead, Deputy Head and Early Years Lead and Subject Leaders.
- Parents.
- Pupils, including a tour of school led by senior pupils.
- School Governors.
- Teachers.
- Teaching Assistants.
- Inclusion Lead for Multi-Academy-Trust (Liverpool Diocesan Schools Trust).



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### Overall Evaluation

“Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect.” This ambitious statement of intent is being delivered with passion and rigour at Bishop Martin CE Primary School. As a result, pupils, their parents, staff and school leaders all have a shared understanding that every single person is important and that we all have a responsibility to make our world the best it can be. Inclusion is inseparable from these values.

Leaders and teachers have taken the school’s Christian ethos and made it the key that unlocks the curriculum and the heart of pupils’ learning. This is manifested in the school’s INSPIRE curriculum and accompanying INSPIRE worship programme, through which these values are interwoven and reinforced alongside the vital knowledge and skills that pupils need. Twelve key values have been identified and these provide themes for the worship that takes place each term. Worship develops the understanding of pupils by making the links between these abstract ideas and the world they inhabit. Inspiring examples of individuals whose actions embody these values are given. Care is taken to ensure that the diversity of humanity is represented in these examples and that difference is celebrated and respected alongside the idea that we are all part of a collective whole. The school’s curriculum also reflects this approach, linking the values to the knowledge and skills children learn, many through inspiring examples of people and their work. Once again, the examples chosen represents the diverse population of the world, which is especially important in a community which has less diversity than is typical.

Given that role models are placed front and centre of pupils’ learning, it is unsurprising that school staff “walk the walk” when it comes to modelling the behaviour and attitudes they promote to the children. A very warm welcome is extended by office staff and parents feel that communication in general is excellent. They are full of praise for the responsiveness of all staff and the level of care they show. Staff are committed to the school and there is a strong sense of teamwork. Personal responsibility is accepted by all. Teachers take full responsibility for the progress and development of all the pupils they teach, including those who have additional needs. They take time to understand their children and make every effort to ensure that they can succeed. “What more could be done?” is the watchword when it comes to the regular standards meetings in which teachers and leaders discuss the pupils’ progress. “We treat the children like they were our own,” said one member of support staff, “we think, ‘what would I want someone to do if it was my child?’” The school has a calm and peaceful atmosphere, with staff modelling regulated behaviour to the children and showing them respect and kindness.

The school is very outward facing, ‘embracing the world we live in’ being a key plank of the INSPIRE approach. Teachers have adopted this attitude with gusto when it comes to developing their own practice. There are strong links with other schools in their Multi Academy Trust and a willingness to be open and reflective to the ideas and practice of others. Teachers voluntarily share their teaching with others through videos of their lessons and have evaluative discussions with their colleagues. This enables them to learn together and coach each other to the benefit of all. Within the school, teachers regularly swap and teach other’s classes, sharing their subject expertise and developing their teaching skills with different groups of pupils. All staff say that they are very well supported and are given great opportunities to develop. The needs of staff to deliver the intended outcomes for pupils are



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carefully identified and addressed by leaders. As a result, staff feel comfortable that they understand the expectations on them and are able to deliver. Mutual support is also a strength within the staff team. “We’re good at giving 5 minutes to listen,” said one Teaching Assistant, explaining how well staff look after each other. This behaviour obviously reflects on the pupils, as another reflected that, “They can often help each other without an adult getting involved.”

The behaviour of pupils inside and outside of school exemplifies their understanding and commitment to the values their school promotes. The atmosphere in lessons is relaxed but focused. The youngest children show a willingness to listen to one another and take turns as they develop their language skills through a fun game. Older children demonstrate pride and resilience through presenting their work well and being willing to ‘polish’ it after they have feedback from their teachers. They make a difference to their world, joining campaigns locally and connecting with other children around the globe. They understand that inclusion means that there are ‘no outsiders’ and ‘everybody is welcome’. They understand that they have to make this happen through their behaviour to each other, in order for it to be a reality in school. They like the way that they are supported to do this, being very proud, for example, of their ‘buddy bench’ where pupils can find support from each other when they need it at playtime. Older pupils are keen to have a leadership role in their school. They act as school councillors, subject ambassadors, Guardians and prefects. Through these roles, they effect change, being very proud of the example that the school council got the fence fixed because some children were worried about it.

The Inclusion Lead/SENDco provides exemplary leadership in this area, with excellent support from the Headteacher, the Trust’s inclusion leader and his colleagues. He has a very thoughtful approach and distributes responsibility very well. As a result, inclusion is seen as ‘everyone’s business’. He supports colleagues very well, checking daily that their adaptations for learners with additional needs are having impact and providing them with a ‘toolkit’ which enables them to address the needs of all their pupils. He ensures that parents’ and pupils’ voices are given due priority in any plans that are formulated to meet their needs. Partners and outside agencies are used well, when needed, to advise on effective practice. The curriculum lead is also a key figure. He really understands the importance of inclusion and has ensured that the curriculum delivers in this respect. Again, there is a distributed leadership model, ensuring that middle leaders have co-produced curriculum plans. As a result, they are committed to the model and understand it exceptionally well.

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. If the school chooses to pursue this status and it were to be awarded, it would be subject to annual review from this point forwards.

**Assessor: Mike Bousfield**

**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

“...with God all things are possible” (Matthew 19:26) is the chosen message for the school’s vision and values statement, illustrating the Christian ethos which underpins the ambition for everyone to “thrive and flourish” and to be treated with “compassion, dignity and respect” at Bishop Martin’s.

The key tool for delivering this vision is the well-established INSPIRE curriculum. Individuality is encouraged, Nurture is at the core of all learning experiences, Skills are developed systematically, there is clear Purpose and meaning behind all learning, pupils learn to be Independent and resilient, the curriculum is Responsive to the needs of its pupils and finally, it Embraces the diverse modern world we live in. As a result, pupils learn every day how their values apply to all aspects of their lives. Parents understand INSPIRE well, describing it as, “an umbrella that covers everything,” and saying it has a very positive impact. One parent said that, as a newcomer to the area, “When my child joined this school, that’s when I felt that I really lived and belonged here.” Another said, “It is such a beautiful school. I am always proud to tell people that my children come here, and I always get a positive response.” They talk of how their children use language learned at school when resolving problems with their friends and when they have to persevere.

Whole school worship plays a key role in supporting the INSPIRE agenda. On the day of assessment, it was led by Year 5 pupils and the key beliefs of the Buddhist faith were explored. Pupils learned about the importance of meditation to Buddhists and were encouraged to listen to the ‘calming’ music which would be piped through the school during the week. They were encouraged to talk and share their own experiences, for example “a time that they found it difficult to make the right choice” and they were supported to do so by all of the adults in the room and the Year 5 pupils themselves. Critically, the links between the key beliefs of Buddhism and the some of the school’s own Christian values were explicitly made. A well-chosen song reminded all that, “United, we are strong,” and, “we can achieve our dreams together”. The children joined in with enthusiasm. Worship is planned in a systematic way, focusing on the school’s core values within a 2-year rolling programme, but can also be responsive to events.

The school puts pupils’ voice at the heart of school development. Pupils have a range of opportunities to lead, from being a ‘Guardian’, helping younger pupils with their problems at play time, to being a subject ambassador. It has a high reputation for meeting the needs of all children and has many requests from families whose children have additional needs. Parents talk of the excellent welcome and transition into school and the role played by a toy mouse, who is still treasured by their child years later.

“No outsiders” promises a sign as you enter the school; a promise that is kept well.

#### Next Steps:

The Inclusion Lead and Headteacher recognise that sustaining their person-centred approach, which makes inclusion everybody’s responsibility, requires time and effort. They are committed to ongoing investment in supporting all members of staff to continue delivering their values through the day-to-day practice of the school.



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### Element 2 - Leadership and Management and Accountability

“Everyone is considered all of the time,” reflected the Inclusion Lead, which is a good way to sum up the leadership of the school. He provides very strong leadership for inclusion and is fully supported by the whole staff team, the governors and the Trust.

At the universal level, inclusion is part of the fabric of everyday life at Bishop Martin. A wide range of role models from across history and the world are chosen carefully to represent the diverse world we live in. These are evident throughout the school and intricately included in the curriculum, with the clear message that we are all equally different and every individual can achieve. Every member of staff takes equal responsibility for promoting this message. “Because our area is not that diverse, we need to work 3 times as hard to show the world beyond Woolton and understand difference,” said one. Teachers have multiple leadership roles and support and challenge each other well. They are happy to be part of coaching groups, videoing and sharing their own practice and developing understanding together. Regular progress meetings take place between leaders and teachers. These meetings have a holistic approach and look at achievement in its widest sense. Therefore, they can vary in focus and in the composition of leaders present.

The Inclusion Lead and SENDCo ensures that the enhanced offer for pupils with additional needs is well planned and delivered. Teachers have responsibility for knowing the needs of their class and making adaptations to include all learners. He supports them well, providing a ‘Thrive Teaching Toolkit’, which gives evidence-based strategies for each area of the curriculum. He has time each morning to visit children in their classrooms and ensure that the strategies employed are having impact. For children with individual plans, including Education Health and Care Plans, regular reviews take place. Teachers include pupils and their parents fully both in the review and in co-constructing next steps. This process is overseen by the Inclusion Lead.

Staff feel respected and that their well-being is considered by leaders. They appreciate the excellent support they are given to develop and the quality of their continuing professional development. “CPD each week has a proper focus and meets a real need,” reflected one.

Governors know the school very well. They hold regular lunch meetings with the pupils and act on the feedback they are given, for example fixing a fence which was causing concern to pupils on one visit. Staff regularly present to governors, who provide challenge by focusing on, “impact and the difference made to children.” They also ‘cross reference’ reports from staff with the views of the pupils.

The Inclusion Lead across the LDST multi-academy trust also knows the school and its practice very well. She provides strategic leadership across the trust and has played a large part in developing the expertise and leadership practice at Bishop Martin.

#### Next Steps:

To further embed the Birmingham Toolkit and enhance SEND Friendly spaces around the school. The Trust priority is to develop and embed Trauma Informed Practice within each of its schools.



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

“We believe that all children are entitled to an education which meets their individual needs where inclusivity underpins all that we do.” Leaders, teachers and parents are rightly proud of the INSPIRE curriculum which the school has created for its pupils to deliver these aims.

Quality first teaching is the bedrock of learning with expectations made clear to both teachers and pupils. This includes pre-teaching of vocabulary, retrieval practise, overlearning and ‘live feedback’. These features are included in curriculum documentation and use techniques which are known to help overcome specific barriers as part of the offer for all. The core skills of literacy and numeracy are taught discretely and progress for all is checked rigorously. The achievement and progress of pupils in these subjects compares favourably to those nationally as a result.

The curriculum for each subject is very well sequenced. Learning objectives are recorded in books, and knowledge organisers are used to ensure retention and that pupils make connections between past and present learning. There is lots of evidence in the pupils’ work indicating that all abilities are supported to do well. For example, in one case a Y4 child with SEND was given support by a teaching assistant to maintain focus when writing a narrative and by scaffolding to structure work in paragraphs. This pupil was then able to demonstrate achievement against the whole class objective. The Inclusion Lead has worked with the leaders of each subject to ensure that teachers are skilled at making adaptations to learning in each curriculum area.

The way that inclusive values are woven through the curriculum is exceptional. Examples are abundant throughout the school environment and the curriculum documentation. These include the reading spines for each year group which include a range of books reflecting the diverse world we live in and the value of every individual. “The Girl with Two Dads”, “and Tango makes Three” and “Uncle Bobby’s Wedding” are some of the books displayed prominently as reminders that there are different kinds of families. The History curriculum includes a learning arc of black culture and heritage. Children learn about Jemmy Button, Nelson Mandella and The Atlantic Slave Trade in a progressive sequence. In art, they learn about diverse figures and art from different cultures. Female artists are given equal recognition and prominence. Neurodiversity is celebrated, with pupils’ learning about inspiring individuals like Billie Eilish and Richard Branson.

Enrichment and extra-curricular activities are also prominent in the learning journey of pupils. Visits and residential are well planned to reinforce the learning and develop the whole individual. Visits to Cardiff and Edinburgh compare the heritage and political institutions in both capitals. There are a wide range of extra-curricular activities available to children. A notice in school encourages pupils to “Tell us which clubs you’d like.” Teachers are given some time back in lieu of the extra-curricular work they do, in recognition of the impact this makes.

#### Next steps:

Extending the Opening Worlds humanities programme, currently being implemented in Years 3 and 4 to the whole of KS2 with the next 2 years.



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

The environment at Bishop Martin screams inclusion and reminds pupils and visitors that everyone is equally important and can achieve. Throughout the school inspiring examples are displayed so that any pupil can see themselves and know that they can succeed. Examples include prominent displays on resilience, children's rights and young carers. Thoughtful adaptations have been made to the building to meet the wide range of potential need. Break-out spaces are provided for small group or one to one intervention. A nurture room offers space for pupils and families to receive emotional support and the children are very proud of the role of Heidi, the school dog, and the school guinea pigs in providing that support. They told me that they are encouraged to request time with the pets when they need a bit of a boost, which teaches them self-help strategies for well-being and promotes resilience. "Zones of regulation" are available throughout the school, providing safe physical spaces for children who need to regulate their behaviour and emotions. All staff have been trained in the use of these spaces and supportive techniques.

The consistency of teaching, including the shared understanding of what Quality First Teaching looks like, and the well planned and resourced curriculum, means that pupils of all ages and abilities progress well. There is a clear sense of purpose in each classroom, with pupils focused on their learning and very self-aware of the connections between the things they have learned. They also talk about the way learning is brought to life by their teachers. "We're good at science because we do experiments as much as we can," said one. They also mentioned the visits and visitors, such as the multi-faith visitors who helped them understand and respect different beliefs. Teaching techniques and grouping for teaching is adaptable, so that learning is the key focus. Teaching for phonics is delivered to smaller groups with a 'stage not age' philosophy. Teachers have worked hard to ensure that different ways of recording achievement and ideas are used and there is not an over-reliance on written responses. Encouragement is given in imaginative and effective ways. Children are encouraged to read at home through a "Reading Race Around the World" – time spent reading is converted into miles, and how far you could travel with those miles is displayed on a world map, encouraging the pupils to see how far they can get. "I could get to Hungary," one said proudly. They also talked about being encouraged to, "Have a go and see what you can do," and being introduced to 'The Magical Yet', as in "I can't do that...yet."

Learners with SEND are catered for through an approach which puts their views at the centre. Teachers take responsibility for planning for all of their children and are well-supported by the Inclusion Lead. The Teaching Assistant group is quite small, but through good communication and understanding of their role, they provide very effective support. They feel that they know families and the community really well, and this adds an additional dimension to the school's approach. They feel that their knowledge is well respected and valued. They also appreciate the support and development opportunities provided to them.

#### Next Steps:

Plans include embedding the Opening Worlds/HEP ten techniques, strengthening links within and across subjects and year groups.



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### Element 5 – Assessment

At Bishop Martin, assessment is used both to track progress, ensuring that all learners achieve according to their capabilities, and to check children's understanding and help them progress within the moment. A key goal in the school's improvement plan for this year is "To embed effective assessment and retrieval to support/enhance the retention of knowledge in children's long-term memory."

Formal summative assessment currently takes place 3 times each year in English and maths. A range of 'low stakes' assessment, such as 'quizzes' also take place regularly across the curriculum. Regular Standards Meetings are held between leaders and teachers. These meetings focus on the assessment information available, but also look at achievement in its widest sense. Children's work and other evidence about their achievement is considered alongside assessment information. Meetings vary in focus, depending on the judgement of leaders as to the key priorities for the cohort being discussed. The expertise of leading staff across the school and Trust can then be utilised in developing strategies for improvement. The meetings are held on a rolling programme throughout the year, with the focus being on one cohort at a time. This brings the advantage of a complete focus on that cohort of pupils, their specific needs and "What more could be done?"

Formative assessment has been well supported by staff continuous professional development this year. An emphasis has been placed on retrieval of knowledge, with questioning techniques improved to involve children more in their lessons and "think-pair-share" to get them to articulate their understanding. This was very well demonstrated in the whole school worship, in which Year 5 pupils used the 'think-pair-share' model to direct other pupils and get them talking about their learning. They were then able to identify valuable contributions to share with the whole school, whilst at the same time, ensuring every pupil was required to think and form an opinion. Materials that consolidate this CPD are available in school and are displayed for transparency.

Marking and feedback is given as close to the point of learning as possible; preferably 'live'. Pupils are encouraged and supported to mark and correct their own work with red pen. Plentiful examples illustrate how work has improved after feedback from teachers. Green pens are used by teachers to indicate whether learning objectives have been met or to give next steps and encouragement. 'Pit stops' are used to address misconceptions and errors in pupils' work. These can be adaptations to the sequence of teaching, whereby teaching points are revisited for the whole class or groups of children when it is clear that learning intentions require further work. Alternatively, they can be short activities for individual children to address a misconception and make sure that learning is consolidated before moving on. The well sequenced curriculum allows pre-teaching to be used effectively, revisiting prior knowledge with pupils who need to before starting a new topic.

#### Next Steps:

A Trust wide priority is to adapt assessment for children who are not able to access the key year group or Key Stage assessments. An approach with a diagnostic element is being introduced, which will inform and improve adaptations and target setting for this group of children.



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

The values driven approach to learning at Bishop Martin contributes to the excellent behaviour of its pupils. They learn to embrace and respect difference and diversity and the importance of looking after each other. They learn about their rights and the rights of children around the world, making their own class charters and getting involved in campaigns, such as a poster campaign to improve parking and road safety in the area around their school. Thus, they learn that both their voice and their actions can have impact. The atmosphere in school is calm and purposeful, with pupils concentrating well and wanting to do their best. Older pupils can choose to get involved in maintaining the values of their school by volunteering as Guardians, Subject Ambassadors and host of other leadership roles. Staff are well aware of the responsibility they have to model the behaviour expectations, checking in and supporting each other as well as the children.

The school's behaviour system is rewards based and is maintained through the "Class Dojo" system. Reinforcement of clearly identified positive behaviours is rewarded consistently, with a clear 'tariff' of points for specified behaviours. Recognition of achievement is made through celebration assemblies. When asked about the school's response to negative behaviour, the Inclusion Lead's thoughtful response was, "Most of the behaviour that we see which could be perceived as negative, is a result of need." This articulates the philosophy behind behaviour practices very well. Adaptations are made for those children who need them so that policies work for them without disrupting the high expectations set for all. "Zones of Regulation" are accessible for each classroom, enabling children who have become dysregulated to calm down and reset. Tailored rewards and brain breaks are used to support but are tightly linked to the whole school approach. A good example of adaptation could be seen in the Early Years, where a pupil had flooded areas of the classroom with water in her early days in school. This was identified as schematic play by staff, and an area was set up within the provision for this developmental need to play and explore with water to be met, while maintaining the expectation that the learning environment should be cared for by pupils.

When asked to choose one word to sum up their school, "safe", "including", "kind", "welcoming", "generous" and "amazing" are the words pupils use. They think it very important that, "We say 'No Outsiders' because we all have different needs, and we all include everybody." An example given by one pupil was that, when a class member received a medical diagnosis, the whole class got behind them and learnt how to support their needs and show that it didn't make a difference to them. They also chose to support a charity to help people with that need as a way of supporting and including their friend. Two pupils who started at Bishop Martin part way through a year, explained how supportive their classmates had been in making them feel like they belong. They appreciate the efforts made by staff to help them when they need it, saying, "They never just say, 'Oh just go and see how it goes.' They will sort it and keep checking if you're alright." They also very much value the contribution of Heidi, the school dog, and the guinea pigs to their well-being.

#### Next Steps:

The school identifies the development of breakout spaces and investigation areas in the outdoors as a development point. The Trust led focus on Trauma Informed Practice may also prompt a review of approaches and policies in this area.



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### Element 7 - Parents, Carers and Guardians

“Friendship”, “community”, “kindness and “nurturing” are the words parents associate with Bishop Martin. They value the good communication and support they receive and the values the school promotes to their children. “I feel that the school has allowed my children to enjoy childhood and stay children for longer,” one said.

Parents feel that the school communicates with them well. Newsletters are a celebration, with a ‘Hall of Fame’ showcasing achievements of all kinds. They also give parents valuable insights into what a day in the life of their child is like in school. They like that the teachers are available at the beginning and end of the day and say that they respond quickly to emails through the official channels available. Similarly, reading logs and the online platform ‘Seesaw’ provide an open channel of communication, with parents’ input to their child’s learning taken into account by staff. The school’s chosen messaging system, Parentmail, is used well and provides quick reminders and updates. In a neat loop, all communication sent through this system is summarised in each newsletter, so that they are easily found in one place. A school calendar, a Twitter feed, and emails for parents of children with additional needs from the SENDco are other channels of communication valued by parents.

Information workshops for parents are also highly valued, both as a learning event and an opportunity to meet and talk with other parents in the community. Events have been held to give parents information about how the children are taught, for example in Maths, and also about additional needs such as ASD and ADHD. Regular parents’ evenings keep all families informed about the progress of their child(ren), with additional catch-up meetings for the families of children with additional needs. Regular feedback and next steps are shared.

Value is placed by parents on the care and support given by staff. They give examples such as the excellent welcome and transition into school. This includes information events for parents, including curriculum meetings before the children start. A toy mouse is provided with accompanying activities to help children explore their uncertainty, and the toy also provides a physical link between home and school. One parent said that her child’s mouse was still treasured years later. The difference made by staff in helping children to do things they never thought possible is also recognised. One parent told of the confidence and independence her child had gained after attending one of the residential visits.

The extracurricular activities and enrichment offered to their children, was another of the ways parents felt the school went above and beyond what would be expected. They are appreciative of the variety of clubs on offer, such as golf, skiing, yoga and trumpet and feel that the school offers all if the children the chance to experience things they wouldn’t usually have access to. They feel that the school is always seeking to improve and asking the children what they want to do. They also recognise that children’s individual needs and abilities are catered for, such as a younger child with a particular interest being allowed to join a chess group for older children.

#### Next Steps:

The focus on engaging parents through good communication, information workshops and addressing the concerns they raise through parental voice systems is ongoing.



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

“Embrace” is the ‘e’ in INSPIRE, encapsulating the way pupils at Bishop Martin are taught to view the world and the people in it. It is difficult to overstate the importance of this – everything the school does reinforces the value of each individual and our co-dependence, meaning that the links to the world outside school are real and meaningful. “This school has heart,” said one of its parent governors, “the children learn to love themselves and this then radiates out to the wider world.”

Partnership with the local church provides a seamless link to the local community in Woolton. Parents say that they have been introduced to “The Hub” at St Peter’s via their links with the school. This provides activities to help people connect with each other and their community, such as sewing and discussion groups, with an open-door policy making everyone welcome. A link club also provides opportunities for parent to meet in the evening. Linking with the hub, children can help to make a difference in their community. Currently some children are involved with a ‘zero waste’ campaign, with one grandparent saying that it had really captured the imagination of his grandchildren and made them passionate advocates. Another example of proactive citizenship is the campaign led by the children to improve parking and road safety around the school. They are very proud of the impact that their posters and letters had, and the improvement that resulted.

The INSPIRE curriculum is sequenced so that learning about global issues is embedded. A global perspective is given, for example, through the Art and Humanities programmes of study. The reading spine contains many books which help children learn about lives that are very different to their own. Pupils learn about UNICEF and the UN declaration of children’s rights. They know what some of these rights are and are aware that, in some parts of the world, children’s rights are not being respected. They have developed their own ‘Class Charters’, highlighting the rights they think are most important and how they can make sure that they are respected in school. Through their Trust, the school has made links with a school in Uganda. Pupils send and receive letters with their peers and have sponsored a child from the school. They hear about the benefits their sponsorship brings and the progress made through direct letters from their ‘friend’.

The school is outward looking and makes full use of the partnerships available within its own Multi Academy Trust. Staff are appreciative of the shared continuous professional development and the opportunities to work with and learn from staff in partner schools. There is a very strong partnership with one school in particular, with several members of staff working in both schools currently or having worked there in the past. The partner school has a different socio-economic context, allowing a broader perspective that benefits both schools. Partners from local agencies outside of the school and Trust are used effectively. These enhance provision for pupils in areas such as Speech and Language, ASD, Attendance, Anti-bullying, ADHD, Family Support and Mental Health and Wellbeing.

#### Next Steps:

Sustain practice in working with a wide range of outside agencies and partners in the Trust. Maintaining links to the local community through the church and links to the wider world.