



Report on IQM Inclusive School Award



School Name: Bournmoor Primary School

School Address: Lambourne Close
Bournmoor
Houghton le Spring
DH4 6HF

Head/Principal Mrs Laura Snowdon

IQM Lead Mrs Laura Snowdon

Assessment Date 4th June 2025

Assessor Ms Gemma Robertson

Sources of Evidence:

- Sample of books from across the classes
- Learning walk and lesson drop ins
- Review of documentation addressing the eight elements relating to the IQM SER
- Conversations with a variety of different members of the school community
- Ofsted Report
- School website
- School vision and values
- Learning environment walk
- Observation of pupil's arriving at school
- A school tour at structured and unstructured times
- Observation of breakfast club and after school club

Meetings Held with:

- Headteacher and Deputy Headteacher
- Parents, carers, and guardians
- Reverend from the local church
- Teachers



Report on IQM Inclusive School Award



- Teaching Assistants
- Lunchtime Supervisors
- Out of Hours staff
- Pupils including members of School Council
- Governors
- Inclusion Manager for Education Durham and leader for IQM in Durham
- Bournmoor's Leadership Advisor from Education Durham
- Members of the Leadership Tea



Report on IQM Inclusive School Award



Overall Evaluation

Bournmoor is small primary school with mixed age classes that serves the community of Bournmoor in County Durham. The school has a higher than average number of children in receipt of pupil premium funding and has a higher than average proportion of pupils with special educational needs. The majority of children are white British, and all pupils speak English as their first language. In 2017, the school opened their own governor-led nursery. This provision was much needed in the area and has allowed the school to support children in the community from a younger age. The impact of this has been a higher number of children achieving GLD at the end of reception. During my visit, I witnessed high quality interactions between the staff and children in nursery. The nursery classroom was warm and inviting and the children were stimulated and engaged.

Despite the complex needs of the community Bournmoor serves, the school provides an enriching curriculum that both supports and challenges its pupils. This was evident on my learning walks and observations throughout the day, where I saw quality first teaching, resources available to support children to be independent and challenge areas visible in every classroom.

From the moment I stepped through the doors of Bournmoor Primary School, I was hit by a warm and welcoming atmosphere where staff greet each child by name and with a smile. Bournmoor is a small, community school where children are put at the centre of everything they staff do. At Bournmoor, inclusivity is more than just a policy; it is a way of life. This is a place where every child is encouraged to be their best self, where diversity is celebrated and where kindness is the heart of the community.

Teachers tailor their lessons to ensure that every child feels seen, valued, and supported, regardless of their background or abilities. Classroom environments are nurturing and calm, with cosy reading corners, sensory-friendly spaces and flexible seating that reflect an understanding of diverse learning needs. In July 2024, Ofsted carried out their most recent inspection and commented on the following: *'Bournmoor Primary School is a warm, close-knit community. Every child is valued as an individual. Pupils are very proud of their school. They enjoy learning. The school has high expectations of what pupils can achieve and how they should conduct themselves.'*

Children treat each other with kindness and respect. Older students look out for younger ones, and buddy systems ensure that no one ever feels alone on the playground. Celebrations of different cultures, languages, and traditions are woven into the school year, fostering a deep sense of belonging and curiosity. The children love being part of such an inclusive school. I spoke to the school council who told me that it is, "really nice to be a pupil at Bournmoor, you get treated really well and the teachers make everything fair. Everyone is included and because we are an inclusive school, we make sure everybody feels welcome".

Staff collaborate closely with families and specialists to support every child holistically—academically, emotionally, and socially. There's a strong emphasis on emotional literacy and wellbeing, with regular circle time, mindfulness practices and open conversations about feelings.



Report on IQM Inclusive School Award



As a Rights Respecting School, the school ensures its pupils are taught how to value and respect others as well as how to take responsibility for their actions. Rights Respecting is woven into the school ethos and the curriculum which supports the schools aim of encouraging their children to, *'take responsibility for their actions, helping them to respect the rights that every child has. We believe this will support their development into responsible, confident young citizens both in school and the wider community.'*

Bournmoor has worked hard to develop excellent relationships with its families. Parents and carers speak very highly of the school and its inclusive nature. One parent told me, "The staff are amazing; they always stay in touch and understand the difficulties my children have and the difficulties I sometimes have. There has never been a question of my children being treated differently because of their needs. The school plays to the children's strengths and nurture them." Parents feel valued and know their children are valued as well.

The headteacher is deeply committed to fostering a supportive and empowering environment for all staff, recognising that their growth directly impacts the success and well-being of the children. By actively listening to staff needs and reflecting on school priorities, the headteacher tailors continuing professional development opportunities that are both meaningful and targeted. Whether through bespoke training sessions, peer coaching or external courses, the headteacher ensures that professional learning is purposeful and aligned with each teacher's goals. This investment in staff development not only boosts morale and expertise but also translates into improved outcomes for pupils, as teachers are better equipped to deliver high-quality, engaging learning experiences.

At Bournmoor Primary School, inclusion is at the heart of everything they do. The school is deeply committed to meeting the diverse needs of every child, ensuring that each pupil feels valued, supported, and able to succeed. Staff work closely with families, specialists, and the wider community to provide tailored support, whether through individualised learning plans, accessible resources or emotional and behavioural support. They foster a culture of respect, empathy and understanding, celebrating differences, and promoting equality at every level. By maintaining open, honest communication with parents and carers, the school builds strong, trusting relationships that ensure every child's voice is heard and every family feels involved and empowered.

The inclusive ethos at Bournmoor Primary School is clearly driven by innovative and dedicated leadership. School leaders consistently demonstrate a forward-thinking approach, ensuring that both staff and pupils are empowered to achieve their full potential. Through a strong culture of support, collaboration and professional development, staff feel valued and equipped to meet the diverse needs of all learners. Children thrive in this nurturing environment where differences are celebrated and barriers to learning are actively addressed. The school's unwavering commitment to inclusion and continuous improvement sets a strong foundation for ongoing success and wellbeing for the entire school community.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring



Report on IQM Inclusive School Award



development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ms Gemma Robertson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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Joe McCann MBA NPQH
CEO Inclusion Quality Mark (UK) Ltd



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Bournmoor is an extremely inclusive school, where inclusive practice is at the heart of everything. This was apparent as soon as I walked through the doors of Bournmoor; the interactions between staff and pupils are natural, caring and extremely authentic. There is a real sense of belonging in the school; the school community cares for each other and are proud to call Bournmoor their school. Staff, parents, and children, speak highly of all that happens at the school.

The inclusive values were evident throughout my visit. Staff understand inclusion and work hard to ensure there is a positive environment where all children feel safe and supported. The needs of the children are planned for, and teachers use their initiative to adapt work and daily routines to ensure all children can access learning at their development and academic level. All staff work together to share good practice and to look for what is best for each individual child. They proactively seek advice, but because they know the children well, adaptations are made seamlessly.

When I spoke to a group of children, they spoke confidently of what inclusion means to them and how inclusive Bournmoor is. One child said, "everyone is included, no matter what. We make everyone feel welcome here."

Bournmoor Primary School is built on a strong foundation of inclusive values, where every child is respected, celebrated, and supported to thrive regardless of their background, needs or abilities. Diversity is embraced as a strength, and the school actively fosters a sense of belonging through a culture of kindness, empathy, and mutual respect. Staff work collaboratively to ensure that teaching is accessible, adaptive, and responsive, providing appropriate support and challenge for all learners. Inclusive practices are woven into every aspect of school life—from the curriculum and classroom environment to assemblies and extracurricular activities—ensuring that every child feels valued, seen and empowered to reach their full potential.

Next Steps:

- The school has recently undertaken some training with their Local Authority SEND team on Nurture Principles. The 'Six Principles of Nurture' provide a framework for supporting children's social, emotional, and behavioural development school. These principles emphasise the importance of a safe, supportive, and understanding environment where children can thrive and learn. Leaders now want the chance to embed these principles into school life.
- Alongside this, this academic year the school has set up a nurture group. The group has its own space to work and every Tuesday a school counsellor comes into school and uses this space while working with pupils. The next steps for this are to evaluate the impact it is having on the children. The headteacher is going to involve governors in monitoring the impact and will gather pupil voice to support this the monitoring process.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

The headteacher is dedicated and passionate about the school. She has ensured that the school is the hub of the community and because she is outward facing, the professional development offer for staff is excellent. Leaders have a clear vision of high expectations and aspirations for all. The starting point for every child is that they can achieve and if they need support and/or adaptations these are made quickly with the individual child's needs at the centre of this.

The headteacher and Deputy Headteacher combine a clear vision with strong interpersonal skills to drive school improvement and create a positive, purposeful learning environment. They lead by example, setting high expectations for staff and pupils while fostering a culture of trust, collaboration, and continuous growth. Through strategic planning and clear communication, they ensure that everyone understands the school's goals and their role in achieving them. Leaders use data, regular monitoring, and reflective dialogue to hold staff accountable in a fair and constructive way, offering support and professional development where needed. By celebrating successes and addressing challenges openly, they maintain high standards and ensure that all decisions are rooted in what is best for the children.

Governors are heavily involved in the school. They work closely with the headteacher and engage in school activities, including subject visits and trips. They are visible in school; staff and children know who they are. Governors hold the leadership team to account with a balance of support and challenge. They support the school by fostering a culture of high expectations while providing that practical and strategic support. Governors understand their role in ensuring that all pupils, regardless of background or ability, are given the opportunity to thrive. The Governors at Bournmoor are also actively involved in monitoring progress, challenging school leaders to continuously raise standard and ensuring that resources are used effectively to enhance teaching and learning. At the same time, they maintain strong links with the community, promote staff development and uphold the school's values, creating a positive and ambitious environment where every child is encouraged to reach their full potential.

Leadership and management and accountability are certainly a strength of the schools. This enables the school's values to be embedded across all aspects of school life with all staff, including governors, working together to set ambitious goals for pupil achievement and well-being. The culture that the school has developed means that pupils and staff are empowered to succeed.

Next Steps:

- The school are keen to become involved in the IQM cluster meetings so they can continue to make links with other schools which will in turn enhance their practice.
- They are currently taking part in the Linking Leaders project which is a one-year project that explores the latest EEF research evidence on impact of action research and on approaches to curriculum evaluation. It includes school to school review which has already supported practice. Leaders are keen to keep these relationships going so more staff can benefit from school-to-school CPD.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

During lesson visits, it was clear to see that pupils are engaged and want to learn. Adaptations are made in every classroom to meet the needs of individual learners. Routines are consistent in every classroom which helps to embed not only behaviour expectations but an excellent attitude towards learning in all children.

The curriculum is progressive, and a lot of work has gone into making it right for the pupils at Bournmoor. In every classroom I visited, every member of staff adapted their teaching to support and/or challenge each child. The staff know the children extremely well and know what works and what does not work – meeting the needs of every individual learner. The curriculum is successfully adapted, designed, and developed to be ambitious and meet the needs of pupils with SEND, developing all pupils' knowledge and skills.

Bournmoor are always looking at ways to adapt and progress in their curriculum design to ensure children are getting the best possible opportunities to succeed. This means that they have a well-structured and thoughtfully developed curriculum that is both comprehensive and inclusive. Designed to meet national standards while remaining flexible, the curriculum is continuously adapted to accommodate the diverse learning needs and abilities of its pupils. Teachers use a variety of strategies, personalised learning plans and regular assessments to ensure that each child—whether they need extra support or greater challenge—can thrive. With a strong emphasis on both core subjects and holistic development, Bournmoor fosters an environment where every pupil is encouraged to reach their full potential in a supportive and engaging setting.

At Bournmoor, pupils are actively engaged in all areas of the curriculum, demonstrating curiosity, enthusiasm, and a love for learning. Lessons are dynamic and inclusive, encouraging children to explore subjects through hands-on activities, collaborative projects, and real-world connections. From English and maths to science, the arts and PE, every subject is delivered with creativity and purpose, ensuring that all learners are challenged and supported in equal measure. Beyond the classroom, a range of extra-curricular activities offer pupils the chance to discover new interests and develop valuable life skills. This rich and balanced educational experience helps children grow in confidence, build strong relationships, and develop a sense of belonging and pride in their school community.

Next Steps:

- Bournmoor are always looking at ways to improve so the next step in their curriculum is to focus on the end points for each year group; ensuring it is progressive and achievable.
- The school have started to look at children knowing and remembering more through the Linking Leaders project they are currently part of. This will continue into next academic year where strategies will be tried and, if successful, embedded across different subjects. Subject leaders will review and evaluate the impact of the different strategies, adapting and changing where necessary.



Report on IQM Inclusive School Award



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

The learning environment at Bournmoor supports learners to excel. In every classroom, displays offer support, book corners are accessible and encourage a love of reading and sensory areas support children with their sensory seeking needs. Challenge areas appear in every classroom and children are trained to access these effectively. Displays also celebrate children's achievements demonstrating to the children and visitors just how valued they all are and how proud the school are of their achievements. During my lesson visits, I saw pupils engaging with their learning environment, for example, pupils in Year 5 and 6 accessing the reading area, enjoying a book together; pupils in Year 3 and 4 using support resources to enable them to complete a piece of writing independently and in Year 1 and 2 pupils were eagerly using challenge cards to extend their learning and think more deeply about a mathematical concept.

Staff know every individual child's needs, and this is not just class teachers knowing their class, this is every member of staff knowing all of the children across the school. During my time at Bournmoor, I really saw the school's aims of, *helping children discover the joy of learning, developing enquiring minds and the ability to ask questions*, come to life. Teaching and learning are engaging, and children are active learners. The classroom environment and teaching allow children to be both supported and challenged at the same time.

Children at Bournmoor are taught that they can achieve anything they want to as they are in charge of their own destiny. Displays reflect this. With achievements celebrated and children's work proudly displayed in shared areas.

Personalised learning is of vital importance to teacher's high expectations for every learner. I saw a range of challenging, adapted teaching and learning strategies being used in every classroom which was also evident in planning. The school has developed a range of methods to find out what works best in the classroom for their children. This has been shared within school and has supported the sharing of good practice.

At Bournmoor Primary School, all staff work collaboratively as a dedicated team, constantly reflecting on and evaluating their practices to ensure the highest quality education for all of its pupils. Regular meetings, professional development sessions and constant communication between staff, ensures that all everyone who works at the school has the chance to share ideas, review outcomes and explore new and innovative approaches to teaching and learning. This ongoing commitment to self-improvement and teamwork ensures that every child receives the best possible experience in a nurturing and forward-thinking environment.

I witnessed staff greeting children into school, which happens every morning. This means that any issues can be dealt with immediately. The headteacher is visible every morning to speak to families ensuring that any worries are dealt with there and then, rather than families worrying all day. In every classroom the 'Zones of Regulation' are used effectively. Children engage with this well, one child told me that, "the Zones of Regulation help teachers know if one of us needs some help or if we are sad. If someone is on red, a teacher speaks to us and helps us which makes the problem go away."



Report on IQM Inclusive School Award



Next Steps:

- As already mentioned, the school wants to embed their nurture principles, so it is embedded across the whole school and into the curriculum.
- The school would also like to continue their work with the Linking Leaders Project to enable best practice to be shared with other schools. This will benefit all staff not just those who are involved in the project because strategies and ideas will be brought back to school and discussed with the whole team.



Report on IQM Inclusive School Award



Element 5 – Assessment

Staff use prior attainment data to identify gaps in learning in order to plan effective learning opportunities. There is a clear programme and methodology for tracking learners' on-going progress. This was evident in the book look I conducted alongside the headteacher and when I visited lessons. Teachers are very proactive, identifying gaps within lessons and addressing them immediately. Staff then use this to inform future lessons which is having a significant impact on the progress children are making across all curriculum areas.

Children peer and self-assess and understand how to improve. They know where they are working and what they need to do to improve further. Learners are actively encouraged to support each other in the learning process, for example, talk partners, small group work and peer learning. The school are very outward facing, seeking advice from the local authority, school development partners and other schools within their cluster to share good practice. All of the staff that I spoke to are very keen to make links with colleagues in other schools in order to increase opportunities for the children of Bournmoor and to ensure all children are supported and challenged in equal measure.

Bournmoor Primary School is proudly outward-looking, continuously reflecting on and refining its curriculum and assessment practices to ensure the best outcomes for every child. Staff are committed to staying informed about educational research, innovations, and best practices, often working in partnership with other schools, external agencies, and the wider community to enrich learning experiences. The curriculum is broad, inclusive, and responsive—shaped by the needs, interests, and backgrounds of the pupils—while also preparing them for the wider world. Assessments are used not just to measure progress, but to inform teaching and provide targeted support, ensuring that no child is left behind. Leaders foster a culture of continuous improvement, where feedback is valued and change is embraced with one central aim: to get it right for the children, helping them thrive academically, socially, and emotionally.

There is a consistent approach to marking and feedback in every classroom. Every teacher uses different marking stamps that correlates to teacher feedback, for example, use paragraphs, capital letters, add punctuation. These stamps are used across the school and children understand them well. There is a key to explain the stamps on every table and a larger version on the wall of classrooms to reinforce what each stamp means. This instils independence, editing and self-correction skills in the children; all excellent tools that are needed for learners to take the next steps in their learning journey.

Next Steps:

- Next steps for the school's curriculum are to look at retrieval practice and how effectively children are able to retain key knowledge. Leaders would like to look at how this is assessed, reviewed, and monitored and how data is used to identify gaps in knowledge.
- Marking stampers are used across the school and keys are used to support the children's understanding. Leaders would like to use pupil voice to gain an understanding of their impact and how much the children fully understand them.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

The children at Bournmoor are extremely polite, respectful, and well behaved. Behaviour is outstanding and the way the children support each other was lovely to see. The ethos of care, mutual respect, and support oozes out of every child and is evident throughout the school. In every classroom, attitudes to learning were excellent. The children want to be at school and want to learn which comes from the positive attitudes of all of the staff.

The school's behaviour systems are embedded and consistent across the whole school which supports their excellent behaviour. Children are polite, confident, and articulate and they display excellent attitudes to learning, showing enthusiasm, resilience, and a genuine eagerness to succeed. Pupils are curious and motivated, approaching new challenges with confidence and a positive mindset. They take pride in their work, listen attentively and actively participate in lessons, asking thoughtful questions and engaging in meaningful discussions. The school's nurturing environment and strong relationships between staff and pupils foster a sense of safety and belonging, encouraging children to take risks in their learning and celebrate mistakes as opportunities to grow. High expectations are clearly understood and embraced by all, and pupils are encouraged to take ownership of their progress, setting goals, and reflecting on their own achievements. This culture of respect, ambition and joy in learning is evident throughout the school, creating a vibrant and purposeful atmosphere where every child can flourish.

The school offer a range of trips, visits and after school clubs. All children can access these, and they change regularly. Visitors also attend the school, for example, authors; visitors to help celebrate Chinese New Year; science visitors; archaeologist. The children spoke highly of the trips, visitors and clubs that are on offer to them.

Of all the people I spoke to throughout the day, including children and parents, all described the school as one big family; this is certainly the impression I got. This ethos means that children love school and love to learn which has a positive impact on behaviour and children's personal development.

Bournmoor Primary School provides an excellent personal development offer that supports the holistic growth of every child. The school places a strong emphasis on nurturing pupils' special, emotional, and moral development through a well-rounded curriculum and a wide range of enrichment activities. Children are encouraged to build resilience, confidence, and empathy through leadership roles, such as, school council and sports leaders. Through thoughtful pastoral care and strong relationships with families, Bournmoor creates a supportive environment where every child is empowered to thrive both academically and personally.

Next Steps:

- The school is currently a Rights Respecting Silver Award school. In Autumn 2025 they plan to resubmit the submission paperwork to ensure they keep this status.



Report on IQM Inclusive School Award



Rights Respecting is embedded throughout the school therefore the school wants the recognition for this.

- Year 6 pupils' transition to a number of different secondary schools, so leaders want to strengthen their relationships with the schools to ensure excellent transition, particularly for those children requiring more support.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

Bournmoor is a community school, who values its community as much as it does its children. Communication links with families are excellent and the parents I spoke to discussed how comfortable they feel in speaking to staff if they have a problem. Staff are visible and accessible, without it being too onerous for them. Families feel supported and know that they can contact the school with a query, worry or problem and the school will support them without question.

These strong relationships with parents and carers are a central part of Bournmoor's ethos. The staff are committed to open, honest, and regular communication, which ensures that families are kept informed about their child's progress and wellbeing. Newsletters, parent's evenings, and online communications help to maintain transparency and foster a collaborative environment. The school also welcomes feedback and encourages families to be active participants in school life. In last year's parent survey, the school had the following responses, *'100% of parents would recommend the school, 100% of parents say the school has high expectations of their child and 100% of parents said the school supports their child's wider personal development.'* This close collaboration helps to create a supportive and nurturing environment where every child can thrive.

At Bournmoor, families feel genuinely supported and valued as partners in their child's education. The school fosters strong, trusting relationships with families through open communication, regular updates, and a welcoming, inclusive environment. Staff are approachable and responsive, taking the time to listen to parents' concerns, working collaboratively to meet each child's individual needs. Whether a child requires academic support, help with emotional well-being, or has additional needs, the school ensures that parents are kept informed and involved in planning and decision-making. Workshops, information sessions, and one-to-one meetings help parents understand how to support learning at home, while the school meet pastoral needs by providing guidance and reassurance when challenges arise. This strong partnership empowers families and ensures that every child receives the support they need to thrive both in and out of the classroom. All of the parents that I spoke to couldn't speak more highly of the support their children receive as well as the support they receive as a family.

Next Steps:

- Although the school has strong communication with its families, they would like to explore using Arbor online as part of their communication tools, for example, to send message so parents and carers. They use Arbor for a number of things, so this would make communication more central.
- The school has embarked on a new breakfast club this academic year and are keen to get feedback from families. Parent questionnaires will be sent out this half term and will include questions about their new wraparound and breakfast club. This will allow the school to measure impact.
- The school are keen to expand their learning beyond the classroom offer. They will begin by working with parent governors to explore how they can continue to improve home/school links.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

Bournmoor is at the centre of the community it serves and truly is a community school. It prides itself on serving the community it serves and ensures all pupils are proud of Bournmoor. The school has strong links with the local Church. The Reverend comes into school every month to deliver an assembly and the whole school visit the Church for Harvest Festival and to celebrate Christmas. Classes also go to the Church when taking part in geography fieldwork, to look for signs of spring and to examine nature.

Because the school is a Rights Respecting Silver School, children are encouraged to be global citizens and are given the opportunity to look at diversity, which includes diverse communities across the world. Children are taught the 'Convention on the Rights of a Child' which allows them the opportunity to explore different communities around the world and how things may be different for some children compared to them. Children understand their rights and understand their responsibility in ensuring their rights are upheld.

On the school website the school's aims are clearly detailed. The school aim of, helping *'pupils to understand the world in which they live and the inter-dependence of individuals, groups and nations'* and *'instilling a respect for religious and moral values and a tolerance for other people and their opinions, other races, religions and ways of life'* is really lived here. This is supported by the Rights Respecting ethos of the school where difference is celebrated, and the children have an understanding of the world they live in. The PSHE curriculum embodies these aims and gives the children of Bournmoor another chance to understand their role in the wider and global community. The children I spoke to, had a very good understanding of the UN Conventions of a Child, and told me that they discuss each article in weekly assemblies with the headteacher.

The community of Bournmoor, know that the school's door is always open and feel comfortable in approaching staff if they need to. The school is known for being warm, welcoming, and approachable. It sees itself as a hub for families, where relationships matter, and everyone feels included. Staff know children and their families well, creating a strong sense of trust and partnership. The school actively engages with local organisations, community groups and volunteers to enrich the learning experience and broaden pupils' understanding of the world around them. Events such as community fairs, cultural celebrations and parent workshops are regularly held, strengthening the bond between school and home. Parents and carers feel comfortable approaching staff with questions or concerns, knowing they will be met with understanding and support. This open and inclusive atmosphere ensures that the school is not just a place of learning, but a valued and active part of the wider community.

Next Steps:

- The school have started to work with other schools through the Linking Leaders project. They want to ensure these links continue and are looking forward to making similar links through the IQM cluster groups.
- Leaders are keen to evaluate how global links are tied into their curriculum. They will examine, review, and evaluate and make changes where necessary. Subject leaders will be supported to strengthen quality opportunities for global citizenship education.