



Report on IQM Inclusive School Award



School Name	The Willows School Academy Trust
School Address	Stipularis Drive Hayes Middlesex UB4 9QB
Head/Principal	Mr Malcolm Shaw
IQM Lead	Mr Danai Vourdanou
Assessment Date	10th July 2023
Assessor	Ms Pam Ash

Sources of Evidence

- School's IQM Self-Evaluation Report (SER)
- School website
- School tour
- Book scrutiny
- Ofsted Report July 2022

Meetings Held with:

- School leaders
- Parents
- Pupils
- Teachers
- Teaching Assistants (TAs)
- Governors



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Overall Evaluation

The Willows School Academy Trust is a standalone Trust in Hayes in the London Borough of Hillingdon. It is a small educational needs school for children who are in receipt of an Educational Health and Care Plan (EHCP), with the main need being identified as Social, Emotional and Mental Health (SEMH). The school's pupils come from eight local authorities and although they are a diverse school with pupils from a variety of ethnic backgrounds, most pupils are white British. All pupils have an EHCP, 45% of the pupils are eligible for Free School Meals (FSMs) and 2% of the pupils have English as an Additional Language (EAL). The school has grown and will be increasing again in the next academic year. Currently, there are seven classes and next year there will be six. The school begins at Year 2.

Rooms in the school are on one side of two long corridors. The corridors have bright displays focusing on curriculum areas, and use is made of the space to offer, for example, a reading area and a friend's bench which is covered in artificial grass. There is a Pupil Voice Box on the wall where pupils can post their questions and concerns if they feel they are unable to voice them. The corridors provide a welcoming feel to the building. The classrooms are all organised in a similar way. Each room has its own reflection area that pupils can go to and use when they need to and those spaces have a variety of equipment, books, soft seating, etc that pupils can use to help them to self-regulate. As well as this, each room has a Time Out space which is outside the classroom. Pupils are directed there by teachers. These spaces have soft seating but have less sensory stimulation.

The classroom walls have the same displays. As well as the interactive learning displays which are different in each room, each pupil's individual targets are displayed as well as the points chart. Pupils are awarded points for displaying positive responses to learning, such as good sitting, taking part in a group and good work. They can earn up to five points per session and these points are added up weekly and then become 'money' that the pupils could spend in the school shop. I was lucky enough to see three pupils at the shop who spoke positively about what they had 'bought'. The shop stocks a range of toys, and they are arranged in their 'price' order to help the pupils choose their toy. The school rules are also displayed on the classroom walls; there are only three:

1. To follow instructions.
2. Be kind, polite and respectful to everyone.
3. Keep your hands, feet and other objects to yourself.

These three, simple rules encompass all possible behaviours and are clearly known and understood by all pupils.

One class has some non-verbal, autistic pupils and that room has more sensory play and learning to meet the needs of the pupils. I did not see any pupils in that class as they were out horse riding, but I was very impressed by the calm, positive atmosphere in the other rooms. There are never more than 12 pupils in each class, with a teacher and three Teaching Assistants (TAs). Good working relationships were evident between staff and pupils and both staff and pupils were welcoming. The classes are mixed year groups apart from Year 6 where the approach is different in preparation for supporting them as they transition to secondary settings. Independence is encouraged and the Year 6 pupils are given more responsibilities.



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There is a play therapy room that has a wide range of toys on shelves and on the floor. If those toys do not meet the interest needs of the individual pupils, there is a stock room with even more that staff can use in their rooms as well as the therapist for the playroom. There is a soft play area for Key Stage 1 (KS1) pupils and this space is used as a treat for the pupils. This is a helpful space for the pupils. The cooking room is set up so that the work surfaces are at the right height for the pupils and good use is made for cross-curricular work in this room, for example, mathematics measuring work which becomes real when using and measuring ingredients. I saw the large store cupboard and the Year 6 pupils have the responsibility for keeping this stocked. They go to the local Tesco to buy what is needed. They must have done a shop recently as it was full.

As I was on my tour, I was told about the planned developments over the summer to develop and improve the environment, for example, a new classroom is being created by joining two spaces and a reading support area is being created by partitioning part of the reprographic room. Development is taking place outside as well as a veranda-type cover to be put up outside the classrooms and the paving improved so that tables can be used outside. Like inside, the outside area has been developed to support individual needs. One playground has a soft surface and is marked up like a road which is good when they are using bikes but also is a good road safety teaching area. The school is lucky to have a huge field and has budgeted to gradually develop this area. It has climbing/swing equipment, a Multi-Use Games Area (MUGA) and a zip wire. In the corner of one playground is a butterfly/nature garden.

The pupils that I spoke to were positive about the school. Some had been to other schools before attending Willows and so could compare what it had been like before and is now. They feel safe in the school, know that they can speak to adults and that they are supported should they face individual challenges. I was told that, "the teachers are amazing people who listen to us". One boy who is a diabetic told me how he is supported to cope and is then able to manage himself. I was also told how the pupils were listened to and that the breakfast menu was developed to include a wider range of foods.

The parents could not have spoken more highly about how the school had supported them and their children and like the pupils, they had experience of other settings. One said, "here you feel safe to be yourself. You feel that you can talk to staff, and you won't be judged." They described the atmosphere in the school as like being part of a family. Relationships with staff are good and they appreciated the regular coffee mornings that cover a range of topics. One parent spoke about how at a previous school she was told that her son would never be able to read and write but now at Willows, he has started to do both. Another spoke about her child who was non-verbal but now is talking. Another told me that the Headteacher had said as her child started at the school, "he is heartbroken. We will mend his heart," and she said that had indeed happened. There is undoubtedly so much support available to parents and as the Family Liaison Worker is part of the Senior Leadership Team (SLT), this highlights the importance the school places on the relationship with parents.



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The staff spoke about how as a small team they all work together, supporting each other and they were clear that their wellbeing was looked after. The TAs had decided that they would like to have a 'uniform' and the school provides them with T-shirts, sweatshirts and waterproof jackets with the school logo on them. Staff are positive and model behaviour for the pupils. The pupils are known, and individual needs are shared with staff, and they told me how rewarding it can be to work there. There may be some challenges but it is good to see the pupils develop and how they can learn from the pupils. The aim is to keep the pupils safe and to develop their life skills. Using the International Primary Curriculum supports their understanding of issues facing them at home and for the world. Teachers keep in close contact with parents, phoning them weekly and using the home-school contact book. Real emphasis is put on sharing good news. Difficult conversations are handled sensitively, and parents certainly agreed with that.

The Governors know and endorse the inclusive work of the school. They recognise that communication in the school is strong. They value the de-escalation approach that is used by staff and spoke about the enrichment outside the classroom and how the school aims to meet individual needs and develop the whole child. They recognise that the staff are committed and willing to engage. The school does all it can to adapt to meet individual needs. Governors attend the school regularly and so can see what the school day is like.

The Headteacher and SLT have a clear vision of inclusion that is shared with and understood by all. The pupils and their individual needs are known and thought and care are taken to support pupils and parents. Positivity is apparent in all aspects of school life. Staff are friendly and welcoming. Spending a day in the school left me feeling warm and full of hope. The school's nurturing and caring ethos is supportive of all in the building. I found so much evidence of inclusive practice in the school, more evidence in fact than could be included in this overview. Therefore, I have no hesitation in recommending the school for Inclusive School status as it more than meets the criteria. The work on inclusion is so well developed that in my opinion, the school should consider seeking Centre of Excellence status.

I am of the opinion that The Willows School Academy Trust 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 Mark and be reassessed in three years' time.

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

Assessor: Ms Pam Ash

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

All the pupils at The Willows have EHCPs for SEMH. The aim is for all pupils to come to terms with their presenting difficulties and encourage them to acquire coping strategies and skills that will enable them to become self-disciplined and to be able to access the learning that they are entitled to.

School policies ensure that the individuality of all pupils is promoted, irrespective of ethnicity, attainment, age, disability, gender or background. Special Education Needs and Disabilities (SEND) and Inclusion policies discuss how pupils are supported. The school's website reflects the school's inclusive vision, ethos and values. The School Development Plan, (SDP) shows the school's five-year strategy that focuses on curriculum, behaviour and attendance and pupils' attitude to self and school. Regular meetings of the SLT, teachers, support staff and whole staff meetings provide opportunities to work on the strategic and operational sides of school life. The needs of individual pupils are well-known and analysed. Provision Map is used to demonstrate the support across the year for all pupils and Action Plans record progress. Pupils are tested every half term to analyse gaps in knowledge.

The pupils are made aware of the school's inclusive values through assemblies held on diversity and religious festivals. The school council and rights-respecting assemblies give the pupils the opportunity to voice their opinions and have their views considered in decisions that impact on them. Achievement is celebrated weekly in assemblies and the focus is not only on academic achievement but also on recognising various acts, such as kindness. 'Dip in the Box' is promoted in all classrooms and is an instant reward to celebrate good behaviour or good learning.

There are excellent transition programmes in place to support pupils, starting with Year 5 pupils and parents and further support and information is given during Year 6. Once in school, there are coffee mornings and phone calls to parents. Thought and discussion is then given to the child's individual needs regarding secondary placement. Parents are supported should there be any discussion about prospective placements.

There is excellent communication with a range of outside support like the School Improvement Partner (SIP), Attendance Consultancy, Roehampton University, Speech and Language Therapists (SALT) and Educational Psychologist (EP), to name a few, so that appropriate provision impacts on the quality of education provided by the school.

Wellbeing of staff and pupils is integral to the school's work. The school promotes the involvement of staff, parents and carers in the life and learning of the school.

Next Steps:

- To continue to challenge pupils to make accelerated progress in all areas of the curriculum and so to close the gap between pupils' actual age-appropriate attainment so that, where practicable, The Willows Academy performs in the top 10% nationally in English and Mathematics.
- To ensure the continuity of outstanding provision across the school as well as building on our successes.
- To effectively address and sustain the areas for improvement identified in the SDP 2022-2025.



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Element 2 - Leadership and Management and Accountability

Leaders focus on school development planning, identifying priorities and providing a clear vision and sense of direction for the school. The reports from the weekly SIP visits and action points are shared with the Governors.

The school has efficient safeguarding processes in place. Designated Safeguarding Leads (DSLs) are trained and take lead responsibility for safeguarding, child protection and online safety. Safeguarding Governors provide the link between school and the Governing Body. All staff are aware of their statutory responsibility and appropriate timely action is taken to safeguard and promote pupils' welfare. The Spiritual, Moral, Social and Cultural (SMSC) curriculum builds the foundations of children and young people's positive relationships with themselves.

Planning, Preparation and Assessment (PPA) time is allocated to teachers to allow them to conduct administrative-based tasks to remove the workload and pressure on staff. Senior leaders ensure that there is highly effective and meaningful engagement with staff so that any issues are identified and addressed.

There are clear and effective systems in place that monitor assessment, pupil progress, behaviour and numbers and types of interventions. Regular learning walks take place to monitor the efficacy of teaching and learning, pupil engagement, and lesson planning is scrutinised, and triangulation is used to measure this.

Professional development is important, and all staff engage with the National College Continuing Professional Development (CPD) online. In addition, there are In-service Education and Training (INSET) courses on attachment and professional development in foundation subjects to ensure quality of delivery and in-depth understanding. The school's SIP delivers annual training to SLT to ensure quality leadership.

The Governing Body is well-trained and understands inclusion. Governors visit the school and are happy to provide feedback and support. Governors meet with SLT and the SIP to discuss feedback and are given information about inclusion. Governors meet annually to discuss and review policies, including the inclusion policy, and ensure that the school adheres to inclusion principles, regarding pupil body and staff employment.

SLT monitors all curriculum areas and planning for each class to ensure that all pupils receive full curriculum entitlement, which is embedded both in policy and across the school. Pupil Premium (PP) funding is used to deliver extra creative-based learning experiences for all pupils, with annual evaluation of programmes to ensure quality provision.

Next Steps:

- To ensure the continuity of outstanding provision across the school.
- Exceptional leadership and management to ensure that staff are well supported so that high expectations of pupils are realised.
- To ensure that the governance of the school academy addresses criteria for effective leadership and management equipping the Governing body with the tools to hold senior leaders to account and support positive outcomes for pupils and staff.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The curriculum is tailored around each pupil's SEND needs. Leaders have identified small steps for the pupils to learn and these are introduced in a logical way. The curriculum is broad and well-sequenced with the aim for the children to grow intellectually, spiritually and emotionally. The process of curriculum sequencing is focused on mapping out the skills, knowledge and content so that what the pupils learn is built on previous knowledge. The aim is for the pupils to build a deep body of knowledge that enables them to perform increasingly complex skills.

Priority is given to the teaching of reading skills and the development of key vocabulary so that pupils can become lifelong and confident readers. The Post Meridien (PM) reading programme gives teachers a complete reading scheme that allows them to track and assess pupils' reading progress. SALT resources are used to support the speech, language and communication needs of the pupils. Additional reading support comes from the Power of Reading Programme, Better Reading Partners/Boosting Reading Potential and Fischer Family Trust (FFT) Wave 3 for pupils in Year 1.

The curriculum covers global dimension that allows the pupils to examine their own values and attitudes, to appreciate the similarities between people everywhere, to understand the global context of their local lives and to develop skills that will enable them to combat prejudice and discrimination. This gives them the knowledge, skills and understanding to play an active part in global life.

The SMSC curriculum is seen as being very important as it gives the pupils the skills they need to support their ability to learn and achieve. It covers a wide range of topics, for example, their own values and beliefs, their personal behaviour and how to interact with and co-operate with others and an understanding of their social and cultural traditions. The aim of the curriculum is to equip pupils with the knowledge and skills to be successful in the modern world, allowing them to make responsible and purposeful contributions to the community.

Opportunities are given to allow a wide and rich range of learning experiences, both inside and outside the classroom. Educational visits take place and each half term the pupils take part in lessons outside of the 'traditional' scope. Extra-curricular activities help the pupils to learn about themselves and develop and use their skills and knowledge in different contexts.

Next Steps:

- To ensure that all pupils access the curriculum via targeted interventions, developing independence and social inclusion.
- To review, evaluate and adapt the curriculum each half term. Meet with subject leaders and year groups to clarify end-of-year expectations for both year groups and subjects.
- To ensure that each subject area has a high-quality curriculum map and schemes of work for each year group and to secure good or better progress from Year 1 to Year 6 and ultimately, Year 7.



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

The school views teaching as a shared responsibility as it involves children, parents, staff, Governors, the community and the local authority. All member of the school community encourages the pupils to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional wellbeing.

Teachers create at least one differentiated strategy per lesson, and these are detailed in weekly planning with learning objectives being specified for all differentiated activities. Teachers differentiate by the type and amount of support provided, by the outcome expected from pupils, time given to complete the task and by the feedback given.

Pupil engagement is promoted through active learning, question-answer sessions, discussion, interactive lessons, hands-on activities as well as experiential learning to name a few. The aim is to increase attention and focus which will motivate them to engage in higher-level thinking. Activities planned are those that pupils will perceive as being meaningful and link them to previous knowledge and experiences. Visuals and manipulatives are used to support learning in all lessons.

Technology is used effectively in lessons and provides pathways for differentiated instructions to meet the unique needs of the pupils. Teachers use the Touch, Type, Read and Spell (TTRS) program weekly to support reading, writing and spelling difficulties whilst increasing their level of confidence and motivation in a multi-sensory way. Times Tables Rock Stars supports mathematics learning.

Teachers focus on effective lesson planning which provides the pupils with the necessary structure and direction to receive a relevant and engaging education. It allows them to meet the diverse learning needs of all pupils through differentiation and increased choice. A wide range of specialist resources are available to the teachers to meet the needs of the pupils.

All learning environments reflect the inclusive ethos of the school; Learning, Achieving, Succeeding, as they are seen as a learning tool and a way of engaging pupils and celebrating success. An effective classroom environment is an interactive resource, supporting teaching, learning and assessment. The school provides a calm and effective working environment that welcomes everyone yet is fair and disciplined in line with the behaviour policy, values and celebrates success and promotes positive role models.

A positive learning environment is promoted across the school to ensure that learners can effectively engage with learning in a place where they feel safe and supported. Lesson observations take place half-termly, which results in enhanced pupil outcomes by improving the quality of teaching through feedback on practice. There is a great focus on identifying strengths and weaknesses for individual teachers as well as taking active steps towards development and improvement.

Teachers are reflective practitioners. They complete a self-assessment skills audit to identify areas that need improvement and create a personalised action plan to improve their leadership skills.



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Next Steps:

- To ensure that all lessons are graded at least good with most being outstanding – addressing the needs of our pupils and that learning goals and intentions are being met.
- To continue to develop a strong and concise literacy approach with a fundamental Centre for Literacy in Primary Education (CLPE) approach to the delivery of site-wide literacy.
- To continue to develop a school-wide approach for delivering mathematics with effective and robust assessment of steps to ensure rigorous checking and then replanning regarding individual need.



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Element 5 - Assessment

The Willows Academy uses a range of different forms of assessment and recognises the importance of formative assessment and the role it plays in creating a learning environment, as it further deepens learning. Formal assessment takes place at the end of each National Curriculum Key Stage. Phonics are tested in Year 1 and re-tested, when necessary, in Year 2. All results from assessments are analysed and used to inform future planning.

Target Tracker is an integral part of day-to-day teaching and learning. Instant gap analysis enables teachers to adapt plans to meet needs across their class whilst giving leaders a complete view across cohorts and subjects. Termly tests happen across mathematics, reading, punctuation, grammar and spelling and are uploaded to Target Tracker. This information is used to plan the next cycle of learning for each class.

Pupil Progress Meetings take place termly and provide discussions around the whole school Provision Map. Teachers and other pupils provide pupils with concise feedback that will always move and deepen the pupil's learning. Observing, assessing and recording is viewed as a holistic cycle that allows staff to reflect on the planned curriculum and pupils' interests. This helps staff to judge how effectively they are building learning over time.

The school knows that pupils who have a positive attitude to learning will make good progress. Consequently, priority is given to Growth Mindset. The school wants pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. A range of methods are used to support and develop a strong learning culture. At the beginning of each term, all pupils are involved in discussing and planning aspects of the term's work. This gives them ownership, motivating and engaging them from the start. It provides the teachers with valuable assessment information in finding out what the pupils already know.

At the centre of the assessment process is the pupil. Rather than having pupils passively take tests and receive a report on their progress, the school believes that it is beneficial for the pupils to learn about their own strengths and weaknesses and track their own growth. Pupils are involved in their Individual Education Plan (IEP) / Individual Behaviour Plan (IBP). Pupils are given time to reflect on their own learning and that of others through self or peer assessment. Pupils are given time to reflect on teacher's marking at the start of the lesson to inform what they must do to take the next step in learning. This can include pupils editing and improving their own work. Regular opportunities are given to reflect on and discuss aspects of their learning with their weekly talk partner.

Next Steps:

- Ensure that periodic assessment for all subjects and year groups are robust, valid and reliable – implementing a whole school assessment timetable.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

All pupils at Willows Academy have demonstrated significant cause for concern in a mainstream setting and have been identified as needing specialist provision for support with behavioural, emotional and social skills. The systems and procedures of the school are intended to bring about a positive change in pupils' behaviour while enabling staff to manage situations, constructively and confidently when behaviour is unacceptable or inappropriate. Consistency in the application of these systems is essential to the growth and development of the pupils.

All areas of the learning environment are planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. All classrooms are organised to facilitate learning and the development of independence.

The school's approach to SMSC ensures that principles such as spiritual, moral, social and cultural development are actively promoted. They include:

- Enabling pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Enable pupils to develop further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

The behaviour policy sets out the routines and expectations and is designed to help and guide staff to work professionally and effectively in support of the pupils' needs and informs parents of the school's standards regarding behaviour. Staff and pupils are aware of the school's rules which play an important part in ensuring that the pupils know and follow set expectations. Pupil attendance is monitored rigorously. High expectations and aspirations for pupils include attendance. Excellent attendance is celebrated while absence is investigated with support plans put in place when required.

The school believes that no pupil should be excluded, and so early intervention is put in place to ensure consistency and routine for all pupils. The aim is to create a supportive environment in which pupils and staff feel safe, secure and happy. The emphasis is on a positive approach of encouragement and praise. This is seen to be essential and the school places importance on valuing the pupils as individuals whilst preserving the supportive, inclusive and fair community.



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There are high expectations of pupil behaviour and conduct which are understood by pupils and staff and are applied consistently and fairly. Staff encourage and praise good behaviour and those struggling to meet the expected standards are given the necessary behavioural support. Pupils are made aware of staff who can help them in school via posters and knowing the safe places that they can go to in school.

Staff receive extensive training on areas of special educational needs and can request further individual training.

Next Steps:

- To improve behaviour and attendance by further developing systems of rewards and consequences.
- To reduce the frequency of serious incidents of misbehaviour.
- To improve the overall attendance and reduce persistent absence, so that both are better than the national average.



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Element 7 - Parents, Carers, Guardians

The school aims to include parents and carers as much as is practicable in school life. The family liaison worker gives support, advice and information to parents and supports with any concerns they may have around their child's education, behaviour or wellbeing. Fortnightly coffee mornings are held for parents.

Parent-teacher meetings are held each year where parents can discuss their child's progress. In addition, there are annual discussions of behaviour targets, progress, attainment and EHCP targets. There are weekly calls home and the home-school link book allows for daily communication. Weekly newsletters are sent home and posted on the website and letters are sent home about trips. Support is given to any parents who struggle to communicate verbally, and parents are encouraged to bring support with them to meetings. The school goes out of its way to make parents and carers feel welcome.

The school's Parent, Teacher Association (PTA), Family and Friends of The Willows, organises fundraising events several times a year. They also support the family liaison worker in organising coffee mornings to support parents and helping with extra-curricular learning opportunities such as homework support and reading with pupils at home. Regular surveys of parent voice are used to assess the feelings and comments of the parent body and issues are acted on if needed. Parent voice generally indicates satisfaction at the level of communication and the feeling of inclusion in the school community.

The school's family liaison officer contacts and supports all parents but especially when there are concerns raised by either the parents themselves or the school.

Next Steps:

- To further develop the Friends and Families of the Willows, so there is a greater parent/carer involvement in the school – family days/fundraising.
- To develop the beginning of the year meeting of families to discuss with them the year ahead and hold a discussion on what parent/carers would like to be involved in.
- Develop rich parent education programmes that help parents/carers support their child's learning.



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Element 8 - Links with Local, Wider and Global Community

The school now has a positive place in the local community. Strong relationships have been developed by the school with other schools in the local community. Leaders see the importance of collaborating with pre-schools, secondary schools, primary schools and research bodies. Linking up with other schools ensures staff share and are exposed to innovative and creative ideas within education and for the pupils it reduces fears and anxieties of transitioning into a new environment.

The school has audited the local and wider community as a resource. All curriculum leaders and the inclusion manager regularly make links with other community groups. There is a collaborative choir and joint moderation with other schools. The Physical Education (PE) Co-ordinator has worked with leisure centres to give new outdoor learning opportunities.

CPD opportunities for staff have come from collaboration like Local Authority (LA) workshops covering curriculum updates, educational practices and best practices, and relationships with colleges and universities that allow staff to engage in research-based practices and explore new teaching methodologies. Students from the local university are invited to have work experience in the school.

The PTA has formed links with local businesses that support the school by donating raffle prizes. There is good support for local and national charities so that the pupils understand those less fortunate than themselves.

The school engages with local agencies to develop and support provision for families. Visitors are welcomed to the school and the school engages with the local community to support the pupils' understanding of the community and vice versa. Visits and visitors include, Healthy Living, workshops, dentist/nurse visits, social workers, local churches and educational trips.

The school is both outwardly looking and self-reflective on how it provides for all the pupils in the community. It shares its expertise and welcomes specialists to learn from. The school is a growing and learning community. It respects differences with the pupils, the community and itself and uses this to the advantage of the community.

Next Steps:

- To continue to offer support to parents to become involved in the local community and continue to share and learn from other cultures in the school community.
- As a Rights Respecting School and Eco-School, aim to embed pupils' rights throughout the Academy in policies, practices and ethos and unite pupils to make a realistic but dynamic change, creating positive impacts for our planet.
- To further develop and promote links with local and global communities aiming to use this understanding to work for global justice and sustainable living.