IQM Self Evaluation Report

School/College Name: Shortstown Primary School

School Address: Beauvais Square, Shortstown, Bedford MK42 0GS   **Tel No: 01234 - 740881**

Headteacher's/Principal's Name: Mrs Denise Cottam   **Email Address: dcottam@shortstownprimary.co.uk**

IQM Coordinator's Name: Mrs Gina Bobbett   **Email Address: gbobbett@shortstownprimary.co.uk**

School Website: www.shortstownprimary.co.uk   **Number of students on roll: 335 and Pre-school roll: 93**

Confirmation of School Name: Please type your school's name below exactly as you would like it to appear on your plaque.

Shortstown Primary School

NB that the plaque produced by IQM will use the exact name and spelling as confirmed on this page. Please be careful when using uppercase letters, apostrophes, full stops etc as our engraver will produce exactly what you confirm on this page. Errors made by the schools concerned will result in a cost of £100 + VAT for an IQM replacement plaque and £120 + VAT for a replacement Centre of Excellence or Flagship plaque.

Guidance for successful completion of the IQM award

The coordinator role is to ensure that a clear picture of the school approach to inclusive practice is captured within the self-evaluation document. To demonstrate that **Inclusion has a school wide impact and is sustainable**, the school would be advised to devolve the responsibility for information gathering to a broad group, with the IQM coordinator organising and collating the evidence. A good example from a successful school was a post-it wall in the staff room to which any staff member could contribute.

Please complete this document which includes all 8 elements of the assessment framework. This should not be an unduly onerous task. It is sufficient to use bullet points under "organisation evidence" and "evidence location". It is suggested that the school narrative and tabular aspects should be completed simultaneously, to support coherence.

Evidence can be drawn from a wide range of sources, including Ofsted reports, LA or Academy reports, but should draw widely from school self-evaluation exercises and monitoring activities. **It should demonstrate what can be seen in practice.**

Where asked to include a numeric judgement:-

> **1=high level practice**
> **2=good level practice**
> **3=developing practice**

The first page allows the school an opportunity to support the IQM Assessor in creating a clear view of the school, context, the reasoning behind the IQM award application and sustainability, as well as a guide to Inclusion organisation within the school.

The elements may be completed in any order and some evidence may be used to support two or more criteria. At any point, but certainly when three elements are complete, coordinators are asked to forward these to IQM for an overview and guidance, before completion of the whole scheme. Email support is available, please contact us using elements@inclusionmark.co.uk. Feedback is generally within 4 –5 days.
For telephone support, please use: **02871 277 857**. This will reduce the possibility of wasting any unnecessary time and give you the confidence to complete the remaining elements as you work towards achieving this award.

By the time you have completed **3** elements you should set a date for assessment. This gives IQM the time to organise for an assessor to be assigned to your school. The assessor will be in contact approximately 2 weeks before the assessment with regards to the actual requirements for the visit.

School context description: Raise-online, Ofsted Data Dashboard, performance tables etc

Since our last inspection in 2014 Shortstown is now a Primary school with mixed co-ed. The staff and pupils are settled into the building which was still new when we had the last inspection. The school continues to expand both with staff and pupils. We now have two form entry for all years from reception to Year 4 this will expand this summer to include another Year 5 class and in September 2018 will see Year 6 also have two forms this will complete the expansion from one form to two form entry. The school will become part of the MAT 1st June 2017. The MAT will bring together three Primary Schools (including Shortstown) and an Upper School. The school is currently having an external building placed within close proximity to the main building. This building will have two classrooms and a learning area which will be occupied by the current Year 6 class, Dawn til Dusk (Before and after school care) as well as holding external training sessions this building will be ready for use from June 2017. January 2016 saw the expansion of the Pre-school with the introduction of the 2year old unit. The unit initially took funded children however it now caters for both funded and unfunded family's. As mentioned above the school has wrap around care for the children which runs throughout the year although it is a separate run facility there is good working relationship in place both between staff and the families who attend.

The school has not had an Ofsted inspection since March 2013 when it received Good. The school will be become a MAT from the 1st June 2017 which involves this school working closely with two local primaries and one upper school. The village of Shortstown has seen vast changes as the new housing developments continue to grow and incorporate a limited amount of social housing. This new development includes a local Tesco, Chemist and a Fish and Chip shop. The position of the school within the first phase of the development of Shortstown plays a vital role within the local community. The families who are either new to the area or have lived in the older part of Shortstown approach the school for support and guidance even after their children have left and moved on. There was initial talk about a new doctor's surgery being built next door to the school which would provide an improved service for all the families of Shortstown however this has not materialised leaving the families in Shortstown to have a G.P. surgery which can only offer limited services. The local Children's Centre has also seen a reduction in the amount of support they are able to offer the families due to resources. There is still no place of Worship within Shortstown however there is a variety of places accessible in the nearby areas. There is a Village Hall, Play areas and a Skate Park for the children to use. The village hall is available for private hire and is used during the holidays for play days. There is also a RAF Cadet hall for regular meetings.

Rationale for undertaking the IQM assessment

Shortstown Primary School is a fully inclusive school with the staff working together to ensure all the needs of the children are met. The staff are included in all discussions relating to their individual classes and offered support from the Senior Leadership Team at all times. The needs of the children are met where necessary through individual planning and individual resources. The staff would like the school to have the recognition for being fully inclusive as this inclusivity although is recognised by external agencies when seeking support for the children needs to have a more formal recognition of the hard work and support for all children attending the school. The inclusion offered for the children and their families who attend Shortstown Primary school means that despite all the hard work from all staff the data produced does not recognise this as the children make small progress which does not meet with national and Ofsted expectations. The school is regularly identified by the Local Authority as a recommendation for supporting SEND which at times includes children who do not come within the school's catchment.

Overview of Leadership and Management of Inclusion (an organisation chart and short summary would suffice)

Chair of Governors: Mrs Corinne Royden

Governor for Inclusion /SEND: Mrs Lesley Adam

Head Teacher: Mrs Denise Cottam

Inclusion Manager: Mrs Gina Bobbett

Interest in Centre of Excellence (COE) status	Yes/No
(If COE for at least 3 years) interest in Flagship status	Yes/No
If yes to either, please append relevant paperwork	

Element 1:- The Inclusion Values and Practice of the School

School overview commentary

Shortstown Primary School provides an inclusive learning environment for all the children this includes differentiation, resources and facilities. The school provides all the pupil's an environment where they can develop and progress both academically and emotionally being fully aware that they can seek support and guidance from all staff when required. The school provide a variety of support which includes the Nurture class which is a smaller learning environment of no more than ten children working with a qualified teacher and support worker. The Nurture class is run for three full days a week. This smaller environment provides the staff and pupils the opportunity to work at a more relaxed pace. The Nurture day starts with breakfast encouraging social interaction and talking about themselves. The staff use the Boxall Assessment to ensure not only the pupils academic progress is catered for but also their social and emotional development is monitored and activities provided to encourage their self-esteem, confidence and well-being. The whole school now use Boxalls and Strengths and Difficulties questionnaires to monitor and assess the individual pupils these assessments are vital evidence when requesting support from external agencies.

School also provide small group activities these include the following: EAL, Culture Club, Life skills, Smartee Group, Social & Emotional Groups, Project Groups as well as weekly Circle time within their class rooms. The Smartee Group and the Social Emotional Groups work specifically to encourage the pupils to recognise, discuss and develop strategies to enable them to talk about their feelings and individual events. The pupils are also encouraged to discuss their behaviours with their peers and attempt to come to a solution these sessions are adult supervised and provide the pupils with a greater understanding of how their actions can affect others. The school also provide a 'Worry Box' where all the pupils can place a 'worry'. A member of staff checks the Worry Box throughout the school day and will meet with the pupil/s to discuss their Worry. Through these discussions the pupil and staff can agree on the next step and involve other pupils, staff or family if required. The pupils are also encouraged and informed to speak to any member of staff as a school we believe any staff member can deal with a situation whether it be a playground or class incident as long as the pupil informs an adult. The school also provides 1:1 Play Therapy for pupils who have found it difficult to control their behaviours. These sessions are for one hour every week and provide the pupil with another adult to encourage their communication and social interaction in a positive way. The school has recently provided skipping and martial art activities to support their behaviours. The individual class staff review the Nurture class and small group activities every term with the possibility of changing the pupils if the pupil is not making the relevant progress the staff will meet with parents and offer the opportunity to seek external professional advice. The Culture Club provide small group artistic activities and events to attend. The group have worked within the local community which involved using art in a positive manner where they painted a mural. The Culture group are working towards the Art Mark. The school have also extended this group to include art activities as a way of encouraging pupils to talk about themselves, their feelings and events in their lives.

School also employ a Family Worker who also oversees the school attendance. The Family Worker works very closely with the Inclusion Manager who will meet with pupils, staff and parents to ensure the child/ren get the support required to help the child develop positively both academically and emotionally. The Family Worker and Inclusion Manager initially deal with Safeguarding concerns and involve the Headteacher if and when required. Parents initially feel more comfortable discussing concerns or outside worries with the Family Worker rather than approaching the class teacher. This is mainly due to the Parent not seeing the Family Worker in the same way as approaching the teacher. The Family Worker can and does provide support for the families either through delivering Parenting courses or individual support e.g. Home/bedtime routines, sticker/reward charts as well as make referrals for Early Help which can include support in the family home, discussing medical concerns with the school nurse as well as being a familiar face when things outside school have an effect on the pupil. The Family Worker also records daily attendance and works closely with the Head Teacher, Educational Welfare Officer and Parents.

Throughout the school, planning focuses on differentiation, SEND, EAL and MAT. Differentiation includes individual planning. The Pre-school also provide a different plan for the 2year olds focusing on the prime areas e.g. Personal & Social, Physical and Communication. Throughout the school the staff use IEP's to record SEND the IEP's are a working document with all staff annotating and updating showing progress or where the targets are too big. Targets are changed every half term when the IEP's are reviewed and staff meet with the parent. The pupils have their own 'Child Friendly' IEP and know their individual targets. The staff meet with the Inclusion Manager to discuss pupils who are currently SEND as well as pupils who have recently required support. During these meetings the staff will discuss next steps including recommending referrals to external professionals e.g. Educational Psychologist, Inclusion/Behaviour Team, Family Focus or other support agencies. The parents will complete the requests with the Inclusion Manager and class teacher.

EAL children receive small group support where they focus on their home language these group sessions have played a vital role ensuring the children make progress both academically as well as develop personal friendships. The EAL co-ordinator meets regularly with the class teacher to discuss next steps and inform her/him of progress or areas of concern. If there is limited or no progress made the EAL co-ordinator and class teacher will complete Boxall and Strengths and Difficulties assessments along with results from half termly academic assessments. They will discuss their findings with the Inclusion Manager to decide on the next steps. At this point the Inclusion Manager will meet with parents to seek permission for external support this includes the Educational Psychologist to carry out full cognitive assessments. The staff have attended the Local Authorities training for providing and assessing EAL.

More Able & Talented (MAT) children receive financial support from the school for them to attend activities which continue to support and develop their individual talents. These include attending the Bedford Music Group which includes performing to other schools and the public. The teacher ensures that their planning also differentiates for MAT children. The school recognises the importance for those children within this area that their talents are supported and celebrated.

The Attendance Officer monitors the attendance daily and will inform the parents by letter of concerns regarding the child's attendance/lateness. The Head teacher is updated on individual concerns and will also inform the Attendance Officer of her concerns regarding persistent absentees. The Attendance Officer meets half termly with the Education Welfare Officer (EWO) to discuss and arrange meetings with the relevant parents. The result of this will be a meeting between the EWO, Attendance Officer and the parent during this meeting the EWO will outline the process if the absentees/lateness continue.

The school also recognise the importance of the Pupil's voice. The pupils are encouraged throughout their learning to offer their opinions and thoughts. The children have the opportunity to be part of the following groups, The School Council, The Behaviour Team and The E-Safety Team. These groups are recognised by all the pupil's attending the school. The children wear badges making it easy for all the other children to recognise and seek help or support when they need. There are notice boards around the school displaying support groups for the children to contact if they want external support. These groups hold assemblies where they remind and provide the children with updated information which covers the use of the internet, texting, sending photographs, bullying, worries, questionnaires on pupil's thoughts of school environment as well as arranging and supporting fund raising events e.g. cake sales.

The school have a weekly Newsletter to all parents this is available on line as well as paper copy. The Head teacher reports on weekly events including external activities/competitions. Parents are also informed on the newsletter about any upcoming events as well as any concerns regarding their child's school day. The school provide an Open Door policy where a member of staff is available to discuss parent's concerns or updates without prior arrangements. The Head teacher or another member of the senior leadership team is present at the school door or school gate at the beginning or end of the school day. This provides the parents with the opportunity to chat with staff as well as the children at the start or end of their day to see a familiar face. The school have a race equality policy and incidents are monitored. There are whole school assemblies held except for Wednesday's when the classes carry out class circle time. This is an important part of the school where the children within their class environment have the opportunity to talk about their experiences and share with their peers. This activity will offer the children a chance to discuss with the class any ideas or experiences to share. The staff can offer to speak to the pupil on a 1:1 basis and if required seek further support from relevant staff members.

The Pre-school opened the 2Year old unit in January 2016. The unit currently provides ½ day sessions for 8 children with staff ratio 1:4. The sessions are as follows morning 8.45am-11.45am and afternoons start 12.30pm-3.30pm. The unit currently has 24 children on roll and the children are funded and non-funded. The children start their Pre-school experience the term after their 2nd birthday and all children get 3 hours per session which equates to £15.oo which is in line with the government funding.

Policy Yes/No	Practice 1 2 3

Future plans in this area

The continuation of the September Whole School Training days which provide the opportunity for updating staff on statutory training including safeguarding. The Yearly overview to be reviewed and for staff to add relevant information and for the school's values to be assessed and changed if required. This discussion ensures that all staff have the opportunity to share their thoughts. Induction for new staff this training day allows time to inform new staff of the school's ethos and expectations as well as introduce new staff to the team in a calm environment. This practice is already in place however as the school has grown and continues to grow it is vital that these procedures continue making sure that the fundamental basis, staff opinions and continuity of the school is valued and respected despite the growth of the school.

The on-going expansion of the 2year unit.

Criteria	Organisation Evidence	Evidence Location.
1.1 All staff, parents and Governors are committed to Inclusive practices.	Staff Code of Conduct, Mission Statement, Assemblies and Parent Open Afternoons. Termly Inclusion Cluster Meetings.	School Policies, Family Worker, Parent Meetings, Invention Sessions.
1.2 Individual difference is valued	Mission Statement, Pupil Voice, Staff awareness & understanding of individual pupil's needs, Ability to identify Needs, Nurture Class, Small group interventions, Worry Box and Learning Mentor	Learning & Teaching differentiated through planning & evident through pupil's work & expectations. IPad recording of interaction in class. EAL & MAT intervention, Pupil conferencing, thumbs up.
1.3 There is effective management and organisation of inclusive practice throughout the school.	Mission Statement, Inclusion Manager, SEND Teaching Assistant, Nurture Class, Small Group Interventions to support academic & social emotional development, IEP's, EAL, Family Worker, 1:1 Play therapy, 1:1 literacy support.	School Policies, Nurture class, SEND, MAT, EAL, ICT embedded in all classes, Behaviour Plans, IEP,s annotated, Reward Charts, 1:1 Teaching Assistants.
1.4 There is effective induction and transition.	Meeting with Head Teacher and Induction Mentor. Induction Mentor meetings at regular dates. Staff meetings to ensure all roles are covered. Supporting roles in place.	Induction Pack, Transition & Induction Policies. NQT Meetings with Mentor.

1.5 There is effective personal support or mentoring available to individuals.	Inclusion Policy, Inclusion Manager, Staff Mentors and Open Door Policy for staff, Parents & Children. Governors support. IEP reviews & next steps with Inclusion Manager. Nurture class transition meetings with staff & Parents.	University student support, NQT support. Student level 3 support. Nurture class staff, Inclusion Manager & Main stream staff support.
1.6 Effective safeguarding processes.	Safeguarding Training, Inset day training, Monitoring & recording of incidents. Named Governor and Safeguarding officers. relationships. Assemblies for awareness for Parents Outside Professional meetings and working & children.	Safeguarding Policy, 2year/3year staff training, on-line training. Prevent online & group training FGM training, 2 designated staff. Staff identity labels. Class circle times. Worry Box, Visitor graded labels. Safeguarding assemblies.
1.7 The staff model school expectations and develop good relationships with learners.	School Values are visible throughout the school. Expectations are clear and consistent. Open door Policy for Staff, Parents & Children.	Behaviour/Inclusion Policies. Achievement Assemblies, Circle Time, Worry Box, Intervention Groups.
1.8 Behaviour policies are well understood and implemented by all staff.	Inset Training Days, Staff Meetings to refresh and update if required. School expectations and consistent approach. All staff deal with behaviours. Behaviour Team support at Play & Lunch times within the Playground. Family Worker Meeting Parents. Outside Professional meetings and working & children. Play Therapy. 1:1 Play therapist meetings between class teacher & Parents.	Behaviour Policy, Expectations, Behaviour Plans & Behaviour Charts. Behaviour cards. Relevant paperwork completed.

1.9 Barriers to learning are identified and addressed.	Academic Intervention Groups, Nurture Class, Social & emotional support groups. Creative Curriculum throughout the school. Medical Needs & requirements.	Assessments, differentiated planning, Circle time, Life Skills, Smartee Group, EAL Groups, Intervention Groups. Family Worker Parenting Group. Involvement of Educational Psychologist & other external agencies.
1.10 Achievement by all is celebrated in a variety of forms.	School Assemblies, Class Circle Time, Positive Recognition Show & Tell.	Class Beanie, Hotspot, Reward Charts, End of Year Prizes, Behaviour Cards & Stars. Attendance rewards.
1.11. There is a clear (individual, governor, whole school) plan for CPD in inclusion, supported by external expertise where relevant and inclusion has been the subject of staff CPD within the past 12 months.	Inclusion Manager and Named Governor Meetings. Meetings with external Professionals. Inclusion Cluster Termly meetings. Whole school staff training. Medical Needs & requirements.	Nurture Class, Intervention groups. External led staff training sessions. Inclusion Policy.
1.12 Pupil premium has an identifiable and measurable impact on pupil progress.	Tracking of Invention classes.	Nurture, Life Skills, Smartee Group, EAL, 1:1 Academic Groups, Social & Emotional Groups
1.13 Pupil premium use is communicated via school website.	Pupil Premium Information for Pupils	School website.

Element 2 - The Learning Environment, Resources and ICT

School overview commentary.

Shortstown Primary School continue to provide a free flow learning environment. The staff have experienced that this way of learning provides the pupils with the opportunity of working in small groups, within the main classroom as well as within the Heart Spaces (Large learning areas), the outdoors, and the quiet library area These different types of learning environments allow the children to work within an area that is more suitable for the individual. The classrooms are bright with glass for the children and staff to be aware of what is going on throughout the school. This also allows the teacher to permit the children to work within small groups sometimes independently (with the teacher being able to watch from afar). The classrooms all have Teaching Assistants who are able to provide either small group learning or if a child needs more intense support they are on hand to offer small bursts of 1:1 support. The children also have voluntary support to develop their reading and literacy skills. These areas of learning provide the children with more adult attention and therefore feel the inclusiveness as well as developing their learning.

ICT is used throughout the school. This includes daily use of IPads, laptops and desk computers. The children are encouraged to use some form of technology from an early age. Most children are familiar with ICT equipment and this form of resource in school is encouraged with their learning especially for the children who have difficulties with fine motor skills. The school library has also played a role developing the children's ICT development this has included the children scanning their books and recording when the books are returned. The member of staff will regularly update the books and other reading resources e.g. comics, monthly and quarterly topic based magazines. The staff are also encouraged by the Head Teacher to order new reading resources which also includes talking books, music and any specific resource to support the children and their learning which includes on-line activities for dyslexia. The children who have difficulty with their fine motor skill development or dyslexia are also provided with the use of an individual IPad or laptop within their classroom. The use of ICT for the children's individual learning encourages the child to engage positively within academic lessons removing the anxiety when they are faced with using a pencil to display their learning. The use of this resource also has a positive effect seeing a less confident individual begin to interact and attempt what was once a task for writing which had a negative effect on their confidence and behaviour. The staff use 2simple (IPad recording) to record and evaluate the pupils within their classes this evaluation method is quick which enable evaluations to be carried out in seconds and provide photographic and written evidence which is used if or when external support is required as well as for staff to discuss with parents.

Policy Yes/No	Practice 1 2 3

Future plans in this area

The school has and continues to grow. The sensory room is regularly used by the children who require 'quiet time'. The school also provide weekly 1:1 Play therapy sessions for the children to have an opportunity to discuss their thoughts and feelings. There are weekly dance sessions before school where the children practise and learn new dance movements and perform these to their parents at the end of the term. There is also weekly physical movement sessions which encourage positive behaviour through exercise.

Criteria	Organisation Evidence	Evidence Location
2.1 The learning environment is well planned to support learning and teaching.	Regular Planning Scrutinises by Head Teacher, Assistant Head and the Planning & Evaluation leads. Individual planning where required. Designated learning areas in all classrooms. Class teacher and support staff work with small groups giving the required support. Visual timetables on display and accessible to the pupils. All staff involved preparing and discussing IEP's and Behaviour Plans. All classrooms are Autistic and Dyslexia friendly which supports children who have not had a diagnosis but these strategies help.	Planning Files – Written & oral feedback to support individuals. Feedback provided through whole staff meetings.

Individual Planning where appropriate. Whole class planning differentiated all staff record progress & where support required.

Classrooms airy and bright pupils encouraged to interact both in whole class & small group activities. Individual learning areas to support learning and emotional needs. All classrooms autistic and dyslexic friendly. |

		Learning areas encourage small group activities. These include comfortable seating. Bean bags and tents for reading and having opportunity to relax.
2.2 Resources, the library and accessible ICT are arranged to support learning.	Regular ICT courses for all staff. The library is assessable to all staff & children providing a quiet space for working & enjoying the books. They use a bar code system to monitor the borrowing & returning of books. The library books are regularly updated. The children also have the opportunity to read comics, monthly magazines which focus on topics covered in class and talking tapes. There are specific ICT programmes in numeracy/literacy as well as focusing specifically on dyslexia and SEN development. The ICT resources also include the children using IPad's and apps which are checked by staff for suitability. Calming and relaxing music is played throughout the day within this area and the other main outer class learning areas.	Liberian continues to update resources ensuring support for all pupils. ICT throughout the school is accessible for all staff & pupils providing them with the relevant activities & software. This includes the use of IPad's and apps. Both library & ICT is supported within whole class, individual and 1:1 use of laptop in the classroom as well as small group activities.
2.3 There is order and organisation of resources for accessibility and ease of movement.	Individual resources for different subjects & activities. P.E. cupboard, Music store, ICT cupboard, D.T. & Science cupboard as well as Art, literacy, numeracy, history, R.E. geography & general stationary are all easily accessible. The subject leads ensure all resources are restored. Staff are encouraged to purchase resources for their lessons.	Area of Heart Space all store cupboards individually named for easy reference. ICT, Science & D.T. ICT equipment is stored in secure trolleys and cupboards with easy access for keys. The staff inform Co-ordinator of required ordering and will at times depending on order size either order or co-ordinator will carry out bulk order.

2.4 Differential resources for individual, including specialised, needs e.g. more able learners and/or learners requiring additional support.	Every classroom has recourses available for individual needs. Including board games and resources for autism and dyslexia. The Family/Sensory room stores general resources for sensory, social/emotional activities, mindfulness resources, mentoring, bereavement & anger management support. These resources are available for all staff to use. ICT is also provided to support individual needs whether it is an emotional or academic need.	Nurture class store their own resources within their classroom. However, these specific resources can also be used within the main classrooms. Inclusion manager room stores specific books for guidance & support.
2.5 Communication, oral and written, is effective in supporting learning and teaching including parent needs for translation and interpretation.	Weekly newsletters Paper and website. Class letters for Parents informing them of specific events for their children, Written communication translated where required. Written feedback in pupil's books. Oral feedback & pupil's voice. Pupil conferencing. I-pad recording by staff & pupils.	Marking criteria for all staff. Green = Growth. Pink = Tickle Pink. Newsletter. Translator for Professional meetings.
2.6 Classroom arrangements, including TA deployment and use, support good learning.	Discussions with class teacher involving planning & daily routine. T.A. job description, visual timetables, Individual learning stations, sticker charts, class reward systems in place, working with small groups of children to provide support. 1:1 working with children. PPA cover. Weekly T.A. staff meetings with Head Teacher to discuss and focus on areas of development. SEND T.A. to support individual needs around the school.	T.A. deployment involvement in planning. Small group working supporting & encouraging children annotating IEP's. Working 1:1 2Simple recordings of activities and learning. Educational Psychologist report support from SEND T.A. includes small group and 1:1.

2.7 Positive images of Inclusive practice, displays and photographs, newsletters are evident.	Newsletters. IPad used for Photographs & recording. Displays of work throughout the school. Assemblies to provide opportunity to show achievement. Local newspaper articles, School website updating photographs.	Weekly newsletters on website & sent home. School news Book on display for all visitors. Display boards highlighting individual subject events e.g. Culture Club, School Council, P.E. Tournaments and Pre-school celebrations.
2.8 Celebrations of achievements at different levels and a variety of means.	Achievement assemblies. Continued praise & acknowledgement of work & outside activities. Daily class Hot spot, weekly Beanie, class reward charts, circle time,	Achievement assemblies. Continued praise & acknowledgement of work & outside activities. Daily class Hot spot, weekly Beanie, class reward charts, circle time,
2.9 Use of ICT to enhance learning across abilities.	ICT programmes for literacy, dyslexia and numeracy. Laptops and IPad's for class & individual use. Microphones for recording, apps, interactive boards, LED screens. 2Simple written & photographic evidence of progress.	Large Font, Computer games & learning activities, apps, resource lists. Small group sessions, intervention classes, keyboard skills. IPad 2Simple.
2.10 Adaptive ICT for individual needs.	IPad's – LED Screen, Interactive games in all classes, computer skill development. Laptops for individual use within class activities. E-safety sessions.	Apps to encourage development, keyboard skills, basic internet/email numeracy/literacy skills. E-safety sessions.

2.11 Additional resources and adaptations for disabled (differently abled) students.	ICT – Hearing equipment within classroom. IPads and Laptops for specific needs. LED Screens, Dyslexia and Autism resources for all classes. Apps for specific activities.	Apps to encourage development, Large Font, keyboard skills, Dyslexia & Autism resources. Hearing support resources.
2.12 Resources are purchased to identified need.	Individual IPads for children, microphones for recording, individual/group sessions. Apps, interactive boards, LED screens. Laptops for individual use within the classroom to support dyslexia. Physical resources to support fine motor skills.	Large Font, computer games, apps & resource list to allow replenishment. Individual use of laptops. Resources for developing fine motor skills.

Element 3 - Learner Attitudes, Values and Personal Development

School overview commentary

The school environment ensures that there is a continued variety of teaching and learning happening. The children work within small groups, whole class, 1:1 as well as with volunteers who come into school to hear children read or work on specific areas e.g. literacy and numeracy. The children also work with staff to develop strategies to recognise and cope with social, emotional and self-esteem. The staff also support the children develop Life Skills offering them real life situations to enable their confidence and self-esteem to progress. Academically the children also receive small group literacy and numeracy interventions which are ability based. There is also EAL groups which focus on the children developing their language skills. All of the small group sessions encourage the children to develop relationships with other members of staff who if they remained within the main class environment would not experience working and understanding how other adults work. The relationships that are formed between the support staff and children are different to those between their class teacher as the smaller learning group provides more time to discuss and provide reassurance especially when children are having difficulty within their work and friendships. The children enjoy attending these smaller group activities and in most cases both academic and personal progress is made. The staff will invite other Professionals into school to discuss their work. The children enjoy these sessions where they find out the roles of Police, Firemen and local shop keepers. The ongoing lessons within these groups are usually creative based which removes the anxiety of writing or doing more academic style tasks. The use of creative tasks allows those children to often shine and develop confidence whereas within a more academic environment will find it more daunting.

Whole school assemblies are held every morning except for Wednesdays when all the classes do 'Circle Time'. As a school we recognise the importance of Circle Time which encourages all the children to offer their thoughts and discuss events they have experienced in their lifes. During the assemblies and classrooms, the school's Values and Expectations are discussed with the children and they are all encouraged to give their thoughts and ideas. During some of the assembly's staff invite external Professionals to talk to the school these include RSPCC, Help the Ages, Carers of Bedfordshire, CHUMS, Eco-Friendly. Culture Club, Science and local interests e.g. The Airlander project.

The children know they can approach any member of staff to ask for help or talk about something that maybe worrying or upsetting the. The school has a 'Worry Box' where the children can post their 'worry' without anyone else knowing about it. The box is checked throughout the school day and a member of staff will meet and discuss the 'worry' with the child/ren. There is also a Behaviour Team which consists of five children from the older pupils who support and keep an eye on children who they have been made aware of feeling upset by other children's behaviour. There is also an e-safety group which also consists of five children. The named member of staff overseeing e-safety regularly updates staff and the children of changes to using different sites as well as informing the children on using apps, social media etc.

There is an information notice board for the pupil centered groups E-Safety, Behaviour Team, Student Council and E-Co Friendly these include photographs of the children and designated staff who can provide support for the children as well as leaflets with external professional contacts for the children to contact if they prefer.

Policy Yes/No	Practice 1 2 3

Future plans in this area

Designated staff have recently attended two day training for Wellbeing. The staff are in the process of providing lunchtime 'drop in' sessions for Year 5 & Year 6 pupils offering them the opportunity to discuss any concerns as well as interact in activities and also include mindfulness thinking within these sessions. The staff are also in the process of offering after school social and emotional groups this will be offered to the rest of the school offering similar support and activities to the lunchtime drop in sessions.

The Nurture class has started to include Mindfulness exercises and has already provided strategies for the children to help them relax and focus on their whole being. The Nurture class staff are offering the parents the opportunity to attend an afternoon of Mindfulness with the hope that they will encourage further Mindfulness activities at home.

Criteria	Organisation Evidence	Evidence Location
3.1 Clear understanding of policies on behaviour, bullying, harassment and inclusion.	Weekly staff Working Party Meetings and ½ termly whole staff meetings as well as Head teacher & Co-ordinator meetings to inform and update as required. Training day whole staff update for Policies and Whistleblowing. Inclusion throughout the school all staff & children's needs and requirements are respected and catered for. There is an open door policy for all staff to be able to discuss and express their feelings and concerns. Relevant staff meet with E-Safety, Behaviour and School Council to discuss and update related polices.	Policy folders, Anti-bullying week, whistleblowing policy, Training day & staff policy updating sessions, PSHCE training, Assemblies, Circle time. Class planning, outside professionals visiting school/classes. Pupil led group meeting minutes.
3.2 Effective induction and transition	Weekly Senior Leadership meetings, SLT meet new staff discuss induction. Clear expectations & guidance, Staff meetings with all staff for transition as well as other professional meetings in and out of school. Written feedback to relevant staff. Pupil voice offering their opinions. Governors attend individual & whole school meetings.	Induction & Transition Policies. Staff minutes from all meetings. Planning for transition activities. Staff courses both internally & externally.
3.3 Respect for others and appreciation of different needs	School values & Visions clearly displayed throughout the school. School Prospectus on weekly newsletter also issued to all new parents. Class discussions during PSHCE & school assemblies including parents & outside professionals attending. Social & Emotional Groups discussions &	PSHCE Policy, SEND Policy, Inclusion Policy, School Prospectus, display boards, clear expectations from all staff, planning folders, support groups, visual

	activities. Behaviour Team supporting within school. Mindfulness activities.	timetables, individual & class sticker charts, staff meetings & feedback to staff, pupils & parents. PTA & Parent Forum meetings & events. Family Worker involved with families.
3.4 Know how to access school support for individual needs.	Inclusion manager, Head Teacher. All staff required to complete relevant paperwork, discussions informal & formally between IM/HT & staff, pupils & parents. Staff & IM carry out pupil observations both in classroom & play areas. Whole school & small group training, outside professionals attend training or visit school to assess & observe relevant children. SEND T.A. small group activities & individual assessments. Family worker involved supporting parents. Outside Professional led training attended by all staff.	All staff meetings to discuss policies & update when required. Governor, HT & IM meetings, Parent meetings, small group/1:1 sessions for pupils. All relevant paperwork with individual staff, staff meet IM to discuss support. Resources regularly updated. All staff clear expectations. IM inform outside agencies & follow through recommendations. Family Worker involve parents & external professionals.
3.5 Have a clear view of how to improve their learning.	Weekly Staff Working Party Meetings & ½ termly whole school staff meetings. Subject Co-ordinators & Assistant Head meetings. Class staff meetings ensuring learning progress. Staff attending relevant external training/courses to enhance knowledge. Staff attend cluster moderation meetings. Regular SLT meetings discussing learning throughout the school. HT & staff record & discuss data. End of ½ term/term pupil assessments. External professionals meet with staff. Subject Governors attend	Ofsted & Government guidelines implemented. Policy provides guidelines. HT/Assistant Head & Co-ordinators carry out class observations with feedback. Staff training, individual support from SLT. Staff attend other schools staff meeting for moderation. Assessment recordings, meetings with parents. Training course for

	relevant Working Party meeting and meet with Co-Ordinator.	behaviour management. HT inform Governors & Governors visit classes & meet with staff.
3.6 Demonstrate personal and community responsibility.	Assemblies attended by local community include: Open the Book Provide religious teaching, monthly local Vicar led assembly., Harvest assembly providing food for the elderly & needy, School Council visit local nursing home. Visits from neighbouring schools & Local Authority. Culture Club supporting creative Art in local environment, attends variety of exhibitions and working towards Art Mark. Life skills Group visits from community professionals. Visits to local historical places e.g. Cardington Hangers & Skylander.	Policy, Visit book recording local events, Planning for sessions & records of planned visits to & from school. Display boards highlighting activities. Local newspaper articles.
3.7 There is visible evidence of inclusive behaviour – from staff and/or children.	Clear expectations for staff & pupils throughout the school. Staff meetings & policy. Staff behaviour meetings, behaviour forms & criteria for staff to follow, Parent meetings with/without pupil present. Monitoring by SLT consistent approach from all staff. Training offered to all staff. PSHCE lessons including visits from outside professionals. Small group work where required as well 1:1. Classroom arranged including own areas to provide required support to individuals. Support from external professionals for pupils & parents. Family worker work with Parents & external professionals.	Inclusion & Behaviour policy meetings to update & confirm expectations for staff, parents & Pupils. Parent meetings, Visual timetables, Reward systems, Individual planning, small group session Planning & intervention learning groups, Outdoor learning, Nurture class, learning mentor sessions, class/individual pupil observations. Family support worker. Ofsted & LA guidelines implemented. Behaviour Team support.

3.8 There is a culture of mutual respect.	There are a variety of staff school meetings. They are as follows: Working Parties 1 & 2 are split between the teaching staff these meetings ensure subject Co-ordinators cover their particular areas. Whole school meetings provide SLT to inform, update and discuss outstanding information which is passed onto support staff. Weekly T.A. staff meetings held by the Head Teacher and HLTA. There are also small group and 1:1 staff meetings where individual pupil and area topics can be discussed. SLT meet regularly to update including Governor topics. Clear expectations for behaviour and learning throughout the staffing team. Open door policy throughout the school. Ideas and concerns are dealt with immediately by the relevant staff. Pupils treated as equal, all needs are supported and the required staff are regularly informed as required. Throughout the school staff encourage and support positive relationship development.	Staff Code of Conduct, Policies, Minutes of meetings both between staff, parents & external professionals. All information treated as confidential only relevant staff informed. Staff updated on Whistleblowing Policy & in use and on display. HT, SLT & Governors act accordingly when required to deal with issues and introduce further/new guidelines as required. Family Worker to support.
3.9 Classroom behaviour managed effectively; supporting learning.	Clear classroom rules & expectations as discussed and agreed by staff and pupils. Visual reminders within the classroom. All staff within the school deal with behaviours. Positive role modelling for behaviours by all staff to embed positive behaviour from pupils. Visual timetables, individual & whole class behaviour charts, Playtime charts & reward charts. Staff introduce Behaviour Plans where necessary to provide consistent approach from relevant staff. Staff attend behaviour training to provide guidance and a consistent approach. Parent meetings and involvement of external professionals for support in school and at home if required. Small group learning as well as 1:1. Behaviour Team	Policy, Planning, Staff record behaviour incidents & parent meetings. Ofsted & DfE guidelines implemented. Whole School, T.A. & Working Parties Staff meetings. Small group interventions, Parent Support Groups. IEP's and Behaviour Plan meetings with staff & Parents.

	support behaviours in the playground as well as in class/building. Exclusions implemented as last resort.	
3.10 Take on responsibility to support school aims.	Open door Policy throughout the school. Subject Co-ordinators take on responsibility for their area. SLT provide support & guidance to all staff. Pupil led groups with individual responsibilities. Assemblies and Circle Time discussions. Staff courses	Schools Values clear throughout the school. School meetings. Staff individual meetings recorded & actions taken. Co-Ordinator meetings. Resources available.
3.11 Out of class activities take up.	Staff volunteer to run After School Clubs. Visits arranged for pupils to visit local events, including Sport competitions, weekly swimming lessons, Art activities, Outdoor learning, Christmas events including the local Nursing Home as well as local activities e.g. Cardington Hangers and Airlander Project. Class day trips to complete class project e.g. Woburn Safari Park.	2Simple photographic recordings, Website Blog, Policy, Trip planning including risk assessments etc. When required Local Authority assessment for trips.
3.12 Range of out of class activities offered.	After school clubs include physical activities e.g. Football, Zumba, Dodgeball, Gymnastics and Irish dancing. Art creative activities and Well-being including Mindfulness and Gardening club. In school small support groups include social & emotional, lifskills, smartee and project activities. The school council organise fund raising events including cake sales as well as carry out questionnaires. Lunchtime clubs include Sign Language and drop in well-being.	2Simple photographic recordings & written evidence. Website blog. All clubs and groups take place on a weekly basis.

3.13 Learners have aspirations for the future.	Weekly PSHCE lessons, Circle Time discussions & Life Skill activities provide the pupils with the opportunity to discuss and prepare for future life development. They discuss the following looking after themselves, strategies to help them as they develop emotionally & physically, recognising their skills and where they need to focus. Importance of relationships. Parents & external professionals discussing the positive and negative of their careers. Smartee Group to help them identify and control their emotions in good and bad events.	Policy, Planning, 2Simple photographic recordings, pupil self-confidence development within the school/ home environment. Visits to the school.
3.14 Learners are regularly consulted about school issues, with outcomes considered and addressed.	The 'Worry Box' provides the pupils with a confidential resource to seek support when required. The weekly Circle Time discussions as well as small group and 1:1 talks. Whole school assemblies and assemblies led by external professionals. Staff meetings including those with pupils in attendance to discuss and agreement on next steps.	Ofsted and Government guidelines implemented. Worry Box evaluations, Planning and evaluations for class activities. Written recordings of meetings with pupils, parents and staff. Family Worker to support parents.

Element 4:- Learner Progress and the Impact on Learning

School overview commentary - based on interpretation of school data (both current data as well as previous years' outcomes)

EYFS baseline to end of EYFS is good

All cohort has a great diversity of needs, however there is individual progress and attainment. This includes progress evident on Boxalls using recommendations from Educational Psychologist reports and requests for EHCPlans.

End of KS1 & KS2 data

Cohort may appear below national. This is due to the high level needs however there is individual progress. The data shows progress from starting point.

Policy Yes/No	Practice 1 2 3

Future plans in this area

Continue to track and monitor individual at end ½ term/term

All staff including Teaching Assistants have targets linked to the data

1:1 staff have clear focus intervention 5/6 week
All staff have three appraisals per year to discuss and have support.

Criteria	Organisation Evidence	Evidence Location
4.1 Analysis - evidence that data informs teaching and learning at an individual level.	Intervention groups & streamed from data. Tracking sheets, hibernation sheets. Support groups according to children's attainment & progress	Meetings with HT & SLT. Policy. Ofsted, LA, MAT & Government guidance. Social & Emotional groups, Attendance data. Staff meetings, Working Party & Key Stage meetings.
4.2 Different learning needs are identified and acted upon.	Streaming in class ERR phonics, literacy & numeracy. EAL sessions, Nurture class, Life skills, Smartee Group, 1:1 literacy support, Forest School, ICT support, 1:1 EHCPlan support, Social & emotional groups, differentiated planning, SLT programmes.	Provision Maps, IEP's, Policy, staff meetings, Ofsted, LA, MAT & Government guidelines. Behaviour plans, external professional observations & reports. End of term & term assessments, class/individual observations, Visual timetables whole class & individual, reward charts.
4.3 Variety of teaching and learning approaches evident.	Creative curriculum, small group & whole class learning, differentiated planning, streaming, outdoor learning,	Planning, evaluations, observations, photographic evidence, Website,

	intervention groups, support group learning, Nurture class, 1:1 learning.	Parental involvement, Ofsted, LA, MAT & Government guidelines.
4.4 Learning plans are adapted to developing needs.	Differentiated planning, staff meetings, whole school, working parties & key stage meetings, Policy, adult support within classroom. HT/SLT observations. End of term/half term assessments.	Policy, Staff meetings, LA, MAT, Ofsted & Government guidelines. IEP's Provision Maps, Target charts, reward charts, Parent meetings.
4.5 Learner attainment is regularly tracked	Daily/weekly marking following school Marking Policy. Planning/Evaluations, staff meetings, HT/SLT observations, Individual learning assessments, Inclusion manager (IM) observations.	Policy, staff meetings, parent involvement, IEP's, Behaviour plan, IEP's, Provision Maps, Boxalls, Strengths & Difficulties, BPVS111,
4.6 Learning targets are known to learners and staff, supporting progress.	Staff meet with pupil's targets discussed, IEP discussion with pupil, parents & staff. Observations in class/outdoors. End of ½ term/term assessments. Involvement of external Professionals. Visual timetables/target charts.	Policy, LA, MAT, Ofsted guidelines, IEP meetings & reviews, Maths ladders, target cards, writing packs. Data tracking, Visual timetables, reward charts, achievement assemblies, class rewards.
4.7 Feedback from teachers, oral and written, and self-evaluation makes a positive contribution to learning.	Regular pupil/staff meetings during/after lesson. Meetings with IM, staff/pupil. Mentoring sessions, pupil voice. Staff training including external professional led. HT & SLT observations. Pupil conferencing & feedback.	Marking Policy, Learning Policy, Pupil voice, reward chart, visual timetable, staff meeting.

4.8 Evidence of good achievement across all identifiable groups.	Achievement assemblies, Class rewards, Positive feedback, HT/SLT observations, Book scrutiny's, Planning/evaluations, data recording, IEP's class observations & pupil reports.	Policy, Moderation, Planning/evaluation, Display Boards, IEP targets met. Pupil reports & Parent meetings.
4.9 Evidence of evaluation of outcomes and adapted practices, for all groups.	Lessons differentiated, adult support where required, lessons practical where required, consistent approach, pupils engaging. Marked work levelling of work. Clear expectations for pupils.	Marking, data tracking, assessments. Pupil confidence growth. Marking showing progress/growth. Planning/evaluations/pupil voice.

Element 5 - Learning and Teaching (monitoring)

School overview commentary (Evidence supplied from in-school monitoring visits. Comment on the breadth of opportunities available to support specific needs.)

The school continue to ensure there are opportunities to support a variety of specific needs these include after school clubs which are provided free and run by school staff. The only after school club the families have to pay for is football which is run by experienced football/sport coaches. The children who have an EHCPlan are provided with either 1:1 adult support, small group activities which includes working within the Nurture class. The children who require academic or emotional support which include Numeracy, Literacy, EAL, Behaviour, Social & Emotional and attend the Nurture Class have IEP targets to ensure their development is monitored. The IEP's are reviewed and staff meet the parents half termly. The IEP's are annotated in some cases daily as the staff provide specific support. These annotations ensure the targets are either met or changed to provide the pupil with an achievable target. The small group interventions as listed above provide the pupils with encouragement and adapted resources enabling them to progress and become more confident within their main class.

The staff working in the school are all provided with opportunities to further their development they attend regular training including behaviour management and the staff who manage specific areas regularly attend training and will feed back to staff during staff meetings. The staff also ensure pupils attend activities which are organised by the school's cluster group these activities include sport competitions and singing to the public. The children are encouraged to share their experiences with the rest of the school discussing what they enjoyed or how the experience can be improved for future events.

The teachers main planning includes differentiation for all the pupils who require different levels of support this support includes the pupils who have not got an EHCPlan or external professionals involved but from working with the pupil's staff have identified specific areas of need. The staff working with the children evaluate and discuss individual pupils ensuring they continue to provide the pupils opportunities to progress and will also discuss these with the pupils making sure they have an understanding of the expectations. The Head Teacher, Senior Leadership and the Subject Co-ordinators carry out half termly teaching observations and provide feedback to the teacher providing them with the opportunity to discuss their roles and next steps. The support staff have weekly training which is led by the Head Teacher and the Higher Level Teaching Assistant these training sessions allow the staff to be updated on development within both academic and emotional needs as well as providing the staff time to discuss any concerns they may have regarding individual pupils.

Pupils are provided with Home Link books which ensure staff and parents are communicating regularly. The comments in the books are positive comments making sure the pupil can focus on the positive when they may feel things have not been as they would expect. The school have two formal Parent Evenings. The teachers will invite Parents into school at other times if they need to discuss the pupil's overall progress and during these meetings any support required will be agreed and implemented. Throughout the school there is a wide choice of ICT equipment for the pupils to use to develop these skills. The equipment includes computers, Laptops, IPads, Cameras, Microphones and CD's.

The ICT Co-ordinator regularly meets with staff would require training and support. The pupils have regular ICT lessons covering basic skills to more advanced activities. The staff have weekly staff meetings and will also meet to update each other within their school day to cover curriculum changes, moderation of children's work, discussing relevant changes within the Local Authority, MAT, Ofsted and Government guidelines. Staff will also meet with external Professionals to ensure the correct support is given to meet the pupil's individual medical and learning needs.

All staff attend Behaviour Management Course ensuring a consistent approach. There is a lunchtime club for the children to learn sign language. This is also developed within all classes and is used when needed individual pupils need to. The school works very closely with the local university supporting student teachers as they develop their training.

Percentage of lessons at good or better =

Policy Yes/No	Practice 1 2 3

Future plans in this area

Continue with the links between the University and college to support/mentor students.

Staff to receive the required training

Develop the use of sign language throughout the school

Staff continuing to support staff in other schools

Criteria	Organisation Evidence	Evidence Location
5.1 Performance management targets have an impact on learning and teaching	Direct impact. Teachers Pay are directed by their Targets being achieved. Classroom/teaching observations are regularly carried out by Head Teacher & SLT. Weekly Working Parties Meetings to discuss subject topic and any outstanding points. Whole school staff meetings to update on external agencies changes and to discuss moderation, SEND or feedback individual Co-ordinator information.	Agreed targets held by Head teacher and individual. Policy, Ofsted, MAT, Government and LA guidelines. Classroom observations and further support. Relevant courses for staff to develop their CPD.
5.2 The school Learning and Teaching policy is well implemented and monitored.	All staff have Policy. Regular staff meetings SLT, Whole school, Working Parties & Co-ordinator. Class observations by HT & SLT. Planning differentiated.	Regular staff meetings. SLT, Whole School, Working Parties & Co-ordinator. Observation evidence, Ofsted, LA, MAT & Government guidelines. Home school books, Marking & Book scrutinises.
5.3 L&T plans and schemes of work are adapted to local (individual) needs.	Nurture class for KS1, Literacy & Numeracy KS2 intervention groups, Social & Emotional support groups, small group sessions. Differentiated planning, support within class 1:1 & small group, EAL groups, Mindfulness groups, ICT basic skills & more advanced.	½ termly assessments, Boxalls, BPVS111, EAL tracking,

5.4 Awareness of, and provision for, individual learning needs.	Class observations by HT, SLT & Subject Co-ordinators. IEPs, Frequent Behaviour Sheets, Behaviour Plans, Nurture Class, 1:1 Play Therapy, Social/Emotional Groups, EAL, Mindfulness Groups, Parent Groups, ICT programmes for groups & individuals, Differentiated planning & External Professional support (Hub) & Greys.	External Professional intervention, IEP meetings with Parents & staff, Head Teacher & Inclusion Manager meetings, Class teacher & Inclusion Manager meetings, Support group staff meetings.
5.5 Awareness of expected outcomes at year end.	Individual targets, half term/termly assessments. Sims reporting, HT data, HT & MJ marking & feedback to individual staff, Subject Co-ordinator marking & feedback sessions, Working Party meetings, Full staff meetings, Parent meetings individual & planned meetings.	Policies, MAT, LA & Ofsted guidelines, Parents meetings planned & as required, IEP review meetings with staff, pupils & parents, whole school staff meetings, Subject Co-ordinator meeting with staff & HT. Reports,
5.6 Lessons have clearly articulated purpose, including clear differential expectation and engaging contexts for learning are developed where appropriate. A range of L&T approaches used.	Success Criteria (SC) evident on all planning, differentiated work at appropriate level, Small group activities, whole class teaching, support within the classroom, 1:1, Nurture class, creative curriculum, Individual targets, IEP's Behaviour plans,	Policies, MAT, LA & Ofsted guidelines, planning, IEP's Behaviour Plans, Frequent Behaviour Recordings, Class observations by HT & SLT. Marking & Book scrutinises. Staff meetings, Working Party Meetings, SLT Meetings, Moderation with staff & Local Authority, Photographic evidence.

5.7 All resources, including TA and ICT are used appropriately and effectively to enhance learning.	T. A's working in the classroom, supporting small group activities, 1:1 support, daily reading, meeting with IM & class teacher discussing pupils needs, annotating IEP's, marking books & feedback to pupils, Meetings with TA & Teacher to discuss lessons & annotate planning, ICT programmes for learning & to provide specific support. Laptops & IPads for individual use throughout the school. IPad photographic evidence e.g. 2Simple.	Policies, MAT, LA & Ofsted guidelines followed. IEP annotations, marking pupil's books. ICT programmes & use throughout the school by pupils and staff. IPads & cameras for photographic evidence. T.A. observations throughout the class, individual pupil observation s for support evidence. T.A. observations by HT & SLT.
5.8 Communication within classroom effectively supports learning.	Staff discuss lessons, planning & individual pupil's needs before & after lessons. Planning annotated, differentiated & evaluated to show progress/concerns. Working Party meetings, Whole school staff meetings, SLT meetings & Subject Co-ordinator meetings. Open door Policy for staff to offer advice.	Policies, class staff meetings, whole school, Working Party & SLT meetings, Parent meetings planned & as required, Pupil IEP meetings, Parent IEP review meetings, Staff training.
5.9 Effective engagement with learning and oral feedback and guidance supports learning. Self and peer assessment supports learning. Written feedback offers guidance for future learning.	Whole school training, weekly T.A meeting with HT & SLT. Weekly Working Party meetings, Subject Co-ordinator meetings. Inclusion Manager meeting with staff. Talking Partners, pupil voice, 1:1 conversations between staff & pupils.	Marking & Feedback Policy, MAT, LA & Ofsted guidelines. IPad Photographic evidence 2Simple. Talking Partner observations by Class staff

Lesson outcomes inform developing planning. Teacher records monitor progress and identify interventions.	Marking & Feedback Policy E.g. Green for Growth & Tickled Pink. Next steps evident on planning, evaluation, annotation/differentiated planning. Half termly Sims reporting, streaming of groups half termly/termly assessments & observations including Boxalls, Strengths & Difficulties, BPVS111 & where required Speech & Language assessment.	Books to identify next steps/progress and discuss with pupil. Planning, annotations, differentiated planning, Class staff meetings, HT & SLT meet with individual staff discussions. Whole school data meetings. Sims recordings, HT, Class teacher data meetings HT & Subject Co-ordinator data meetings.
5.10 Reports to parents are detailed, informative and support future learning.	Whole school Parents evenings held twice a year. Information on reports detailed & discussed, self-explanatory. Concerns/progress discussed with parent's further strategies in place if required. New appointment provided if parent unable to attend. The rest of the school year Open door Policy in place staff making themselves available.	Reports sent home.

Element 6:- Parents, Carers and Guardians (referred to as parents in document)

The school operate an Open Door Policy for parents, carers and guardians to meet with staff including any member of the Senior Leadership Team (SLT). The staff work very closely with parents, carers and guardians. The Chair of Governors and other members of the governing board attend school at regular intervals this includes attending celebratory assemblies and whole school training days. Governors who are subject leads also attend at least two Working Party meetings to ensure they are fully aware of their particular subject development and engage with the staff to arrange 1:1 meetings or observe particular activities. The chair of Governors also makes herself available to meet parents if requested. Governors also attend regular Governor training covering their specific area and feedback to the relevant staff.

As well as school having two planned Parents evenings staff make themselves available at the end of every day to answer any concerns parents may have whether they be academic or social. If the concern requires more depth or the teacher needs to look into it the staff will arrange a another time to provide the parent, carer with this information and strategies to support the pupil.

When written communication is required for families with English as Second Language or do not speak English school ensure the communication is translated into their spoken language.

The school newsletter is available to all families every week on the school website however, a paper copy is sent home with the pupil for those families who do not have access to the internet. School trips require parent permission and staff endeavour to get permission by issuing reminders, making telephone calls to ensure as many children can attend the trip. All pupils are encouraged to attend the trips and where costs are involved school ask for a voluntary donation from parents again ensuring all pupils can attend.

The parents either directly from School, Governors or Ofsted complete questionnaires. The school feedback the results and next steps to all parents making sure all know how the school supports and provides for their children.

Parents are supportive of how the school deals with rewards, behaviours and that as a school the children are daily reminded of expectations and boundaries. Parents and other family members are invited in throughout the school year to join their children within their activities these afternoons have included Science, Reading, Numeracy as well as taking part in creative activities. School also encourage the pupils to bring any outside rewards they have achieved. The pupils share these rewards and experiences during the weekly achievement assemblies.

School also informs parent of any updates regarding bullying and keeping safe on line. Parents are invited into specific assemblies and staff are happy to advise them if required.

The Family Worker works closely with parents of children from the Pre-school up to the end of Year 6 who require support either maintaining boundaries and routines at home or seeking external support from external agencies to work within the family home. The Family Worker informs the class teacher who will in most cases be involved with the support e.g. target charts in the classroom. This relationship between the Family Worker and Parents encourages parents who may initially feel uneasy approaching school for support gain the confidence to change routines and not feel judged. The Family Worker also runs weekly Parent courses for groups of parents. These sessions cover a wide of range of topics offering advice and positive support.

The Family Worker and Inclusion Manager work closely together providing support for the pupils and families who are known to social care or require further support from external agencies. This support involves ½ termly meetings and targets for the professionals and parents to achieve.

Policy Yes/No	Practice 1 2 3

Future plans in this area

Family Worker include 'Play' visits in 2-Year-Old Unit & Pre-school.

Continue to develop network support with external agencies both locally and nationally.

Criteria	Organisation Evidence	Evidence Location
6.1 Parents have opportunities to be involved in their child's education.	Parent governors. Parent meetings arranged as required, Open door policy. Questionnaires, Photographic evidence 2Simple, school funding events. Parents invited into child's class for activity sessions. Attending external events, E.g. Sing Up.	Past academic test practice papers, Parents questionnaires, Policy, Homework agreements, Weekly newsletters, Website information photographs/Press coverage.
6.2 Two-way communication, by a variety of means, is easy and effective, supporting inclusion.	Parent meetings with relevant staff, open door policy, telephone communication, letters, emails, 1:1 or team supporting pupil meetings, translated communication.	Inclusion Policy, minutes from meetings both parents & external agencies, Parent meeting feedback. Government, LA, MAT & Ofsted guidelines.
6.3 Parents are confident that their children are valued and included.	Weekly Achievement Assemblies, end of year assemblies, end of year awards to individual pupils. Staff accessible to all pupils. Classroom rewards daily & weekly. Small group interventions to develop confidence. Social & emotional groups. Worry Box & Wall. Variety of after school clubs, Behaviour Team, E-Safety Team & School Council. School Open Policy for all Parents to discuss concerns/progress. Support for EAL children. More Able & Talented support. Annual weekend residential.	Weekly Class Beany (Individual pupil from every class), Daily Class Hot Spot, ½ termly Behaviour Cards, Attendance badges, Class Homework Trophy, Class Attendance Trophy, School boundaries & expectations, Class reward charts, Policy, Ofsted, MAT & Government guidelines.

6.4 Parent-teacher discussions and reports are productive and supportive of learning progress.	Two planned Parents Evening every academic year. Individual Parent meetings as required. All staff available to meet parents as requested. Homework support to Parents/Pupils. Positive feedback in books, support discussed & agreed between staff & parents. Report discussion feedback parent/pupil.	Policy, Ofsted questionnaires, LA & Government guidelines. Parent evenings, marking feedback, Reports, Website photographic evidence.
6.5 Parent concerns are addressed.	Open door Policy throughout the school. Staff/Parent appointments where required. Parent questionnaires, telephone conversations. Parent evenings, concerns/feedback recorded. Parents meet HT as required.	Minutes recording meetings, Policies, L.A. MAT, Ofsted & Government guidelines. Newsletters, Website, Ofsted questionnaires, HT & SLT involvement, Chair of Governors informed. Parent questionnaires.
6.6 Parents are involved in decisions about their child.	Parent permission for school trips. Parent meeting for residential trip. IEP meetings, Behaviour Plans, Nurturing & mentoring support, Religious events & assemblies. After school clubs, External support for their children.	Parent permission forms, Policy, Meeting minutes & feedback.
6.7 Parents value the school.	Parents engage with school. Overall parents have a positive attitude towards the schools Values and Expectations. Parent meetings are arranged by staff to discuss parent concerns and next steps.	Minutes from Parent meetings, Parents invited to class activities. Parent questionnaires. Policy, Ofsted, MAT, LA & Government guidelines. Ofsted questionnaire, Homework Policy.

6.8 The school regularly seeks parents' views on a range of school issues.	School Open Door Policy. Staff /Parent meetings planned and as required. Parent questionnairres.	School website, newsletters, parent meeting feedback, parent questionnaires. Ofsted parent questionnaire, written communication, Policy, LA & Ofsted requirements, telephone conversations. Translated communication.

Element 7:- Governing Body and Management:- External Accountability/Support

(LA, Academy Trust, external validation)

School overview commentary

The Governing body plays a vital role within the school both by their presence and ensuring they monitor their individual areas within the school. The Governors attend the relevant Working Party Group once a term and will also meet with the relevant Subject Co-ordinator to be updated and discuss next steps. All Governors are very approachable towards all members of staff offering the opportunity to speak about any concerns or ideas they may wish to express.

The Chair of Governors and The SEND/Inclusion Governor have attended the relevant training courses and feed back to other Governors and the Inclusion Manager at Governors or arrange meetings to meet during a visit to school. The Head Teacher, Chair and Deputy Chair of Governors meet or communicate regularly this provides the Head Teacher to regularly update the Governors and seek advice or support.

The Parent Governors play an active role. They also meet with their relevant Subject Co-Ordinator to develop more understanding of their subject and to offer support. All Governors carry out School Walks during the school day these are carried out at different times throughout the school year again offering the Governors the opportunity to witness the school in action and to meet the children as well as catch up with all staff. All Governors have attended training for Safeguarding and have discussed at Governors meeting.

Policy Yes/No	Practice 1 2 3

Future plans in this area

Governors training in specific areas

Continue to support the commitment for the children in the school including extra support for SEN, EHCPlans and general support for the staff.

Continue to attend relevant Working Party Meetings and training days when required.

Criteria	Organisation Evidence	Evidence Location
7.1 The Governing Body is committed to the Inclusion ethos of the school and related policies.	The Governs are very committed. The HT regularly communicates with the Chair of Governors. The SEND Governor meets regularly with the Inclusion Manager to discuss and update on individual children's needs and next steps. Governors make regular visits to school to meet with relevant staff and also attend Working Party meetings and whole school events.	All school Policies, Ofsted, Local Authority, MAT and Governor guidelines. Reports to Governing Body at Governor Meetings.
7.2 The Governing Body has undertaken training across a range of needs and has a plan for future identified needs.	Governing body have completed Safeguarding training also completed Prevent training. The Governors attend training which it relevant to their role.	Training certificates & Oral feedback to Governors & minuted.
7.3 There is a named Governor linked to SEND, inclusion, safeguarding.	Yes there is a named Governor for SEND, Inclusion & Safeguarding	Inclusion, Safeguarding &SEND Policies. Ofsted, LA, MAT & Governor requirements all adhered to.
7.4 Governors are clear in their support and challenge roles.	All Governors understand and are very supportive within their individual and collective roles.	Full Governor meetings, sub-committee meetings all minuted. LA, Ofsted, MAT & Government guidelines adhered. Questionnaires, HT report & individual subject area reports.

7.5 Governor committee agendas and minutes show evidence of Inclusion discussions.	Agendas and minutes show clear evidence of Inclusion discussions.	Full Governor board meeting minutes, individual minutes for inclusion. Meetings between Head Teacher, Inclusion Governor & Inclusion manager.
7.6 Governors make regular visits to the school in connection with their roles and responsibilities	Governors will attend Training days. Individual Governors will attend their respective Working Party Meetings and have 1:1 meetings with their subject Co-ordinator. The Parent Governors will inform other Governors of parent thoughts/ideas.	Minutes from meetings. LA, Ofsted, MAT & Government guidelines adhered to.
7.7 External views are sought to validate and support school development.	Governors discuss and feedback to full Governors.	Individual Governor report.
7.8 There is partnership with and support for local and other linked schools.	Chair of Governor attends MAT meeting with the other school Governors.	Oral Feedback at Governors meeting.
7.9 There are systems to evaluate the effectiveness of the Governing Body and management of the school in inclusive practice.	Attending meetings with other schools, working with Governors within their individual areas.	Minutes of sessions, communication notes. Ofsted, LA, MAT & Governor guidelines implemented.

Element 8:- The School in the Community - How this supports inclusion

School overview commentary

The school has been in the new building for nearly four years and is continuing to grow. Reception class up to and including Year 5 will have two classes per year group. Year 6 will have two class from September 2018. The school have also increased the Pre-School provision by providing a 2-year-old unit. The school is based within the main area of the new development which also includes a Tesco, Chemist and a Fish and Chip shop. The new housing development phrase in this area is completed, however there is further new housing being developed and the small village that was once in place appears to becoming more of a suburb. The school continues to be a main focus for the local community where families are able to seek not only educational support for their children but also seek advice from the school's Family Worker direct or be sign posted to the specific external agency.

The children attending the school attend a variety of community events these include the following; Singing at the Local nursing home at Christmas, Art activities within the local area and visiting the Cardington Hangers. The children also attend sporting events as well as school trips and will express their thanks and eagerly discuss their experience with staff on their return. The school will ensure there is photographic evidence on the school website for families to enjoy. The Family Worker runs Parenting courses and also offer support at different levels to parents with younger siblings to develop a relationship so this support can continue as the children progress through the school. The local Children's Centre work closely with the Family Worker engaging with parents who have children of pre-school age. This again helps the Family Worker to form relationships with parents before their children start school.

The staff in school work together or individually with the families providing independent support from an early stage. The Local Reverend and Open the Book Christian Group regularly lead whole school assemblies. The children are encouraged to become involved acting out roles and offering their own experiences.

Local businesses are invited into school to offer advice and discuss a working environment to the children. The Parents are invited into their child's classrooms throughout the year to engage with the class activities these sessions include numeracy, science and creative activities. The children also have the opportunity to read and do 1:1 literacy activities. The School Council hold fun raising events to support local charities and the Culture Group take part in the local community carrying out art work and getting to the local area.

Policy <mark>Yes</mark>/No	Practice <mark>1</mark> 2 3

Future plans in this area

The Family Worker to work closely with the families of children starting in the 2-Year-Old unit.
School to continue to provide staff with relevant training both academically and supporting the well-being of the children
Staff in the school to continue to support external professionals

Criteria	Organisation Evidence	Evidence Location
8.1 The school has audited the local and wider community as a resource.	Mentoring university students throughout the year. Mentoring college students throughout the year Supporting Play therapist throughout the year. Correspondence requesting support or attending school External led assemblies	Visitors Book Individual correspondence. Questionnaires.
8.2 There are links with local and wider clubs and organisations.	Children's Centre, Local Police, Women's institute to hear children read, Culture Group, National charities to lead assemblies, sponsored events, visits to individual classes/year groups, visit the local nursing home, Visits to Parliament. R&D coaching during school & After school clubs.	Visitors book, Newsletters, Website, Planning & evaluation of class work, newspaper reports.
8.3 Expertise and resources are shared to advantage pupils.	Individual classes making visits to local events, singing at nursing home, Culture club attending events and taking part, School nurses meeting individual classes,	Class activities, planning. Photographic evidence including IPad, Website, Newsletters, Head teacher report, celebration assemblies.

8.4 The school is valued by the local community.	Children attend local nursing home at Christmas, work closely within the local area, Charities are invited to assemblies. Children's centre. Local Reverend & Open the Book assemblies.	Meetings recorded where required, Planning, photographic evidence of events, visitors book, newsletters & individual correspondence.
8.5 The school is involved in community life.	Yes, attending local events. Culture group activities, Cardington Hangers visits, village walks, questionnaires.	Photographic evidence, newsletters, website, visitors book, individual correspondence, assemblies, class visits.
8.6 The community is involved in the life of the school.	Local businesses have visited school. Local Reverend monthly whole school assemblies, Open the Book weekly Christian assemblies, Elderly Nursing home visits.	Website, Visitors book, individual correspondence, photographic evidence, assemblies.
8.7 The school has systems to canvas local opinion, evaluate outcomes and act on findings.	Invites to local organisations & business to attend school events.	Website, newsletters, Staff mentoring University & College students.