



15<sup>th</sup> November 2017

Mrs Maria Jay  
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St Michael at Bowes C.E. Junior School  
Tottenham Road  
Palmers Green N13 6JB

**Assessment Date: Tuesday 7<sup>th</sup> November 2017**

## **Summary**

St Michael at Bowes C.E. Junior School strongly reflects the requisite standards of the IQM Inclusive School Award. The needs of each pupil form the basis for school policy and effective inclusion is at the heart of all decisions.

The school is a three-form entry Voluntary Aided Church of England Junior School, receiving most of its intake from a local authority infant school. It is situated very close to the London Borough of Haringey and receives pupils living there as well as the immediate area. It has an ethnically diverse pupil group and on the day of the assessment it was reported that there are 48 first languages other than English being spoken.

At every level the Headteacher and senior leaders have worked hard to ensure that clear systems are in place to guide and inform staff, pupils and parents of school expectations. The website is informative and easy to navigate whilst holding a huge amount of information. The strength of this systematic approach means that there is clarity of a vision which is explicitly shared with all stakeholders. This is supported by a comprehensive and well-presented School Improvement Plan, which is a living document assisting the school as it strives to meet its aims and aspirations.

Staff form a dedicated united team where the contribution of everyone is valued and respected and where the needs of the workforce have received focused consideration. Special attention has been given to day to day workload and a review of planning and marking of work books has resulted in some innovative changes, enabling teachers and the support staff to focus more closely on the needs of the pupils. Teaching Assistants and a Learning Mentor have a high degree of autonomy and recently led a carousel activity for teachers to increase awareness of the interventions they use with pupils.

Oracy and the development of linguistic skills will always be a key focus for staff as they embrace the challenges faced by so many pupils striving to achieve a mastery of English. A key member of staff has special responsibility to support pupils in the early understanding and use of English and she has developed successful strategies for moving pupils on swiftly.

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The school also takes a more holistic approach to the development of language and offers a wide range of activities to improve and challenge the pupils. Extra-curricular activities include a debating society and newspaper club and the use of quality texts within the classroom to enrich learning experience. Singing is a powerful tool and pupils are given the opportunity to sing solos and duets as well as within larger groups.

There has been a significant increase in academic progress with the 2017 KS2 cohort achieving well above the national average in every area and in Maths taking the lead by 16%.

As a Church of England Voluntary Aided school its religious character is directed by the London Diocesan Board for Schools (LDBS) although the majority of pupils have other faith backgrounds. Senior leaders carry out a remarkable task in fulfilling their responsibility to hold the Christian ethos at the core, whilst also honouring, respecting and celebrating the faith and beliefs of all pupils in the school. The result is a feeling of great respect and understanding of difference, whilst at the same time acknowledging fundamental similarities in attitudes and principles within the various faiths represented. The home page of the website states “within the school’s Christian environment we aim to give each child an understanding and respect for their own tradition and faith and to encourage them to value those of others”. Displays around the school are impressive and many exemplify the high regard for the school values of ‘fairness, respect, cooperation, caring, honesty and resilience’, that are evident within the faiths represented. A special reflective/prayer area has been created which encourages pupils to take time to think, pray or reflect if they feel the need to do so. This area houses the Koran alongside the Bible as well as other symbols of faith and worship; pupils and staff are encouraged to use the area when they feel they would like to. The school achieved ‘Outstanding’ in its most recent Section 48 RE inspection carried out by LDBS.

During October the school celebrates Black History Month and this year focused on the Notting Hill Carnival with a chosen year group. At the end of these weeks there is a family gathering for parents and pupils who come together to share food, music and dance from the various cultures represented. The impact of the event is that the school community is drawn together so that diversity and difference can be celebrated, thus encouraging understanding and respect within a fun experience.

The school is part of an ‘Excellence in Learning Community’ (ELC) and works closely with 15 other schools in the area. Schools share expertise and learn from each other’s experiences, meeting regularly to exchange and discuss innovative ideas. Recently, staff at St Michael at Bowes have received training about the impact of ‘Growth Mindset’ on both pupils and teachers. The principles have been introduced into lessons and within a short period of time the attitudes to learning have changed. Pupils can be heard to say; ‘I can’t do that yet’ rather than ‘I can’t do that’. Their mindset has changed as they understand that there is no limit to learning.

Staff understand the importance of developing pupil aspiration and self-belief and have recently started to compile information about the success of past pupils. A display of photographs and historical information encourages pupils to believe in themselves and their own capacity for success. A current school governor is a past pupil and is also a local Member of Parliament.

There are well established links with the main feeder infant school to ensure that transition from Key Stage 1 to Key Stage 2 is a smooth and productive experience for pupils and parents. KS2 teachers visit pupils about to join Year 3 and liaise with staff to familiarise themselves with the needs of pupils. Assessments are moderated, and the head teacher of St Michael at Bowes visits the infant school to lead assemblies and to get to know the children who will soon be joining her school.

Parents spoke most positively and on the assessment day some parents of pupils with extra needs were able to describe the way in which the school has given their children focused support. They praised the Inclusion Leader who has been relentless in securing the entitlement of the children and has also raised the self-esteem of the parents, as their efforts have also been recognised.

Governors meet on a monthly basis and have developed a 'Governor of the Month' approach to visiting the school. They form a critically supportive group and regularly invite staff to attend their meetings to give information about school improvement and curriculum plans. They have two away days each year so that they can reflect on their practice as well as participating in the local authority self-review programme which helps governing bodies to focus on 'Impact, Challenge and Evidence' (ICE).

All staff had been involved in the preparation for the assessment for the Inclusion Quality Mark either directly as a member of the focus group or by contributing feedback. It was acknowledged that the preparation was 'hard work' but that it was very worthwhile in that it guided the staff through a self-evaluation process. The Inclusion Leader had prepared meticulously for the assessment day and the portfolio of evidence and the Self-Evaluation Report gave detailed evidence of the inclusive ethos and practice within the school.

During the assessment day I met with a wide range of stakeholders including pupils, parents, teaching and support staff, and governors. It is my view that St Michael at Bowes C.E. Junior School fully meets the standard required by the IQM Inclusive School Award. The success of the school is built on very clear systems responding to ideas from across the workforce. The strong leadership of the headteacher and her senior team is well established and offers a clear and decisive plan for improvement, reflecting a compassionate ethos.

**Assessor: Mary Hewitson**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



## Element 1 - The Inclusion Values and Practice of the School

St Michael at Bowes has established clear values which are recognised and reinforced by the whole school community. Its mission statement reiterates its responsibilities as a Christian school but also stresses the importance of respect for all faiths and traditions. It has achieved the first level of the Rights Respecting School Award which has supported its journey to achieve the Inclusive School Award IQM.

### Strengths:-

- ❖ All staff, parents, pupils and governors demonstrate a strong commitment to inclusive practice. Meetings with the different groups on the assessment day showed that they understood the journey the school had taken to achieve inclusive outcomes and were able to give examples of best practice. Pupils described the various opportunities they have to share their views and feel they are listened to. They know they are encouraged to talk about a problem (TAP) and that some children attend a TAP club. Teachers seek pupil views on curriculum matters and pupils are sometimes invited to give their views at subject team meetings.
- ❖ The leadership and management of inclusion in the school is particularly strong and the Headteacher, the Inclusion Manager and the Senior Leadership Team (SLT) have worked hard to establish very clear systems and practices that are not unduly onerous. For example, displays around the school are of a very high standard, not only striking and attractive to view but also giving inclusive and encouraging messages in different ways. This workload is carefully distributed so that everyone knows which board is their responsibility. Photographs of past displays are kept electronically so that they can be referred to for ideas.
- ❖ Personal support for pupils, parents and staff is very strong. Teachers receive effective coaching and senior leaders listened when staff expressed a need to review the school's marking policy. They have now trialled a different approach which gives pupils 'fast feedback' and helps teachers identify next steps for pupils whilst they are in a lesson. Parents appreciate the curriculum information evenings as well as the newsletters which are stored on the website.
- ❖ Behaviour of pupils is excellent. Again, clear systems for tracking pupil progress and behaviour assists early intervention when necessary. There is an established mentoring programme which supports pupils with learning and social needs. The Learning Mentor and the Teaching Assistants have access to teacher assessments held on the tracking system which means they can quickly identify the progress of the pupils they work with.
- ❖ Celebration of pupil achievement is a high priority and on the assessment day staff were seen to praise children for their efforts. Delightful, child friendly post cards are posted home when parents need to be informed of a great achievement or good behaviour. The school is also in the process of introducing 'Dojos' an online way of recording progress which can be shared instantly with parents. The school assembly I attended not only showed the excellent behaviour of the children but the innovative way in which the lead teachers engaged every child in a musical activity, taking many opportunities to praise individuals and groups of children.



Areas for development:-

- ❖ Continue to review the powerful systems and procedures already in place and share your clarity of thinking and ability to monitor outcomes with other schools in the Excellence in Learning Community (ELC).



## Element 2 – The Learning Environment, Resources and ICT

The school is situated in a heavily populated residential area with limited grounds outside of the building. However, internal and external spaces have been maximised in the most innovative ways and the interior of the building provides a light, bright and attractive learning space. It is well decorated and in good repair reflecting the creative thinking of the Headteacher and the hard work of the Site Manager.

### Strengths:-

- ❖ Classrooms share a basic design which helps embed the ethos and values of the school. For example, every classroom has a simple prayer focus reflecting the faith commitment. In the same way each classroom has an attractive reading area with high quality texts and comfortable cushions or chairs. Improvement in oracy and reading are important aims for the school and the reading areas bring this aim to the fore. There is also a separate library which children can visit regularly. There is a computerised system to check books in and out which pupils use responsibly.
- ❖ The school follows the International Primary Curriculum (IPC) and staff are continually reviewing its content and delivery. Each classroom has work displayed on the outside of the door reflecting the key topic being studied. Pupils can learn from the examples of work and the displays encourage the high standards achieved.
- ❖ Resources both inside the classrooms and in communal areas support and celebrate learning and inclusivity. For example, a display in a main corridor shows a world map with the name of every child and member of staff placed on their country of origin. This together with colourful homeland flags is a strong reminder of the cultural diversity of the school community.
- ❖ The outside area is limited in size, but the school has creatively maximised the space available to make it an exciting area for pupils to play and learn. Appealing areas or zones have been created and include a quiet area, a stage or performing area, a climbing area and a ball game area.
- ❖ At present the outside area is being increased in size by the removal of a steep banked shrub area. During the assessment day pupils were being taken around the fenced off work site by an engineer so that they could gain a better understanding of the work in progress. Girls and boys had expressed an interest in the work, so the school staff seized the opportunity to include pupils in the process and to learn more about design and construction.
- ❖ Although the outside area has its limitations pupils enjoy a wide variety of outdoor experiences including visits to Cuffley Camp (an outdoor learning centre) as well as many places of interest.
- ❖ ICT resources such as iPads, Mac books and laptops help promote inclusive learning by supporting differentiation through their appeal to pupils with different learning styles. The school can also access various support programs for pupils with extra learning needs.



- ❖ A meeting with the two ICT lead teachers included an incidental conversation about a child who misses a lot of school because of health issues. Through ICT the class teacher liaised with the hospital teacher who was able to help the pupil make a video of animations. As a consequence, the child was included in the classroom experience of peers and knew that his work would be valued back in school even though he wasn't physically present. This sort of commitment to inclusion i.e. 'going the extra mile' to value everyone, typifies the inclusive attitude of staff in the school.

Areas for development:-

- ❖ Develop the learning environment of shared areas such as the school hall.



### Element 3 – Learner Attitudes, Values and Personal Development

Pupils are able to talk confidently about the school values and the way in which staff help them to understand expectations. They are enthusiastic about their learning and know who to talk to if they have a problem. They are respectful of each other and of individual difference and feel safe and secure within the school environment.

#### Strengths:-

- ❖ The behaviour of pupils is excellent and is supported by the clear reward systems in place. Good behaviour is noted and praised. Within classrooms there is careful tracking of pupil dispositions so that any issues can be quickly identified.
- ❖ The website provides very clear information about the school values and a few days after the assessment, a banner advertising the start of its 'Anti Bullying Week' was added. Staff are not complacent about the existing very good behaviour and take opportunities such as this special week to remind pupils of the dangers of bullying and the high standards expected.
- ❖ Pupils are proud of their work to become a Rights Respecting School and the UNICEF articles are also part of day to day language. For example, a reference to one of the 'articles' was made by a teacher during an assembly, although this was not the main theme of the activity but was just 'slipped in' as a little reminder.
- ❖ Pupils demonstrate their awareness of the needs of the wider community and have adopted a number of charities to support. Most recently they enjoyed raising money for Macmillan Cancer Care.
- ❖ There is a strong culture of mutual respect which is guided by very clear policies and the whole school ethos recognises and celebrates diversity and difference. For example, pupils with extra needs have their own personalised visual timetables to help them sequence their learning; there is a range of multi-cultural resources to develop understanding and reward systems to celebrate children living out the school values.
- ❖ Older pupils readily take on extra responsibilities and spoke enthusiastically about the trust that is placed in them. For example, there are peer mentors, corridor monitors, reading buddies and other roles which help develop the integrity of pupils.
- ❖ There is an established induction process for families joining the school which includes liaison with the previous school, meetings with parents/carers, parental questionnaire and feedback etc. This work is a tremendous strength as 'in year' pupil mobility is high, and children often join the school with little or no English and may also be new to this country. The Learning Mentor who supports pupils with their learning and understanding of English has 12 pupils (with different first languages) whom she is working closely with at this time. She recounted an incident when some pupils brought a child to her who was incredibly frustrated





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because he could not make himself understood. After a while he communicated that he needed the teacher's iPad and quickly accessed 'Google Translate' a tool that is now being more regularly used.

- ❖ Pupils positively buzzed with excitement when they were asked about 'out of school activities' and for them the range on offer is a clear strength of the school. These take place before and after school and at lunch time. There are multiple classes such as kick boxing and football, because of their popularity and to ensure that everyone is included.

### Area for development:-

- ❖ Further develop the use of 'Class Dojos' where points are earned for learning, behaviour and achievement so that information can be shared with parents.

## Element 4 – Learner Progress and Impact on Learning

There are many strengths in this area as the senior leaders have worked hard to ensure that all those involved with teaching and learning understand the importance of regular assessment and the tracking of progress.

### Strengths:-

- ❖ The school is using a pupil progress and assessment resource, 'Target Tracker', which assists with the analysis of data and helps staff understand the progress of individual pupils. A key strength of the assessment process is that all staff including the support team say they have easy access to the information held so that they can use it to inform their planning and teaching. Added to this, the information is regularly updated, and quality assured by senior leaders. Progress issues are identified swiftly and acted upon and can be considered further during the termly pupil progress meetings. Overall outcomes are also shared with governors.
- ❖ The school is trialling a 'fast feedback' approach to marking pupil work which with support from the teachers is giving pupils the skills to make some judgements for themselves about the quality of their work. Peer marking is also part of this process as are the two weekly conferencing sessions which take place. This is when the teacher meets with every child individually to discuss progress, areas of concern and appropriate action.
- ❖ A variety of teaching and learning approaches are evident; a particular strength of the staff, inspired by senior leaders, is that they want to keep finding out more about how children learn. A senior leader has attended training on 'growth mindset' and has shared her experience with the staff and passed on her enthusiasm for this approach. As explained in the summary pupils are developing an awareness of the learning process and how a positive open approach can influence success. The work on growth mindset is another way that the staff show respect for the pupils and each other. Everyone is valued for their potential and there is a feeling of 'no limits on learning'.
- ❖ The development of thinking skills has also impacted on learning and teachers have adopted a 'Let's think' approach to problem solving whereby pupils are encouraged to find different ways of doing things, to talk about their thoughts and to record them in a way that helps them find a solution. There has also been investment in manipulatives or 'hands-on' resources for Maths problems.
- ❖ Senior leaders are mindful of teacher workload and have streamlined planning so that this basic teaching tool is already prepared. Teachers can then add to or tweak as necessary, to make it their own and to suit the needs of the pupils they are teaching.
- ❖ There is clear evidence of evaluation of outcomes through data analysis, lesson observations, book scrutiny, dialogue with staff and feedback from pupils and parents. Staff year group teams meet on a weekly basis to discuss their plans and



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any adaptations that need to be made. This includes differentiation for pupils with extra learning needs or special support for those who are new to English.

### Areas for development:-

- ❖ Continue to develop the 'Growth Mindset' initiative so that the impact already noted is embedded and can be seen to influence the aspirations of pupils and staff.

## Element 5 - Learning and Teaching (Monitoring)

Senior Leaders at the school have a keen focus on the quality of learning and teaching and strive for excellence. They are also very aware of the pressures on teachers so work hard to give as much support as possible to ensure that individuals receive the help they may need. The School Improvement Plan demonstrates the attention that the Headteacher gives to the quality of teaching and the ways in which the staff are supported

### Strengths:-

- ❖ Teachers have been given the opportunity to moderate pupils' work with staff from other schools and over the last year there has been regular inset for teachers to embed an understanding of the new curriculum and 'life after levels'.
- ❖ Classroom coaching has helped teachers improve their ability to engage and challenge children and support has been given to help teachers plan lessons with clear purposeful outcomes.
- ❖ NQTs and post-NQTS receive intensive support to develop their teaching skills. This takes place through coaching and mentoring from their allocated mentor. All other teachers have individualised support programs ranging from light touch to intensive coaching weeks by an Assistant Headteacher or a Deputy Headteacher.
- ❖ A common lesson plan format helps to ensure consistency of delivery. Learning objectives and success criteria are shared with pupils and teachers check that the pupils actually understand them. Follow up tasks are differentiated to meet individual needs and teachers strive to provide appropriate challenge.
- ❖ Talk for Maths is an important element of Maths lessons to help pupils really think through a problem. Pupils present a positive attitude in Maths lessons and show their enthusiasm by the numbers attending a lunch time Maths club.
- ❖ The Inclusion Manager ensures that different learning needs are swiftly identified. Teaching Assistants work closely with teachers in the morning but deliver targeted interventions for pupils in the afternoons. Early intervention is seen to be essential and the skilful work of the support team is greatly appreciated by teachers and senior leaders.
- ❖ Pastoral Support Plans, individual learning targets, tailored intervention, and meetings between staff and parents are just a few of the ways in which extra needs are addressed.
- ❖ Reports to parents are detailed, informative and give good support for future learning. Parents receive a written report about their child's progress and areas for development twice each year. A copy of the pupil's 'Target Tracker' report is attached which gives parents information about topics covered. Parents are also given extra information about how they can help their child at home and opportunities to discuss the reports with their child's teacher.



Areas for development:-

- ❖ Continue to develop the specialist Maths lessons for more able pupils and if possible increase their frequency.
- ❖ Monitor the impact of class teachers leading interventions for children with extra needs.



## Element 6 – Parents, Carers and Guardians

The parents who attended the meeting with me on the day of the assessment were extremely impressed by the care, concern and support shown to them by the staff in the school. They said that they felt valued members of the school community and those who had children with additional needs felt that the Inclusion Leader was exceptional in the way that she identified issues and organised support for their children. Parents believe their children make at least good progress and are happy, safe and well looked after by the school.

### Strengths:-

- ❖ Parents have many opportunities to be involved in their child's education and are invited to volunteer in school, help with school trips and attend school assemblies.
- ❖ Teachers are available to talk to parents at the end of the school day and can learn more about what is being taught in school through the home learning logs. The school has made communication easier as messages can be sent via the website.
- ❖ The school ensures that interpreters are available when necessary to assist communication with parents. There are many performances, sporting events, 'meet the teacher' evenings and subject information evenings which parents are encouraged to attend. Teachers also contact parents when the need arises and often with positive news about pupil progress or achievement.
- ❖ Parents say that any concerns they may have are addressed and that parent-teacher discussions and reports are productive and supportive of learning. They feel that they are involved in decisions about their child especially when these are about additional needs. On the day of the assessment parents were able to describe how effective advice given by the Inclusion Lead had been. One parent stressed how helpful staff had been when she had family issues which prevented her collecting her child on time etc.
- ❖ Parents show how they value the school through the many offers to volunteer. Parents also show a keen interest in the work of the governing body with a large number being nominated for the role of parent governor.
- ❖ The school regularly seeks the views of parents on a range of issues and then acts on significant feedback. For example, the end of school day routine was adjusted in response to parental comments. Parents feel that they are listened to and have a part to play in making the school become the best it can be.
- ❖ The school has already identified a list of plans to further improve opportunities for parents to become involved in school life. These include, a creative week when parents will be able to visit the school and work alongside their child, family football Saturday mornings, 'crafternoon' tea-parties, setting up parents support group, development of the use of 'Class Dojos' and consistent use of assembly invitations.



Areas for development:-

- ❖ Further develop plans to set up a Parents' Support Group. Identify the needs and monitor the impact.



## Element 7 – Governing Body and Management – External Accountability/Support

On the assessment day I met with two governors, the previous Chair of Governors and a staff governor. They were totally committed to the school's inclusive ethos and understood how inclusion permeates every policy and school action.

### Strengths:-

- ❖ The governing body has a full quota of members and meets on a monthly basis, preferring frequent full governing body meetings. The governors I met were able to articulate the inclusive ethos and strategic direction of the school and whilst they acknowledged their responsibility to 'hold the school to account', they recognised the importance of their supportive involvement.
- ❖ Governors recognise the importance of training and all have accessed Safeguarding training. They know who the designated lead staff for safeguarding are and drew attention to the information naming these leaders, which is displayed around the school. Two governors have attended the Safe Recruitment training and the Prevent training. Governors also attend staff inset as appropriate.
- ❖ Subject Leaders and other staff members regularly attend governing body meetings to share information about their line of responsibility. Governors find this input especially helpful as there is an opportunity not only to get to know staff but to improve their understanding of school life.
- ❖ Governors have adopted the 'governor of the month' model of school visits. Each month a named governor tries to visit the school as frequently as possible. The visits are pre-arranged and have a specific focus so that clear feedback can be given at the next governing body meeting.
- ❖ Governors also have two days per year when they spend time in school as a group. They spend a morning on a specific task and then discuss and share ideas during the afternoon.
- ❖ There are good systems in place to evaluate the effectiveness of the governing body and management of the school's inclusive practice. Governors are committed to a Governor Accreditation Programme (GAP) Training Resource produced by Enfield Council. The process helps governors focus on 'Impact, Challenge and Evidence and provides useful preparation for a discussion with outside agencies. It also helps governors understand more fully their roles and responsibilities. This self-evaluation tool asks questions such as "what is the data telling us about standards and what are the key headlines?" "How well behaved are pupils – are they ready to learn – how do you know?" "How well do governors engage with stakeholders?"

### Areas for development:-

- ❖ Continue to develop the format of 'governor days in school'. Ensure that the activities planned will enrich their knowledge of the school and generate further challenging questions.





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

The school sees itself as an important part of the local community because of the culturally and ethnically diverse catchment area. Many of its pupils are new to the country and the school is often the first organisation to welcome families and help them settle into a new way of life.

### Strengths:-

- ❖ The welcome given to new families and pupils joining the school is a very great strength. The school gives security to newcomers and helps to build confidence by demonstrating care and concern as pupils join a new community and begin to learn a new language.
- ❖ Through its many contacts the school reaches out to the wider community. It supports local charities and is able to use nearby places of interest for trips and visits. There are good links with other organisations and pupils mix with other young people through their involvement in sporting activities and other cross school events.
- ❖ The school is valued by the local community and is a very active participant in the Enfield Learning Community (ELC). It also receives support from the Friends of Tottenhall and St Michael at Bowes.
- ❖ Pupils have the opportunity to join the Young Voices Choir as part of a national music event and to participate in the Enfield Dance Festival.
- ❖ Classes to support parents with their acquisition of English have just been reintroduced which will also help parents become more familiar and 'at home' within the school community.
- ❖ As a Rights Respecting School there is a clear responsibility to reach out to the global community. A section of the School Improvement Plan focuses on wider world issues and demonstrates that the school aims to "promote the knowledge, skills, values and attitudes that will enable pupils to participate as members of a global society".

### Areas for development:-

Continue to work towards achieving the next level as a Rights Respecting School by extending and embedding the principles of inclusion.