



Report on IQM Inclusive School Award



School Name: Exning Primary School

School Address: Oxford Street
Exning
Suffolk
CB8 7EW

Head/Principal: James Clark

IQM Lead: Ruth Clifford-Turner

Assessment Date (s): 6th July 2022

Assessor: Sarah Embleton

Sources of Evidence:

- Tour of school and grounds.
- Learning Walk and Learning Drop-Ins (including Specialist SEND Unit).
- Singing Assembly.
- Sample of books from across the classes.
- Review of documentation addressing the Eight Elements relating to the IQM SER.
- School Development Plan.
- Discussions with stakeholders (see list below).

Meetings Held with:

- Head Teacher.
- Deputy Head Teachers/SENDCo.
- Parents, Carers and Guardians.
- TAs/HLTAs/Family Support Practitioner.
- Pupils including members of School Council.
- Members of Leadership Team (including Early Years Lead).
- Teachers.
- Specialist Education Service, Specialist Teacher (external agency).
- Governors.



Report on IQM Inclusive School Award



Contents

Overall Evaluation	3
Element 1 - The Inclusion Values of the School.....	6
Strengths.....	6
Next Steps:.....	7
Element 2 - Leadership and Management and Accountability	8
Strengths.....	8
Next Steps:.....	9
Element 3 - Curriculum –Structure, Pupil Engagement and Adaption.....	10
Strengths.....	10
Next Steps:.....	11
Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy	12
Strengths.....	12
Next Steps:	13
Element 5 - Assessment	14
Strengths.....	14
Next Steps:.....	14
Element 6 - Behaviour, Attitudes to Learning and Personal Development	15
Strengths.....	15
Next Steps:	15
Element 7 - Parents, Carers, Guardians.....	16
Strengths.....	16
Next Steps:	16
Element 8 - Links with Local, Wider and Global Community	17
Strengths.....	17
Next Steps:.....	18



Report on IQM Inclusive School Award



Overall Evaluation

The 'Welcome' page on the school website opens with:

"We are an outstanding school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life".

This was indeed my experience of practice at Exning Primary which I found to be a very warm and supportive setting with inclusion at the heart of the school's ethos, values and policies. The school motto - *Persevere, shine, be happy, value ourselves and others, be proud of our achievements and never, never, never give up* - is palpable, alongside a distinct sense of integrity, 'family' and 'community' which was articulated by everyone I spoke to during my visit. The school has recently held its annual "Valuing Ourselves and Others' week" to draw specific attention to that part of the school motto. During the week numerous visitors from the community were invited into school, including parents/carers and others, to offer an insight into their life, background, religion, race, culture, disability. I heard how impressed children were with the Boccia workshop and disability talk given by a visitor with cerebral palsy. This is a wonderful example of how difference and diversity are valued and celebrated at Exning.

Staff are rightly proud of their inclusive culture and parents greatly appreciate the fact that everyone in school consistently goes above and beyond to make them and their children feel valued and included. Parents gave me numerous examples of a consistent effort on the part of staff in school to welcome everyone, listen, communicate and identify vulnerable pupils as early as possible, in order to maximise their learning potential. This begins with a robust transition process into Early Years and continues throughout their time at Exning. Positive comments abounded; "we feel so lucky", "staff here are fabulous", "this school is amazing", "it's a pleasure and a privilege to be part of this school community" and "this school transforms lives" – an extremely powerful statement. Unsurprisingly, the school is very popular with families in the area, and beyond, and is consistently over-subscribed.

Ofsted judged the school as Outstanding in all areas at the last inspection in 2020. It was noted that, *"Disadvantaged pupils' needs are met particularly well. They achieve at least as well as other pupils and, very often, do better. Similarly, the needs of pupils with special educational needs and/or disabilities are met extremely effectively. Pupils are given the high-quality support they need to achieve very well."*

The school has recently opened a SEND unit (The Hive) for EYFS and KS1 children with complex needs. This additional commitment to inclusive education is further evidence of the school's ceaseless pursuit of excellence both in relation to staff expertise and children's learning. The SEND unit is fully integrated into school life with existing school staff moving into specialist roles, in order to ensure that the inclusive ethos of the school was carried into the unit from the outset, with children from the unit being involved in curriculum lessons in the mainstream school, as well as eating with the KS1



Report on IQM Inclusive School Award



children and playing together at breaks and lunches. Children in Key Stage 2 have volunteered to be buddies for the children in The Hive, which has been a mutually beneficial arrangement for both sets of children - the older children have learned patience, tolerance, kindness and respect, and the children in The Hive have felt included and supported by children who know the school well, as well as having role models for behaviour, communication and interaction.

A professional from the Specialist Education Service spoke very positively of her experience in working collaboratively with school staff who are effective role models for children and colleagues in other settings. She described a culture of fully engaging with inclusion and relentlessly promoting high standards. She said that class teachers take professional responsibility for individual needs of all learners within their class. In the local area, Exning are held up as a school of excellence and receive many visits from SENDCos and Inclusion staff from other schools looking to learn from the excellent practice here (children with SEND and children entitled to Pupil Premium make progress that is either in-line with their peers, or which exceeds it).

The Head Teacher is fully committed to ensuring that all children at Exning Primary School are exposed to the same cultural capital, and all children are enabled to take a full and active part in every activity within school, by funding the majority of experiences, as well as supporting vulnerable families financially and emotionally. Communication of external opportunities for all children is regularly sent out to families, with funding streams, support and childcare opportunities offered to families to facilitate their attendance.

The school ethos around perseverance is celebrated each week through the Silver Book assembly. When a child has achieved a personal best, in any area, the teacher puts the child into the Silver Book. Each week, there is a whole-school celebration assembly, to which the parents of the children who are in the Silver Book are invited, and children's achievements are celebrated by the Head Teacher in front of the whole school and the attending parents. For working parents, or those not able to attend, the assemblies are filmed and posted into the child's Dojo portfolio so that parents are still able to celebrate their child's success. Parents I spoke to said they really valued this.

There has been a systematic improvement in Exning Primary's inclusion offer year on year and staff rightly pride themselves on being an outstanding school which caters for a range of special educational needs, as well as supporting a wide range of children from different backgrounds. I heard how external agencies have urged the school to apply for the Inclusion Quality Mark's Inclusive School Award as recognition for the significant impact made on children's education, regardless of their abilities, backgrounds or prior experiences.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.



Report on IQM Inclusive School Award



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: Sarah Embleton

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Strengths

The school's inclusion journey is an inspiration for others to observe, learn from and mirror to continually improve professional skills to produce better outcomes for *all* pupils. These were my thoughts as I came to the end of my assessment visit at Exning Primary. The presence and personal integrity of the Head Teacher and Deputy Head Teachers were integral to this, who provide an outstanding model in creating an outstanding school.

From the Head Teacher and through all members of staff from the school office to the school canteen, every member of staff, every parent and every child is made to feel included at Exning Primary. Parents have commented, "It starts when you come into the office - everyone is so welcoming - I feel like I can ask anything." (Parent Forum February 2022).

A priority is placed on shared values and the inclusive ethos of the school is evident everywhere with doors open, hearts and minds open and a clear focus on opportunity and achievement for all. The expectation is that everyone achieves their best and this is reflected in the vision and values that have been developed. *"We believe all children should be taught kindness, co-operation, resilience, honesty, respect, concentration and perseverance, creating an emotionally aware school family, within a safe and secure environment"* and *"We aspire to ensuring that every child in our school, regardless of ability, background, culture or prior experiences, is able to thrive, succeed and be included in all areas of school life. We value every child and every adult who comes into our school"*. The whole staff team is on-hand to answer questions and speak to parents either face to face, via phone/email or Class Dojo whenever this is needed. Communication in school is excellent and staff go above and beyond to ensure that all parents and children feel comfortable coming to speak to them, offering opportunities both in and out of school times. A range of communication methods are used in school, such as: PECS, Makaton, apps that allow teachers to record verbal feedback for pupils e.g. Mote, text-to-speech technology, dyslexia reading pens, Roger technology for hearing impaired, use of verbal alongside non-verbal communication.

Children are taught respect and tolerance, and difference is celebrated within school. There is a strong PSHE curriculum, which is built upon by regular theme days and weeks which celebrate the diversity of the world, as well as encouraging children to help others. The Hive SEND unit is integrated into whole-school life as much as possible, with the children attending whole-school events, trips, class-based sessions and enjoying breaks and lunchtimes with the rest of the school.

The school's focused assessment of pupils is central to teaching and learning, with all staff aware of the vulnerable children in their class, and how best to support and extend their learning. I heard from staff how this confidence comes from focused, high-quality training that they have received at regular intervals as part of the school's CPD offer, as well as through focused and targeted support from external agencies such as the Specialist Education Service, including Solution Circles and Inclusion Support Meetings.



Report on IQM Inclusive School Award



The Early Years Lead works closely with colleagues in the main feeder nursery and organises a range of events and activities to ensure that every child gets the best possible start. Further up the school there are effective transition arrangements in place with the local secondary schools and SEND units, to ensure that all children have a smooth transition to their next phase of education, or from their previous one. This allows for discussions about children's academic and social profiles, as well as ensuring that children are well-matched with others in their groups. Every year, Exning Primary holds two transition days for new reception children, and Year 6 children go to their next school for at least one whole day at the end of June/beginning of July. Pupils and staff also attend curriculum-based days at the secondary schools from Year 3 onwards, so that children are familiar with the different secondary schools and their staff before they apply/move on. For children who require an enhanced transition, meetings take place where individual needs are discussed with the pastoral or SEND team of the receiving schools and additional visits, meetings and plans are put in place for the transitions.

Next Steps:

- Continue to look for opportunities to include even more of the community, and that of the wider world - partner with other schools both in the locality, within the rest of the UK and globally.
- In time, extend the school's SEND offer to a KS2 SEND unit which would enable more children to remain in the school until the end of KS2.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Strengths

There is a distributed leadership structure in school and leaders continually strive to work together to make Exning Primary a highly inclusive place where children can thrive. With the support of a strong and experienced Head Teacher and two Deputy Head Teachers, SLT lead by example and are committed to driving forward a vision of excellence and enjoyment for all, based on the premise that all pupils can make progress. High aspirations are clearly a priority along with a robust combination of appropriate support and challenge and this makes for a happy and stimulating learning environment where pupils can become independent learners. The quality of provision the school has built reflects its inclusive nature - a strong offer has been developed in the Hive, the school's specialist SEND unit. Parent and staff surveys indicate that they believe the school has a strong, inclusive leadership team which is consistent in its primary focus of the education of all pupils.

Leaders at Exning Primary School have high expectations of all members of the school community and this can be clearly seen through the day-to-day life of the school. All teaching staff are held accountable for pupil progress through regular focused teaching observations, work scrutiny and data analysis. Leaders are focused on high quality CPD to ensure that all staff have the opportunity to develop in line with the school curriculum and follow any areas of specialism that would directly benefit the children. Any areas for development are addressed with high quality CPD, both in-house and outsourced, and are linked to performance management targets for the Head Teacher, Deputy Heads, teachers and support staff. Staff wellbeing is also a priority and workload is an ongoing conversation and any unnecessary tasks are identified and dealt with appropriately.

The school has a full governing body of 14 members. Governors are very clear about their role in school, and actively work to ensure a clear strategic direction. I spoke with the Governors for Safeguarding and Inclusion/SEND and heard how they undertake regular monitoring visits, hold Leaders to account and effectively oversee the whole-school financial management of the school, in order to improve on the excellent practice in place. All Governors work closely when developing policy and practice, in order to achieve the best provision for pupils, families and staff. The Chair of Governors is a qualified teacher and also brings vast experience of budget management, staff performance management, curriculum development and quality assurance systems to the role.

Pupil Premium funding is used creatively to support all learners e.g. French trips, passports, visits, wrap around care, relevant training, swimming lessons and extra-curricular clubs, school clothing and shoes, holiday club, Riding for the Disabled and the school Ofsted report states: *"The school's ethos is that 'no child will go without because of a lack of funds'. Leaders go 'above and beyond' to ensure that disadvantaged pupils do not miss out on opportunities or feel different to their classmates"*.



Report on IQM Inclusive School Award



An effective safeguarding culture is in place. There is a Designated Safeguarding Lead and three alternates, all of whom have received the same level of training. Safeguarding children is fundamental and runs through the core of the school. There are displays around school signposting support. Children and families requiring support are quickly identified and are then offered Early Help from the school in order to prevent difficulties escalating as well as guidance on the best support available to them from outside agencies where appropriate.

Next Steps:

- At present there is a FTE of 1.6 Deputy Heads, of which 1.2 are non-teaching days. This is being extended to both Deputies being out of the classroom from September, in order to put an even greater focus on the monitoring and further development of the school's outstanding, inclusive offer. The school is planning to extend team-teaching in all year groups, including the Hive; release teachers from their classes to observe other teachers, both in school and further afield; to upskill existing staff through both deputies leading professional development; increase the capacity across the school to enrich the curriculum and ensure all children, families and staff thrive.
- SLT and Governors are also considering the option of bidding for a KS2 SEND Unit, to ensure that the current cohort of children have somewhere to transition to when leaving the KS1 unit.



Report on IQM Inclusive School Award



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Strengths

Ofsted noted in their 2020 inspection report that, “*Standards in reading, writing and mathematics are some of the best in the country*”.

All staff foster a love of reading because they understand the importance that reading plays in developing children's confidence and in allowing them full access to the wider curriculum. In recent years there has also been a focus on improving language and vocabulary, with some members of staff accessing training for the Infant Language Link and Speech Link and EY staff training in Makaton to aid communication. Staff aim to ensure that pupils are ready for the next stage of their education and provide them with crucial skills and knowledge which will aid their future success.

The school follows the Mathematics Mastery approach to teaching maths with the key principles of deep understanding, mathematical thinking and mathematical language at its core. All teachers and TAs have received training through Mathematics Mastery and are confident in teaching and supporting mathematics. In class, Maths lessons are taught daily for 1 hour ensuring that the learning has pace and that all children get to be 'hands on' with their Maths learning. Each class is fully resourced with 'Maths Toolkits' which consist of concrete manipulatives that pupils can use to support and embed their understanding of mathematical concepts. Each class also has a 'Maths Meeting' three times a week. Staff at Exning are dedicated to teaching Maths to a high standard and the Lead Teacher (who is also Lead Teacher of The Hive) is working collaboratively with other Mathematics Mastery schools, being part of the NCETM's Maths Hub programme. She explained that she is working on using her Maths expertise to devise accessible strategies and techniques for children in The Hive and that this will be disseminated to the NCETM's Maths Hub and shared nationally.

Learning intent is embedded throughout the curriculum in order to engender resilience, a love of learning and respect. All learning is clearly planned, ensuring National Curriculum objectives have been covered and children's individual needs have been taken into account. Long term plans are available on the school website and are regularly monitored by SLT, ensuring maximum efficacy of teaching. These are structured in such a way that enables children to build on prior learning to develop their subject specific skills and knowledge. Topics are planned and taught on a rolling two year basis, allowing KS1, LKS2 and UKS2 staff to plan together to help reduce workload. This also enables children to access the specific skill sets of different teachers for longer and supports less experienced staff through team planning and teaching.

Staff and children have access to excellent ICT resources including the use of Google Classroom and Governors and leaders have a continuous focus on efficiency, with the clear intent of eradicating tasks that do not have an impact on children's learning.



Report on IQM Inclusive School Award



Next Steps:

- School has recently adopted the Write Stuff methodology for teaching writing across the school. This focuses on supporting children of all abilities in their development of writing; allowing all to achieve at their level and to be challenged by highly trained staff - the aim now is to constantly monitor curriculum delivery to ensure that there is an engaging, challenging offer to all pupils.



Report on IQM Inclusive School Award



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

Strengths

During the Learning Walk I saw learners engaged in all aspects of the lesson and contributing positively. I was also able to observe how support staff were effectively deployed within lessons, supporting groups and individual children with personalised targets.

The Head Teacher explained that, as a school, reading is prioritised as the most essential skill to ensure full access to the curriculum; from excellent phonics teaching in Reception class, that is developed across KS1, seeing the vast majority of children on 'free readers' by the end of Y2. More able readers are challenged through higher level questioning, the use of more challenging texts, where children begin to infer the 'hidden' meaning within a text and develop their prediction skills, while making links between different books they might be reading. This development continues through the KS2 implementation of Reciprocal Reading and a regularly updated reading spine of high quality, challenging texts, culminating in excellent reading achievement at the end of Y6 and readiness for the next stage of learning.

Weaving through the curriculum are three drivers; Enterprise – The ability to take risks, show initiative and undertake new ventures and think creatively; Emotional Intelligence - Understanding ourselves and others; Music and the Arts - Expressing ourselves through different media. The impact of the school's curriculum on the learning of children at Exning is that they develop the skills and knowledge across a range of subjects that enable them to achieve well, and be secondary ready at the end of KS2; and, as was quoted 'importantly, that they have learnt the vital life skills of respect, resilience and fun!' Google Drive is used effectively throughout the school to allow for collaborative and co-operative working and communication between all staff, particularly when developing and reviewing policies.

Where appropriate, the curriculum is adapted to meet the needs of more vulnerable learners: either through an adapted timetable, differentiated activities, or the use of assistive technology. This is particularly the case in the SEND Unit, The Hive. The learning environment across the school allows a variety of teaching and learning approaches and some of the interventions offered in the school are:

- One-to-One Reading Support
- Pre- and post-teaching
- Talking Maths
- Fine/Gross Motor Skills Support
- Social Skills Support
- Phonics Support
- Sentence Structure Support
- Memory Skills
- Talking and Drawing
- Speech and Language Support (ELKLAN)



Report on IQM Inclusive School Award



Following long term, sustainable curriculum development, pupils are consistently achieving at a level above the national average in progress and attainment at the end of KS2, in reading, writing and maths. The Ofsted report in 2020 said, *"Pupils develop deep knowledge of a wide range of subjects because the curriculum is challenging and well thought through. Staff routinely think of ways to bring subjects to life and to capture pupils' interest. For example, in history, virtual reality headsets 'take' pupils to museums or enable them to have 'first-hand' experiences. Pupils developed a deeper appreciation of the conditions faced by soldiers in the First World War after spending time in the 'trenches'."*

Ofsted also said, *"The school's curriculum is broad and well developed. Pupils are given an enormous number of opportunities, including educational visits and residential trips. Leaders continually seek to improve on-site provision. For example, the 'forest school' is a key part of the curriculum and is highly valued. Pupils learn about responsibility by taking on roles such as librarian, play leader or 'bistro buddy'."*

Next Steps:

- Continue using current assessment systems and software and continue to address any areas that may need adjustment in order to give us the most accurate assessment, informing planning and ensuring the most rapid progress for all.



Report on IQM Inclusive School Award



Element 5 - Assessment

Strengths

The school has conducted an analysis of barriers to learning for disadvantaged pupils and identified a range of barriers for which there are associated actions in the School Development Plan e.g. lack of metacognitive strategies – having a better understanding of the qualities seen in successful and less successful learners. The learning environment supports a growth mindset type of culture with relevant displays on show around the school. Pupils I spoke to were also able to articulate how they use a growth mindset approach to effectively support their learning. Monitoring of teaching, both formal and informal, shows that teachers have excellent subject knowledge and understanding of curriculum intent. Assessment and planning are focused on all learners to ensure individual children are making at least expected progress across the curriculum. Where this is not the case, intervention and adult support is put in place. In cases of children with SEND, an IEP or EHCP is implemented in consultation with parents.

High-quality, focused assessment of pupils is central to teaching and learning at Exning, with all staff aware of the vulnerable children in their class, and how best to support and extend their learning. I heard from staff about the confidence that comes from focused, high-quality training that is received at regular intervals through the school's CPD offer, as well as through focused and targeted support from external agencies, including Solution Circles and Inclusion Support Meetings.

Attainment and progress are tracked through the use of Target Tracker (iASEND in The Hive) plus the use of foundation subject assessment grids. These have been developed by teachers in order to focus on effectiveness and minimal impact on work/life balance. Pupils achieve well in all areas of study, building on previous learning and producing high quality work across the curriculum which is regularly checked and monitored, as was evidenced through discussions with SLT and Governors and the sample of books from across the classes that I saw. Here I could also see how learning intentions and success criteria are shared with and understood by learners. There are regular deep dives by leadership and others: governors attend all deep dives, as well as the Local Authority Standards and Excellence Officer (SEO) and other Head Teachers. Regular moderation of writing is carried out by Local Authority Officers and other outside agencies in EYFS, KS1 and KS2.

As part of the commitment to ensuring impact accountability, regular monitoring and evaluation is undertaken by way of data analysis, regular moderated assessment, Learning Walks, informal learning discussions with pupils to discuss their work, support and challenge for individual teachers, regular SLT meetings to assess the impact of any actions, rigorous school improvement planning based on data and feedback from staff/Governors/pupils and linked to all teaching and support staff's appraisal targets.

Next Steps:

- Continue to regularly monitor the efficacy of the assessment regime to ensure it has the necessary impact on the progress of *all* pupils. Continue to carry out any alterations needed swiftly to prevent any wasted time.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths

The school recognises that the exceptional personal development of Exning Primary's children is not something that can be assessed through typical attainment routes, but is something that adults sow the seeds of, giving pupils opportunities to try new things and develop interests and skills that will follow them into their later lives.

The environment is calm and organised, routines are well planned and expectations of behaviour are modelled by staff and known and adhered to by learners. The school uses the Zones of Regulation to help children learn about and manage their feelings and behaviours - emotions and feelings are broken down into four, easily identifiable zones, and children are given strategies for enabling themselves to regulate these emotions in order to move between zones when necessary. There is progression across the curriculum with children in Early Years learning to identify different emotions through to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us. There are displays and reminders of the Zones of Regulation all around the school including in work stations for individual pupils. The school has a team of highly qualified staff, as well as an experienced and skilled Family Support Practitioner, who strive to identify any issues with families/children/staff as quickly as possible and introduce early intervention to prevent any escalation. This includes effective, supportive strategies for managing attendance and punctuality. Exclusion is seen as a very last resort and is extremely rare in the school, as there is a shared belief that staff in school are best suited to work with any issues their children and families may have.

Children told me that they feel safe in school and that best thing about their school is the teachers. They feel able to discuss any issues they may have with a range of adults in school and one told me how she had been able to use the electronic 'Things I Wish My Teacher Knew ...' form. I was able to observe both in class and on the playground that there is obvious support for different needs, enabling full access to participation in school life. As part of the constant drive for improvement, over the last couple of years, changes have been introduced to the lunchtime procedure, ensuring all children have the opportunity to experience a relaxed, well-mannered mealtime alongside a well-structured period of zoned recreation.

Junior Road Safety Officers run assemblies and lead whole-school safety days which focus on road safety and reducing the carbon footprint. Exning are the first school in Suffolk to receive the Modeshift Stars Award.

Next Steps:

- Continue to implement the behaviour policy and revisit on at least an annual basis.
- Consider potentially offering some AP provision in the future; to positively impact the wider community.
- Consider introducing Restorative Approaches in order to ensure a consistent use of language and facilitative approach among staff, encouraging children to find their own solutions to conflict.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers, Guardians

Strengths

Parents, carers and guardians clearly play a very important role in the school and are highly valued members of the school family. I heard how the highly trained administration staff, as the first port of call, welcome all families equally and strive to ensure every stakeholder feels part of the 'Exning Family' from the outset. From members of the Parent Forum, to reading volunteers, parents told me how they are made to feel part of the team that helps children make the excellent progress that everyone is so proud of. All of the school events are very well attended and anecdotal evidence suggests that the parent community are rightly very proud of their children and school as a whole.

From the first time a new family steps onto the playground, they are welcomed as part of the school community and this relationship is developed over their time, ensuring that they feel a valid contributor to their child's education. This was evident from my conversations with several parents and is known from repeated surveys, both school's own and Ofsted's, from conversations on the playground, comments on the school dojo pages, emails, letters (a good example of this having been shared with me during my visit).

The school run two Parent Forums, one for the whole-school and one which is focused on SEND. These are held half-termly and enable staff to gather specific and accurate feedback from parents through the use of parent representatives from each class. The SEND Parent Forum has specific meetings where the policy, SEND Information Report, Website pages and Local Offer are all written and/or updated in consultation with parents, staff and Governors.

Parents are kept up to date with their child's progress through two parents' evenings (offered as a range of face-to-face appointments or virtual, depending on what the parent prefers and needs) and an end-of-year report. However, communication between parents and staff is ongoing, with informal discussions on the playground, through Class Dojo and via telephone whenever parents need it.

For parents of children with SEND, their IEPs are written in consultation with the parent, child and class teacher. These smaller-scale targets are written and reviewed termly (more regularly for children in EYFS and The Hive, SEND unit). There is an expectation that the IEP target will be worked on collaboratively, with a "parent contribution" and a "child contribution" section, so that all involved know what the targets are and how best to support the children moving forward. Children with EHCPs have their targets reviewed in their annual review each year.

Next Steps:

- Continue to include all families in this thriving school community and continually look for new ways to support inclusion.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

Strengths

Exning Primary School is an outward looking, inclusive community focused on high quality provision for all. The local community clearly understands and values the place of the school in the community. Parents told me that they believe that the school is why the village is such a great place to live.

I heard lots about the many links with the local community and the way in which children are given an appropriate understanding of the wider world around them. This ranges from very high-quality school trips, topics and visitors in school to the imaginative use of the school's award-winning IT systems and devices. Links with the wider world are as varied as school can make them, ranging from sharing experiences with the local nursing home to a Maths exchange trip to China.

Leaders in school have designed an exciting, challenging curriculum, based on the National Curriculum, to enable all learners to thrive and achieve well. Teachers plan topics around the interests of the children and also take advantage of the wealth of local resources to enable the learning to engage with important initiatives and gain an understanding of local and global issues. The learning includes wholly inclusive trips and experiences to inspire and consolidate, giving children the cultural capital to engage and genuinely feel part of a wider school family. Some recent examples are the KS1 trip to Mountfitchet Castle to enhance learning about living as a Norman and help when building their own Castles in D&T; LKS2 trip to Ipswich Museum to consolidate learning about the Stone-Age era; in addition to other trips Y4 and Y6 both enjoy a residential trip, to broaden the life experiences of all children: Y4 to North Norfolk for two nights and Y6 to Northern France for four nights.

There are a range of extra-curricular clubs and additional experiences/roles for pupils at different times throughout the school year, these include:-

- Bee club - responsible for looking after the school's bee hives
- Chicken crew - responsible for caring for the school's chickens
- Worm workers - responsible for the school wormery
- Bistro Buddies
- Library Monitors
- eSafety Ambassadors
- Forest School
- Play Leaders
- Sports Ambassadors
- Gardening club
- Eco-Club
- Lego club
- Chess club
- Nutritional Ninjas - cooking club
- Sewing/cross-stitch club
- Reading club



Report on IQM Inclusive School Award



- Wide range of sports clubs

The school works very closely with FOES (Friends of Exning School) to help welcome and include all families by organising school events such as the annual summer barbecues (great for inviting the new families of September Reception intake), Christmas fayres, as well as after-school social events for pupils such as film nights, discos, Christmas parties, Easter treats etc.

Staff also work with a range of external partners to enable the school to improve the quality of provision for all pupils. As a community school, there is a belief that it is important to make connections with other schools so that good practice can be shared. The school is proactive in seeking schools to network with and ensuring that Exning staff have the opportunity to visit other settings.

Next Steps:

- Continue to monitor this area and update as and when necessary.