

Most Inclusive Practice Across a School

Barnton Community Nursery and Primary School

What the Judges Said

We were impressed with the range of resources and provision despite challenging circumstances. It feels inclusion is embedded throughout and great to see clear community involvement.

Context

As a school of opportunity, we deliver the best possible education and experiences for all of our children. Our aim is to inspire our children, to believe in themselves and to achieve their full potential. Our learning environment reflects our high standards. Learning inside and outside the classroom provides children with the knowledge, skills and understanding to ensure social and academic success.

Barnton Community Nursery and Primary School (BCNPS) is a two-form entry primary school with a resource provision for children with moderate to complex learning needs. We are the founding academy within Weaver Trust, and we welcome children of all ages and abilities. 19% of our children are Pupil premium and 21% of our children are on the SEND register.

In November 2018, Barnton became a flagship school for inclusion, and this is due to the inclusive ethos that has been adopted by the whole community. In the report, it states that,

'The school continues its superb commitment to providing a highly inclusive teaching and learning environment for all pupils and staff. This is reinforced by their vision, 'A school of opportunity: Inspire, Believe, Achieve,' that are underpinned by their values of Innovative, Caring and Responsible and their mission, 'to inspire every one of our children to believe in their own abilities to achieve their very best!' absolutely superbly inclusive statements that every member of staff involved with the school believes in and works hard on a daily basis with the pupils to ensure happens. This is truly a school where every pupil really does matter and is made to feel special. This is a fact I can attest to from the evidence of the review and from discussions with stakeholders.'

P.1

The concluding paragraph in the report states that,

'Having completed a rigorous and thorough review and having discussed and agreed the targets cited in the report and their involvement in and capacity to support and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review I am of the opinion that BCNPS remains a school with the Inclusion agenda at the forefront of everything it provides for its pupils. The environment is superb providing an outstanding teaching and learning environment for teachers, support staff, pupils and the local community. They have proved their expertise over the years of IQM accreditation and I believe they have the drive and capacity to be a Flagship School. I recommend, without reservation, that the school moves to Flagship status and is reviewed again in one year's time.'
P.5

The staff at Barnton, we feel, are truly second to none. They work relentlessly to ensure that the children are given the very best opportunities. Our children are respected and nurtured by all staff. We have very high expectations of all children for all aspects of their school life. Again, this is supported by the IQM Flagship report,

'In terms of inclusion BCNPS is an outstanding school in every sense. It's clear that superb care, nurture and support, the foundation stones of inclusion, are at the heart of everything that happens on a daily basis at the school seen in all interactions between staff and pupils; between pupils and between staff; from discussions with all stakeholders and from evidence provided. Everyone involved with BCNPS including pupils and parents pull together to realise the school's vision and understand that this is a superbly inclusive place to come to work and learn.' P.2

Entry

Children at Barnton thrive due to the inclusive ethos that has been developed. Many children at risk of exclusion at other primary schools have had a managed move to Barnton, and have gone on to have a successful primary school education (16 children in the last 4 years).

Inclusion to us means that every child is given equal opportunities to thrive, and our job is to remove any barriers that stand in the way of this. Inclusion is so deeply embedded within our practice that it is second nature. We firmly believe that inclusion isn't about treating every child the same, but treating them how they need to be treated to access their learning. In the IQM Flagship report, it is stated that,

'The school and staff are committed to providing the very highest standard of teaching and learning experiences which not only develop the pupils' knowledge and skills, but develops their confidence to become innovative, independent learners, who take responsibility for their own learning and actions. The superbly caring, inclusive environment that BCNPS provide ensures each pupil receives the very best education possible, delivered by dedicated staff.'p.2

Within our school grounds, we have two goats, two pigs, chickens, geese, rabbits and a school dog. The animals give the children opportunity to nurture and care for them, and it gives the children a sense of responsibility. Many of the children use the animals as something to work towards. Small groups of children will go and take care of the animals in small nurture groups.

Our resource provision is for children with moderate to complex learning needs. It is a fluid provision that can be accessed by any child at any time, depending on their needs. The curriculum is fully differentiated and personalised to each child. It is a morning provision, and in the afternoon, children will access their mainstream classroom, where the curriculum will be differentiated to enable the children to participate.

Children with SEN make outstanding progress in our school. Our progress scores from last year's Key Stage Two SATs results show that children with a SEN Support had a progress score of 9.8, compared to the national average of 0.3. Furthermore, EHCP had a progress score of 28.35, compared to the national average of 0.3.

Inclusive sporting opportunities are provided here to inspire all children to take part in sports, ensuring that many experiences are given to our children. In the IQM report it states,

'ensures that all pupils are given a varied and suitable PE curriculum, working closely with Vale Royal Sports and ensuring that while the pupils participate in competitive sports as appropriate they are also involved in a wide variety of sports through celebratory festivals for years 1 to year 6; including programmes that are SEND specific. The school provide opportunities for activities such as Boccia, New Age Curling, Multi Skills as well as more traditional school sports.'

Our committed staff offer a wide range of after school clubs that can be accessed by all children every day of the school week. This varies from sporting clubs, mindfulness clubs and craft clubs. All children can access these clubs and some children that would not usually take the opportunities are invited and extra provision will be made. For example, the children who attend the resource provision and come to school in the taxi are taken home by a member of staff, so not to miss out.

Our children are also inclusive. We have developed this over a number of years. Buddying and mentoring opportunities have been put into place to encourage inclusion, and aim to eliminate prejudice. We have signed up to the Phys Kids programme, which trains Year 5 children to run games and activities at break and lunchtimes to encourage inclusive play.

We have worked tirelessly over the last couple of years to engage the parents of the children in our school. We listen and respond to the needs of the parents, most recently training our Family Support Worker in the 123 Magic Course, after a number of parents expressed interest in the course, but they felt uncomfortable seeking this from their GP. Further to this, as a school we bought into the Achievement for All programme, with a focus on structured conversations to engage some of our most vulnerable children with poor attendance. The IQM report highlights this perfectly,

'The parents I spoke to were all highly positive about the way in which the school had not only supported their children but themselves as parents. They highlighted the fact that in their opinion and in the opinion of a lot of other parents the school was totally and naturally a very inclusive setting. They couldn't fault the school and said that everyone involved in the school was highly empathetic and understood the needs of the children they taught and supported. What was clear was that as they articulated 'There are no barriers in the school, everyone is included and looked after to the best of their ability' a very powerful statement demonstrating the school's inclusivity. In fact, during the review there were a large number of parents in school helping to get things ready for the school Halloween Disco that night as well as volunteers who were listening to pupils read.' P.3

Barnton Nursery and Primary School is the hub of the community of Barnton. We host a number of events throughout the academic year to involve all members of the community. This includes yearly mothers' day afternoon tea, soup kitchen, firework

display, Christmas and Summer Fairs. This is supported by the IQM Flagship report,

***'This is a school that is clearly at the heart of its community where inclusion is a natural part of the everyday occurrence, where pupils are encouraged to reach their full potential, where everyone involved is committed to the inclusion of all, whatever it takes. It is a school that is constantly looking at ways to develop for the benefit of the pupils and families that it serves.'* P.2**

On Tuesdays and Thursdays each week, a volunteer from our community comes into school to work with some of our most vulnerable children in our school allotment. These children find it difficult to engage in their lessons all of the time, and this break in their school day helps them to focus and gives them something to work towards. It also gives them experiences that they wouldn't usually be exposed to.

This has had a huge impact on these children. Particularly one child that was struggling to access any of his learning, is much happier at school and more willing to participate in lessons, knowing that if he does, he will have the opportunity to work in the allotment.

As previously mentioned, the staff are second to none. The commitment they show for going above and beyond to provide the very best for the children is exemplary. This is supported by the IQM Flagship report.

'The staff are extremely positive about the school, and staff and pupils clearly show their love of the school and of learning. All staff employed or who volunteer naturally go the extra mile and beyond without thought, to ensure that the individuals and groups' needs are met. They demonstrate a superb quality of support, care and nurture that enhances the provision throughout all areas of the school.'

As you can tell from this document, we are very proud of our school. I hope this reflects how our staff go above and beyond to provide all of our children with the opportunities they deserve. We strive to use innovative approaches to engaged and support all children to inspire them and make them believe, not only that they can achieve, but they deserve to achieve their ambitions. We have worked tirelessly over the last couple of years to achieve all we have here at Barnton, and will continue to do so to ensure that all our children receive the very best education.

