



Report on IQM Inclusive School Award



School Name: Rosebrook Primary School

School Address: Rudyard Avenue
Roseworth
Stockton-On-Tees
TS19 9LF

Head/Principal Mrs Leanne Todd

IQM Lead Mrs Leanne Todd

Assessment Date 20th March 2025

Assessor Ms Joanne Smith

Sources of Evidence:

- Documentation detailed in the IQM School Evaluation Report
- Children's workbooks
- School Policies
- Provision maps
- Trust Staff Wellbeing Strategy
- SEND policy and documentation
- Paperwork
- Behaviour plans and risk assessments
- Hub staff

Meetings Held with:

- Headteacher
- Deputy Head
- SENDCo
- EYFS lead
- Teachers
- Teaching Assistants
- Governors
- Pupils
- Parents and Carers



Report on IQM Inclusive School Award



Overall Evaluation

"We can be whatever we dream," is the school's vision for children to achieve without limitation. The leaders and staff team work to remove barriers to ensure pupils have every opportunity to be happy and succeed in school learning and life. Leaders make it clear there are no limiting factors and are dedicated to making sure all children have a strong sense of self-belief and aspiration. The children know that staff believe in them and care for them and the leaders' vision is echoed through the children's voice. Pupils speak warmly about the adults in school and enthusiastically shared their happy experiences and memories from the many opportunities and the interesting curriculum that the school provides.

High expectations are the starting point for the work of all involved in the life of Rosebrook. Robust systems and processes ensure clarity of vision and pupils are very clear of expectations. Behaviour and attitudes are key and pupils could confidently explain the behaviour policy. They talked about taking responsibility for their own actions and like that fact that more is expected of them as they move into upper key stage two. Older pupils gave examples of staff expecting them become independent, for example, remembering their PE kit. They know that developing independence and taking responsibility will help them as they move to their next school. One pupil said, "The teachers help us learn about how to get on in life."

The school's purpose is to serve their community which is evident from their website welcome, their online presence, communications with parents, carers and community members and strong governor involvement. The school is rightly proud of their enhanced mainstream school provision and their genuine inclusive offer. The leaders are uncomplicated in their vision, they see children wanting to attend their local primary school and are very clear that their job is to welcome every child and their family to their happy, hardworking school. Families cannot speak more highly of the support, kindness and positivity shown by all school staff. They appreciate that teachers, leaders and all staff are readily available to listen and help. Parents appreciate the time the staff give in supporting with any queries and concerns. One parent shared the kindness of a staff member who worked with their young child to settle into school life, the parent knew that the staff member had given up their own lunchtime to make sure their child was settled and happy and could not have been more grateful. Another carer talked about adaptations to the classroom and learning environment to make sure that their child was given every opportunity to successfully manage the school day. All parents and carers could not be more complimentary about the never-ending kindness and compassion from staff. They feel that the school does all it can to successfully foster a family school spirit.

Ongoing professional development for staff in all areas of school life ensures consistency in whole school and teaching approach. Training to support pupils' personal development and social, emotional and mental health has also been welcomed by staff. The staff talked positively about the impact of training and in particular the whole school approach to understanding adverse childhood experiences. Staff said that everyone has a strong understanding of children's lived experiences and are able to ensure support is given at the earliest opportunity. Being happy is important to leaders, staff and pupils and the Mini-Medics who help sharing important messages about well-being as well as looking out for friends who may be feeling sad, play a key role in well-



Report on IQM Inclusive School Award



being. Pupils know that they can talk to someone if they are worried and this message was also echoed by staff who know that leaders care about their well-being. A number of staff gave examples of the compassion shown by the Headteacher and Deputy Headteacher.

Pupils talk with enthusiasm about the curriculum learning and the events that go beyond the school curriculum. They really like that the staff make things fun. They talk positively about all adults in school with one saying, "The grown-ups are the best thing about school." Pupils talk about school assemblies giving important messages about being good citizens. Positive relationships make sure children feel safe and have someone to talk to if they are worried.

The Inclusion Team work with the leaders to ensure a clear strategic inclusion plan means all children are supported. The inclusion agenda permeates throughout the school. Policies are applied consistently and sensitively, the team know families very well. The positivity that the team share is uplifting, they are people of hope and support families to foster the same positive outlook. The team make sure families know that school staff are keen to help. They are a team that listen to families and they make sure that families know how important parents are to their child's education. The team give time to get to know families and look outwards to find other services that will help and support. The way in which they look to celebrate success with children and families builds relationships that are lasting and impact positively on children's lives.

Attendance is placed as a priority and the school staff are united in ensuring this message is communicated at every turn. The Attend Framework is used to ensure pupil and parent voice is heard and responses from families are drivers in developing action plans to ensure positive change. Whole school attendance is above the national average.

Undertaking the Inclusion Quality Mark assessment reflects Rosebrook's commitment in serving the community. They are a school that encourages children to aspire to be the best people they can be. Everyone involved in the life of Rosebrook is proud of their vibrant school family, their caring community and their history rich town. Pupils are taught to see the exciting possibilities life holds through an academic and pastoral curriculum where learning happens at every turn.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years.

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 Joanne Smith

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

.....
Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Leaders of Rosebrook Primary School ensure that their vision and commitment to an inclusive school is communicated clearly. They are part of a family of schools which put children at the centre of all they do and also recognise the crucial work of a strong staff team to ensure the vision and values of leaders are truly lived.

Parents talk about feeling listened to and they appreciate the time school staff make to help and support and also to give words of praise and encouragement, relationships between home and school are very strong.

There is a strong staff team at Rosebrook who work together to ensure they can give a holistic offer of support to pupils. Leaders and all staff want pupils to enjoy their education and make lasting happy memories. Children are seen as individuals; staff celebrate the uniqueness of each child and their expectations allow pupils to see the possibilities of what they can become.

The school leaders promote their DREAM core values of Determination, Enthusiasm, Ambition, Respect, and (growth) Mindset at every opportunity. The staff and all adults in school look to celebrate the values at every opportunity to make certain the school vision is lived. Children like receiving praise postcards from the headteacher and awards assemblies are very much enjoyed by the children. The leaders know that the school's passionate and hardworking staff are key and support for staff wellbeing is an integral part of the school's ethos. Staff are grateful for the kindness and compassion shown to them from leaders. Clear systems and processes guide and support staff to ensure all children are well-supported across school.

The governors are clear of their purpose and want pupils and staff to flourish. They have a clear overview of the school's work and play an active role in the life of the school. They feel valued and are very much part of the driving force behind the excellent work of Rosebrook.

Pupils understand the importance of good attendance and punctuality. The attendance lead tracks children's attendance alongside progress carefully and can successfully evidence improvements to children's outcomes. Agencies are engaged to ensure that pupils are given every opportunity to ensure that all barriers to education have been removed. Honest conversations support in building strong relationships. The team know that authentic relationships are the key to making a positive difference to pupils' educational experience. Rewards such as the attendance bear, weekly assemblies with whole school displays celebrate good and improved attendance.

Parental engagement is excellent. Coffee mornings/workshops with a focused theme allow families and staff to build relationships to support children. Informal conversations and the high visibility of leaders mean day to day queries are responded to rapidly.

Comprehensive support plans for pupils with SEND include the views of parents and pupils and are received positively with clear mapped targets and provision. Parents said



Report on IQM Inclusive School Award



they felt the school has a clear picture of their child's needs and they know how the school is helping them.

Pupils enjoy a broad and balanced curriculum which ensures it addresses the knowledge, skills and understanding required from the National Curriculum and beyond, making sure learning is pertinent to children. The offer to develop pupils' personal and emotional development is excellent with committed staff continually looking to make school life a happy and positive learning experience.

For pupils with a SEND, the leaders and staff work with families to identify and address barriers to learning from the start of a pupil's journey with them. A plan of support is implemented and the assess, plan, do, review cycle makes sure continual reflection, celebration and future planning is considered at frequent points during the school year. The commitment and care from the whole staff team means that it is not unusual for families to keep their children at Rosebrook if they move out of catchment.

The leaders are reflective and have high expectations of themselves and all involved in the life of the school. All staff are proud of their school and the opportunities they provide for pupils to enjoy learning and life. There is a lot to be proud of.

Next Steps:

- To develop an inclusion policy so that all stakeholders are clear about the importance of inclusion and inclusive practices at Rosebrook.
- Ensure personal development remains high on the inclusion agenda.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Leaders are committed to providing a welcoming inclusive school community where everyone feels a strong sense of belonging. They see their purpose as developing the whole child and work to do all they can to ensure pupils go confidently to their next stage of education. The headteacher is well-supported by governors and Ad Astra Trust colleagues. The leaders and staff team benefit from collaborative working with the wider Ad Astra Trust family of schools and the expertise from the school improvement team. They plan school development by minimising risk through their use of evidence informed practice. Examples of this to name one is the clarity of vision for the Enhanced Mainstream provision.

Governors are very experienced and are clear of their roles and responsibilities. They meet more than the usual requirements of a local governing body with further additional link visits planned to ensure that they know the school and they are able to triangulate the reports from leaders with day-to-day practice and policy in school. Feedback from the visits is relayed to the local governing body. The additional meetings ensure the local academy committee and their work stays focussed on the work of Rosebrook. They are committed to the school and the community to which it serves. Data is scrutinised and governor minutes evidence challenge. Governors are proactive in supporting leaders with school led policy, their skills from education and industry are welcomed and utilised well by the headteacher.

The governors are unswerving in wanting the very best for all children. They are very clear that only the best will do for the pupils in Rosebrook, one governor said, "We want high standards and expectations wrapped in love." The Chair's monthly meetings with the headteacher supports headteacher well-being and ensures a critical friend as well as supporting strategic decision making. Governors talk warmly of feeling welcomed and known by the pupils and staff, they support with various schoolwork and events in school including the Y6 SATs, awards and assemblies and governors have supported learning in classes, sharing their own lived experiences. The governors align with the leaders and want school to be a happy place for staff and pupils, they appreciate the work of the staff team.

Safeguarding is a priority for leaders and all staff. All staff and governors are trained and are familiar with the KCSIE document. Systems in place are strong and the care team and all staff work diligently to ensure that all children are kept safe and learn how to keep themselves safe. The children could talk about the safeguarding team and know that they can talk to adults and ask for help if they needed to.

Staff well-being is important to leaders and the Ad Astra Trust. The comprehensive Trust wide strategy supports work/life balance. Staff say they are given time to undertake necessary training and appreciate their wellbeing is cared for.

Monitoring of school development work is well established, and the feedback drives further whole school development and staff training. The school accesses high quality advice from a range of sources including: Ad Astra Trust central team and collaborative working with sister schools, the LA, Early Help and Social Services.



Report on IQM Inclusive School Award



Pupil Premium and other funding is used effectively to support learners which is evidenced through positive data outcomes. The leaders are committed to make certain that all children are given the best opportunity to achieve.

Next Steps:

- Allow opportunities for middle leaders to share their practice with colleagues, in particular the enhanced unit/resourced provision school offer.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The school has developed a curriculum that is broad, balanced and sequential. Staff adapt learning tasks to the needs of their children. There is a clear lesson design of gradual release of information and skills and maths books evidence this particularly well. Key questions are used frequently to check prior learning and shape future planning. Teachers refer to previous learning to deepen children's understanding and make links between topics and ideas. The teachers talk about how they encourage and develop children to remember learning and have developed knowledge organisers to support pupils. Developing vocabulary through the teaching of reading is well-embedded. The teachers also use pre-teaching to support children who may have additional needs, this means all children are able to fully access learning.

The leaders place high levels of importance on developing cultural capital and include visits and experiences that pupils enjoy, learn from and remember. The children learn about their community and beyond through practical lessons and carefully planned and responsive teaching. It is important to leaders that the children are ambassadors of their town. All are proud of their local area and make learning relevant, the unit of history around Stockton is remembered enthusiastically by pupils.

The computing curriculum encourages creativity and teaches pupils the importance of keeping keep safe online and what to do if they should be worried about something. The class floor books evidence pupil voice loud and clear and showcases the careful planning that removes barriers to learning. Foundation subjects encourage the use of basic skills and make links between learning, this was evidenced in the children's workbooks. Children are given many opportunities to learn in context and connect new learning. Children like the way in which teachers challenge in lessons, one child said, "The teachers will help but they also make us think."

Trips and events support learning. They look forward to the Whitby residential visit. Pupils could talk about the many other visits and experiences offered, they especially enjoyed the recent visit to Beamish and talking about school life in Victorian times.

The school makes excellent use of their school grounds and all pupils have the opportunity to engage in forest school lessons. Children access forest school sensibly; they can manage risk and work collaboratively exceptionally well. A child said, "The teachers help us to learn about responsibility and build our confidence." This work has enabled all children to develop new skills beyond the classroom. The importance of building character, supporting children in learning about resilience and perseverance and help support pupils in recognising these characteristics in others is exceptional. The children like the lessons involving forest school and also the Commando Joe character curriculum lessons. One child said, "Learning happens everywhere." Another child explained a task involving building trust in the class team.

Next Steps:

- Develop a Rosebrook Adaptive Teaching Toolkit.



Report on IQM Inclusive School Award



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

By the end of Reception, pupils have made good progress across the Early Years. Staff identify and focus on language and communication and targeted interventions support to ensure outcomes of pupils achieving a Good Level of Development are in line with national expectations. This work continues into Year One with a strong systematic approach to teaching early reading.

Strong support and consistently good teaching support all pupils into Key Stage 2. Interventions are well-planned and much consideration is given to children's individual needs.

The children said staff make learning fun and take time to go over learning in different ways to help children understand. Pupils could talk about their learning and understand the lesson structure that is embedded across the school. The school uses concrete resources, visual representations, and scaffolded tasks in their day-to-day approach to teaching maths. Children like this and they said, "Teaching maths with apparatus help us to learn and remember how to work things out."

Pupils are proud of their work and are keen to share their learning. They celebrate the success of each other and know that everyone is different and sometimes learn in different ways. One child said, "The teachers make learning fun, we sing songs to help us remember our learning." Pupils talked about songs to help learn times tables, activities and tasks that help them remember learning and said they really like the 'I do, we do, you do' approach to new learning.

Staff are supported in their work through consistent policies, schemes and agreed planning. The school's commitment to supporting all staff including teaching assistants with quality CPD and training to meet the school development priorities and personal development needs is strong. The Hub team have been proactive in developing their practice through accessing a range of high-quality training to support pupil needs.

The school learning environment is exceptional, it has been carefully planned with a clear rationale and purpose. There is a warmth that is reflected in carefully planned communications through their display of the work in school. Sharing key messages, showcasing excellent work, and building a school that reflects the leaders' vision at every opportunity is reflected in the outstanding learning environment. Leaders and staff reduce the variables and this makes for smooth transitions when children move in and out of the enhanced provision and also as pupils transition through school.

Leaders know that the key to successful academic learning is good social, emotional and mental health. They do all they can to promote positive relationships which means a strategic plan has been developed to support personal development and SEMH. This is recognised by pupils who were able to talk about how their work as Mini-Medics supports pupils' well-being. The children were able to talk about what good mental health looks like and how they can support their friends in times of need. Pupils could talk about issues such as bereavement with sensitivity and compassion.



Report on IQM Inclusive School Award



Next Steps:

- To develop the offer for pupils working at a greater depth and ensure MAT pupils are being challenged and have opportunities to further develop their strengths.



Report on IQM Inclusive School Award



Element 5 - Assessment

Assessment is daily, ongoing and well embedded as crucial part of the school's lesson design. At the start of new learning children are encouraged to remember previous linked learning. Children say they enjoy remembering learning and say that this is part of their every-day lessons. Knowledge inserts support introducing the big ideas to children and support pupils in remembering learning. Careful task design ensures staff can learn exactly what children know and this supports future planning. Pupils access a variety of apps e.g., Times Table Rockstars to support learning. Throughout lessons teachers make adaptations and scaffold learning, this means expectations are high for all pupils and all pupils access work alongside their peers.

Summative assessments agreed across the Trust give standardised scores for learning subjects which support in identifying any further needs gap analysis of assessments support future planning and self-evaluations. Pupil progress meetings target pupils for further intervention. The interventions may be pre-teaching which allows for greater independence in the usual lessons.

Some children need a very bespoke, personalised curriculum, clear targets are displayed to remind the children of life skills that they are working towards and this provides pupil, parents and school staff opportunities to encourage pupils and celebrate success. This simple but effective way allows for the targets to be manageable and achievable.

Pupils talked about teachers giving feedback about their work in lessons and said they really liked this as it helped them to make improvements. They said they also liked marking work together as this helped them if they had found new learning tricky.

The staff said they are confident to ask for help and work collaboratively when assessing. Workload is considered carefully by leaders and the NFER support this well.

Leaders are very clear that every teacher is a teacher of SEND, EAL, Gifted and talented and inclusion. The vision of the leaders is one that is shared and lived with all staff.

Next Steps:

- Continue to use EEF research findings around assessment.
- Continue to work with Ad Astra Trust colleagues to further develop whole school assessment approach in line with curriculum developments.
- Continue to monitor how teachers adapt learning to meet the needs of all pupils.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

The headteacher is clear in her drive for everyone to be the very best they can be. Inspirational quotes around school reflect the importance the leaders place on developing character and skills for learning and life that go beyond the academic curriculum. The leaders have high expectations of pupils at Rosebrook. They are committed to the DREAM values and encourage pupils to work together to make for a harmonious place of learning and work. Leaders have made the school rules easy to remember with the three words, 'ready, respectful and safe.' Pupils could talk about the rules and how these words translate into their everyday behaviour and attitudes. They spoke about being kind and well-mannered.

Careers days and weeks are the part of the school's personal development curriculum and include children learning about a range of career pathways from visitors to school. The school's character curriculum engages with people who have followed their dreams which inspires the pupils to do the same. Pupils talked enthusiastically about learning about the world of work, they said this had introduced them to careers that they had never thought of but were now keen to find out more about.

The consistent behaviour policy takes into consideration pupils' age and needs. Behaviour in school is excellent. Parents are kept well informed of their children's behaviour both through celebration and collaboration when a pupil is needing additional support. Restorative conversations are usual for pupils needing to reset and reflect. Guidance is given to the adults in school as to how to best support pupils with their behaviour and this collegiate and consistent approach from everyone ensures children are able to self-regulate and know that systems in school are fair. One child said, "The rules are fair, we get a chance to reset and move on." Children said all pupils are given support. The children know that everyone's needs are not the same. One child said, "It's perfectly ok if more support is needed, the grown-ups will always help." The school's approach to encouraging positive behaviour is rooted in their lived vision. Children said they are given lots of ways to think positively and talked enthusiastically about everything being fair. Another child said, "The teaching and teaching assistants are all caring and never leave anyone out."

One child talked about being a 'hands on learner,' he said opportunities were given and he was encouraged by his teacher and the headteacher and other school staff to use his talents. He talked about how this encouragement made him feel good about himself and he thought it also helped him with how he approaches areas of learning he did not find as easy.

Where pupils need additional support there is a comprehensive offer to help. Behaviour is seen as a form of communication. Leaders engage outside agencies to give bespoke plans to pupils with SEMH needs. Pupils who may need additional support at unstructured times of the day are also given opportunities for quieter playtimes with the PSA which impacts positively on behaviour, learning and overall well-being.

Children shared positive messages about the school, their teachers, and friends. They were very clear that there is not bullying in school and said if there is an argument, teachers and grown-ups always help to sort things out.



Report on IQM Inclusive School Award



The children are encouraged to develop their own interests and lead on projects e.g., charity fundraising such as baking cakes for Comic Relief and raffles for Children in Need. Their good work is celebrated in school and children are confident in sharing their successes and shared the many leadership roles available for them, such as: Imagineers, Mini-Medics and Sports Leaders to name a few.

The children like school, they like their teachers and feel safe. They say that they feel lucky. One child talked about the school being fun because of the people and all the hard work that everyone puts in.

Next Steps:

- Support the youngest learners in understanding their emotions.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

The school fosters respectful relationships with parents and carers to make certain each individual child has a team of people who care about them. Children are known well and families like the fact that all school staff know the names of their children. They appreciate the good work and kindness of all staff in school and said there is a strong feeling of genuine welcome. Parents talk fondly of older siblings who attended the school that are still remembered and relationships are longstanding. The sense of belonging to Rosebrook School family lasts beyond their time in school.

Parents and carers are well informed about their children's progress. Reports, meetings and individual support plans, where needed, are just many of the ways in which the school makes sure parents know how their child is making progress in school. The informal communications are also key to making parents feel that their children are a part of a school community that cares deeply. The parents say staff make time for a chat and know their children really well.

Parents are grateful that staff identify any concerns they may have regarding a child and they do something about it. They appreciate that staff are sensitive when sharing concerns and do all they can to help families. Children accessing the hub have a key person who knows the pupils really well and supports strong communication.

Parents said all staff are very helpful and supportive and were proud that the school welcomes all children, they feel that, in particular the hub staff look for innovative ways to support and find bespoke ways in which children learn. Parents feel staff go above and beyond to make a positive difference to their children's lives.

Individual pupil support plans are shared with families and one parent said how impressed he was that the SENDCo knew her child so well. The SENDCo works closely with teachers to ensure plans are implemented and meets with parents to review targets each term, this is in addition to the usual planned offer for parents to meet with teachers. Families like the fact that pupils are involved and have a voice in this process of assess, plan, do and review.

Parents shared that they feel very well supported in every process that involves outside agencies where the school may request further advice and support. One parent said, "From start to finish through the EHCP process communications have been really strong." They said that because of the support, the process was made much easier and they are pleased with the school offer at every step of the way when journeying through the EHPC process for their child.

Learning environments have been adapted to support pupils: standing tables where needed have been purchased, spaces to self-regulate and designated areas to learn through play all evidence how the school look at the learning environment through the eyes of the child. Staff aim to make learning relevant, in context and in an environment that helps pupils.

A parent talked about the caring support she received from school staff through a close bereavement. The parent was very grateful for the care they had received alongside



Report on IQM Inclusive School Award



their child. She also said she could not think of finding better people for the jobs they do. More than one parent said staff go more than the extra mile. The Parent Support Advisor and Care Teams' friendly and inclusive approach are much appreciated.

Next Steps:

- To share the EEF research findings with parents around the effects of parental engagement in their child's learning.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

Rosebrook belongs to a family of schools through Ad Astra Trust and also works with other local schools and organisations to make sure pupils see themselves as part of the local and wider community.

Children experience many places of significant interest which are used to enrich learning experiences. The school looks to build children's cultural capital, for example the history curriculum has been planned to ensure children learn about the importance of Stockton-on-Tees and the part it has played in history.

The school has a strong presence in the community and have an attitude of 'Love where you live.' They look to engage pupils in developing an awareness of the needs of others in their local, national and international community. They do this in a range of ways: awareness days, fundraising and giving and curriculum engagement opportunities. They plan charity events to connect with and learn about the wider world.

The pupils have been involved in The Force of Nature programme and shared their work over the years at last summer's festival in Cardiff. They are a beacon school and are confident in sharing their understanding of nature and the importance of looking after our planet. The pupils' work in protecting the planet is excellent in supporting pupils to understand that we all have a part to play in living sustainably.

The pupils told me that they like meeting with pupils from other schools and shared their recent experience of meeting up for the Trust schools' food festival. One pupil said, "I enjoyed meeting new friends and the food was great too!" The pupils all agreed that meeting pupils from other schools helped to build confidence and one child said, that meeting new friends from Ad Astra schools has meant they no longer worry about going to secondary school as they now know there are lots of nice people in other schools too. The school makes certain that the children see themselves as part of the wider world and are able to make positive difference. The children learn that giving gives us so much in return and helps in developing our personal core values.

Next Steps:

- Continue to inspire pupils in engaging with wider world issues with a focus on the natural world and climate change through pupil voice in developing the schools Climate Action plan.