



Report on IQM Inclusive School Award



School Name Kedington Primary Academy

School Address Church Walk
Kedington
Suffolk
CB9 7QZ

Head/Principal Vicky Doherty

IQM Lead Hayley Ahlquist

Assessment Date 9th June 2023

Assessor Mr Roger Leeke

Sources of Evidence

Evidence was gathered from a variety of sources within the school. The range of evidence was extremely useful presenting a full picture of life in the school. A tour of the school with a member of the Office staff, informal observations, an observation of a Friday celebration assembly, observations at the beginning of the day at the school gate, talking to parents and talking to the children and staff in the playground at lunchtime, also informed the evidence base. The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the assessor

Meetings Held with:

Interviews on the day of the assessment were carried out with the Headteacher and SLT, the IQM lead, teachers, LSAs, Office staff, two Governors, a representative group of children from across the school and a group of parents.



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Overall Evaluation

Kedington Primary Academy is a one form entry primary school with 213 pupils on roll and 6.7% eligible for Pupil Premium. The school is part of a multi-agency Trust 'Unity' and have been part of this academy since 2017. The percentage of children with SEND and those with EHCPs is relatively low compared to national. The school serves the families of the village of Kedington and the surrounding catchment. Most of the children live in the village, but more recently children have come from the local town of Haverhill. The majority of the children are English speaking and the number of children with EAL is relatively low. The school has 30 members of staff, 2 contracted sports coaches and a local Governing body comprising of 8 members. The complex needs of any children with SEND are addressed so they make good progress. The attainment of disadvantaged children is mixed, with several achieving 'greater depth' at the end of KS2. Nearly all disadvantaged pupils make good progress. Outcomes at Kedington are strong and exceed national data for reading, writing and maths. End of KS2 outcomes are particularly high with 83% EXS+ combined with positive progress measures in all subjects. Reading is a strength of the school and KS1 phonics results are well above national averages. In the EYFS, 77% achieved GLD in 2022 and do well from their starting points.

Kedington Primary Academy is a lively, happy school where children enjoy their experiences and show great respect for each other. The school has a calm, purposeful environment where everyone knows what is expected of them. All staff have high expectations of children and offer a caring, supportive and encouraging environment where positive relationships are crucial to the progress of all the children. There is a strong emphasis on kindness and good manners and this was evident whenever the children were asked a question or when they moved around the school. They regularly open doors for adults and greet them with a smile. Children mirror this in their relationships with adults and peers alike.

The school has a stable staff and is well led by the Headteacher who has moved the school forward in all its aspects over the last five years. The strong leadership of the Headteacher, her accessibility and her commitment to inclusion and improving the opportunities for all children and the leadership of the IQM lead in ensuring that the IQM process is articulated by everyone are strengths of the school. Everyone spoke about the change in attitudes and direction since the Headteacher has been at the school. National attainment and progress data has risen tremendously across both key stages, but more importantly the behaviour and attitudes of the children towards their education have changed significantly for the better. Zones of Regulation are understood by the children and are displayed prominently around the school. Children are given time to reflect on how they feel and staff understand that some children need more time than others to do this.

The school uses the Trauma Informed Schools approach which was a major shift in ideas for the staff surrounding support for the whole child and understanding their needs. The SLT is committed to raising standards and providing staff and pupils with the best possible



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environment and opportunities. The Trust also provides a great deal of support for the school in terms of professional development, data tracking and providing an ambitious curriculum which the school uses well to offer children a fully inclusive, coherent and progressive way forward in their education. The curriculum aims are clearly set out within the CUSP (the Curriculum with Unity Schools Partnership). The aims are that the curriculum is connected, cumulative and coherent and that specific skills are discreetly taught and transferable. Specific vocabulary modules are linked to the curriculum programme of work. Spiritual, moral, social and cultural education is closely connected to all the work and an excellent programme of enrichment runs alongside the formal programme. There is a wide range of enrichment activities, including school trips, enrichment days, lunchtime activities and after school clubs. The school prides itself on its strong communication with parents where concerns are shared and addressed together and success jointly celebrated. Displays have a consistency and high quality around the school reflecting the care and attention shown by all the staff. In the corridors displays focus on the KS2 literacy spine, the Zones of Regulation, Our Values-Be kind, Work hard, Be safe and The Kedington Way. In classrooms there are maths, science, literacy working walls, washing lines of collaborative work, Times Tables Rockstars, vocabulary lists, the book that the class are reading, our spelling rules and zones of regulation interactive displays. All these show a consistency and reflect the curriculum that is delivered across the school. The outdoor learning environment includes opportunities for children to develop aspects of sport and learning through play. The well set out EYFS outdoor environment encourages free flow and teacher directed and child initiated activities, whilst the playground and field have a range of apparatus to encourage children to play creatively. There is climbing apparatus and well marked out surfaces. The playground and field are spacious and there are shaded areas provided by trees for the summer and ample space for children to use their creative instincts. A space into a wooded area is well used to access the Forest School environment which has been developed over the past months giving access to more children across the school. Observations during lunchtime demonstrated that the children used the spaces effectively and enjoyed the time they had to use apparatus that was provided for them. The quiet seated areas in an outdoor classroom offered Y6 children the opportunity for a quiet chat to ensure all aspects of outdoor play are addressed. The welcoming outdoor environment gives parents and visitors a good first impression of the school and the office staff present a friendly reassuring face to parents and visitors.

Excellent work is carried out with families, pupils and the community generally to ensure that children are cared for and valued. There are good communication systems which give parents and carers confidence in the school and in its support for their child's needs. Email, texting, newsletters and parent consultations as well as one to one conversations keep parents regularly informed about their child's education and needs. Dojo is widely used by the school as a means of communication by parents needing to find out more about their child's progress at school.



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The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the assessor. Kedington Primary Academy is an example of a school committed to meet the needs of its children and in its implementation of inclusive practice. It is a happy, caring environment for pupils where high expectations have a huge impact on attainment, progress and wellbeing.

I am of the opinion that Kedington Primary Academy fully meets the requirements of this IQM assessment. The school is interested in Centre Of Excellence status and I can categorically recommend the school to be considered for this based on the findings of this assessment.

Recommendation for COE: Yes



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Element 1 - The Inclusion Values of the School

The school slogan 'Appreciating what we have....aspiring to greater things' epitomises the work carried out at the school to raise the aspirations of its children and ensure they stay grounded and work hard on the basic aspects of life and education. This includes noticing and appreciating the amazing world around them, the areas where they have worked hard and achieved. The school also expects everyone to show each other that they are noticed, cared for and that they appreciate each other. Staff also believe everyone should aspire to even greater things. This includes being aware of the wider world and developing a thirst to travel or find out more, or working to be even better at something. Kedington is an inclusive school where everyone is welcomed, whatever their ethnicity, religion, disability, behavioural needs or any other characteristics. Pupils are taught to value everyone as an individual and they do so routinely. This is a particular strength of the school.

The 'Good' Ofsted report in 2019 stated, 'Pupils show excellent attitudes to equality at Kedington. They understand that people can be different to each other in a range of ways, including the colour of their skin and their religion. Pupils say that people should only be judged on their actions, not on their physical or other characteristics.' This assessment can confirm that these attitudes and behaviours still reflect the highly inclusive practices within the school. One member of the leadership team reflected on the school's practice by saying, 'We are always learning- teachers really know their children!' The Headteacher and Deputy Headteacher are regularly on the school gate in the morning and at the end of the school day listening to parents concerns and greeting families in a very supportive manner. The Headteacher is ever-present around the school. She knows her school well and the staff, parents and children appreciate her commitment. The school has a calm, purposeful environment where everyone knows what is expected of them. All staff have high expectations of children and offer a caring, supportive and encouraging environment where positive relationships are crucial to the progress of all the children. The Trauma Informed approach and expectations are clear throughout the school – all staff treat children with respect, listen to their thought and opinions and understand that behaviours are often linked to negative experiences which require specific support. The school works well with outside agencies to support children and their families. There is good collaboration with the Unity Trust and there are good links with other schools in the Trust to share expertise and develop new ways of working. Half termly meetings to review data and to plan and advise on the way forward are supportive of the school's ethos and have been significant in moving the school on over the past five years.

Next Steps:

- To implement and embed Zones of Regulation across the school in order that pupils understand their emotions and thus be even more successful in school and society.



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Element 2 - Leadership and Management and Accountability

Good performance management systems have been effective in focussing teachers and LSAs on pupil progress and moving the school forward. These systems ensure there are common themes related to the school improvement plan and personal development opportunities which relate to whole school improvement. The focus on pupil and staff wellbeing and its impact on positive attitudes within the school have also been significant areas of need that have continued to be addressed since the pandemic. The SLT is committed to raising standards and providing staff and pupils with the best possible environment and opportunities. The leadership team is expanding and middle leaders are being given greater responsibilities to give them a feeling of belonging. There is a strong mental health focus for staff to ensure that they are prepared for their roles and responsibilities and feel happy and secure in the school and in their life outside of school. Each child has an 'emotional available adult' that they can call on when needed. One LSA stated, 'We adapt everyday to how the children are feeling- we interact well together and with the teachers.' This adaptation was particularly noticeable during the pandemic when there was excellent provision for children including the supply of laptops and welfare calls to support vulnerable families.

The Governors are experienced and their understanding of the key issues relating to school improvement also impact on outcomes for children. The two Governors interviewed had a great deal of praise for the school and how it had moved forward under the leadership of the Headteacher. One Governor who is also a Headteacher of another local school said, 'This is a good model for smaller schools to show what is possible and can be achieved.' They both spoke of the range of expertise within the Governing Body and the support from the Trust. The data-on-a-page provided by the Trust comparing the school to others both locally and nationally was 'very useful'. Governors are 'a good mix' and very 'knowledgeable'. The parent Governor present had a responsibility for phonics and KS1 reading. She mentioned the consistency across the school and how she had been made to feel welcome and received training in the few short months that she had been a Governor.

Monitoring procedures, including regular 'drop-ins', book scrutinies and observations ensure that lessons are sufficiently challenging and consistent in approach. The close monitoring of data and learning and teaching have had an impact on raising standards. Relationships between pupils and staff are a notable strength. Staff have created classrooms that are friendly, calm, safe and welcoming. Consequently, pupils do not worry about making mistakes because they know that getting things wrong is an important part of the learning process. This encourages them to 'have a go' and to try things out.

Next Steps:

- To continue to support and develop less experienced school leaders



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The curriculum for every subject carefully sequences what children should learn and explicitly builds on previous knowledge. Retrieval practice, spaced learning and a six-part lesson structure (connect, explain, example, attempt, apply, challenge) are embedded in most subjects. All subjects are timetabled and given equal weighting. Maths mastery is used effectively across the school. There is an emphasis on learning and confidently using language to communicate mathematical problems with the use of careful questioning to encourage all children to build mathematical habits. Regular arithmetic tests, with the scores going to the Trust, has ensured greater fluency with times tables. Times Table Rockstars has also contributed to this improvement. Dual-coded knowledge organisers and strips in books are rich in vocabulary and children refer to these in lessons. Vocabulary modules are designed to support and explicitly teach vocabulary. The vocabulary in use at the time of the assessment was evident on classroom displays.

The curriculum aims are clearly set out within the CUSP (the Curriculum with Unity Schools Partnership). The aims are that the curriculum is connected, cumulative and coherent and that specific skills are discreetly taught and transferable. The broad, balanced and diverse curriculum is well monitored by subject leaders who are given support and guidance by the SLT. Children are encouraged to record in a variety of ways. Children with special educational needs are given access to specialist technology to support their needs. The children interviewed were very positive about the help and support they receive from the staff. One child appreciated the time when he could have a 5 minute break when he was 'having a bad day'. The Zones of Regulation are evident in every classroom and children are given the opportunities to demonstrate how they feel during the day and respond accordingly. Children felt that the school gave them a voice and an opportunity 'to have a say!' Year 6 children also spoke about the responsibilities that they each have around the school. They were also extremely grateful for the chance to attend breakfast club during their recent sats testing week to give them a good start to their otherwise stressful day. Children enjoy their time in school and disadvantaged children achieve well and the school uses its additional funding to good effect.

The well set out Nursery and EYFS outdoor environment encourages free flow and teacher directed and child initiated activities. It is well designed with sand pit, climbing apparatus, water play and a range of apparatus to stimulate children's imagination. Children were observed 'having fun' and calmly engrossed in a variety of activities.

This year the school implemented a new phonics programme 'Sounds-Write'. This is a structured linguistic, phonics programme. It systemically and explicitly teaches the skills that are essential for learning to read and spell successfully. All KS1 staff have undergone substantial training to become 'Sounds-Write' practitioners and phonic outcomes this academic year are looking strong

Next Steps:

- To continue to implement Sounds-Write across KS2.



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

In the foundation subjects, the pupils are provided with a knowledge organiser at the beginning of each unit. These provide an overview of the fundamental knowledge for the unit and pupils use these at both home and in the lessons to support their understanding. As well as these, pupils have a knowledge strip for each lesson of the CUSP subjects; these contain the key information needed to be learnt in each lesson. The knowledge strips are used to build on pupils' knowledge through the lesson and to help support and scaffold their understanding.

The work ethic of the children, their good behaviour, friendliness and politeness impacts greatly on their engagement with their school work. The atmosphere in classes and in shared areas is calm with children reflecting and valuing the care and attention which all staff show for them. Children are often involved in the decision making process when matters relating to their school environment and learning are concerned. The School Council empowers children to take responsibility for their own actions and for activities around the school and all Y6 children are given responsibilities which they take very seriously. The aspirational work carried out with children raises their expectation and lets them see beyond their present home circumstances. Relationships between staff are excellent and pupils feel cared for and supported in their learning with teachers and LSAs understanding their pupils' needs. Children enjoy their time in school, although since the pandemic there has been a rise in persistent absences, but the school is working hard to ensure that families are aware of their responsibilities and have close contact with those families where children are not attending school as they should. The Office staff are very thorough about persistent absence, but are also understanding of some of the circumstances that might cause the problem.

An observation of a zoom celebration assembly encapsulated the ethos and values of 'Be kind, Work hard, Be safe'. The assessor was in the Y6 class observing the awards. Every class had children receiving certificates and praise for their attitude and work. A Y6 child was given a certificate for 'his confidence and enthusiasm for the role he is playing in Matilda' (the Y6 performance). A child in Y3 was praised for his positive attitude to learning and a Y2 child was told, 'You have had such a fantastic week! You have tried so hard to make choices. You used the most amazing adjectives.' Y1 had been on a school trip and all the children received a certificate with the teacher commenting on how the bus driver had remarked on their excellent behaviour. The Y6 children joined in the celebrations and when asked about whether watching the younger children was a little beyond them they were quick to respond that they were young once and it was important to support the younger children. They certainly did that calmly and with great integrity.

Next Steps:

- To further develop the EYFS curriculum (implementing CUSP)
- To Implement I pads across KS2 so children's learning is enhanced through a greater use of technology



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Element 5 - Assessment

The school takes part in the USP Trust's termly PiXL assessments. This allows them to monitor children's progress and attainment and make comparisons to how they are doing compared to other schools within the trust. Class teachers complete a Question Level Analysis (QLA) document for each paper to understand their children's strengths and areas for improvement. Following each set of assessments, the Trust, Head teacher and class teachers will meet for a Pupil Progress Meeting to discuss the progress of the cohort and create action points for the following term. Y2 and Y6 class teachers will also meet regularly for a Core Meeting with the Headteacher and the Trust. Reading speed is also assessed and where necessary, dependant on assessments, children are heard to read on a daily basis. There are also regular arithmetic assessments and an arithmetic celebration board recognises improvement as well as academic achievement.

Consequently, data has improved significantly over the past year and is expected to continue that improvement over the present year. At KS1 in 2002 reading was 72% compared to 67% nationally, maths 83% compared to 68% nationally and writing 69% compared to 58% nationally. At KS2 all results at expected levels and greater depth were significantly above national levels. At the combined level the school achieved 83% at expected with national being 59% and at greater depth the school achieved 10% and national was 7%. These are significant scores and together with a phonic test target for Y1 of 96% this year the school is seeing the results of its processes, procedures and tracking. Children are aware of their developmental targets and will use success criteria and ingredients for success to be able to reflect on their and their peers' work. Talk partners are an embedded practice in all lessons; especially in English and maths where they are used to both develop and consolidate new learning. Children are also encouraged to peer assess work.

The belief amongst the staff is that all children can achieve, therefore they have tailored the assessment framework to have an inclusive approach and ensure that all children are making progress. Children will sit the paper of the year group's objectives that meet the learner's current level of learning. The class teacher will then create targets using the QLA of this paper to ensure their next steps are appropriate. It continues to be the aim to further close the gap in attainment between pupils with SEND and PPG children through careful intervention and regular collaboration of support between all staff. This is having a good effect on outcomes.

The Forest School experiences, although very different to classroom work, can have a very substantial impact on children's mind sets and the growing impact of this area is subtly affecting children's discipline, collaboration, calmness and ability to confront difficult situations including assessment.

Next Steps:

- To continue to improve data at the end of each Key stage and improve the Y1 phonics outcomes after embedding Sounds-Write



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The atmosphere in classes and in shared areas is calm with children reflecting and valuing the care and attention which all staff show for them. Children are often involved in the decision making process when matters relating to their school environment and learning are concerned. Children are encouraged to take part in looking more closely at their environment. There is a promotion of high self esteem and high aspirations for every child. Everyone at the school has high expectations for behaviour and strong, consistent routines are in place. These have been developed with staff and explicitly taught. Low level disruption is rare and classrooms are calm and purposeful. Children are keen to learn, take pride in their work and are engaged. Classroom behaviour is excellent which supports the strong outcomes. There is close collaboration between teachers and non teaching staff to improve the chances of all children. The enrichment programme includes first hand experiences to local places of interest and the range of visitors to the school offers pupils experiences they might not normally have. The curriculum is also carefully planned to ensure children are explicitly taught how to be healthy (both physically and mentally) and active. Promoting equality and diversity is one of the key curriculum drivers with opportunities carefully planned across the curriculum. For example, children learn about Windrush in history, studying 'Young, Gifted and Black' in English and learn about a diverse range of significant individuals in all fields. The curriculum provides a range of rich opportunities to promote SMSC and British Values, preparing them well for life in modern Britain. This means that despite living in a predominantly white, semi-rural area, children develop a good understanding, appreciation and acceptance of differences as well as commonalities. The children are encouraged to be very thoughtful and insightful and show how they respect differences of opinion whilst having the confidence to voice their own.

The sensory room and sensory circuit are used for children needing a calming situation and the adjoining safe space provides children with the ability to find a sanctuary when necessary. The Rainbow Room offers Trauma Informed opportunities with its music and meditation. It is used at lunchtime for children in need of an escape away from the noise of the playground. The PSHE curriculum explicitly teaches tolerance and celebration of differences. Calendar events such as Black History Month and Pride are marked with assemblies and whole school events. Children and staff celebrated differences in Odd-Socks Day during anti bullying week. The two guinea pigs in the common area also provide a focus and calmness which many children enjoy.

Next Steps:

- To further improve attendance with a clear message that children should be in school every day with a shared responsibility for attendance and robust, but supportive actions where this is a concern.
- To help children further develop their social and emotional skills and understanding so behaviour at less structured times is as good as in the classrooms and children understand the impact of their actions both positive and negative.



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Element 7 - Parents, Carers, Guardians

Excellent work is carried out with families, pupils and the community generally to ensure that children are cared for and valued. There are good communication systems which give parents and carers confidence in the school and in its support for their child's needs. Email, texting, newsletters and parent consultations, as well as one to one conversations, keep parents regularly informed about their child's education and needs. Dojo is widely used by the school as a means of communication and a facility for parents to find out more about their child's progress in school. It improves communication and the parents who were interviewed at the time of the assessment could not praise it enough. The parents interviewed commented on the presence of the Headteacher and Deputy Headteacher on the school gate at the beginning and end of the school day. They mentioned how this was reassuring and were particularly impressed that the Head knew all the children's names. One parent also mentioned the access to a mental health practitioner which parents had if they were struggling with issues at home. 'The school does the utmost to support my child,' was one comment. A parent whose child had severe, complex needs said her child feels at home in school. 'The school looks after him and ME!' The Trauma Informed practice was praised and the good communication from the school was seen as giving parents a real insight into the workings of the school and support for their children. The school parents and friends organisation, the PTFA, carries out a great deal of work in supporting the school and raising money. The Chair of the association spoke of the close links with Kedington village and the activities such as Christmas Fayres, Halloween discos and Colour raffles that the organisation holds to raise money and provide a link with school, families and the local area. A mini-marathon was held over a three mile course for children, staff and families to participate in around the village. It was well supported and demonstrated the close links with school and the local community.

The school has an open door policy so parents can meet with teachers or SLT upon request. This works! Parents spoke of the availability of staff, particularly senior leaders, to ensure concerns are addressed as soon as possible. Positive responses from parent surveys confirm the good communication and actions on the part of the school to deal with any issues quickly. 95% of families stated that they feel their concerns are listened to and their concerns taken seriously. During the pandemic, remote learning and teaching was praised by Kedington families and this helped to build relationships with the parents.

The school intends to run more parent workshops to keep parents better informed in how to support their children at home particularly as these had to be curtailed during the pandemic. Parents are to be invited into school to hear children read, to help in lessons, to share experiences at coffee mornings with the SENCO and to generally allow parents to see how the school is organised to support their children. Parents of children who receive celebration certificates on a Friday are given prior notice of their child receiving an award and are given a zoom link to follow proceedings from home or work. This has been very successful.

Next Steps:

- To provide parents with more opportunities to come into school



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Element 8 - Links with Local, Wider and Global Community

The school has strong links with the local village community. Good use is also made of the local parks and services to extend the curriculum. There is good support for local and national charities and an involvement of the children in raising funds for children less fortunate than themselves. The school is very much part of the community and even during the pandemic it maintained, as much as possible, good contact. The school works collaboratively, including with local high schools, to enhance educational opportunities for the learners. In September 2023, the Head teacher will become Executive Head of Steeple Bumpstead Primary and this will offer the school opportunities to work more closely with that local school.

Where safe and possible, staff have also planned for outside visitors to enhance experiences and learning in school. The school participates in wider events such as Children in Need, Ukraine fund raising, mental health and anti-bullying weeks. As part of the Trust, they are involved in annual Art, Cooking and DT weeks, and showcase work across the Trust and with the community on Padlets. Some of the pupils' artwork has been displayed in the Haverhill Arts Centre.

Throughout the year, there are many opportunities to visit the church and there are regular assemblies taken by the church vicar. They also invite people from the local community to come into school and share their work with the school in activities such as local library events and local fundraising campaigns. The children also use the village library and represent the school community through mini-marathons and country dancing. Children provide performances to the community, use the local facilities and invite community residents into school.

'50 things you do before you leave Kedington' has just been launched and sets out a range of activities which the children may not experience in their everyday lives which the school tries to support them achieving. Going to the cinema and churches, growing and eating their own food are just some of the expectations. Every child participates in enrichment activities regardless of ability, disability, race or gender.

Staff want the children to understand that their current learning leads onto many opportunities. The curriculum is consequently designed to include local, national and international references. There is also the intention to find ways to give the school a more international focus. The global learning offered within the CUSP curriculum provides many opportunities to see how other people around the world live their lives.

Next Steps:

- To continue to work with the local community by inviting families into school more often for coffee mornings, reading sessions and workshops.
- To work more closely with Steeple Bumpstead Primary School and share CPD sessions and leadership roles across the two schools.