



Inclusion Quality Mark (UK) Ltd

23rd March 2016

Miss Lucy Deakin
Croyland Primary School
Croyland Road
Wellingborough
NN8 2AX

Assessment Dates: 15th and 16th March 2016

Summary

Croyland Primary School is a welcoming and happy school that prides itself on its outstanding inclusive practice and its approach to developing the whole child. This was the school's second IQM assessment and the first IQM assessment under the leadership of the current Headteacher. On my visit to the school, I had the opportunity to verify information provided on the self-evaluation form using the extensive sample of the documentation provided, pupils' books, a learning walk and discussions with a range of staff, pupils, governors and senior leaders. In addition to the above, prior to my visit to the school, its website provided key information about the school's policies and practice. My thanks go to the Headteacher and Assistant Headteacher for Inclusion who welcomed me into their school for the two days of the assessment and to all the staff, parents, pupils and governors I had the pleasure of meeting.

The school is situated in Wellingborough with higher than average levels of deprivation and special educational needs; this is reflected in some of the challenges the school face. There are approximately 420 pupils on roll from Reception to Year 6 and the school has a Designated Special Provision for Social, Emotional, Mental Health that is funded by the Local Authority and staffed by the school. At the time of the last assessment the school also had a Designated Special Provision for Speech, Language and Communication Needs, however this provision is no longer open as the Local Authority was unable to sustain funding travel to the provision for pupils attending.

Safeguarding is high on the agenda at this school; this is evident from the safeguarding leaflet that is handed to all visitors when they sign in at Reception, the photographs of the designated safeguarding team in the foyer and also around the school and Northamptonshire County Council's safeguarding processes poster that is displayed in the staff toilets. Staff care about the well-being of pupils here and their actions often go beyond their responsibilities as school staff. One parent said "The school go out of their way to help you." This is clearly reflected with one pupil whose behaviour had deteriorated after his nan, who was his guardian, passed away. His family were too upset to take him to visit her grave so he was taken by his teacher and the Headteacher to take a letter and some flowers. Following the visit, there was a significant improvement in his behaviour.

The school is well equipped to manage a range of special educational needs and vulnerabilities. This is reflected in the training provided for staff but also the support that they provide for each other. They work as a team and communicate effectively with each other to ensure that everyone is aware of strategies to be used for individual pupils. “We talk to Lucy (Headteacher) and Kelly (Deputy Headteacher) as easily as our peers.” Staff feel supported by the senior leadership team as they “are hands on and the doors are always open – it’s a working office, not a business office.” The Assistant Headteacher for Inclusion has set up an SEND Hub on her computer that is an innovative and highly effective way to co-ordinate provision and information on all pupils with special educational needs. The SEND Hub includes hyperlinks to the SEN register, Intervention Team lists, Reading Progress Data, Individual Class Provision Maps, Nurture list, Medical Needs list, Pupil Premium list, High Needs Funding pupils, Speech and Language pupils, Pastoral Team lists, pupils identified for intervention and relevant reports and policies. This is an outstanding tool for provision mapping.

Several members of staff commented that “a certain calibre of staff is needed here.” They are proud to be part of an inclusive, successful school where pupils’ interests are fostered and nurtured. A teacher told me that they enjoy working at the school because “children are allowed to think outside the box; they are immersed in topics.” Pupils at Croyland Primary School are listened to. When interviewed about lunchtimes, some reported that they found it too noisy outside; in response to this the school has set up a huge variety of lunchtime clubs that are timetabled for pupils to access during lunchtime.

A governor told me that “understanding of special educational needs comes from the top down.” There is a very low turnover of staff and the staffing has been more stable since the current Headteacher took up her post. The staff team are resilient with their well-being considered important enough for the Governing Body to fund Pace Setters, an exercise class for staff to attend; this has now been taken over by a member of school staff. All new members of staff have a mentor to help them to become acquainted with the school’s procedures, check in with them daily and provide suggestions of how they can improve their practice. A governor commented that the team are responsive in a way she hasn’t seen in other schools and this echoes what I saw during my assessment.

Difference is accepted at this school by staff and pupils alike and pupils are supportive of one another. On my visit, I saw a pupil who had a chewy toy around his neck so that he could easily access it in order to meet his sensory needs. I also came across a pupil with diabetes medication that is carried around in a small bag. One pupil diagnosed with ADHD is reported to be allowed to sort the pencils as this calms him when he is agitated. The school has recently worked closely with the parents of a transgender pupil to notify pupils and parents about a change of gender identity. The school has thoughtfully considered the individual wishes of this pupil as well as modifications to school premises and practices. Changes such as unisex toilets and no gender splits for classroom or PE activities have been made. The school has three members of staff with disabilities and makes reasonable adjustments for them.

Parents of pupils trust the school and feel their children are safe. One parent of a diabetic pupil said that she “would home school if this school wasn’t so good.” They are grateful for the work the staff do to ensure their children succeed and acknowledge the additional time and thought this involves. “Teachers take time to get to know the child and find out what they will benefit from.” The carer of one pupil told me that “what the school has achieved for his

mental wellbeing is beyond measure.” This pupil moved to Croyland Primary School from a school who couldn’t meet his needs and his behaviour was so difficult that two teaching assistants left the school. When the third teaching assistant was appointed, she used to wear a karate uniform under her clothes to prevent bruising. The carer was grateful that the school “has been steadfast in its support” and enabled him to experience success.

Behaviour at the school is carefully managed through a strong, clearly understood behaviour policy. Staff report that “the environment is calming; Lucy has worked hard on this. As adults you feel calm.” The atmosphere in the school is warm and friendly. I met with some of the school’s most challenging pupils and they reported that “Croyland is a happy place. If you need help, there’s always teachers to help you. It’s a happy atmosphere.” There is a focus on positive behaviour management and there are individual rewards for pupils as well as ‘Green Time’ for all pupils. Pupils receive good manners tokens and praise is in abundance.

There are financial implications of supporting pupils who have significant needs and the Headteacher is aware that this is a challenge for the school but they feel they “have a moral duty to these children” and keep them until a suitable placement can be found. This is achieved through a personalised curriculum for individual pupils and staff having high expectations of what pupils can achieve. This was seen in a Reception classroom in which a pupil with Global Developmental Delay was working on numbers, phonics and his speech; in all areas outstanding progress was evident. In some cases, the additional funding employed by the school enables pupils to be safe and cared for in school so that they can focus on their learning. The school fund a teaching assistant from their own resources who is shared amongst three pupils with diabetes to meet their medical needs.

The Headteacher’s vision for the school is that she wants it “to be the only school worth going to in Wellingborough” and I am confident that with the steps taken to create a school with a warm, inclusive ethos this will be achieved.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years’ time.

Since the last assessment, the school has moved forward considerably in its inclusive practice therefore I also recommend that the school consider pursuing 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: Smeeta Vaghela

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Element 1 – The Inclusion Values and Practice of the School

Croyland Primary School is a warm and welcoming environment in which pupils thrive emotionally, socially and academically. Individual differences are embraced and staff work tirelessly to ensure that every pupil is included in all aspects of school life irrespective of their age, ability, gender, sexual identity and orientation, ethnicity, socio-economic background or disability. There is an emphasis on supporting the ‘whole child’ and this is evident in classrooms where pupils access a personalised curriculum that is tailored to their individual needs as well as through the many interventions that take place outside of the classroom in spaces that have been created for this purpose. The Headteacher and her Senior Leadership Team have a strong presence throughout the school with pupils having close, trusting relationships with them and being keen to please them through sharing their successes in the classroom and at home. The Senior Leadership Team model and set the tone for these nurturing relationships between staff and pupils that demonstrate a genuine care for the pupils’ well-being and interest in their lives. Staff make time to develop relationships with pupils and work closely together supporting each other to ensure success for every pupil. Miss Deakin’s vision for the school, which is a quote from a pupil, is displayed in corridors and classrooms: “A happy school where we become experts in lots of things.”

Strengths:-

- The school has an embedded values system: ‘The Croyland Way’ that is displayed on colourful posters throughout the school. The poster lists nine key values: Be Respectful, Be Honest, Be Polite, Be Caring, Be Creative, Be Ready, Be Smart, Be Global and Be Resilient. Pupils are described as having the C Factor when they demonstrate the Croyland Way by keeping to the school values. Staff comments are placed on the C Factor wall outside the Headteacher’s office during the week. These comments are read out and celebrated in Red Carpet Assembly for one pupil per class per week.
- Staff expectations for behaviour are high and pupils are regularly praised for making the right choice. Pupils receive Team Points for their work and bronze, silver and gold badges are awarded in Red Carpet Assembly.
- There are a number of whole school displays including ‘The World is in our Hands’ that celebrates different languages spoken at the school, a display of pupils’ talents with photographic heads on pupils’ hand drawn pictures of themselves and Spotted Wellingborough that showcases pupils’ work and achievements from in and out of school that are shared with the Senior Leadership Team.
- The school is forward thinking with a constant drive to improve outcomes for all pupils. The Headteacher describes it as a “school that doesn’t rest on its laurels” and this is evident in the recent focus on handwriting that was identified as an area for development. All staff were given handwriting ‘homework’ over the summer to become familiar with the new style to be modelled for pupils. The handwriting seen in pupils’ books and whilst visiting classrooms, interventions and small groups was consistent with the cursive approach that has been whole-heartedly adopted by the school. Pupils confidently use cursive script from a very young age and this achievement is praised and celebrated.

- The school is reflective and keeps procedures and systems under constant review by analysing trends in school record keeping. This includes reviews of the logs of Calm Room usage, parental attendance at parent consultation which has increased from 84% to 95%, physical assaults on staff which are decreasing, exclusions which are also decreasing, interventions for closing the gap, detentions, Restorative Justice interventions, physical restraints, SEN support interventions, pastoral interventions and provision for social, moral, spiritual and cultural activities through an online database that logs these. Behaviour logs were analysed in the Autumn Term in order to formulate a strategic response. Defiance and disruption were key areas of frequent behavioural incidents; the Headteacher shared this with all classes and displayed the target to reduce this on all classroom doors.
- The school values the views of its stakeholders and this is evident in the formulation of the behaviour management policy but also its review of the implementation of the policy through pupil interviews.
- The Assistant Headteacher for Inclusion has clear expectations of staff responsibilities for special educational needs and disabilities; these are as outlined on the list of non-negotiables for staff.

Areas for development:-

In terms of the Inclusion Values and Practice of the School, the school's outstanding practice in this area and although this is not a formal recommendation, it would be beneficial for the school to continue to share this practice with other schools.

Some pupils at this school require high levels of nurture, including hugs from school staff that are initiated by pupils. Although there is no confusion about this amongst staff, if the staff handbook, positive handling policy or behaviour policy do not already include a statement regarding contact with pupils this could be included to safeguard staff.

The school may also wish to consider its description of itself on its self-evaluation form for external assessors. It is not a typical mainstream school, with many features of its provision including but not limited to keyless locks on doors, Team Teach trainers on site, Nurture provision, calm room, sensory room, high numbers of Inclusion team staff resembling that found in specialist provisions. With some cohorts having very high numbers of pupils with special educational needs and vulnerabilities that would usually be met in specialist provisions this has a negative impact on the school's overall attainment data that is externally scrutinised and a clear description of the school in this light may support with a greater understanding of the unusual provision the school provides in a mainstream school.

Element 2 – The Learning Environment, Resources and ICT

The corridors and classrooms at Croyland Primary School are colourfully decorated with displays of pupils' work and hanging key words to support learning. These displays link to termly topics and doors are creatively decorated with class photos to welcome pupils into the rooms. On tables, there are visual prompts for letter formation and key words. Individual pupils have visual timetables and choice boards. The Croyland Way is consistently displayed throughout the school, as is the Headteacher's vision. The school is well resourced to support learning inside the classroom and through withdrawal interventions that have separate more specialist resources including sets of Read, Write, Inc reading books, The Bear Cards for feelings, Time to Talk, social skills' programmes, speech and language programmes etc. Pupils confidently use ICT to access learning within the classroom using iPads from the trolley. The use of visuals to support learning is evident in all areas, in particular in the Rainbow room for pupils accessing the Nurture group there are visual schedules for going to the toilet, the morning routine and assembly time.

Strengths:-

- The layout of classrooms is tailored to the individual needs of the class and individual pupils within the classroom. Individual workstations are commonly used as a distraction-free area to complete independent work; collaborative work is facilitated through the use of clusters of tables and horseshoe layouts are used to foster focussed, independent work.
- The assembly Powerpoint that was presented used visual pictures and photographs to enable access to those pupils in Key Stage 1 and from the Nurture group who cannot yet read and to support with maintaining the interest of pupils with low levels of attention and listening.
- The outdoor environment includes a Trim Trail of varied climbing equipment for pupils to develop their gross motor and coordination skills.
- All doors in the school are locked either with key pad locks or keyless fob locks to ensure pupil safety. All staff have wristband key fobs to access all parts of the building.
- Makaton signs of the week are displayed on classroom doors to promote usage.
- There are mirrors in the corridors to enable pupils to keep to the school value 'Be Smart.'
- There is creative use of spaces throughout the school building for interventions to take place.
- There is a shower and several disabled toilets on the school premises. These are used by named pupils who have disabilities and vulnerabilities. Some pupils have intimate care plans and school staff are trained to manage this.
- There is a sensory room in the Early Years Foundation Stage that is accessed by individual pupils with adult support throughout the school. The room can also be booked for groups of pupils or classes. There is a Nintendo Wii in there that can be used by pupils requiring 'down time.' There is a list of non-negotiables for use of the sensory



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room.

- The school also has a Calm Room that is a padded room with soft play equipment. This can be requested by pupils for use or directed by an adult. Usage is recorded and analysed. There is a list of non-negotiables for the use of the Calm Room.

Areas for development:-

The school has increasing numbers of pupils with speech, language and communication needs and may wish to consider Elklan's Communication Friendly Settings accreditation that includes training for a SENCo and teacher that is cascaded to all staff and Level 2 or Level 3 training for two teaching assistants. Alternatively, the five day Local Authority training may provide a similar model that is more easily accessible.

Element 3 – Learner Attitudes, Values and Personal Development

Social, emotional, mental health and safeguarding are high on the agenda at Croyland Primary School. The staff team are emotionally intelligent and recognise the importance of Maslow’s hierarchy of need, not just in theory but in their everyday practice. Assemblies promote and explicitly teach the school values outlined on The Croyland Way posters. Pupils at the school come from a range of backgrounds with many having extremely challenging home circumstances. The school provides a safe, secure environment for them to develop, grow and learn. The school is home to an outstanding Local Authority funded, school staffed Nurture group. Success in and out of school is celebrated and the Red Carpet assembly provides opportunities to celebrate individual achievements. The smart school uniform, the school song ‘We are the children of Croyland School’ and the teachers’ Croyland jumpers give all a sense of identity and pride. There is a behaviour team with three members of staff who are based in The Hub who carry out pastoral interventions and ensure reward time is followed through for individual pupils. The school has a three step strategy for Inclusion for social, emotional, mental health vulnerabilities: 1. Offer containment of emotions; 2. Teach and Show Reciprocity: Behaviour Management and 3. Affect and Change Behaviour: Maintain.

Strengths:-

- The school library is home to a colourful mental health and wellbeing display that focusses on feelings using the ‘Inside Out’ characters. The display continues on to the floor with a carpet and cushions with feelings faces on them. To support pupils with the vocabulary associated with emotions, there are continuums of words for different types of feelings.
- The school has a paid breakfast club that is open to all pupils but for a group of seven identified vulnerable pupils with social, emotional, mental health needs there is a school funded breakfast club in The Hub. This club is optional for pupils but most choose to attend each day to start their school day on a positive note.
- The Nurture group has peer massage each day after lunch and some report this to be one of their favourite things in school.
- Each Wednesday, there are two half day Nurture groups for Key Stage 2 pupils; eight in the morning and eight in the afternoon. This is run by the Assistant Headteacher for Inclusion and the Behaviour Support Lead Practitioner.
- There is a clear behaviour policy that is understood by pupils. Pupils are encouraged to be reflective about their behaviour with the use of a Thinking Tree for Key Stage 1 pupils and de Bono’s thinking hats for Key Stage 2.
- School staff promote independence from a very young age. In one Reception classroom, a ‘Mr Independent’ display with recordable talking pegs on it has activities recorded on to the pegs for pupils to do if they are unsure what to access in the classroom. In the outdoor area in Reception, sound buttons are used to extend pupils’ learning and access the curriculum at greater depth.

- Green Time for pupils who are consistently displaying good (green) behaviours on the behaviour triangle.
- Pupil voice is important at the school. A change in placement from the Nurture group to the base class has taken place as an individual pupil felt he was ready for this. There is a Box of Thoughts outside The Hub where pupils can put their thoughts and a member of the pastoral support team will talk to them about this.

Areas for development:-

In terms of the Learner Attitudes, Values and Personal Development, the school's practice in this area is exemplary. The following suggestions are for the school to consider to further enhance their practice.

The school has extensive resources for pupils with social, emotional, mental health needs. Another useful resource they may wish to consider for pastoral interventions or as a whole school resource is Packtypes <http://www.packtypes.com/>.

The school may wish to adopt a five point well-being scale for daily check-ins and check-outs for pupils. This can be helpful to raise pupils' self-awareness of their own well-being but also to ensure staff are aware that pupils may have had a difficult start to the day. An IQM Centre of Excellence in Milton Keynes could be visited to see this process in action.

In order to embed the principles of Restorative Justice, Yr 5 pupils could take responsibility for this with Key Stage 1 pupils. A visit to the Centre of Excellence above would show how this could be implemented in practice.

Pupils accept and embrace individual needs, however staff often need to explain, for example why some pupils have reward time and others don't. In order to develop pupils' understanding of different special educational needs, disabilities and medical conditions the school should consider using the National Autistic Society resources for schools created for Autism Awareness Week and other charities who may provide assemblies or resources for use in schools.

Element 4 – Learner Progress and Impact on Learning

Pupils at Croyland Primary School make good progress emotionally, socially and academically. School staff understand the importance of pupils' readiness for learning and acknowledge that sometimes extensive work is required with small step targets and highly personalised provision to enable a pupil to be ready to learn. The patience of school staff with these pupils is commendable and the approaches used are effective for social inclusion in school life. The school hold Pupil Achievement Discussions to monitor the progress and attainment of all pupils. Matrices are used to identify pupils for interventions. There are a range of interventions available for pupils throughout the ability range; these are both teacher led and led by support staff.

Strengths:-

- Interventions offered at the school include: Speech, Language and Communication; English as an Additional Language; Closing the Gap Maths; Reading Recovery; Sound Awareness; Fischer Family Trust; Social and emotional skills and Friendship groups. Intervention programmes are short term (6 – 8 weeks) and are analysed to check if they are good value for money in terms of pupil progress. Those programmes that are not good value for money are ceased.
- The Speech, Language and Communication intervention takes place for 12 weeks before referral to the NHS Speech and Language Therapist and reduces the need for external professional intervention.
- The school has created a Phonics Garden that is multi-sensory to inspire summer born boys who are reluctant to write. This is a direct response to attainment for this group.
- Pupils' books are cared for and progress is evident in their books. Handwriting has been a particular area of focus for the school and progress in this area is remarkable.
- SID (Success, Impress, Dazzle) time is use for pupils when completing independent tasks. Pupils can choose the level that they want to work at. Success is what they need to do to be successful; this will be safe and basic. Impress includes one variable that pushes the boundaries and Dazzle shows mastery and allows the pupil to show off what they can do.
- Classrooms have working walls to support pupils in their learning and to enable them to be successful and make progress.
- STAR (Success, Try this, Action, Reflection) marking provides a consistent and clearly understood framework for feeding back to pupils on their work. It was created with teaching staff. Every piece of work is marked in this way and is monitored through book scrutinies carried out termly by the Senior Leadership Team.
- Pupils in the nurture group have one or two Social, Emotional, Mental Health targets that they work towards. These are reviewed daily with the teaching assistant and are linked to the reward system in place.

Areas for development:-

In terms of Learner Progress and Impact on Learning, the school's practice is good. Unfortunately, when external assessors visit the school, this can be overshadowed by the levels of attainment that are lower than national average. =This is a school with many challenges including high levels of special educational needs and pupils who are vulnerable due to safeguarding issues outside of school. It may be helpful to extract the data for pupils without high levels of need and vulnerabilities to show the attainment for the remainder of the cohort. A cohort related case study may also clearly set out the challenges the school faced in meeting the needs of those pupils. Individual case studies could be used to showcase progress descriptively for pupils with high level complex needs.

Element 5 – Learning and Teaching (monitoring)

Learning and Teaching at Croyland Primary School is good. Staff work collaboratively to support pupils in their learning and to ensure that they can fully participate in all activities on offer. ‘Fantastics’ are used to support pupils with their writing and the visual symbols that are available on stickers make the elements of writing (actions, noticing, feelings, imagining, tasting) accessible for all pupils. There is a large Inclusion Team at the school who are line managed by the Assistant Headteacher for Inclusion. These staff specialise in different areas e.g. Pastoral Support, Speech and Language and English as an Additional Language. Teachers and support staff are provided with training within school and externally in order for them to develop their professional practice and meet the needs of pupils in their classes.

Strengths:-

- The Nurture group is for pupils in Key Stage 1. It is well established and is run by a very experienced teacher and two teaching assistants. It is a Local Authority provision with twelve places: three pupils are currently on roll at Croyland Primary School and nine pupils come from different schools; these pupils arrive at school in taxis. One pupil in the Nurture group has previously been permanently excluded from another school. All pupils wear the Croyland School jumper and the Nurture group are integrated into the school by joining Key Stage 1 pupils for playtime, lunchtime and assembly. All pupils are admitted to the Nurture group through the Social, Emotional, Mental Health panel at the Local Authority and the Headteacher and Assistant Headteacher for Inclusion sit on this panel. The Nurture group is a four day a week provision with pupils spending Wednesdays back in their base class in their schools. The understanding between schools when a pupil is admitted to the Nurture group is that the pupil cannot be excluded on the day in their base school. The Nurture group teacher and one of the teaching assistants provide outreach support on Wednesdays in order to facilitate carryover of strategies to the base schools. Teachers from base schools are invited to join the Nurture group to learn strategies and this takes place at least once a term. Each pupil has a home school book in which the teacher comments each day, photographs are also included. Parents are invited into the Nurture group for book mornings every Tuesday morning until 9.20 am. There is a special afternoon termly that parents are also invited to. Behavioural rewards in the Nurture group are tactile: treasure (marbles) in individual named pots, laminated gold coins and pupils are motivated to earn their favourite character plate, cup and cutlery for use at breakfast time.
- Teachers and support staff have performance management and targets that are set linked with training that is provided for individual staff. There is a half yearly review of these targets. Targets for teachers are based on the Teachers’ Standards.
- Intervention teachers have close links with class teachers to facilitate carryover of skills into the classroom.
- There is a termly monitoring schedule for the Senior Leadership Team.
- Teachers report that the Senior Leadership Team are supportive and they are happy to take on advice from them to develop their teaching practice. “If someone is watching me, they’re there to help.” Staff do not feel threatened or judged when observed as the Senior

Leadership Team immerse themselves in a classroom for two mornings and support the teacher in their work as well as monitor the teaching.

- The curriculum is tailored to the school and staff are clear that vulnerabilities should not be limiting factors. Some pupils have a containment curriculum that supports them until they are ready to learn. All learning stems from a book or a story.
- Book talk is used throughout the school for reading. Staff have a pledge with pupils that they will read to their classes for ten minutes a day and in return pupils will read for ten minutes a day at home,
- There is a focus on storytelling using Pie Corbett's Imitation, Innovation and Invention. This structure enables pupils of all abilities to access story writing.
- Teachers carry out peer observations and complete 'take-away' sheets of nine things they want to take away from the lesson they have seen. This is an excellent form of in-house continuing professional development and is valued by the teachers.

Areas for development:-

In terms of the Learning and Teaching, the school's practice in this area is good and there are no further recommendations at this time.

Element 6 – Parents, Carers and Guardians

Parents and Carers at Croyland Primary School are very happy with the education provided for their children and that their children want to come to school; they miss their teachers when they're not there. They acknowledge the challenges the school faces and feel that the school “manages amazingly.” The school is always open to them and there is always someone to help. They report that the Headteacher is approachable and proactive in her approach to solving difficult situations and “doesn't brush things under the carpet.” They always feel reassured by her and that their children are safe in school. Communication with parents is excellent with opportunities for parents to come into school and parents informed in writing about intervention support that is put in place.

Strengths:-

- Parents of pupils who have interventions outside of the classroom meet with intervention teachers termly to update them on progress.
- The school hold workshops for areas of the curriculum such as Maths and understanding your child's behaviour.
- Parents are aware of how the school uses a personalised approach to manage behaviour; this includes individual behavioural reward systems, building trusting relationships with key members of staff, staff having clear and consistent high expectations, listening to their children about what helps them and what doesn't help.
- Text system for parents to share good things that have happened through the school day.
- Parents feel that school staff support them with external professionals to get a diagnosis and additional funding for the right support to be put in place.
- Parents work closely with the school to ensure that enhanced risk assessments, additional staffing and preparation using social stories is put in place for school visits, including residential visits. One parent reported that her son had never been on a school trip before but when he got here there was no question of whether or not he would go and he successfully managed a residential visit.
- The Local Authority has recently held e-safety workshops for parents, however as there was low attendance the school held their own e-safety area in the library during parent consultation evenings. This was carefully thought out with appropriate video games set up to draw pupils in and an associated display for parents about which video games are inappropriate for use. There were also staff present to discuss this with individual parents. The school's records show that parents who did not attend the e-safety workshop gained this information through the station set up during parent consultations.
- There is parent voice display that includes feedback from parents on post-it notes following classroom visits in February.
- Each classroom has an area outside the classroom door with a parent board to show parents the topic and curriculum content that is being covered in that class.

- Parents and staff have access to the same cause for concern form that can be completed for concerns in the following areas: Pastoral, Behaviour, Learning and English as an Additional Language.
- A4 reading journals have space for parents to sign daily when they have heard their child read. This encourages parent participation in supporting pupils to learn to read.

Areas for development:-

In terms of the Parents, Carers and Guardians, the school's practice in this area is good and there are no further recommendations at this time.

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

Governors at Croyland Primary School share its inclusive ethos. They support school staff and acknowledge the hard work that they do to enable vulnerable pupils to succeed at school. One governor said “Inclusion enhances the school and is not to the detriment of anyone.” The governing body are aware of the funding for pupils with special educational needs and the money that the school spends on its large Inclusion Team as well as for resources and individualised support for individual pupils with complex needs. They carefully track spending for large numbers of pupils who are entitled to the Pupil Premium and recognise that the school has a personalised approach to this and monitor the value for money of its interventions.

Strengths:-

- The Chair of Governors is the named SEN Governor. All other governors have an area of responsibility, including a governor for the nurture provision.
- Governors conduct pupil interviews on new initiatives in school e.g. Book Talk and the Behaviour Policy.
- Governors are aware of the high level of special educational needs that some pupils have and are proud that these pupils are included and part of the class even if their curriculum looks different to be more tailored to their needs.
- Governors regularly visit the school and there is a rolling programme with an area of focus.
- The governors understand that some parents have not had positive experiences in schools themselves and that this can affect their involvement in their child’s education. They are keen to raise parental involvement and feel that the school is more welcoming. This has led to two parents applying to join the Governing Body.
- The school has close links with the Local Authority as the Headteacher and Assistant Headteacher for Inclusion sit on the Social, Emotional, Mental Health panel. In addition, the school has a school improvement advisor from the Local Authority who has recently assessed the school. The Deputy Headteacher has also delivered Pupil Premium training for the Local Authority.
- Governors have had training in safeguarding and the Prevent Duty.

Areas for development:-

In terms of the Governing Body and Management – External Accountability/Support, the school’s practice in this area is good and there are no further recommendations at this time.

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

Croyland Primary School uses local resources in the community for school visits and to support learning. There are very close links with the local special secondary school with pupils from there supporting younger pupils one morning a week. This is carefully managed but of mutual benefit to both schools. There are also potential plans for the school site to be used as a satellite school for the special secondary school for Year 7 pupils from September 2016. The school has international links with a school in Ghana; two members of staff have visited the school and a member of staff from the school has also visited Croyland Primary School.

Strengths:-

- The school has close links with the Police Community Support Officers, one of whom was in school on the day on the IQM assessment. The officers participate in parent meetings and work with individual pupils to explain the age of criminal responsibility.
- There is a Children’s Centre and nursery on the same site as the school although they are separate to the school. There are good links with the nursery; the Assistant Headteacher at the nursery is on the school’s Governing Body, story sessions for nursery children are held in Reception classrooms and the Reception pupils show the nursery children their bookbags. The nursery is invited to watch productions at the school.
- There are a variety of extra-curricular clubs available for pupils to attend including cheerleading, dodgeball, breakfast club, football, dance, hockey, library, sensory circuits for pupils with motor skill difficulties and relax club in the sensory room.
- School visits use the local area as well as visits further afield including the Harry Potter studio, Houses of Parliament, local country park, local library, swimming pool for weekly lessons, Morrisons, Warwick Castle, the local Chinese restaurant for Chinese New Year, Wellingborough Zoo, the local museum for local history and the wind farm. The school also organises a residential trip for Year 2 at the school and for Years 5 and 6 to Cromer or Kingswood.
- There is an inter school sports day and competitive sports such as table tennis, cross country and swimming galas between local schools.
- Pupils from the local Sixth Form support in PE lessons.
- Pupils participate in the Rotary Christmas concert.
- Parents are invited into school to speak about Black History and Diwali celebrations. In Reception parents who are nurses, paramedics, police, fire fighters and cabin crew speak about their work for the topic ‘People who help us.’
- The local secondary school has good links with the school and feedback from them about pupil dependency has resulted in changes in Year 6 classrooms. There is a focus on independence with gradually withdrawing some support for pupils who may have become reliant on this in order to prepare them for secondary transfer.

- The school is associated with two Teaching Schools Alliances: 5 Wells Teaching Schools Alliance and Fairfields Teaching School Alliance. 5 Wells Teaching School Alliance is made up of a special school, an infant school, a junior school and two primary schools. There are also links with the University of Leicester. The Deputy Headteacher is a Specialist Leader in Education for the Alliance and the school is a strategic partner with responsibility for Research and Development. The Assistant Headteacher for Inclusion has been appointed as Leading SENCo for Fairfield Teaching Schools Alliance and this has involved supporting four local schools with: setting up nurture provision; delivering training on the Boxall Profile; setting up systems for provision mapping; implementation of one page profiles, behaviour support plans, pastoral support plans and support for a Deputy Headteacher who is taking on the SENCo role to cover maternity leave. Staff within the Alliance have free access to training and networks of support for SENCos. The aim of being associated with Teaching School Alliances is to become self-improving schools.

In terms of The School in the Community, the school's practice in this area is strong and there are no further recommendations at this time.