

8th August 2018



Mr Richard Benson
Headteacher
Leedon Lower School
Highfield Road
Leighton Buzzard
Bedfordshire
LU7 3LZ

Assessment Dates: 11th and 12th July 2018

Summary

Leedon Lower School provides a creative and engaging learning environment for pupils living within a socially diverse locality. The Headteacher demonstrates strong awareness of the needs of pupils, staff and parents and his leadership style is based on trust, respect and empowerment of all individuals. He sets high expectations of himself and of others and the whole school community responds to his example. He is perceived as a leader who is very much part of the team. He is responsive to the needs of parents and particularly reaches out to the most disadvantaged and vulnerable; those who have children with disability, those who have children who are carers and those who are foster parents for Looked After Children. He is continually thinking of ways he can support or improve family circumstances and on the assessment day stories were told about how he has empowered staff to reach out to disadvantaged children and families. He is aware of employment difficulties experienced by some parents and has been proactive in helping individuals find work.

The school has a very effective but alternative senior leadership structure. At present there is no Deputy Headteacher, so the Inclusion Team members have significant responsibilities. This team comprises of key leaders for Safeguarding Pupils, Pupil Premium (support and expenditure), pupils with special educational needs or disability (SEND) and a Pastoral Learning Mentor. Team members work tirelessly to identify the needs of all pupils, especially those who are vulnerable or disadvantaged. They fully appreciate that the child must be considered within the context of family and external pressures and are constantly sharing ideas and information about children. They go above and beyond expectations of school staff and support each other in coping with the more challenging situations they face. Home visits often happen and over the past few months they have given support to children suffering the trauma of bereavement. Similarly, teachers maintain a clear focus on the entitlement of pupils who demonstrate extra talent or ability. The school has developed a creative curriculum which provides many opportunities for enrichment and independent learning. Regular monitoring of pupil progress and thorough assessment systems ensure that the school lives up to the motto in the prospectus that, 'learning is without limits'.

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Pupils are very well behaved and happy at school and during a School Council meeting spoke enthusiastically about their education. From observations of interactions between staff and pupils, it is clear that relationships are founded on mutual respect and trust. Adults know and understand the children and give them time to express themselves. They praise good behaviour and manners and connect with the children at their level. Adults around the school smile and laugh a lot, thus creating a warm and happy atmosphere, very conducive to learning.

Working closely with the Inclusion Team, the Pastoral Learning Mentor has developed a unique role and has built strong relationships with many children and their families. She demonstrates empathy for those disadvantaged members of the school community and presents her summary of situations in a totally non-judgemental way. For some time, she has been offering a free transport to school service for children with poor attendance. With other members of the Inclusion Team she uses the school mini-bus to collect children at agreed points and has facilitated a noticeable improvement in attendance figures with one persistent absentee achieving 100% attendance over a period of time. Because of the close relationship with families and the trust that has developed the Pastoral Learning Mentor is able to offer advice and support and make links with external agencies. Her intervention has helped with housing, bereavement, domestic violence and parenting issues to name but a few. She is known and trusted by many in the community and operates a genuine 'open-door' policy. On one of the assessment days she swiftly altered her work schedule to meet with a parent in urgent need of help and support.

The Pastoral Learning Mentor is based in a room to the side of the main playground, providing a private but accessible space for pupils, parents or staff to meet with her. The base, known as 'The Nest', is cosy, attractive and well-resourced with activities to help children focus their thinking and express their thoughts and feelings. It also provides a comfortable, safe space for parents to talk. A plaque on the wall summarises the approach to inclusion at the school stating that 'if you judge you will find it hard to understand and if you understand you will find it hard to judge'.

Many trips and visits are organised for disadvantaged pupils and photographs displayed in 'The Nest' demonstrate new experiences enjoyed. The Inclusion Team is very aware that some pupils do not need specialist intervention and support, so in order to be fully inclusive special lunches are organised for pupils who might otherwise feel 'left out'.

A Nurture group meets on four mornings each week and caters for the extra needs of identified Reception aged pupils. They have their own meeting room attached to the main class and also access a well-equipped and spacious kitchen where the staff and children meet for breakfast each morning. Early focused intervention is a key priority and is put into place as soon as assessment data suggests there is a need. Speech, language and social skills are developed within sessions which respond to the immediate interests of the pupils and give them the best opportunity to 'catch up' with their peers. Some pupils spend a short period of time in the group whilst others may need to stay for longer. Assessments show that pupils make good progress in spite of their lower than expected starting point, as a result of early identification of need and swift intervention.

There are also intervention programmes for older pupils and 'Talking Partners' is now well established. It targets pupils with a range of difficulties including speech, language and concentration and follows a carefully planned repetitive format. The session observed provided opportunities for pupils to answer and ask questions, to read text and to deduce information from a picture. The pupils were encouraged to focus on the questions being asked, to reflect before giving an answer and to listen to the responses of others, all challenges for this particular group. The Learning Support Assistant (LSA) leading the session had prepared meticulously and was able to select props for the lesson from a wide range of resources she had prepared over time.

The IQM assessment took place within the annual 'Shine Week'. This is planned to give the pupils new enrichment experiences, to challenge their thinking skills and to widen their learning experiences. There was a variety of activities on offer which included making fruit kebabs, preparing the art work for the local Carnival procession, film directing and photography. At the Thursday assembly there was a display of Irish dancing and the pupils were transfixed by the standard achieved. Growth Mindset is a well-established approach to teaching within the school and pupils demonstrate a positive 'can do' approach to learning.

Governors are very active and supportive of the inclusive culture. They visit the school frequently and carry out learning walks to help them appreciate the inclusive ethos more fully. They have structured meetings with subject leaders and also talk to the school council. Appropriate training has been accessed and individual roles established, with one governor taking responsibility for inclusion. They have a 'governors table' at parents evening and are very keen to develop links with parents further.

It is my view that the school fully meets the standard required by IQM Inclusive School Award. The success of the school is built on a deep and profound understanding of all children and their needs. It is led by a headteacher who is totally committed to inclusive practice and everyone follows his strong leadership. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

The Inclusion Team would like to consult with the Headteacher about becoming an IQM Centre of Excellence, should this be agreed, this would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Mary Hewitson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Context of the School and Sources of Data:-

Leedon Lower School is a community school providing education for pupils from 2 to 9 years. At present there are 330 full time pupils and a 60 place Pre-School class which accepts pupils from the age of 2 years, called 'Leedon's Little Learners'. There is a Nurture Group for Reception pupils who have been identified as needing extra support and intervention to accelerate both social and formal learning.

The school is 91% White British and 3.7% have English as an Additional Language (EAL). 7.1% are entitled to Free School Meals (FSM). This profile might suggest that the school has relatively few significant issues within its pupil population. However, the headteacher and his dedicated teaching and support teams have identified many social, emotional, and health needs which if left unaddressed would impact negatively on pupil wellbeing and learning.

The demography of the area that the school serves is deceptive. It is very mixed and includes patches of significant social deprivation and high unemployment. The crime rate across Leighton Buzzard has risen significantly in recent years and Ofsted (2014) noted that 'Pupils make good progress from starting points that are often below those typically found'.

Portfolio and other Supporting Evidence:-

The Inclusion Team had led preparation for the assessment day and provided very comprehensive documentary evidence. I met with the Headteacher and the Inclusion Team who were able to give me detailed information about the well-established approach to inclusion throughout the school. I also met with a wide range of stakeholders including pupils, parents, teaching and support staff and governors. A member of the Inclusion Team was always at hand to clarify information.



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- The school is a 'values' school and has identified a different value for every month of the year. These feature highly in the day to day life of the school and are further explored during lesson time and school assemblies.
- Staff speak very positively about the Headteacher and his work to develop a 'values' driven school. They said, 'He doesn't micro manage the staff but trusts that we are following his direction'. 'He gives staff opportunities to develop their career'. 'He is fair and has unified the staff'. 'He allows children to be who they are'.
- The school has developed 'one-page profiles', which record the needs of identified children. These are shared with parents and all staff, including Mid-Day Supervisors (MSAs), who will benefit from the information. They are written with the child in an accessible, jargon free style and include information under headings such as; about me, how best to support me in school, what others like and admire about me, a wish for the future.
- The school's engaging and informative prospectus includes case studies written by parents and children. They provide evidence of the unquestionable commitment to inclusion and demonstrate the nurturing environment of the school. The Pre-School 'welcome pack' also outlines inclusive practices so that parents know that their child will be supported as soon as they join this community.
- There is a commitment to professional development in order to improve inclusive practice in the school. Staff have recently received training on language deprivation, EAL assessment and resources. As a result, the inclusion team is reviewing its policy on EAL to ensure that they are meeting the needs not only of those pupils who have limited spoken English skills, but also those who have a significant 'other language' in their background. For example, a child might have a parent, grandparent or carer with limited English which is impacting on comprehension and vocabulary development. The Inclusion Team recognise that the training on 'language deprivation' could have a positive impact for pupils other than those with EAL. A recent inset focused on inclusive practice and the celebration of all cultures.
- All staff, including MSAs have received de-escalation and restorative behaviour training to help them cope with more challenging behaviour issues. They have learned how to deflect anger and frustration so that pupils can swiftly re-join their peers
- Commitment to improve inclusive practice is very evident. Future training is planned for all staff to learn more about attachment theory and the importance of nurturing emotional development in the classroom. Standard training such as Safeguarding and Prevent is in place for all staff and governors. The newly appointed Link Governor for Safeguarding is the Child Protection Lead in the main feeder middle school.



- The Early Years team have received training to deliver the Lift Off to Language Programme, an innovative approach to helping young children extend their vocabulary and increase their phonic skills.
- Pupil Progress Meetings consider the provision for all pupils and the progress they are making. A member of the Inclusion Team is present at these meetings which ensures that vulnerable groups or individuals are carefully considered. Every classroom has a designated reflective area where children can have productive self-selected 'time out' when necessary. These areas are the same in each classroom so that there is continuity across the school.
- Provision passports record pupil progress, achievement and interventions as the pupil moves through the year groups. They provide an excellent starting point for meetings with parents and information for a receiving school.
- The Headteacher and the Inclusion Team believe fervently in praising children for their achievements. Behaviour that reflects the school's values is recognised and value bricks are awarded to the children and displayed on a special display board. The pupil's name is stated followed by the particular value shown. For example; for 'being kind to your friend', for 'showing respect', for 'good listening' etc. There is also a 'Wow' Out of School Cool Wall' which celebrates achievement at out of school activities. There are regular celebration assemblies and on the day of the assessment the Headteacher reflected on the success of the school year with praise for every pupil and the contribution they had made.
- Messages are sent home so that parents can celebrate the good behaviour of their child. When a child has reached an outstanding level of good behaviour they are invited to spin a wheel on a board in order to claim a reward. This might be afternoon tea with the Headteacher and friends, extra play time with friends, wearing non-uniform clothes to school for a day, being the teacher for a morning and so on. Staff are in tune with the interests of their children and know that the very occasional bar of chocolate is also a great incentive for good behaviour.
- Staff described themselves as 'a really bonded flexible group'. They know they can ask each other for advice and enjoy doing 'fun things' together. They have organised, pizza and film evenings, games on the field, and a 'Bake Off' competition. They enjoy Well-being Wednesdays when everyone tries to be extra aware of the needs of colleagues. One member of staff said, 'we have a genuine love for the school'.

Areas for development:-

- Continue to develop plans to improve the values reward system by building a 'My Bank.'
- Review and improve the staff induction programme ensuring that it reflects the school's strong commitment to inclusion for all.



Element 2 - The learning Environment, Resources and ICT

Strengths:-

- Leedon Lower School provides a most attractive and stimulating learning environment for all members of the community. Buildings have recently been extended to cater for an increase in pupil numbers in the future, but in the meantime, this extra resource is used creatively. Corridors and larger spaces between classrooms display the children's work and resources are clearly labelled and easily accessed by the children who treat them respectfully.
- Outdoor Learning is a well-established and valued learning resource for pupils. There are several very well-equipped areas that have been carefully designed to provide for specific activities (such as the ball game area) or for more creative learning through play opportunities. In the Early Years Foundation Stage (EYFS) there is a free flow of movement from inside to outside areas and older pupils enjoy learning outside at specific times. On the day of the assessment pupils were involved in filming and photographing outside drama activities.
- The school is an accredited 'Forest School' and employs two members of staff who have received the appropriate training to oversee and advise on activities. There is an inviting 'forest area' which is used by pupils as well as a meadow area. The school has some hens and pupils can become involved with egg collection.
- The library is centrally positioned and is well resourced. Pupils are encouraged to visit the library regularly and, on both assessment days could be seen enjoying the resource in a very relaxed and responsible manner. Pupils and families have enjoyed a number of library events and the school tries hard to develop a love of reading.
- Pupils with SEND and those in receipt of Pupil Premium funding benefit from a range of activities and resources which are purchased to meet their specific needs. For example, drama therapy, art therapy, access to extra-curricular clubs and subsidised school trips.
- Laptops and iPads are available in classrooms and there are plans to further develop this resource through the purchase of 'Laptop Tens' for use by KS1 pupils. Clicker 7 is available for use in every classroom and is particularly helpful to pupils with SEND.
- Different members of the teaching team complimented the office staff for the competent and pleasant way in which they respond to requests. They understand the pressures experienced by teachers and are always prepared to offer help. One member of staff said 'nothing is too much trouble for them. Even when we have forgotten to pass some important information or request onto them they always sort out the problem'. Another member of staff said 'the office team are like taxi drivers in London and know all the short cuts to resolve issues'.
- Communication between all members of staff is very good, partly because of various meetings and effective systems in place and partly because individuals talk to each

other and listen to each other's opinions. Daily briefings are informative and ensure that everyone is aware of imminent plans.

- Parents are kept up to date about school events by email, letters and the informative website. There is a genuine 'open-door' policy and parents know that there will be a swift response to any request to speak to a member of staff.
- There are many images of inclusive practice around the school. As one approaches the entrance to the school there is a strongly worded notice that reminds visitors that discrimination and prejudice are unacceptable.
- A display about famous female mathematicians throughout history is very enlightening and gives an important message to the whole community about the continuing contribution of women to the academic world. The interactive British Values board demonstrates the work that has taken place to help the pupils understand their rights and responsibilities.
- Pupils learn about cultural and religious celebrations and parents share food and dance from their ethnic background.
- There is a slide show in the main entrance to the school showing photographs of many learning and enrichment events enjoyed by pupils.
- ICT resources are valued as important tools for learning and the school offers a wide range of devices and programs for the pupils to use. These include resources that can also be accessed at home such as Phonics Play, Teach Your Monster to Read and Times Table Rock Stars. Resources are frequently purchased to support pupils with specific needs and these have sometimes been found to provide extra support across the school.

Areas for development:-

- Continue to develop plans to create a new 'Sensory Room' to provide sensory time for vulnerable pupils.
- Monitor the use of the Sensory Room so that the impact of this new resource can be acknowledged and used to help inform further need.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Behaviour management issues are discussed at staff meetings and agreed outcomes are recorded in the staff handbook to ensure consistency. The Behaviour Policy is reviewed annually and there is a named member of staff who takes responsibility for overseeing behaviour management.
- Pupils consider behaviour within the context of the values that guide the expectations of all adults and pupils in the school. Behaviour for learning is understood and praise systems are well organised.
- The praise and reward systems are an intricate part of school life. Pupils are rewarded for academic excellence and are given titles such as, Scientist of the Week, Reader of the Week and Writer of the Week.
- The introduction of the 'reflection tents' in every classroom and the mindfulness activities offered give pupils an opportunity to think about their feelings and behaviour in a calm and safe space.
- Pupils receive an adapted, child friendly, copy of the school prospectus to help them to get to know about the school they are joining.
- Early Years pupils receive home visits before they join the school and effective transition arrangements are well established. Leedon Little Learners and Reception pupils share learning areas and the younger pupils are encouraged to visit and explore the Reception classroom. Consequently, they are very familiar with the learning environment and the staff when they move to the next class. There are also shared phonics sessions between the age groups.
- All Year 4 pupils visit the receiving middle school and those with pastoral or learning needs benefit from extra visits. There are also extra 'enrichment visits' for pupils considered to be more able. Good relationships exist between the school and the main receiving middle school. There are also transition meetings between staff from both schools.
- Parents are provided with a comprehensive school 'Welcome Pack' to help them become familiar with the school's ethos and approach to learning.
- Different religions and cultures are celebrated and assemblies and Religious Education lessons focus on shared values and beliefs. Recently, pupils travelled to Bedford and visited various places of worship to help them understand and appreciate the religious and ethnic diversity of our Nation. Toys reflecting cultural diversity and disability are an EYFS resource.
- Pupils elect School Councillors who represent their class at weekly meetings. Sports Ambassadors support others in various sporting activities and encourage a spirit of good sportsmanship.



- Referrals from staff are discussed at the weekly Inclusion Team meetings and are kept in a central file for future consideration. The SENDCo holds regular meetings with parents and staff to provide information and advice.
- Pupils with sensory processing or attention difficulties are given appropriate support. All staff members are made aware that the child needs extra consideration and they are advised on strategies that work best for an individual child.
- The work of the Pastoral Learning Mentor (already detailed in the summary) supports emotional well-being, self-esteem and social skills.
- Every pupil in receipt of Pupil Premium has a named adult 'champion' whom they meet with half termly.
- Pupils receive verbal and written feedback about their work. Targets are displayed in their books and pupils are given 'next steps' so that they know what to do to improve. At KS2 'steps to success' guidance is given which includes help with self-correction and self-editing.
- There are many opportunities for parents to come into school. E-safety weeks engaging parents and children are held frequently and there are termly Family Breakfast mornings. There is an annual 'Bedtime stories' evening when pupils (dressed in pyjamas) can come back into school with their parents to hear bedtime stories. This is one of many opportunities initiated by the school to help parents understand how they can help their children.
- Staff and pupils demonstrate the importance of inclusive behaviour most visibly by the way they speak and listen to each other. Pupils confidently approach staff who respond immediately or sometimes have to say words to the effect of 'can we talk about this a little later? I will have a little think and speak to you at the end of our lesson'. Teachers really notice what the children are doing and as they walk around the school frequently pause to praise a child.
- School values are embedded within all interaction and celebration assemblies encourage pupils to acknowledge the achievements of others.
- There is a wide variety of clubs and out of class activities and all pupils are invited to become involved to ensure inclusivity. No child is excluded because of cost and there is usually 100% attendance on school trips and visits. Special provision is made where necessary; recently a child with special needs required extra support when visiting places of worship. Staff had anticipated his possible anxiety and a named person was able to step in to give him one-to-one support.
- Pupils are regularly consulted about school issues through classroom discussions, pupil surveys and conversations with individuals. For example, playground equipment has been replaced and improved in response to pupil requests.



Areas for development:-

- Review the use of CPOMS (Safeguarding and Child Protection Software for Schools) and trial the use of this system with pre-school staff.
- Continue to extend and develop links with other local schools to share best practice.

Element 4 - Learner Progress and Impact on Learning

Strengths:-

- The school has thorough systems for assessing and recording pupil attainment and progress. Outcomes are monitored at various levels by senior leaders, for example, at the end of EYFS and Key Stage 1, across each year group, individual classes, groups of children and most importantly at individual pupil level.
- Regular Pupil Progress Meetings provide an opportunity for senior leaders and class teachers to 'drill down' into data and consider outcomes for groups and individual pupils. In this way staff can identify lack of expected attainment and progress and plan for appropriate intervention.
- A SENDCo for the particular key stage meets with class teachers each term to review provision maps for individual and groups of children. Targeted intervention such as that for Phonics can then be planned and put into place. Pre and post teaching needs are also identified.
- Plans for pupils with SEND and Provision Maps are shared with support staff working with individual or groups of children with similar needs. These documents are also shared with parents at least termly but usually more often.
- Pupil Passports are used to record all interventions and the One Page Profiles are a useful tool for smooth transition.
- Scrutiny of lesson plans, visits to classrooms and work in books demonstrate the variety of teaching and learning approaches used in the school. IRIS Connect videos help staff share best practice and give senior leaders an opportunity to ensure that appropriate tools for learning are in place. (IRIS Connect is a video-based professional learning platform which is designed to help improve outcomes for children.)
- The Marking Policy directs that verbal feedback should be immediate, constructive and positive. Pupils understand their next steps and are involved in the marking process as they have to respond to the teachers' comments.
- There is evidence of good progress and/or achievement for all identifiable groups, for example, over the last three years the percentage of Ever 6/PP pupils reaching the expected level of learning in Reading, Writing and Maths has gradually increased.
- As a group the Ever 6/PP pupils results for the end of 2017 was higher than the Local Authority average in Maths and Writing. SEND pupil results for the end of 2017 matched the Local Authority average in Writing and was above the expected level in Reading and Maths.
- Notes from various meetings such as Pupil Progress meetings, those between teachers and SENDCo and those with parents, track the evaluation of outcomes and identify adapted practice for all groups and individuals.



Areas for development:-

- Monitor and review the currently used system for tracking pupil progress and attainment.
 - Evaluate its impact on learning.
 - Ensure that it is giving sufficient information to senior leaders.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- There is a 'joined up' approach to Performance Management. Whole school targets respond to pupil progress across the school and form part of every teacher's performance management.
- The Teaching and Learning Policy is regularly reviewed by staff and governors.
- Performance Management/appraisals are well established for the support staff as well as teachers and a target relating to teaching and learning is agreed.
- There are regular lesson observations of all staff by the Headteacher and Senior Leaders. Lesson observations ensure that there is appropriate coverage of content and that adaptations are being made to support the needs of every child. Lesson plans include provision for children experiencing behavioural or learning barriers.
- More recently IRIS video technology has been introduced to encourage self-evaluation and the sharing of best practice.
- As part of his role the School Improvement Partner (SIP) visits the school regularly and monitors the quality of teaching and learning as well as the quality of internal judgements.
- Key Stage Leaders meet with staff in their phase to monitor provision and learning, and to identify gaps which could be filled with greater differentiation of teaching.
- The Headteacher and Senior Leaders meet with class teachers for termly Progress Meetings. A SENDCo also meets with teachers to specifically focus on children with special learning needs.
- Performance Management targets and end of year data are evaluated so that new aspirational targets can be agreed for the coming year.
- The school has developed a policy which specifically refers to the learning environment and elements that must be present to ensure successful learning. The policy states 'we aim to create immersive learning environments in which children are able to learn and develop ways of cooperating with each other. We strive to ensure that through our attention to detail we provide our children with learning environments that make them feel valued and special'.
- Working walls, vocabulary vaults and a range of visual aids are used to stimulate independent learning.
- Teacher's planning is shared with TAs. Their feedback is valued and used to enhance learning. They work with small groups or individual pupils to give support in basic skills, emotional well-being and other curriculum areas.



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- Lesson observation notes demonstrate that there is effective communication during lessons. Pupils understand expectations and are guided by shared lesson objectives and clear explanations by teachers.
- Immediate feedback is provided to help pupils achieve their goals. Praise and next steps advice always features in marking, and there is evidence of self and peer assessment in work books.
- There are many opportunities for parents to gain information about their child's learning and behaviour. Formal annual reports are detailed and informative and parents have expressed their gratitude for the helpful information shared. Reports can be discussed at Parent consultation meetings, which also provide an opportunity to meet the child's next teacher.

Areas for development:-

- Further develop positive links with the Middle Schools that pupils feed into.
- Reinstate the weekly meetings between teachers and TAs.

Element 6 - Parents, Carers and Guardians

Strengths:-

- Opportunities for parents to become involved in their child's education are numerous. The school takes outreach to parents very seriously and all staff acknowledge that it is vital that parents are engaged if the pupils are to get the best outcomes from their time in school. There are information workshops, reading sessions, parent information evenings, library events, Art evenings, Bring an Adult to School days, Take Home Tasks, pupil performances and more.
- Excellent communication and positive relationships are an important part of the school's philosophy and ethos. Teachers make themselves available to parents at the end of the school day and there is an encouraging 'open door' policy. Phone calls, email, text, the blog, the school app and the school's Facebook page are examples of places to learn more about the school and to contribute to conversations.
- Parents are helped to understand the challenges faced by their children in school and innovative ways are used to encourage them to attend information sessions, for example, parents were invited to attend a 'Phonics Party'. They were served tea and cake and given lots of information about how to help their Y1 child prepare for the Phonics Screening during the Summer Term. Parents happily attended the 'party' and left knowing what they could do to help their child.
- A foster carer of a vulnerable child praised the school for the high level of support that she herself and the child have received. The class teacher meets with her every morning to discuss plans for the day and any possible issues. The child has a home/school communication book which records positive and negative behaviours. A great deal of extra support has been put in place and the child is not forced to do anything that makes him feel uncomfortable. The carer said, 'without this school I would be lost'.
- Home visits to support disadvantaged families regularly take place and are organised and attended by the Pastoral Learning Mentor and one of the Inclusion Team.
- Parental feedback shows that the outreach work by the school is greatly appreciated. They feel that families and pupils are valued and included and refer to sporting events, trips and meetings in their positive comments.
- Learning logs and reading records enable parents to support their child's learning at home and targets are shared with pupils and parents throughout the year.
- Parental concerns are addressed and there is easy access to the Complaints Procedure on the school's website with examples showing how this could be used. Governors are available to meet with parents and discuss any concerns they have.
- Meetings about pupils with SEND take place at least once a term. Actions concerning referrals, provision maps and advice following a diagnosis are discussed and reviewed.



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- A number of governors are also parents at the school and a number of staff members have chosen this school for their own children.
- There is an active Parent Teacher Association (PTA) which organises a wide range of events with parent volunteers who provide extra support in school.
- Teachers receive praise and thanks for their commitment to pupils. Parents and grandparents are always very willing to make donations to the school for different projects.

Areas for development:-

- Further develop plans to set up a no appointment drop in opportunity for parents.
- Consider using a digital system such as 'Marvellous Me' to send positive messages home about pupils' learning.



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

Strengths:-

- The governing body is effectively organised and has four members of the parent body serving at the present time. It has influenced developments in recent years and members are proud of the success of the school. It challenges the Headteacher and Senior Leaders to justify important decisions and at the same time offers support.
- The Headteacher and Senior Leaders ensure that Governors have a good knowledge of how well the school is doing and a clear picture of pupil achievement. They also share information about the teacher appraisal system and what is done to tackle any underperformance.
- Governors understand that teachers objectives are linked to improved outcomes for pupils and that pay progression is dependent on these being achieved.
- Finances are properly used and Governors carefully monitor the use of Pupil Premium funding to bring about improvement for eligible pupils.
- Policies are shared and approved at Governing Body meetings and Governors recognise that reference to inclusivity can be found in several different policies.
- There is a named governor for SEND and Inclusion.
- Safeguarding is on the agenda at every meeting and the responsible governor is also the Safeguarding Lead and a Deputy Headteacher at another primary school.
- Governors are expected to attend all relevant training and in particular training for Safeguarding and Prevent. Learning walks for Governors include a focus on inclusion.
- A Governing Body review has taken place to help identify future actions. Networking meetings with Governors from other schools have already been planned in order to share approaches and ideas to improve practice.
- Governors are well trained and understand their roles and responsibilities. Governors responsible for PP intend to complete a self-evaluation process which will help them make effective judgements about the spending of PP funding.
- They have high expectation of senior leaders and track various data trails.
- There is a Standards Committee which identifies best practice for inclusion and the school's SIP provides good information and support for Governors.

Areas for development:-

- Create a training opportunity for governors to demonstrate how CPOMS works and its value within school.
- Facilitate meetings and liaison between governors and subject leaders.



Element 8 - The School in the Community – How this supports Inclusion

Strengths:-

- Curriculum Leaders and the Inclusion Team work hard to embrace community resources and to contribute to community development. Rainbows, Brownies, Guides, and a Karate club hold weekly meetings in the school.
- The school provides a room for a Parent/Carer and Toddler Group to meet on a weekly basis. Not only does this provision serve the local community, it also assists transition of young pupils into the Leedon Little Learners Pre School.
- The school is represented at termly Locality Meetings where information about local community issues is shared. Attendees include Headteachers from local schools, Police Officers, Health Visitors and other community workers. The group has organised a forum to collate a catalogue of local services so that they become more accessible.
- The school has strong links with another Bedfordshire Lower School which has created and generously shared a resource to facilitate a review of Pupil Premium expenditure.
- The school acts as host for the Local Authority to run a course on Positive Parenting (known as Triple P-Positive Parenting Programme). Parents from Leedon Lower and from other schools in the community are encouraged to attend.
- The school hall is used by a dance teacher to hold dance lessons for young people with disability.
- There are before and after school clubs providing quality care for working parents.
- The Pastoral Learning Mentor arranges many visits to local amenities for disadvantaged and vulnerable pupils. For example; Dunstable Downs, Wrest Park, Stockwood Park, Stoke Bruerne, Tiddenfoot Leisure Centre for swimming, Metro Bank, the local Splash Park and Milton Keynes Library.
- The school participates in local community events such as the Christmas tree Festival, Brooklands Visual Art Exhibition and Linslade and Leighton in Bloom.
- Pupils have visited the Tesco supermarket to participate in their 'Food to Fork' activities and also the 'Fareshare' project which has donated food (close to its best before date) to the school's out of hours clubs.
- Useful links have been made with shops where parents work such as a local pet shop and a reptile shop.
- Many local organisations are welcomed into the school and have now developed strong links. Rachel the dog from Pets as Therapy visits the school every week and pupils are allowed to stroke her; the local librarian visits to enthuse pupils about the Summer Reading Challenge and the local Police dog handler has been into school to talk about the work of a Police dog.



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- Special events at the school are reported in the local newspaper and have included items about the opening of the new KS2 building and the school's recent 50th anniversary.

Areas for development:-

- Further develop plans to take some pupils to the local Food Bank.
- Further develop plans to take some children to visit a local care home for the elderly.

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