



Report on IQM Inclusive School Award



School Name: Rice Lane Primary School and Nursery

School Address: Brockenhurst Road
Liverpool
Merseyside
L9 3BU

Head/Principal Lesley Roach

IQM Lead Ms Nikki Blain

Assessment Date 9th July 2025

Assessor Mr Joe Keher

Sources of Evidence:

- IQM Self Evaluation Report (SER)
- National data and performance tables
- School website and policies
- School Development Plan
- Ofsted Report
- Learning Walks
- Observation of break time
- Observation of sensory circuit
- Learning environments
- Review of pupil work
- Curriculum plans

Meetings Held with:

- Headteacher
- Deputy Headteacher /IQM Coordinator
- SENDCo
- Governors



Report on IQM Inclusive School Award



- School Leaders: Curriculum Lead, Phase Leaders, Subject Leaders, Designated Safeguarding Lead
- Parents and Carers
- Teachers
- Teaching Assistants (TAs)
- Pupil Leaders - Pupil Parliament and Headteacher Reps
- Pupils



Report on IQM Inclusive School Award



Overall Evaluation

Rice Lane Primary School is a large, three-form entry school with nursery provision, situated in Walton, Liverpool. The school serves a community facing significant socio-economic challenges and currently has 659 pupils on roll. The local area is ranked among the most deprived 10% nationally, indicating significant challenges in income, employment, health, and education. Leaders report a rise in children requiring social and emotional support, and a notable increase in the number of children identified as looked after or with Early Help involvement. 30.5% of pupils are eligible for free school meals, 7% of pupils speak English as an additional language and 43 children (6.74%) have an Education, and Health Care Plan (EHCP).

From the moment you step through the gates at Rice Lane Primary School, the warmth and welcome are immediately tangible. The inclusive ethos is unmistakable, and the language of belonging and care is visible in every classroom and felt in every interaction. Strong relationships are the golden thread of the school's culture, spoken of by children, parents, teaching assistants, and leaders alike. Pupils feel safe, seen and known. Staff are emotionally literate and trauma-informed, and the environment is one of nurture, trust, and high expectations. The universal trauma-informed approach is complemented by bespoke, personalised provision for those who need it, ensuring every child has the best possible opportunities, regardless of their background or barriers.

Inclusion at Rice Lane is not seen as an add-on but is fully embedded into the fabric of the school. Leaders are passionate about inclusion and have ensured inclusive priorities are clearly mapped and reviewed regularly. There is a spirit of distributed leadership evident throughout the school, and staff at all levels report feeling valued, empowered and trusted. The leadership team is relentlessly dedicated to improving systems and provision in the service of pupils. There is no sense of complacency. Leaders at all levels demonstrate a deep commitment to reflection, collaboration, and adaptation. Nothing is off limits for review if it will better meet the needs of their children, particularly those with increasing social, emotional, and safeguarding vulnerabilities.

Staff are proud to work at Rice Lane and this sentiment was prominent in every meeting during the two-day assessment. Leaders invest in their teams and demonstrate a clear understanding of the school's context. They do not shy away from change and are consistently reflective and seeking opportunities to embed and improve. Structures, policies, and approaches are regularly reviewed and adapted in response to pupil need. One powerful example of this responsive leadership is the redistribution of resources to create an additional class and increase teacher to pupil ratio in one year group, to manage cohort dynamics and preserve the quality of provision, made possible through internal creative thinking and flexible deployment of resources.

The curriculum is broad, adaptive, and rooted in the local context. Diversity is celebrated and curriculum content is regularly reviewed for relevance and resonance. Learning spaces are sensory and trauma friendly, and curriculum adaptations ensure that all children can access and succeed. Pastoral systems are robust and integrated. The Zones of Regulation are used consistently, and spaces such as cloud rooms, sensory gardens and regulation stations are sensitively designed to support emotional regulation. Behaviour is a notable strength in the school, thanks to the quality of



Report on IQM Inclusive School Award



relationships and the well-understood and consistently implemented restorative approach.

Rice Lane Primary School's work with parents is strong. Families describe the school as "brilliant," and highlight the accessibility of staff, including the Senior Leadership Team, as a particular strength. Communication is flexible and inclusive, with a blend of digital and face-to-face systems. Celebration assemblies, nurture workshops, community events and Special Educational Needs and Disabilities (SEND) coffee mornings all serve to deepen connection and shared understanding. There is a strong emphasis on partnership. One parent stated, "the school knows my child so well, they meet their needs regardless of a diagnosis."

Inclusion at Rice Lane also extends beyond its own walls. The school is outward-facing and deeply connected to its community. It engages with initiatives such as foodbank drives, and local projects like Cash for Kids and Zoe's Place. Through its new partnership with a school in Uganda, pupils will be given the chance to develop global empathy and a sense of wider responsibility. The school works with partners such as Everton in the Community, Positive Futures and The Life Rooms to facilitate support for vulnerable families and build networks. The school's open and non-judgmental approach to early intervention was recognised by multiple partners and parents alike.

Over the course of the two-day assessment, I met with a wide range of stakeholders including Senior Leaders, the Inclusion Team, Teaching Assistants, Curriculum Leads, parents, and pupils across key stages. Learning walks, environment reviews, documentation scrutiny and informal observations were also completed. The consistency of the inclusive culture at Rice Lane Primary School was exceptional. Children's voices are heard, staff feel seen and supported, and every decision returns to the core values of nurture, belonging and kindness.

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 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' time.

Assessor: Mr Joe Keher

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Inclusion is a lived, felt, and embedded experience that is part of every aspect of school life. The inclusive ethos is championed by the Headteacher and the Senior Leadership Team and reflected in the daily practice of all staff. The Headteacher and Deputy Head articulate inclusion as an expectation rather than an aspiration. Their vision is simple and powerful: every child is known, every child is valued, and every child has a voice.

This ethos is visible from the moment children arrive at the gates. Senior Leaders are consistently present at the start and end of the day, with warm greeting to establish visibility, connection, and trust. Staff aim for every child to be greeted three times before they start their first lesson. The school has intentionally cultivated a warm, emotionally literate culture. There are displays and unique original artworks throughout the school that promote kindness, respect, and pride in difference.

Rice Lane Primary School's inclusive values are reinforced through systems, staff development, curriculum choices and daily routines. The robust induction programme ensures that all new staff are trained in safeguarding, inclusion, emotional regulation, and behaviour strategies from the outset. Leaders are clear that every adult is important, and that children often choose their own trusted adults. All staff are prepared and equipped to respond to children's needs, regardless of role.

Pupil voice and agency are central to the school's approach. Children are involved in decisions that affect them, including being part of the interview process for new staff. One child proudly told me how he helped decide on the food his class was served on their recent residential trip. A pupil parliament provides a meaningful structure for feedback and influence. Children I spoke with described the school as a place where they are listened to, respected, and supported. They articulated their understanding of inclusion with maturity, describing strategies like Zones of Regulation, trusted adults, and peer support.

Parents were equally strong in their praise. One parent reflected, "The more you're here, the more you belong." Parent comments reflected a school that prioritises relationships and belonging, and a responsive culture that prioritises the emotional and practical needs of its families. Home-school communication is flexible, responsive, and empathetic, with multiple modes of contact available depending on parental need and preference.

The school is trauma-informed and attachment-aware, using universal strategies that benefit all children while offering bespoke support where needed. One case study shared by the Deputy Head illustrated how an attendance visit led to further holistic support for a family experiencing domestic violence and trauma, with layers of provision offered across both the child and parent. This case demonstrated how the school's robust systems led to significant positive impact and underlined the school's principle that 'we do not work in isolation'.

Displays, classroom environments and celebration events all serve to reinforce a culture of belonging. Pupils are encouraged to celebrate their achievements and identity, and



Report on IQM Inclusive School Award



inclusion is woven into PSHE planning, assemblies, and wider school events. The school's decision to adapt its PSHE curriculum based on local context and ward data demonstrates its commitment to relevance and resonance.

The golden thread of relationships runs through the school's culture, and the impact on children's wellbeing, engagement and sense of self is clear.

Next Step:

- Monitor and evaluate the consistency of trauma-informed and attachment-aware practices such as the Zones of Regulation. Consider using case studies alongside quantitative data.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Strong, purposeful leadership underpins Rice Lane Primary School's inclusive culture, with Senior Leaders modelling the values they expect to see in every classroom and corridor. Inclusion is at the centre of strategic decision-making. I was struck by the clarity and consistency with which all leaders spoke about their shared values. There is no ambiguity about what matters most at Rice Lane: relationships, belonging, and a deep commitment to doing what is right for every child.

During my meeting with the extended leadership team, it was evident that inclusion is everyone's responsibility. Each leader articulated their role in the inclusion agenda with confidence and depth. The phrase "we're always reviewing and improving" came up frequently, highlighting a culture that actively resists complacency.

Structures have been established to ensure inclusive leadership is both systematic and embedded. For example, the school holds regular 'Team Around the School' meetings, bringing together internal and external professionals to triage and respond to emerging concerns. This enables swift, multi-agency support for children and families, and ensures that no concern is overlooked. Alongside this, regular check-ins with class teachers and parents help leaders stay in touch with the lived experience of children.

Parents and staff described leaders as approachable and responsive. Staff feel empowered and trusted. One member of staff shared that, "If something isn't working for a child, we're given the flexibility to adapt straight away." This flexibility is matched by accountability; pupil progress meetings are rigorous and collaborative, focusing not only on academic attainment but also on wellbeing and engagement.

Leaders make use of a wide range of data, including insight from the PASS survey (Pupil Attitudes to Self and School), safeguarding logs, CPOMS trends, and attendance patterns. Conversations with staff, parents and children also play a crucial role in informing decisions. There is a deliberate balance between quantitative and qualitative information, ensuring a holistic picture of each child's experience.

Professional development is targeted and inclusive. Training in trauma-informed practice, attachment theory and inclusive pedagogy is a standard part of staff development. Leaders also encourage staff to take ownership of their learning and to share expertise across the team. The SENDCo and Assistant Head have both completed external SEND advocacy training, and plans are in place to expand this expertise across the team.

The governing body is hands-on and plays an active and informed role in monitoring inclusive practice and championing the values of the school. Governors receive regular updates on attendance, behaviour and SEND provision. There is an evident understanding of the challenges faced by the school's community, including rising complexity of need and safeguarding vulnerabilities. They feel empowered to offer both support and challenge, contributing to strategic conversations about improving outcomes for disadvantaged pupils and those with additional needs. There is an evident pride in the way staff go 'above and beyond', and Governors recognise the significant



Report on IQM Inclusive School Award



impact of this work in shaping a safe, nurturing, and aspirational environment for all learners.

Next Step:

- Provide Governors with clearer frameworks and tools to monitor progress against inclusion-related targets. Give Governors access to the school's assessment platform and provide training so Governors can interrogate school data more effectively.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Rice Lane Primary School has been thoughtfully designed to reflect the community it serves. The curriculum is carefully sequenced to build on prior learning, with a clear focus on equipping children with the knowledge, skills, and character needed to thrive in modern society. Strong emphasis is placed on cultural awareness, British values, and character development, enabling pupils to become respectful, responsible citizens. Subject leaders review and refine their curriculum regularly, drawing on pupil voice, local context, and national guidance to ensure content remains both aspirational and inclusive. Children across the school spoke confidently about their favourite subjects and described lessons as fun, creative and inclusive.

A significant strength of the school's curriculum is its flexibility. While some schemes are utilised, leaders understand that 'off the shelf' schemes must be adapted to best meet the needs of their pupils. Staff adapt and deviate where necessary, and teachers are trusted to make professional decisions. They respond by designing lessons that are accessible to all, with scaffolded tasks, adapted resources and varied modes of response. During my visit, I observed thoughtful adaptations and skilled questioning that enabled all children to participate fully in lessons.

Pupils with additional needs access the curriculum alongside their peers, with specialist support and carefully designed adaptations where needed. In the school's SEND bases there is a bespoke curriculum designed for a small number of pupils requiring significant adjustments. In the Key Stage 2 SEND base, there is a four-year rolling programme to ensure breadth and continuity. Across the school, visual timetables, learning prompts and well-organised working walls support learners to develop independence.

Diversity is celebrated and embedded through curriculum content, particularly within PSHE, History and English. Leaders have made purposeful changes to their PSHE offer, moving away from bought in schemes in favour of a bespoke curriculum informed by local data and pupil needs. Topics such as vaping, mental health and self-regulation are taught in a way that is age-appropriate and meaningful. The school has also begun to prioritise how LGBTQ+ visibility and representation can be further embedded across subjects.

Next Steps:

- Develop curriculum representation audit to ensure broad range of cultures, lived experiences, family structures, global perspectives are represented across subjects and key stages.
- Continue to develop the Forest School curriculum to ensure access for all pupils, and clearer links to the whole-school curriculum.



Report on IQM Inclusive School Award



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

Rice Lane Primary School demonstrates a consistent commitment to high-quality teaching and learning that is both inclusive and responsive. Teachers are empowered to make adjustments, and there is no sense that inclusivity comes at the expense of academic rigour. The leadership team promotes high expectations for all pupils, rooted in the belief that every child can succeed when given the right tools, support and learning environment. This ethos is reflected in classrooms across the school, where adaptive teaching and pupil voice are visible and valued.

Classrooms at Rice Lane Primary are calm, structured, and welcoming, with staff using consistent approaches to regulation, routines, and expectations. The 'Zones of Regulation' are embedded into daily classroom practice, providing children with the language and tools to self-regulate and manage emotions effectively. Regulation stations are thoughtfully designed and visibly used by pupils, demonstrating their integration into the fabric of teaching and learning. Children were able to explain these resources confidently and give examples of times they have helped them or their friends.

Staff benefit from targeted CPD that is informed by both internal evaluation and national best practice. A dedicated CPD lead ensures that training opportunities are mapped to whole-school priorities and are underpinned by the school's inclusive values.

Planning is responsive and informed by pupil need. Teachers are trusted to use their professional judgment to adapt schemes where necessary. For example, the school made a deliberate decision to move away from a bought-in PSHE scheme that lacked contextual relevance and instead created bespoke curriculum units tailored to the needs of their local community. This ability to pivot and tailor provision is a clear strength of the teaching and learning approach.

The school has implemented a gradual transition between Reception and Year 1, allowing for continuous provision to extend into the spring term. This reflects an understanding of developmental needs and avoids the abrupt shift that can hinder progress for some learners. The children in early years and Key Stage 1 were confident, kind, polite and welcoming. One child in Reception was working on a picture that included lots of faces and a heart, and he was very proud to tell me that the picture was of all his friends because he loves them.

Teaching Assistants are valued members of the team and actively contribute to the learning environment. They deliver targeted interventions and in-class support and are included in planning conversations to ensure consistency of approach. Pupils spoke positively about being able to turn to any adult in the room for support, not just the class teacher.

Next Step:

- Further integrate assistive technologies (e.g., voice-to-text tools, immersive readers) to support learners with additional needs and develop staff expertise in inclusive EdTech.



Report on IQM Inclusive School Award



Element 5 – Assessment

Assessment at Rice Lane Primary is clearly embedded into the culture of teaching and learning and is used effectively to inform planning, adapt provision and ensure that all children make progress. The school has developed a rigorous, yet flexible system that combines summative data analysis with formative classroom assessment and a deep understanding of pupils as individuals.

All teachers to record and analyse attainment and progress record their data using an online platform. Subject and phase leaders, as well as inclusion leads engage with this data to identify trends and ensure that no group is overlooked. Assessment systems have been adapted to incorporate PIVATS which allows for small-step progress to be recognised and celebrated. The school has devised its own internal system for integrating these frameworks, showcasing innovation and a tailored approach to inclusive assessment.

Class teachers are firmly positioned as the experts on their own pupils. Formal data drops are used to supplement, not replace, teacher knowledge, and this was reflected in all meetings and documentation reviewed. Teachers meet with phase leaders for pupil progress meetings, where data is discussed alongside wider contextual factors, barriers to learning, and targeted next steps. Teachers see these conversations as collaborative and supportive. Emotional wellbeing and attitudes to learning are also tracked through tools such as the PASS (Pupil Attitudes to Self and School) survey and teacher observation. These insights feed into inclusion team meetings and planning for pastoral SEMH support, ensuring that the school responds holistically to pupil need.

The school's model supports triangulation of quantitative and qualitative evidence. For pupils with SEND, individual learning plans are in place and regularly reviewed. Teachers spoke confidently about how assessment informs interventions, adjustments to classroom strategies, and dialogue with parents.

There is also a clear focus on ensuring that all staff understand how to use assessment meaningfully. Ongoing training and leadership support ensure consistency across year groups, while allowing for flexibility to meet the needs of different cohorts.

Next Step:

- Continue to build staff confidence in using small-step assessment tools, such as PIVATS, to strengthen precision in planning and recognise progress for pupils working significantly below age-related expectations.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour and personal development at Rice Lane Primary are firmly grounded in strong relationships, consistent routines and a shared language of emotional regulation that is consistent across the school for children, staff, and increasingly parents. The school has adopted a trauma-informed, attachment-aware approach that is embedded across the curriculum, classrooms, and wider school culture. The decision to relaunch the Behaviour Policy as the 'Relationships and Behaviour Policy', sent a clear message of the shift towards understanding behaviour as communication. Staff are confident in their use of restorative approaches, clear expectations, and positive relationships to create a calm and inclusive environment. Learning environments observed during the assessment were purposeful, settled, and welcoming. When I asked a group of children what happens when a pupil hurts or upsets someone else at Rice Lane, one child was able to explain the steps of restorative conversations to me, and even pointed out a poster on the wall that outlined the procedure for these conversations for any adult or child to refer to.

A cornerstone of the school's inclusive approach is the whole-school use of the Zones of Regulation, supported by well-equipped regulation stations in every classroom. Children use these tools confidently to manage their feelings, and adults consistently model and reinforce the language of self-regulation. Staff use visual charts, co-regulation strategies and check-ins to help pupils recognise their emotions and regain focus. This shared language supports emotional literacy and builds trust between pupils and staff, creating a climate where children feel safe and seen. Pupils talked openly about how they manage strong emotions and were able to describe strategies such as deep breathing, calm spaces and seeking support from trusted adults.

Where children display more significant SEMH needs, the school's inclusion systems ensure these are picked up swiftly. Adaptations such as bespoke timetables, specialist adult support and flexible learning spaces are used strategically. One example shared included a child at risk of exclusion being retained through intensive relational work and personalised provision. Although the number of exclusions has risen, leaders are clear this reflects a change in pupil needs rather than a shift in ethos. Fixed-term exclusions are used only when behaviour poses a significant safety risk, and internal exclusion and reintegration are prioritised in-line with the school's restorative approach. Leaders were transparent that the nature of the school's intake has changed significantly in recent years, with a growing number of pupils presenting with safeguarding needs, complex trauma, and SEMH diagnoses. Despite these pressures, the ethos of 'never giving up on a child' was consistently articulated.

Pastoral capacity is enhanced by roles such as the Learning Mentor, who delivers both preventative and responsive support including 1:1 mentoring, conflict resolution and targeted group work. Pupils spoke about their strong relationships with staff and how easy it is to find someone to talk to. Several described how staff "are always there if you need to talk," and how support is offered in a way that does not draw attention to them. All children I spoke with could name several members of staff that they would go to if they had a serious problem, and many of the children said they could speak to any adult in the school. This trust was mirrored in parent feedback, with families praising the school's compassionate approach and willingness to go above and beyond to help children thrive emotionally as well as academically.



Report on IQM Inclusive School Award



Personal development is also embedded through wider curriculum experiences. PSHE lessons, assemblies, pupil leadership opportunities and trips help children learn about themselves and others. Children demonstrate empathy, celebrate difference, and support each other in and out of the classroom. During learning walks and discussions, pupils consistently showed kindness, respect, and an eagerness to engage. They knew the routines, understood expectations, and took pride in their school community.

Next Step:

- Continue to enhance parental understanding of the school's trauma-informed and relational approach to behaviour by providing accessible information, workshops, and opportunities for dialogue, ensuring consistency between home and school.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

The leadership team has worked hard to establish a culture of trust, approachability and collaboration that underpins their inclusive ethos. Communication is consistent, multi-channel and responsive to family needs. Parents shared that they feel welcomed, listened to and included in their child's journey. Several mentioned a significant improvement in communication over recent years, with regular newsletters, emails, and texts replacing paper-based systems. This shift has made the school more accessible. One parent explained how it was quite challenging for their neurodivergent child to bring home paper letters and return permission slips, but the new digital system is much easier to manage.

During the assessment, parents described staff as "always having time" and spoke about being able to approach any adult with concerns or questions. One parent said, "Every teacher has five minutes, and they make time for you." This sense of partnership is built on strong relationships and high levels of trust. Families shared examples of staff anticipating emotional needs, supporting through family changes, and responding with warmth and understanding, made possible by the time staff invest in building strong, trusting relationships with both children and their families. For example, one parent described a situation where staff initiated mental health support for their child before the parent had raised any concerns, based purely on relational insight and quality daily interactions.

There is a clear commitment to flexible, personalised support for families. The school adapts communication methods to suit individual needs, including interpreter support for families who speak languages other than English at home and simplified written messages for parents with literacy needs. The school supports parents with hearing impairments through staff members who can sign, ensuring access and inclusion. Parents I met with expressed strong appreciation for the school's open and accepting attitude and willingness to work in partnership, even during more challenging circumstances.

Rice Lane Primary School offers a wide range of parent workshops, drop-ins, and events. Examples include phonics and nurture workshops, sign language sessions and support programmes for families of neurodiverse children. While some events have had lower attendance, the school has responded by adapting its offer to more informal and accessible formats. Parents also praised the inclusive approach to wider opportunities, such as allowing stepsiblings to participate in community art projects.

Parents feel a strong sense of belonging to the school community. They described it as "brilliant," with one parent saying they drive past three other schools to bring their children here. The Parent Teacher Association (PTA) is active and well-supported, having recently raised funds for a school minibus and new iPads. Two of the parents interviewed had gone on to work at the school as staff, explaining their positive experiences as a reason.



Report on IQM Inclusive School Award



Next Step:

- Continue to explore creative ways of engaging families to improve parent attendance in events, and offer regular workshops on Zones of Regulation, Trauma-Informed Behaviour, and online safety to strengthen shared understanding between school and home.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

The school's inclusive ethos extends beyond the classroom, embracing partnerships, outreach, and enrichment activities that enable children to connect meaningfully with the world around them. School Leaders and Governors are intentional in building community links that enhance pupils' learning, wellbeing, and aspirations.

The school has established a growing number of local partnerships to address both practical needs and broader development. Staff described their collaboration with organisations such as Everton in the Community, Life Rooms, and Positive Futures, which support families through workshops, 1:1 work, and community events. These partnerships allow the school to offer targeted support in areas such as mental health, financial hardship, substance misuse, and family wellbeing. One particularly successful event brought together local agencies to deliver in-school workshops and allow families and staff to access a range of services, and the opportunity self-refer directly in a trusted environment.

A wide and thoughtfully designed programme of enrichment activities ensures that pupils are able to participate fully, regardless of background or need. A range of after-school clubs is offered across year groups, including those delivered by external providers such as gymnastics specialists and Relax Kids. Children are also signposted to local events and initiatives, widening access and ensuring that all pupils have equitable opportunities to participate in the wider community.

The school's commitment to inclusion is also reflected in its cultural and charitable initiatives. For example, fundraising campaigns like Wear Blue for Bobby and Cash for Kids allow pupils to take part in meaningful causes, while foodbank collections, uniform swaps and refugee support campaigns connect children to real-world issues with empathy and action.

On a global level, the school has recently launched a partnership with a Ugandan school, where they sponsor a child to access education, nutrition, and healthcare. Staff spoke about how this initiative is already building pupils' awareness of life beyond their immediate environment, and further work is planned to embed the partnership into the wider curriculum. The school sees this as a long-term relationship rather than a one-off charitable gesture, aligning with its belief in sustained, meaningful inclusion.

The school welcomes and includes the local community in events such as Summer and Christmas Fayres, carol services, and assemblies. The school site is used by local groups, including the Scouts, further embedding the school as a central, valued part of the community. Pupils also regularly participate in local events, and the school celebrates initiatives such as Neurodiversity Week, highlighting a culture of acceptance and inclusion.

Next Step:

- Ensure the school's Uganda partnership continues to evolve as a meaningful, two-way relationship by embedding its themes across the curriculum and involving pupils in shaping its long-term impact on school culture.