

St Thomas of Canterbury Church of England Primary School Inclusion review report

Date of review: 8th October 2024

Reviewers

- Martine Mackman, School Effectiveness Partner (Review team lead)
- Anthony Sapping, School Effectiveness Partner

Review activity undertaken:

- Leading inclusion meeting with senior leaders
- Meeting with SLT/other leaders (x3)
- Meeting with teachers and support staff
- Meeting with pupils (x3)
- Meeting with families (x2)
- Meeting with governors
- Climate walk (x2)
- Meeting with SENCO and Disadvantage Lead

Key findings

- Leaders and governors have a very strong commitment to inclusion that is shared by all stakeholders. They implement a wide-range of strategies to support and foster this commitment, and they clearly set-out roles and responsibilities so that everyone knows 'who does what'. There is a shared language of inclusion across the whole school.
- Collective worship is the cornerstone of pupils' life at the school. Singing and prayer unite the school community and align to the school's new mission statement: "Let all that you do be done in love".
- Pupils talk confidently about the importance of respecting each other's differences. They say that teachers foster this culture of acceptance through Collective Worship, Personal Social and Health Education, and Religious Education.
- Leaders adopt an inclusive *Character Education Policy*. The school community focus on expectations, values, and restorative practices instead of rules. Pupils say that staff use 'logical consequences' to help them understand when something has gone wrong.
- Pupils' wellbeing is a priority for leaders. Pupils benefit from the effective mental health ambassadors, worry boxes, daily mile, brain breaks, and outdoor activities. *Growth Mindset* is used well to support positivity through learning.
- Leaders prioritise staff wellbeing, and their consideration of workload is appreciated by the staff. Leaders use *Pulse* to monitor and track staff wellbeing, and they organise termly mental health activities. Leaders allow staff to embrace their roles and responsibilities- staff and pupils spoke about feeling 'empowered'.

- Relationships are strong and have been strengthened by the amalgamation of the two schools. Pupils state that they feel more like a family now that they are not two separate schools.
- Pupils state that bullying is rare, however they report that there can be physical interactions during social times. Some say that they sometimes feel the adults do not inform them of the outcome or consequences or share any actions taken when they report concerns.
- Working collaboratively with families is a priority for leaders. Families can interact with the school in a variety of ways, for example, stay and play, teddy bears picnic, meet the teacher, and open classroom. Families are very positive about their child's school experience.
- Attendance has a high profile amongst the school community, and staff are tenacious in its tracking and monitoring. They provide a range of support, where needed, with a clear focus on removing any barriers to attendance.
- Pupils are afforded a wide range of clubs, visits, and activities including, gardening, football, tennis, tag rugby, drama, and choir. The school also offers a variety of outdoor activities including multi-gym and an outdoor learning space. Pupils' participation in the wider life of the school is closely tracked and there is a strong commitment to ensuring that all pupils get involved.
- Pupils enjoy a large range of leadership opportunities. They fully understand the positive part that these roles play in the school community. Pupils speak passionately about their responsibilities, particularly *Children Able to Speak (CATS)*, worship leaders, house captains, librarians, music captains, eco warriors and mental health ambassadors. However, some 'seldom heard' pupils say that they do not contribute ideas to the *CATS* representatives in their class.
- Leaders take great pride in ensuring that the school environment is clean and well-ordered. This care and attention fosters belonging and worth.
- Leaders have developed a strong, broad, progressive, and ambitious curriculum that is tailored to support pupils that need additional support. Adults are used effectively to support the most vulnerable pupils. Adaptive teaching and well-placed support ensure that all pupils can access the curriculum and achieve well.
- Leaders use key evidence-based strategies to develop inclusive practices, including Trauma Perspective Practice (TPP), *Kids Inspire*, the *Autism Education Trust (AET)*, the *Ordinarily Available* and a whole school approach to *Zones of Regulation*.
- Transition processes are particularly effective in supporting pupils as they join and move through the school. In addition, leaders provide opportunities for Year 6 pupils to visit their new secondary schools, and they share appropriate information to support this transition.

Recommendations

1. Review and, if necessary, respond to the perceptions of some pupils in relation to examples of 'bullying', particularly how it is followed-up.
2. Ensure that systems that seek the views of pupils are fully representative of all perspectives.

ECC colleagues will build support for, and review of, these recommendations into the ongoing cycle of Strategic Planning Meetings and termly review meetings with the school's Inclusion Partner.