



Report on IQM Inclusive School Award



School Name Foxfield Primary School

School Address Sandbach Place
London
United Kingdom
SE18 7EX

Head/Principal Megan Minnett / Tatum Sharp

Assessment Date 16th April 2026

Assessor Dwight Weir

Sources of Evidence:

- IQM Self-Evaluation Report (SER)
- School Policies – Behaviour
- Ofsted Report
- School Website
- School Vision and Values
- School Development Plan
- Pupils' Books
- Observations
- Learning Walks
- Learning Environment Audit
- Observation of Pupils' Arrival at School
- School Tour at Structured and Unstructured Times
- Website
- Newsletters
- Letters
- Minutes of meetings
- Documents - emails etc.

Meetings Held with:

- Chair of Governors
- Governor representative
- Parent, Pupils and Staff Voice
- Pupil Leadership
- Pastoral Staff
- Phase Leaders
- Senior Leaders
- Parents and Carers
- Safeguarding Staff
- IQM Co-ordinator



Report on IQM Inclusive School Award



- SENDCo
- Teachers
- Support staff



Report on IQM Inclusive School Award



Overall Evaluation

Foxfield Primary School is an exceptionally inclusive and highly effective school in which values, leadership and practice are aligned with unusual clarity and consistency. The school serves a large and complex community, with approximately 670 pupils on roll, including a 100-place nursery provision. It operates within a context of significant deprivation, high mobility and linguistic diversity. Around 30% of pupils are eligible for Pupil Premium, with further hidden disadvantage among families with limited access to public funds. The proportion of pupils with SEND is high, with 14% identified as SEND, a further 10% monitored, and 30 pupils with Education, Health and Care Plans. The school hosts a Designated SEND Provision for pupils with autism, alongside two additional school-based provisions for pupils with complex needs. The percentage of pupils with English as an additional language is significantly above national figures, with many new to English. Mobility is also high, with 51 pupils joining and 51 leaving within a single academic year. Despite this challenging context, the school is heavily oversubscribed.

Across all eight elements, there is compelling evidence that inclusion is not an isolated strand of work but the defining principle that shapes every aspect of the school's provision. The school has established a culture in which care and ambition are held together with integrity, resulting in strong outcomes, high levels of engagement and a deep sense of belonging for pupils, staff and families.

At the heart of the school's success is the strength of its values. Inclusion is not simply articulated; it is lived. Leaders, staff and pupils share a clear moral purpose, captured powerfully in the statement that "love of the child is what we live by." This ethos is evident in daily interactions and in the school's refusal to define pupils by difficulty or circumstance. The principle that "when a child is at their most unlovable, that's when they need love the most" reflects a deeply embedded commitment to unconditional positive regard. This creates a culture in which pupils feel safe, valued and able to succeed, regardless of starting point or background.

Leadership is highly effective and plays a central role in securing this culture. Leaders combine moral clarity with strong organisational systems, ensuring that inclusion is embedded through strategic planning, professional development and accountability. There is a strong alignment between vision and practice. Staff understand expectations and implement them consistently, supported by a culture in which data is used intelligently and constructively. As one leader noted, "data is a catalyst for growth—we're not here to judge, we're here to understand what it is telling us." This approach fosters professional trust and collective responsibility, enabling staff to focus on improving outcomes rather than responding defensively to accountability measures.

The impact of this leadership is evident in outcomes, which are consistently strong and, in many areas, significantly above national averages. Children in the early years achieve well, with outcomes exceeding national figures and outperforming contextual comparators by over 13 percentage points. Phonics outcomes at Key Stage 1 are above national averages, and pupils continue to achieve well across reading, writing and mathematics. By the end of Key Stage 2, attainment at both the expected and higher standards is significantly above national figures. In Year 4, outcomes in the Multiplication Tables Check are particularly strong, with 89% of pupils scoring 20+ and 83% scoring 25+, compared with a national figure of 34% at the higher threshold. Most notably, there is no discernible attainment gap between disadvantaged and non-disadvantaged pupils, a significant achievement in a school serving a context of considerable disadvantage.

The curriculum is a major strength. It is ambitious, coherent and thoughtfully designed to meet the needs of a diverse and mobile community while broadening pupils' horizons.



Report on IQM Inclusive School Award



The Global Curriculum model ensures that learning is connected and meaningful, enabling pupils to engage with local, national and global issues. Leaders are clear that pupils are taught “not what to think, but how to think,” and this is reflected in the emphasis on critical thinking, oracy and reflection. The curriculum successfully integrates academic knowledge with character development, ensuring that pupils develop as informed, thoughtful individuals who are prepared for life beyond school.

Teaching and learning are consistently strong and characterised by clarity, structure and high expectations. The shared pedagogical approach ensures that pupils experience coherent and effective teaching across the school. The emphasis on oracy is particularly impactful, enabling pupils, including those new to English, to access learning, develop confidence and articulate their thinking with increasing sophistication. Classrooms are purposeful and inclusive, with teaching that is both supportive and demanding.

Assessment and data leadership are highly effective. Systems are robust and used with precision, ensuring that teaching is informed, interventions are targeted and progress is closely monitored. Leaders maintain a clear focus on individual pupils, ensuring that needs are identified quickly and addressed effectively. This is particularly important in a school with high levels of mobility, where pupils often arrive with varied and complex educational experiences.

Behaviour, attitudes to learning and personal development are exceptional. The school’s relational approach, underpinned by the understanding that behaviour is communication, creates a calm, safe and purposeful environment. Pupils are reflective, emotionally articulate and increasingly independent. Attendance is above national averages at 95.6%, reflecting pupils’ strong engagement with school life. Initiatives such as restorative practice and peer mediation further strengthen pupils’ ability to manage relationships and contribute positively to the community.

Partnerships with parents and carers are highly effective. Relationships are characterised by trust, openness and mutual respect. Parents feel valued and included, with one noting that “we work together to find the best way forward—it’s very solution-focused.” The school’s ability to engage families, including those facing significant barriers, contributes strongly to its inclusive culture and to pupils’ success.

The school’s links with the local, wider and global community are extensive and purposeful. It operates as a genuine community hub, providing support, opportunities and enrichment that extend beyond the classroom. These partnerships enhance the curriculum, strengthen safeguarding and reinforce the school’s commitment to inclusion.

Overall, Foxfield Primary School provides a highly effective and deeply inclusive education in a complex and challenging context. The consistency of practice, strength of leadership and clarity of vision combine to create a school in which pupils thrive academically, socially and emotionally. Inclusion and excellence are not seen as competing priorities but as mutually reinforcing principles. The school’s work is characterised by integrity, thoughtfulness and measurable impact. It stands as a strong example of inclusive practice in action, with the capacity to sustain and further develop its already highly effective provision.

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 three 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.



Report on IQM Inclusive School Award



Assessor: Dwight Weir

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

.....

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

Foxfield Primary School's inclusion values are exceptionally strong and are deeply rooted in the day-to-day life of the school and clearly understood by leaders, staff, governors, parents and pupils alike. Inclusion is not presented as a separate initiative or a specialist area of practice. It is the moral and operational foundation of the school. The values of the school are not simply displayed on walls or reflected in policy language. They are visible in the consistency of adult responses, the quality of relationships, the thoughtfulness of provision and the way in which pupils are spoken about and spoken to.

These values are reinforced by a clear and shared framework. The school's eleven core values are consistently referenced and understood across the community, providing a common language through which inclusion, behaviour and learning are discussed. This ensures that the school's ethos is both visible and actionable in daily practice.

A striking feature of the school is the absolute clarity with which its values are expressed. Leaders speak with conviction about the school's moral purpose. One of the co-headteachers summed up the ethos simply and powerfully when stating that "love of the child is what we live by." This is not rhetoric. It is borne out in the way the school works. She went on to explain that "when a child is at their most unlovable, that's when they need love the most." That statement captures well the school's understanding of inclusion. Pupils are not valued only when they are compliant, successful or easy to teach. They are valued unconditionally, particularly when they are struggling. This creates a culture of belonging which is both tangible and highly effective.

This clarity is further strengthened by external validation. The school's work as a trauma-informed setting has been formally recognised, reflecting the depth and consistency of its approach to understanding and supporting pupils' needs. The school's refusal to reject or write off pupils is another defining feature of its values in action. Staff speak with consistency about the principle that "we do not say no to children." This attitude shapes the school's response to complexity, challenge and need. Staff and leaders do not look for reasons why a pupil cannot be included; they look for ways to make inclusion work. This is particularly significant in a context where many pupils arrive with considerable social, emotional or academic barriers. The school does not deny these barriers, nor does it allow them to define pupils' futures.

Leaders ensure that this commitment is not left to chance. Strategic priorities are clearly articulated through the School Development Plan, with inclusion woven through key actions and regularly reviewed. This provides a strong operational structure that supports the school's values in practice.

One of the most impressive aspects of the school's ethos is the way in which it resists pre-judging children. Staff are deliberate in their determination to meet each child as an individual rather than through the lens of previous records, reputation or assumption. The school ensures that pupils are afforded the opportunity to start again, to be understood afresh and to experience school as a place of possibility rather than limitation. This principle is especially important in a highly mobile school community, where pupils may arrive with fragmented educational histories or complex personal circumstances.

These values are seen most clearly in the school's approach to behaviour. Behaviour is consistently understood as a form of communication. Staff do not respond to pupils' distress or dysregulation through blame, frustration or punitive instinct. Instead, the question that frames professional reflection is, "What are we doing to support this child?" This shift in emphasis from sanction to support is profound. It demonstrates that the school's values are not merely relational in tone; they are relational in structure. The absence of suspensions is a powerful indicator of this approach. Leaders have made the



Report on IQM Inclusive School Award



principled choice that pupils should not be removed from the community most capable of understanding and supporting them. Restorative practice is embedded, and the idea of a 'fresh start' each day ensures that pupils are not trapped by previous mistakes. As a result, the school protects dignity while maintaining clear expectations.

This approach is supported by staff training and collaboration with external organisations, ensuring that practice remains informed by current research and continues to develop over time. As a result, staff demonstrate confidence and consistency in applying inclusive and adaptive strategies.

The school's inclusive values are also shaped by a strong understanding of context. Leaders and staff are acutely aware of the pressures facing many families, including poverty, community violence, exploitation risks and housing insecurity. However, contextual awareness does not lead to lowered ambition. Instead, it leads to sharper empathy, more intelligent support and a stronger determination to ensure that pupils are not limited by their circumstances. The school's work with local agencies, including safeguarding partnerships and programmes such as Growing Against Violence, illustrates that leaders understand inclusion broadly. Inclusion here means making sure pupils are safe, emotionally secure, intellectually stretched and socially connected.

Leaders also draw effectively on external partnerships to strengthen provision, including work with specialist projects and networks. This enables the school to refine its understanding of need and respond with increasing precision. Pupils experience these values directly. Pupil voice is not tokenistic. Pupils are listened to and taken seriously, and this contributes strongly to their sense of belonging. They know that adults are interested in their experiences and will act upon their views. This is reinforced by the school's extensive enrichment programme, which ensures that pupils, many of whom may have restricted access to wider opportunities outside school, experience the richness of the city beyond their immediate locality. Such experiences are not seen as optional extras. They are part of the school's commitment to equity.

Pupils engage meaningfully with the school's inclusive ethos through structured opportunities such as the Rights Respecting Schools work. This supports their understanding of fairness, responsibility and respect, and reinforces the school's commitment to developing informed and active citizens.

Parents recognise and value the school's ethos. Their confidence in the school is rooted not only in what leaders say, but in what they see and feel. Families speak warmly of a school that understands children holistically and acts in ways that are both practical and humane. External recognition has also affirmed the distinctiveness of the school's inclusive work. However, the strongest evidence lies in the outcomes achieved and in the quality of pupils' everyday experience. Disadvantaged pupils achieve strongly, and there is no discernible attainment gap between disadvantaged and non-disadvantaged pupils.

The school environment itself reflects these values. Classrooms and shared spaces are carefully designed, with high-quality displays and resources communicating that every pupil is valued. Adaptations such as visual timetables, symbols and communication aids ensure that all pupils are able to access learning and participate fully in school life. The school has established an inclusive culture of exceptional quality, and its values are translated into practice with clarity, consistency and measurable impact.

Next Steps

- Further embed the Peer Mediation Programme by systematically evaluating its impact on behaviour, relationships and pupil self-regulation, ensuring that its contribution to the school's inclusive ethos is clearly understood and sustained over time.



Report on IQM Inclusive School Award



- Extend opportunities for pupils to articulate and reflect on the school's values in action, ensuring that the language of inclusion continues to deepen across all phases and groups.



Element 2 - Leadership, Management and Accountability

Leadership, management and accountability are highly effective and represent one of the school's most significant strengths. Leaders at all levels have established a culture in which inclusion is not simply endorsed, but actively engineered through systems, structures, professional dialogue and daily practice. There is an unusual degree of alignment between what leaders say, what staff understand and what pupils experience. This gives the school's inclusive work credibility and depth.

This clarity is supported by a well-structured strategic framework. The School Development Plan provides a clear operational roadmap, ensuring that priorities are translated into measurable actions and regularly reviewed. This gives coherence to leadership activity and ensures that inclusion is systematically embedded rather than dependent on individual practice.

Senior leaders are experienced, visible and purposeful. They combine moral clarity with operational effectiveness. The school's vision is rooted in equity, belonging and high expectations, but this vision is not abstract. Leaders translate it into consistent actions. What is especially notable is the degree to which inclusion is understood not as one priority among many, but as the lens through which every priority is viewed. School improvement, curriculum design, behaviour systems, staff development and family engagement are all shaped by the same shared commitment to ensuring that every pupil can thrive.

Leaders demonstrate a strong commitment to inclusion across all groups of pupils. This includes those with SEND, pupils eligible for Pupil Premium, those with English as an additional language and those with more complex personal circumstances. This breadth reinforces the school's understanding of inclusion as a whole-school responsibility.

Leaders successfully hold together deep care for pupils and uncompromising ambition for their achievement. Staff speak of an "ethic of excellence", and this phrase captures the culture well. There is no sense that inclusion is used to excuse underperformance or that high standards are pursued at the expense of belonging. Instead, the school has built a model in which ambition is part of inclusion. Leaders are clear that the most vulnerable pupils are entitled not only to support, but to excellent teaching, a rich curriculum and strong outcomes.

Leadership of SEND and inclusion is a strength. Provision is well led, stable and rooted in secure professional knowledge. Leaders demonstrate a sophisticated understanding of pupil need and of the practical implications of inclusive education. The Local Authority Resource Provision is thoughtfully integrated into the wider life of the school, rather than existing as a separate or peripheral strand. It reflects a school that sees specialist expertise as part of its overall inclusive identity rather than as something that sits alongside it. The school's external accreditations in areas such as nurture and trauma-informed practice further reinforce the strength of leadership in this area, but the most convincing evidence lies in how consistently these principles are enacted.

Leaders also ensure that provision is continuously refined through engagement with external partners and professional networks. This strengthens expertise and ensures that practice remains responsive to emerging needs and developments in the field. The school is also developing distributed leadership effectively. Middle leaders and phase leaders are not passive recipients of senior direction. They are increasingly involved in evaluation, curriculum thinking, assessment review and school improvement. This strengthens consistency and builds capacity across the organisation. It also ensures that inclusive practice is owned widely rather than residing with a small number of individuals. The school is building a culture in which inclusive leadership is part of the



Report on IQM Inclusive School Award



professional identity of the wider staff team. Staff development is a notable strength within this model. Regular professional development, coaching and collaborative planning support staff to develop both subject expertise and inclusive practice. This contributes to a confident and skilled workforce.

Leaders make strong use of evidence. Data is used intelligently and with discernment. Importantly, it is not used in a punitive or reductive way. One leader described data as “a catalyst for growth, we’re not here to judge, we’re here to understand what it is telling us.” This sentence reflects the school’s wider professional culture. Leaders use data to prompt better questions, sharper teaching and more precise support. Pupil progress meetings are purposeful and focused on action. Staff do not experience accountability as blame. Instead, collective responsibility is emphasised. This is reflected in the way leaders and teachers talk about outcomes, with one member of staff explaining that “we look at what the data is telling us, not who to blame.” Such a stance encourages honesty, collaboration and shared ownership.

This analytical approach is complemented by a strong focus on key curriculum priorities, including phonics, oracy and emotional wellbeing. These areas are prioritised deliberately to ensure that pupils develop secure foundations for future learning.

Leadership is also strengthened by the school’s openness to feedback and reflection. The use of structured stakeholder voice, including termly feedback gathered through platforms such as TEP, shows that leaders are committed to understanding the experience of staff and pupils in real time and feedback informs action. Leaders are curious about their impact and willing to refine provision in response to what they hear. This speaks to maturity and confidence. It also helps sustain trust, because staff and pupils see that their views matter.

Leaders also demonstrate a strong commitment to staff wellbeing. Feedback is actively sought and acted upon, with tangible changes made to workload and working conditions. This reinforces trust and supports staff to sustain high-quality practice over time. Governance contributes positively to the school’s inclusive culture. Governors understand the school’s context well and are able to articulate both its strengths and its key priorities. They engage with the school’s strategic direction thoughtfully and demonstrate a secure understanding of what makes the provision effective. Their monitoring is rooted in the same values-based approach that characterises the wider leadership culture. They recognise that the school’s work extends beyond academic achievement alone and includes a clear responsibility for pupils’ wellbeing, safety and personal development. At the same time, governors maintain ambition and are appropriately challenging in their expectations.

A strong culture of safeguarding underpins leadership practice. Systems are robust, and staff are well trained to identify and respond to concerns. This ensures that pupils’ safety and wellbeing remain central to all aspects of school life. Collaboration beyond the school is another strong feature of leadership. Leaders engage effectively with trust-wide moderation and external partnerships, ensuring both quality assurance and professional learning. The school is outward-facing and secure enough in its own identity to learn from others while also sharing its own effective practice. This contributes to the refinement of provision and to the credibility of leadership more broadly.

Leaders engage effectively with a wide range of external partnerships, including local authority networks and national programmes. This outward-facing approach strengthens provision and supports ongoing school improvement.

The impact of leadership is substantial. Staff understand the school’s priorities and implement them consistently. Pupils benefit from a coherent, well-led environment in which they are known, supported and challenged. Strong outcomes for disadvantaged pupils, particularly the absence of an attainment gap, are not incidental; they are the



Report on IQM Inclusive School Award



result of deliberate, sustained and highly effective leadership. Leaders have created a school in which inclusion and excellence are inseparable, and where accountability is humane, intelligent and firmly focused on improving the life chances of pupils.

Next Steps

- Ensure the work of the newly formed Local Community Councils is embedded and evaluated, with clear lines of accountability and measurable impact on school development and Trust-wide decision-making.
- Broaden staff engagement with data leadership so that all staff, not only senior leaders, develop confidence and insight in using data to inform teaching, intervention and evaluation.



Report on IQM Inclusive School Award



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

The curriculum is highly ambitious, thoughtfully designed and deeply inclusive. It reflects a clear and distinctive vision of education that goes well beyond coverage of statutory requirements. Leaders have created a curriculum that is academically rigorous, socially meaningful and sharply responsive to the context of the pupils the school serves. It is a curriculum built with intent and implemented with care. This ambition is underpinned by a carefully sequenced structure. Subject leaders have mapped progression in detail, ensuring that knowledge builds cumulatively and that disciplinary skills are explicitly taught across all subjects. This provides strong coherence from early years through to Year 6.

At the heart of the school's curriculum is a clear intellectual and moral purpose. Leaders are explicit that pupils are taught "not what to think, but how to think." This statement is important because it captures much of what makes the curriculum so effective. It reveals a commitment not only to knowledge acquisition, but to criticality, reflection and independence. The curriculum is not designed to produce passive compliance. It is designed to develop articulate, thoughtful young people who can engage with complexity, ask questions and understand the world with increasing depth.

This emphasis is reinforced through the deliberate development of character. Leaders have embedded character skills such as resilience, integrity, curiosity and leadership throughout the curriculum, ensuring that pupils develop both academically and personally. The curriculum is structured around a Global Curriculum model and is shaped by six broad themes that help pupils connect learning across disciplines and over time. This gives the curriculum coherence and distinctiveness. More importantly, it helps pupils to see learning as relevant. Knowledge is not presented as disconnected fragments. It is organised in ways that connect the local and the global, the personal and the academic. This makes the curriculum especially meaningful in a school where many pupils benefit from clear links between classroom learning and the world around them.

The curriculum is further strengthened through its alignment with wider global frameworks, including the United Nations Sustainable Development Goals. This enables pupils to engage with contemporary global issues in a structured and meaningful way. Leaders have thought carefully about pupils' starting points. They recognise that many children enter the school with underdeveloped communication and language. Rather than allowing this to narrow the curriculum, they have made a strategic decision to place oracy, vocabulary and communication at the centre of curriculum access. This is a considerable strength. Pupils were observed explaining their thinking with confidence, using subject-specific language appropriately and engaging in sustained dialogue.

Reading is central to this work. Leaders prioritise phonics, fluency and comprehension, ensuring that pupils quickly develop secure decoding skills and progress to more sophisticated reading. High-quality texts and explicit vocabulary instruction support pupils in accessing the full breadth of the curriculum. It was a pleasure to see Teaching Assistants going down to KS1 to read with students.

The curriculum is also notable for the way it addresses representation, diversity and identity. Leaders have made thoughtful decisions about texts, themes and subject content so that pupils encounter both mirrors and windows in their learning. Pupils see aspects of their own identities, histories and communities reflected in the curriculum, while also engaging with experiences and narratives beyond their own. The inclusion of hidden histories, such as Black suffragettes and pre-Windrush Black British history, illustrates that diversity is not treated as an occasional add-on. It is embedded as part of



Report on IQM Inclusive School Award



the school's core offer. This matters greatly in helping pupils understand that the world is rich, varied and complex, and that their own identities belong within it.

This inclusive approach also ensures that pupils engage with themes of social justice, sustainability and human rights. These are not treated as abstract concepts but are explored through curriculum content and linked to pupils' own experiences and responsibilities. Importantly, the curriculum is not only inclusive in content but inclusive in structure. All pupils are entitled to participate fully. Teachers adapt access, not ambition. Leaders and staff are clear that "we don't change the ambition, we change the approach." Pupils with SEND are supported through scaffolding, assistive technology, alternative recording methods and targeted provision, but they remain connected to the class curriculum and to the wider life of learning. The class teacher still holds responsibility for students who attend one of the school's 4 specialist provisions to ensure continuity of learning.

Leaders ensure that core skills in reading, writing and mathematics are applied across the wider curriculum. This enables pupils to use literacy and numeracy purposefully in a range of contexts, strengthening both understanding and retention.

Pupil agency is another notable feature. Pupils are not merely consumers of the curriculum. They shape it, respond to it and act through it. Opportunities to lead projects, contribute ideas, present learning to parents, engage in environmental work and participate in campaigns mean that pupils experience the curriculum as something lived, not simply delivered. This contributes strongly to engagement and personal development. Pupils were able to explain not only what they were learning, but why it mattered, which is a strong indicator of deep curriculum implementation.

Global projects play a particularly important role in this aspect of the curriculum. They provide opportunities for pupils to collaborate, solve problems and present their learning to authentic audiences, deepening engagement and building confidence. The Rights Respecting Ambassadors provide particularly compelling evidence of this impact. Pupils spoke with real confidence and sincerity about children's rights and their role in promoting them. One pupil explained, "We make sure children know what rights they have," while another said simply, "I feel proud about our rights." These comments did not feel rehearsed. Rather, they reflected learning that had become internalised. Pupils could link their understanding to specific articles and everyday school life. One ambassador explained that "the right to not be discriminated against helps our school to be safe," while another observed that "rights make sure everyone is treated equally." Such comments demonstrate not only knowledge, but moral understanding. They also show that the curriculum is having a meaningful effect on how pupils interpret relationships, fairness and responsibility.

Curriculum planning is robust and carefully sequenced. Long-term plans, progression maps and medium-term planning provide clear structure from Nursery to Year 6. Leaders regularly quality assure planning and use learning walks, pupil voice and other forms of evaluation to check implementation and impact. This ensures strong alignment between intent, implementation and impact. Teachers understand the curriculum well and deliver it with consistency, while retaining the flexibility to respond to pupils' needs and interests.

The curriculum also prepares pupils thoughtfully for the contemporary world. Critical thinking, media literacy and digital understanding are developed with sophistication. Pupils are encouraged to question bias, analyse representation and think carefully about the ethical use of technology. This is a forward-thinking aspect of the curriculum and reflects a school that is preparing pupils not merely for tests or transition, but for informed participation in society.



Report on IQM Inclusive School Award



Partnerships with external organisations and professionals further enrich the curriculum, providing real-world context and raising aspirations. Pupils benefit from exposure to a wide range of experiences beyond the classroom.

The impact of the curriculum is highly positive. Pupils are engaged, reflective and proud of their learning. They are developing strong knowledge, effective communication skills and a secure sense of themselves in relation to others and to the wider world. The curriculum is both aspirational and inclusive. It broadens horizons while remaining closely connected to context.

Next Steps

- Continue to evaluate the impact of enrichment, global projects and external partnerships on pupils' knowledge, attitudes and behaviours, ensuring that these experiences translate consistently into improved outcomes and deeper learning.
- Refine how curriculum impact is captured beyond academic measures, particularly in relation to character development and global understanding.



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

Teaching and learning are consistently strong across the school. Classroom practice reflects a shared understanding of what effective teaching looks like and a collective commitment to ensuring that all pupils experience high-quality instruction. What stands out most is the degree of consistency. Pupils move through the school encountering teaching that is not identical, but coherent. There is a strong common language, a clear pedagogical framework and a notable alignment between the school's values and what happens in classrooms.

This consistency is supported by clear expectations around participation and engagement. Teachers use shared routines and language to ensure that all pupils are actively involved in learning, creating classrooms in which engagement is both expected and sustained. The trust-wide "Teaching Matters" framework gives the school a useful structure for professional practice. It brings together key strands such as adaptive teaching, curriculum, modelling and assessment-informed practice, and it provides a shared reference point for staff. However, the strength of the school lies not in the existence of the framework alone, but in how well it has been embedded. Teachers speak and act with clarity. They know what high-quality teaching should look like, and pupils benefit from this certainty.

One of the strongest features of teaching observed was the quality of modelling. Teachers routinely make expectations visible. They demonstrate processes carefully, use visualisers effectively and provide pupils with a clear sense of what successful work involves. This reduces ambiguity and supports access, particularly for pupils who may need more explicit instruction. It also reflects high expectations. Teachers do not leave pupils to infer too much too soon. They guide learning deliberately and intelligently.

Teachers also draw effectively on structured approaches such as "I do, we do, you do" to scaffold learning. This ensures that pupils move from supported practice to independence with increasing confidence and security.

Instruction is well structured. Approaches such as "chunk, chew, check" are used consistently to break learning into manageable stages without reducing challenge. Retrieval practice is embedded in everyday teaching and supports pupils in remembering more over time. Questioning is purposeful and often probing. During learning walks it was clear that teachers do not settle for superficial responses. They encourage pupils to explain, justify and refine their thinking. This contributes strongly to the school's wider emphasis on oracy and intellectual confidence.

The quality of classroom talk is strong. Pupils are expected to speak in full sentences, develop ideas and listen carefully to others. Teachers use a number of structured collaborative approaches. Strategies such as cooperative learning routines enable pupils to engage meaningfully with one another's thinking and to develop confidence in sharing ideas.

The emotional climate of classrooms is another significant strength, both in mainstream and in the specialist provisions. Staff understand that pupils learn best when they feel safe, respected and emotionally regulated. This understanding is reflected in the statement shared by a member of the senior team that "no emotion is a bad emotion." The phrase reveals a great deal about the school's classroom culture. Pupils are helped to recognise, name and manage feelings without shame. This creates calm, respectful learning environments where pupils are more willing to take risks, make mistakes and persevere. Emotional wellbeing is not treated as separate from learning.



Report on IQM Inclusive School Award



The learning environment supports this effectively. Classrooms are purposeful and well organised, with working walls and displays used to reinforce key learning and support independence. These environments act as an active resource for pupils rather than simply decoration. The school's professional development culture is highly effective and has a direct impact on teaching quality. Teachers and higher-level teaching assistants work in coaching pairs and use deliberate practice approaches supported by StepLab. The elements within StepLab support staff development which staff explains encourages openness and growth. Staff meetings include dedicated coaching time, gallery lessons enable colleagues to observe strong practice and an open-door culture makes professional learning visible and normal.

Support staff are also deployed effectively as part of this model. They provide targeted scaffolding and deliver interventions with increasing precision, supported by ongoing professional development. This strengthens consistency and ensures that all adults contribute to high-quality teaching.

Leaders maintain a secure overview of teaching quality, but they do so in a way that supports improvement rather than compliance. Monitoring is regular and well informed, using learning walks, coaching notes and professional discussion to identify strengths and priorities. Staff experience this as part of a coherent improvement culture rather than as surveillance. This matters greatly because it protects trust while ensuring that standards remain high.

Leaders also make effective use of digital tools to enhance teaching and learning. Technology is used thoughtfully to support fluency, deepen engagement and provide pupils with access to rich and varied learning experiences.

The impact of teaching is evident in pupils' engagement, confidence and achievement. Pupils are attentive, articulate and motivated. They understand routines, respond positively to challenge and are able to discuss their learning with clarity. Across classrooms, teaching is both warm and demanding. It supports pupils' wellbeing while also insisting on effort, thought and participation.

Next Steps

- Implement and evaluate the use of technology, including QR code recording strategies, to ensure that adaptive approaches meaningfully improve access, participation and assessment for all pupils, particularly those with barriers to written communication.
- Share effective practice across the school to ensure consistency and maximise the impact of these approaches on pupil outcomes



Element 5 - Assessment

Assessment, outcomes and data leadership are strengths of the school. Leaders have built an approach to assessment that is principled, precise and closely aligned with the school's inclusive ethos. It is used thoughtfully to improve teaching, identify need, refine provision and secure strong outcomes for all groups of pupils.

One of the most important features of the school's assessment culture is the clarity of its purpose. Leaders do not use data as an end in itself. Instead, they use it to deepen understanding and sharpen action. One leader described this succinctly, explaining that "data is a catalyst for growth, we are not here to judge, we are here to understand what it is telling us." This phrase captures the tone of assessment work across the school. Data is not used to create fear or defensiveness. It is used to stimulate inquiry and responsibility.

This approach is strengthened by the way accountability is shared. Staff talk openly about outcomes because data conversations are framed as collective professional work rather than individual exposure. One member of staff explained that "we look at what the data is telling us, not who to blame." This is a significant cultural strength. It allows teachers and leaders to engage honestly with what pupils know, where gaps remain and what needs to happen next. Such an approach is more likely to drive sustained improvement than one based on fear or simplistic performance pressure.

The school's outcomes are impressive. Over time, attainment has remained above national figures, and disadvantaged pupils achieve particularly strongly. Most notably, there is no discernible gap between disadvantaged and non-disadvantaged pupils. In a national context where such gaps remain persistent, this is a considerable achievement and one that deserves emphasis. Leaders do not present this as a statistical curiosity. They understand it as the product of sustained, coherent and inclusive practice across the school. As one leader noted, "our disadvantaged pupils compare very favourably to national outcomes." This quiet confidence is well founded.

The school's use of assessment is sophisticated because it retains a human understanding of pupils while also maintaining analytical precision. Leaders recognise that numbers alone cannot tell the full story. One comment captured this particularly well: "there are children sitting behind numbers, we know what is happening beyond the data." This approach ensures that data informs judgement without replacing it. Staff are encouraged to understand context, lived experience and need alongside attainment and progress measures.

Assessment systems are robust. Three data collection points across the year provide a clear overview of performance, while termly pupil progress meetings ensure that data leads directly to discussion and action. These meetings focus carefully on individual pupils and specific next steps. Leaders and teachers discuss what needs to happen in teaching, intervention or support to secure better outcomes. This makes assessment a live part of school improvement rather than a static record.

Leaders also ensure that assessment remains responsive between formal data collection points. In some year groups, more frequent checks on key statutory content allow teachers to adjust teaching groups and interventions with agility. This ensures that assessment is dynamic and closely aligned to pupils' immediate learning needs rather than confined to fixed reporting cycles.

Question-level analysis is used effectively to identify precise gaps in knowledge and understanding. The cycle of identify, teach, assess and close is well embedded. This ensures that pupils who fall behind are recognised quickly and supported with increasing accuracy. Assessment informs intervention intelligently. Leaders do not rely



Report on IQM Inclusive School Award



on broad assumptions about what pupils need. They work at the level of detail, with one member of staff noting that “we focus on the detail, what exactly does this child need next?” This precision contributes strongly to the school’s outcomes. Moderation is rigorous and helps sustain confidence in teachers’ judgements. Internal and trust-wide moderation in reading, writing and mathematics supports consistency and reliability. This gives leaders assurance and helps staff refine their own understanding of standards. At the same time, assessment in the wider curriculum is developing with thought and care. Retrieval activities, exit tickets, knowledge organisers and structured recall support teachers in checking what pupils know and remember over time. This aligns well with the school’s broader commitment to coherence across curriculum and teaching.

In the wider curriculum, assessment is also designed to capture pupils’ ability to synthesise and apply knowledge. Opportunities such as extended written outcomes and structured reflection enable pupils to demonstrate depth of understanding, while low-stakes quizzes and recall tasks help secure knowledge over time. This contributes to a richer and more complete picture of pupil learning beyond the core subjects. Assessment for pupils with SEND is especially strong because it is both adaptive and ambitious. Leaders use tools such as the Cherry Garden Assessment framework for pupils working below age-related expectations, enabling progress to be mapped meaningfully. Crucially, this does not lead to disconnection from class learning. As staff explained, “these pupils follow their own learning journeys, but remain connected to the class curriculum.” This is a powerful statement of inclusive practice. It ensures that adaptation does not become isolation. The principle that “we don’t change the ambition, we change the approach” is clearly reflected in assessment as well as teaching.

This work is strengthened further by the school’s integration of pastoral and academic assessment. Leaders use diagnostic approaches to identify social, emotional and mental health needs, ensuring that barriers to learning are recognised and addressed early. Individualised planning supports pupils effectively, enabling them to engage more successfully with learning.

Leaders demonstrate a strong understanding of pupil mobility and its implications for assessment. New pupils are assessed carefully on entry, and ambitious targets are set following an initial period of assessment. Importantly, this process extends beyond academic baselining. Structured support helps pupils to integrate socially and emotionally, contributing to a sense of belonging and readiness to learn. This reflects a thoughtful and inclusive approach to transition.

Assessment practice within lessons is consistently responsive. Teachers make effective use of live marking, mini-plenaries and exit tickets to check understanding and address misconceptions in real time. This ensures that assessment actively shapes teaching as it happens. As a result, pupils benefit from timely support and appropriate challenge within lessons.

Parents are engaged appropriately in the assessment process. They receive regular information through meetings, newsletters and targeted discussions. The school’s willingness to explain learning, discuss progress and involve parents in understanding how support is being delivered strengthens trust and partnership.

The impact of the school’s approach to assessment and data leadership is substantial. Teaching is informed, interventions are targeted and pupils make strong progress over time. Staff are confident in using data and secure in discussing it. Leaders have created a model in which assessment is rigorous but humane, analytical but child-centred. It supports both academic achievement and inclusive practice.



Report on IQM Inclusive School Award



Next Steps

- Continue to strengthen data literacy across all staff, ensuring that teachers and support staff develop the same level of confidence as senior leaders in interpreting and acting on assessment information.
- Embed SEND assessment systems fully within whole-school processes, ensuring that tools such as SEND KPIs and Cherry Garden assessments are consistently used to inform teaching, intervention and reporting.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour, attitudes to learning and personal development are exceptional strengths of the school. The school has established a culture in which pupils are not only well supported and well behaved, but also reflective, emotionally articulate and actively engaged in their own development. This is the result of a deeply relational approach, underpinned by strong values, clear expectations and a sophisticated understanding of what children need in order to flourish.

This culture is reinforced by the school's carefully structured environment. Classrooms are calm, well organised and designed with consistency in mind. Visual timetables, predictable routines and thoughtful transitions support pupils' sense of security and independence, particularly for those who require additional structure to regulate successfully.

The school's behaviour philosophy is highly coherent. Behaviour is consistently understood as communication. This is not an empty phrase. It shapes adult responses at every level. Staff do not frame behaviour primarily in terms of disobedience or defiance. Instead, they seek to understand what a pupil may be expressing, struggling with or attempting to communicate. This approach was articulated clearly in discussion with staff and parents, who reflected the school's common language. The shift is from "what has my child done wrong?" to "what is my child trying to communicate?" Such reframing changes the nature of school response. It reduces shame, invites curiosity and places responsibility on adults to think carefully about support.

Staff are well trained in trauma-informed practice, including the use of de-escalation strategies and consistent, empathetic language. This ensures that adult responses remain calm, predictable and supportive, even at moments of heightened dysregulation. As a result, pupils experience a high level of consistency in how behaviour is understood and managed across the school.

The school's refusal to use suspensions is one of the clearest examples of this values-led approach. Rather than excluding pupils when behaviour is most challenging, leaders and staff respond by asking, "What are we doing to support this child?" This is a powerful question because it locates accountability where it belongs: with the adults and systems around the child, rather than with the child alone. The daily practice of fresh starts, the use of restorative questions and the centrality of relationships all reinforce this culture. Pupils are not defined by moments of difficulty. They are continually invited back into the community.

Expectations for behaviour are clear and consistent. The school's eleven core values provide a shared framework through which pupils learn to reflect on conduct, relationships and responsibility. These values are taught, discussed and revisited through assemblies, circle time and classroom dialogue. Adults use them not as slogans but as prompts for reflection. Pupils are encouraged to consider, "Are we following our school values?" This supports self-awareness and helps pupils understand behaviour as something rooted in values and choices, not merely in rules and consequences.

The school's commitment to inclusion is further strengthened through its Rights Respecting ethos. Pupils develop a strong understanding of fairness, equality and respect, and this is evident in how they interact with one another and with adults. These principles are not abstract but are lived daily within the school community.

There is a particularly strong emphasis on emotional regulation and personal growth. Staff understand that some pupils need explicit teaching, structured support and repeated modelling in order to develop self-regulation. The school responds well to this



Report on IQM Inclusive School Award



through targeted interventions, play-based approaches, learning mentors and ELSA provision. Boxall Profiles are used intelligently to identify social and emotional need, and support plans are personalised and reviewed collaboratively. The school's use of a "working towards" model reflects a realistic and respectful understanding of development. Pupils are supported to make gradual, meaningful progress rather than being expected to conform instantly to adult expectations.

Structured approaches such as Zones of Regulation are used effectively to help pupils recognise, name and manage their emotions. This provides a shared language for emotional literacy across the school and supports pupils in developing increasingly independent strategies for self-regulation.

Pupils' attitudes to learning are highly positive. Across the school, pupils are engaged, purposeful and resilient. They enter learning with confidence and participate readily. A notable feature is their willingness to talk about learning, ask questions and persevere. This is closely linked to the school's emphasis on oracy and emotional safety. Staff create classroom environments in which pupils are encouraged to try, make mistakes and improve. The phrase "no emotion is a bad emotion" illustrates this well. It communicates to pupils that emotions are manageable and discussable, rather than something to hide or fear. This supports both wellbeing and learning.

This is further supported by the school's consistent promotion of a growth mindset and reflective practice. Pupils are encouraged to view challenge positively and to understand effort as an essential part of learning. This contributes to the resilience and perseverance seen across the school.

Personal development is woven through the life of the school rather than confined to isolated events or themed weeks. The curriculum contributes strongly, but so too do the school's enrichment opportunities, pupil leadership roles, community projects and safeguarding work. Pupils develop empathy, confidence, responsibility and a clear sense of themselves as active members of a wider community. They experience cultural events, educational visits, campaign work and opportunities to contribute meaningfully to school improvement. This broadens their horizons and strengthens their sense of agency.

Pupil voice is a notable strength. Opportunities such as ambassadorial roles and planned opportunities for peer mediation training will allow pupils to take even more responsibility, contribute to decision-making and support one another. This deepens their sense of belonging and strengthens the school's inclusive culture.

The school's response to increasing complexity of need, particularly in the period following the COVID-19 pandemic, has been thoughtful and determined. Leaders recognise the rise in mental health and emotional wellbeing needs and have adapted provision accordingly. Importantly, they have done so without retreating from ambition. Instead, the school has deepened its pastoral and advocacy work, strengthened partnerships with external services and maintained a strong culture of inclusion. Pupils benefit from adults who understand them, who are alert to risk and who respond with care and persistence.

Leaders also demonstrate strong oversight of attendance and punctuality. Systems for monitoring are robust and proactive, with personalised support provided where needed. This ensures that pupils are present, ready to learn and able to benefit fully from the school's provision. The impact of this work is significant. Pupils feel safe. They trust adults. They know how to talk about feelings and are developing strategies to manage behaviour and relationships effectively. The atmosphere across the school is calm, purposeful and warm. This is not a school where behaviour is controlled through fear or rigid compliance. It is a school where behaviour is improved through belonging, consistency and the skilled work of adults who see the whole child.



Report on IQM Inclusive School Award



Next Steps

- Evaluate the impact of the Peer Mediation Programme on pupil independence, conflict resolution and behaviour over time, ensuring that it contributes to sustained improvements in social interaction and pupil leadership.
- Consider how pupil-led approaches can be further extended to strengthen responsibility, agency and inclusion across the school.



Element 7 - Parents, Carers and Guardians

The school's partnership with parents, carers and guardians is highly effective and forms a central part of its inclusive culture. Relationships with families are characterised by warmth, trust, honesty and a genuine sense of shared responsibility. This is not a school that merely communicates with parents. It works with them as it recognises that strong outcomes for pupils are built in part through secure, respectful relationships between home and school, and it invests meaningfully in those relationships.

This partnership is underpinned by a clear commitment to reciprocity. Leaders are intentional in ensuring that communication is not one-directional but genuinely two-way, with parents recognised as key educators in their children's lives. This creates a culture in which parental voice is not only heard but actively shapes provision.

Parents speak very positively about the school and are clear about why they chose it. Their comments reveal that the school has a reputation in the community for being inclusive, calm and responsive, especially for children with additional needs. One parent explained, "we saw that the school was good with children who have additional needs," while another reflected that "it is the stability and the environment the school provides." These comments are significant because they show that the school's inclusive values are visible from outside the organisation. Parents are not only aware of the school's ethos; they choose the school because of it.

This outward-facing approach reflects a school that is confident in its values and proactive in building relationships over time. Leaders are deliberate in creating opportunities for engagement, ensuring that connections with families are strengthened year on year. Communication is a notable strength. Parents consistently describe staff as approachable, visible and easy to talk to. The school gate, in particular, appears to function as an important relational space in which concerns can be raised informally and information shared readily. One parent commented that "it is very easy; you can approach them easily. They're always there to talk." Another noted that "even if we don't do drop-off, information still gets passed on, it works really well." The school has thought carefully about how to keep families informed regardless of circumstance. The visibility of senior leaders contributes significantly to this strength. Regular presence at the school gate during drop-off and collection reinforces approachability and ensures that communication is both immediate and relational rather than purely procedural.

Parents also value the clarity and frequency of feedback about their children. Daily communication sits alongside more formal opportunities for deeper discussion. One parent explained, "I get daily feedback, whether it's been a good or bad day," while another said that "at parents' evening everything becomes clearer, we talk in depth about strengths and next steps." This layered approach is effective because it combines immediacy with reflection. Parents feel neither shut out of day-to-day experience nor overwhelmed by formal processes detached from their child's reality. Parents recognise that when they raise concerns or share information, the school listens and adapts. This responsiveness builds confidence and encourages families to share information that can support pupils more effectively.

The tone of the school's work with parents is especially strong. Families consistently describe a partnership that is solution-focused rather than judgemental. One parent captured this well by saying, "we work together to find the best way forward, it is very solution-focused." Another explained, "as a parent, I have input in what is happening—I'm part of the planning." Parents feel included in decisions, respected for their knowledge of their children and able to contribute meaningfully to plans for support.



Report on IQM Inclusive School Award



The role of key staff, including the welfare lead and inclusion team, is particularly important in this regard. They act as a central point of support for families, especially those facing more complex or sensitive challenges, reinforcing the school as a safe and trusted place to seek guidance. This is particularly evident in the school's work with families of pupils with SEND or more complex needs. Parents speak warmly of staff who understand their children well and who adapt provision thoughtfully. One parent explained about her son that "there is always something available for him, staff really understand his needs." Families recognise the school's knowledge of individual children and feel confident that provision is built with care.

The school also takes an educative approach to parent partnership. Staff support families to understand behaviour, attachment, regulation and emotional development in ways that help parents feel more confident at home. This is highly valuable. One parent reflected that "the school has helped me grow as a parent," while another said, "they helped us understand his background and what works best for him." The school sees parents as partners to empower.

Parents' wider involvement in school life is strong. Events, trips, fairs, coffee mornings and community activities provide regular opportunities for engagement. One parent noted that "there are lots of opportunities, fairs, trips, coffee mornings, we feel involved." This sense of belonging matters reinforces the school's role as a community hub and helps ensure that families experience the school as part of their lives rather than as a distant institution.

Events are carefully designed not only as celebrations but as opportunities to strengthen relationships and build trust between families and staff. Cultural events, in particular, reflect the school's inclusive ethos and ensure that all members of the community feel seen and valued. The school's support for families extends beyond traditional educational communication. Cultural celebrations, English language classes, food support and wider practical guidance illustrate a school that understands the realities of the community it serves. This is not superficial outreach. It is a form of inclusive practice rooted in dignity and responsiveness. Families are supported not only as parents of pupils, but as members of the wider school community.

The school's work reflects a deep understanding of community context. Leaders actively remove barriers to engagement by providing practical support and ensuring that communication is clear, accessible and empowering for all families. One particularly noteworthy initiative is the weekly English classes, which have been sustained over many years by a former parent. Despite no longer having a child at the school, she continues to offer this provision for members of the community, reflecting a strong sense of commitment, belonging and enduring partnership.

Parents' overall view of the school is positive. Their comments convey gratitude, trust and confidence. One parent described the school simply as "overall, outstanding." Others said, "what they have in place is working really well" and "they are doing everything they need to and even more." Leaders are reflective and open to development. Their willingness to listen to parental feedback and refine practice further strengthens the partnership and demonstrates a mature and evolving approach to working with families.

Next Steps

- Implement the TEP parent survey and use findings systematically to refine communication, engagement strategies and provision, ensuring that parental voice continues to shape school development.
- Explore additional opportunities to gather ongoing parental feedback, particularly from underrepresented groups, to ensure responsiveness to the evolving community.



Element 8 - Links with Local, Wider and Global Community

The school has established highly effective links with the local, wider and global community which are strategic, purposeful and integral to the school's inclusive vision. The school understands community engagement not as an enrichment add-on, but as a central means of broadening pupils' horizons, strengthening belonging and ensuring that education remains connected to lived experience.

This outward-facing approach is underpinned by a strong awareness of available community resources. Staff maintain a comprehensive understanding of local services, organisations and expertise, ensuring that partnerships are both relevant and responsive to the needs of pupils and families.

A particularly notable strength is the school's strategic approach to mapping and using community partnerships. Leaders have developed a detailed community map that identifies local organisations, services and opportunities relevant to curriculum development, safeguarding, practical support and wider pupil experience. This is used actively by staff to tap into difference resources and expertise. Community engagement is planned, shared and continually developed, rather than dependent on isolated individual contacts.

This work is strengthened by the school's use of a detailed and regularly updated directory of community contacts. This ensures that engagement is not reliant on individual relationships alone but is embedded within systems that can be sustained and developed over time.

Local partnerships are extensive and well chosen. The school works effectively with community groups, local authority services, businesses and specialist organisations. Partnerships with groups such as Charlton Athletic Community Trust, Transport for London and HSBC enrich pupils' experiences and connect learning to real-world contexts. The work with safeguarding and youth organisations is particularly important. It reflects a school that understands some of the real risks facing its pupils and uses community partnerships to strengthen prevention, awareness and protection.

The school also benefits from a wide range of specialist services, including speech and language therapy, educational psychology and outreach provision. These partnerships enhance both curriculum delivery and targeted support, ensuring that pupils benefit from expert input where needed.

Links with cultural and religious communities are another strength. Events such as Iftar during Ramadan, Diwali celebrations and wider community festivals are well attended and inclusive. These are not token gestures. They affirm pupils' identities, bring families together and communicate clearly that the school values the richness of its community. This contributes strongly to belonging. It also ensures that diversity is experienced as normal, visible and celebrated.

The school's role as a community hub is especially impressive. It supports families in ways that go well beyond the expected remit of a school. English language classes, practical support such as pre-loved uniform or clothing initiatives, and community-facing events all demonstrate a school that understands and responds to need with dignity. This broadens access for families and reinforces trust. It also helps remove barriers that might otherwise limit pupils' participation in school life.

Enrichment is a major strength and is planned with equity in mind. Leaders are clear that all pupils should experience a rich range of visits, visitors and workshops. These are linked meaningfully to curriculum content and are not reserved for those who can most



Report on IQM Inclusive School Award



easily access them. Where cost could create exclusion, leaders make arrangements so that no pupil is left out. This is a significant expression of the school's values. It ensures that broader experiences, cultural capital and memorable learning are understood as entitlements, not privileges.

Enrichment opportunities are notably diverse, including creative arts, sporting provision, financial literacy and leadership development. This breadth ensures that pupils are able to explore a wide range of interests and talents, further strengthening engagement and aspiration. There is also a strong emphasis on connecting pupils to the local area. Library visits, fieldwork, local projects and civic engagement activities help pupils understand the community of which they are part. This supports identity and belonging. At the same time, the school's global curriculum means that local connection is complemented by wider perspective. Pupils learn about global themes, cultural diversity and international issues in ways that are meaningful and age appropriate.

Teaching staff make purposeful use of the local environment, drawing on significant local landmarks and resources to contextualise learning. This helps pupils develop a strong sense of place while deepening their understanding of curriculum content.

The World Café work is an especially good example of this. Through food, identity and presentation, pupils explore culture, place and belonging in ways that are both practical and reflective. This kind of work allows pupils to connect their own heritage to wider curriculum themes. Similarly, projects linked to Ukrainian, South American or Nepalese cultures demonstrate how the school brings global understanding into direct conversation with the community it serves.

This global dimension is further strengthened through structured curriculum themes and participation in wider initiatives that promote global citizenship. Pupils are encouraged to consider their role in a wider world and to engage with issues of fairness, responsibility and collective action. Pupil voice is also evident in this area. Pupils contribute ideas, evaluate experiences and help shape future opportunities. This ensures that community engagement is responsive and meaningful. It also teaches pupils that participation matters and that schools can be places where they influence the experiences of others.

Pupils' contributions extend beyond the school itself. Through community projects, performances and local initiatives, they play an active role in shaping and contributing to the life of the community. Professional links beyond the school further strengthen this area of provision. The school engages with teacher training partnerships and welcomes other professionals to observe practice. This outward-facing stance reflects confidence and generosity. It also positions the school as an active contributor to wider improvement, not merely a recipient of external support.

Leaders also engage actively with wider educational networks, including local authority partnerships and national programmes. This ensures that the school both contributes to and benefits from wider professional dialogue and development.

The impact of community links is considerable. Pupils benefit from a curriculum that is connected, relevant and enriched by real-world experience. They develop empathy, cultural understanding and a stronger sense of themselves as members of both local and wider communities. Families feel supported and included. External partnerships strengthen safeguarding, enrichment and wider provision. Most importantly, the school's work in this area reinforces its inclusive ethos at every level. Community engagement is not separate from inclusion. It is one of the clearest expressions of it.

The school's strong reputation within the community is reflected in high levels of engagement and demand for places. This confidence from families and partners further reinforces the school's position as a trusted and valued community hub.



Report on IQM Inclusive School Award



Next Steps

- Evaluate the impact of external partnerships and enrichment activities on pupils' learning, aspirations and personal development, ensuring that future projects are strategically prioritised.
- Further formalise and extend the Community Directory across the Trust, ensuring it remains a dynamic and consistently used resource to support curriculum enrichment and family engagement.