



Report on IQM Inclusive School Award



School Name: Stebon Primary School
Burdett Estate
Poplar
London
E14 7AD

Head/Principal: Jeremy Iver

IQM Lead: Emily Curtis

Assessment Dates: 25th and 26th February 2021

Assessor: Kenny Frederick

Sources of Evidence:

- Self-Evaluation Report
- The school website
- Ofsted Report 2019
- Various power-points and photos of the school

Meetings Held with:

- Deputy Head/Inclusion
- Headteacher
- Teacher with responsibility for Health and Wellbeing
- Teacher with responsibility for CPD and Professional Learning
- SENCO
- Learning Mentor
- Family Liaison Team
- Two groups of pupils
- Phase Leaders
- Two parents
- A group of support staff



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- A group of teachers
- Four members of the Local Governing Board



Overall Evaluation

My visit to Stebon Primary School was organised by the Deputy Head/Inclusion Lead who ensured I was able to meet a wide range of pupils, staff and parents. They were all very happy to speak to me and tell me all about their school. They all said they were very proud to belong to the Stebon Family. They told me that they are valued and appreciated and they were sure the leadership cared about their welfare and wellbeing. Expectation and aspirations are high for everybody who works and learns in the school and they are all willing to work towards achieving those expectations.

The leadership of the school is shared amongst all stakeholders. They ask, they listen and they act. Consultation is real and everybody has a voice. Strategic planning is carried out at senior level but ideas and suggestions from stakeholders help to identify the priorities for moving forward. The Headteacher and his team are very clear about their values and principles around inclusion and these are displayed proudly on the school website. Furthermore, they ensure that these values and principles are translated into every policy and procedure and are tangible. They permeate the ethos and culture of the school at every level.

The curriculum is the backbone to any school and the work that has been done to develop a curriculum that is relevant to the pupils and community. Involving all stakeholders in the process means it has not been imposed. Instead, teachers take ownership and are able to influence the content and the pedagogy. Teachers are confident and able and Subject Leaders provide practical support at all levels. The way the school has introduced and implemented remote learning; particularly online live lessons has been really impressive. Teachers told me they were nervous about this but soon got to grips with the technology and the pedagogy.

The pupils told me that Stebon was the best school in Tower Hamlets. They love the place and can't wait to get back to normal pre-COVID-19 days. They love their teachers and really enjoy learning. They behave well and have a positive attitude to learning. Parents are very happy with all the school does for their children and for them.

I am of the opinion that the school meets the standard required by the Inclusion Quality Mark's Inclusive School Award. 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: Kenny Frederick

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 of the School

I was given the opportunity to meet many of the stakeholders during my two-day virtual visit. Children and adults alike confirmed that Stebon is a school that is fully committed to inclusion. The school website clearly outlines the vision and values that the school is committed to. Inclusion was a key priority last year to the School Improvement Plan.

I met with the school SENCO to talk about the SEN provision. There are 167 children on the SEN support register and 27 children with EHCPs with a further 7 pending completion. In addition, there are 5 children coming to the school in September who either have or need to have an EHCP. There is no SEN Administrator and she told me she spends a lot of her time doing paperwork. The Inclusion Team had produced a three-year Action Plan looking at early intervention, but this has been put of course due to the COVID-19 pandemic. The focus is on high quality teaching (Quality First Teaching) in the classroom as that is where most inclusive practice takes place.

The Inclusion Team is made up of the SENCO and the Inclusion Lead/Deputy Head who line manages her. There are also Teaching Assistants and various other members of support staff who work with children and families. The SENCO is in her third year as SENCO and she was a class teacher for seven years before completing her qualification. The previous SENCO retired but came in as a Consultant to support her three days a week in the first year. The Educational Psychologist has enough additional hours in the school to allow them to work with individual children and support staff rather than spending all the allocated time on preparing EHCPs.

Speech and Language needs are the most common barrier faced by children and there are 12 children with Autism and several with Global Delay. There is a Speech and Language Therapist in school three days a week. He uses this time to assess the children and train the Teaching Assistants.

Identifying needs starts in EYFS and the Nursery is 'Word Aware', this informs whole class planning. Specific individual support starts in Reception. Planning across the school is a positive model and starts from what the child can do rather than what they can't do. Other valuable additions to the Inclusion Team are the Play Therapist who works three days a week and Learning Mentor who works four days a week. There is also a very experienced and effective Family Liaison Officer, who is supported by an Assistant. Working with parents is a huge part of the SENCOs job and is a priority for the school as a whole.

I also met with the Learning Mentor who works on a 1 to 1 basis as well as running various support groups based around improving social and emotional skills. She has received a lot of training for her role and feels well supported in the school. Her caseload is around 14 pupils but it varies according to need. Referrals usually come from teachers and are recorded on CPOMS. She is clear about the difference between wellbeing and mental health. If she is unsure about an issue a child is presenting she goes to her Line Manager or Place to Be. She has had Mental First Aid training as well as CPD around identifying pupils at risk of suicide.



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English as an Additional Language is another responsibility for the Inclusion Lead. Very few children come into school fluent in English, as they speak Sileti at home and have very basic English. The Stebon is a 'Story Telling School' and the rule is children have to be able to say the story before they can write it. Sentence stems are used all across the curriculum to help develop the language. Philosophy for Children really helps with the language development and helps stimulate discussions. Children who are completely new to the country follow a specific curriculum using Flash Academy resources. Consultation for admission of SEN pupils usually come to the Inclusion Lead and she discusses these with the SENCO, so that they can be sure the school is able to meet their specific needs and they rarely say no.

I met the teacher with responsibility for Forest School, PE, PHSE, Health and wellbeing and out of school hours learning and lunch times. He told me that children have two hours of PE every week and there is an emphasis on physical health as a way of promoting healthy lifestyles. Pupil (and some staff) already run the daily mile but they are now having a proper track laid. PHSE is an important part of the curriculum and they use the JIGSAW scheme. He told me it's a robust curriculum and includes everything but they supplement it when there are issues that arise, such as Black Lives Matter, that the school feel they need to discuss with children. The pupils I met were very aware of the inclusive ethos and expectations of the school. They show respect for each other and for the whole school community. They also confirmed that the school is very friendly and welcoming.

There is no wellbeing policy but there is a lot of activity and action around pupil (and staff) wellbeing and mental health. The work of the Learning Mentor, the Play Therapist and others contribute to that. Teachers use Zones of Regulation with their classes to get them to indicate how they are feeling when they come in to school in the morning. This means teachers and TAs can follow up with children who are feeling anxious or stressed. It's all about positive relationships. Some staff are trained as Mental Health First Aiders.

In pre-COVID-19 times Playground Buddies operate in the playground so they can support children who are one their own. The Midday Supervisors play an important part in supporting children and are trained to notice children who are distressed or vulnerable. They are also are trained to support children with reading.

The transition process in the school is carefully planned and implemented. Those coming into Nursery and Reception are warmly welcomed and home visits are the norm (pre-COVID-19). Children settle quickly and parents are fully involved in the process, particularly if they have any special needs or are particularly vulnerable. The transition of pupils from one year to another is carefully managed and hand over between teachers is well planned. Pupils who arrive mid-year or come into Key Stage 1 or Key Stage 2 are welcomed and inducted so they settle quickly. Pupil's needs are quickly identified and interventions are put in place to support them if required.



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Strengths:-

- The commitment to inclusion is second to none.
- SEND provision is very good.
- Pastoral care and pupil wellbeing is a priority.

Areas for Development:-

- The staff and pupil's wellbeing policy needs to be formalised in order to draw the various strands together.
- The SEN Department would benefit from having an Administrator for part of the week.



Element 2 - Leadership and Management and Accountability

The Leadership Team consists of the CEO, the Headteacher, the Deputy and five Assistant Heads. They work closely together and the Assistant Heads are not class-based but are attached to different phases. They provide a lot of support for class teachers in terms of planning and teaching and the cover classes so no supply teachers are ever used. The Head describes the 'aligned autonomy' of the Trust. Collaboration is what it's all about but they are not expected to mirror each other but to retain their unique personality.

The Headteacher makes it clear that the school really values parents as partners. With this in mind, they hold an annual 'Shaping Stebons' Future Conference' every year and gather parents' views and suggestion to help draw up the school priorities and improvement plan. The first draft is produced and sent out to them to consider and feedback on. The response and involvement from parents has been very positive.

The School is part of a Letta Trust currently made up of two schools. It is overseen by a Board of Trustees and Stebon has its own Local Governing Board who work closely with the school on all matters other than finance and HR. I met with four members of the Local Governing Board who act as a Committee of the Trustee Board. They came together in 2012 as an IAB (Interim Advisory Board) when many of the members were asked to take on the role after the school received an unfavourable Ofsted Inspection. The Chair and Vice Chair have been there ever since and they said they find working with the school is 'inspirational'. Others have joined at different times since then. They told me that they appointed the as Co-Heads, which was an unusual arrangement at the time particularly as they were a married couple. They said that they have been amazing and are pleased they made such good appointments and the school and now the Trust has moved forward at a pace.

The Governors have a Professional Clerk to advise them and to minute meetings and they buy in different training from a variety of organisations. They carry out a skills audit every year and try to ensure that there are a mixture of skills and experience on the Governing Body.

There is a Safeguarding Governor, who is the teacher Governor and she meets the DSL regularly to discuss safeguarding issues and checks the single central record. Governors are given regular updates about safeguarding at their meetings. The school recently completed the Tower Hamlets audit to identify and gaps in safeguarding processes. The Safeguarding Governor participates in this audit. All Governors, staff and volunteers receive annual basic safeguarding training.

The Deputy Head is the main Safeguarding Lead and DSL but the entire Senior Team and Home School Liaison Officer and the school-based social worker are all deputies and have completed Level 3 training. CPOMS is used to record and inform relevant staff about concerns and every adult is responsible for the safety of children. Every adult has access to CPOMS and can flag any concern. Currently the school have noticed a big rise in domestic violence and issues around poverty, especially food insecurity.



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I met many teachers during my visit to the school and they said that the accountability and monitoring processes are thorough but supportive. They told me they don't find the monitoring oppressive. They feel they are trusted to do their jobs and can decide how to teach their lessons to suit their pupils. I was told (by one of the Assistant Heads) that monitoring is about taking the temperature of what is happening and seeing what needs to be done to get better. It is regarded as a supportive process. Lesson observations involve checking to see where there is less learning going on and discussing why pupils were not learning. Many of the observers are trained at Level 3 in coaching and this helps with the feedback.

Staff wellbeing is a priority and there is a lot of activity going on, however there is no formal wellbeing policy. There is a lot of activity and the strong personal relationships mean staff support each other. One example given was a wellbeing INSET day involved lots of mindfulness activities. As yet there is no formal wellbeing policy in place, although the school have reviewed the DFE documents when they first come out and have yet to identify and train Metal Health First Aiders.

I met with the Assistant Head who leads on CPD across the Trust and he gave me an overview of all the training and development programmes across the two schools. Bygrove is a Teaching School and so Stebon is also able to benefit from this designation. The Trust Teaching School and SKITT also offer Apprenticeship Courses. They also have an ITT programme and a two-year NQT programme. There is a lot of coaching offered as part of the CPD offer. I asked what the school was doing to ensure that the quality of teaching continues to improve. He said this was mostly done through coaching conversations that happen during line management meetings. The school is responsive to training needs expressed by teachers and support staff. These are usually discussed during performance management and appraisal reviews or during line management meetings. Many Line Managers are trained to Level 3 coaching skills. Currently the school and Trust are thinking about the way they are using staff meetings to make them more effective and how they can build in time to look at specific individual interests of staff. There are various leadership courses aimed at middle and senior leaders.

Strengths:-

- Leadership at all levels is determined and forward looking.
- Safeguarding processes are extensive and effective.
- CPD for staff at all levels is provided and taken up.

Areas for Development:-

- A formal policy on improving mental health would go hand-in-hand with the wellbeing policy for both staff and pupils.
- Whilst the staff (both teachers and support staff) reflect the cultural and ethnic population of the school the Leadership Team do not. They are very aware of the lack of diversity of the team but need to plan to change this.



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

I met with the Assistant Head who has been the Curriculum Lead since April. He told me the curriculum has been developing and embedding since 2012 when the school began working with staff on reading, maths and writing. In 2014, once the core curriculum was securely in place, they worked together to create breadth and depth across all national curriculum subjects. The curriculum never stands still and is constantly being reviewed and changed. Subject Leaders are constantly researching and learning and looking for ways to improve their practice.

Since forming a Trust the two schools had focused on developing the curriculum over a five-year cycle. Last year they looked at inclusion and next year will concentrate on pedagogy. This year the focus is on developing Subject Leaders' knowledge. The CPD across the Trust follows the same pattern. Having Subject Leaders in the two schools makes collaboration easier. The Trust employs a Curriculum Specialist to support the implementation of the Trust Education Plan, who is working closely with all Subject Leaders and the Inclusion Team.

The Curriculum Team brings Subject Leaders together and this stops them from seeing their subject in isolation and therefore fighting their corner. The Curriculum Team has been working together to develop the curriculum as a whole. They recently (pre-COVID-19 restrictions) had a Curriculum Day where both schools came together to discuss the curriculum and its content and pedagogy. The Curriculum Statement was developed as part of the vision statement and was put together by the whole school. More recently, the Anti-Racist Panel (of staff) met several times to decide what and where to go next in terms of black history (which is now ingrained in the curriculum) and black cultures and Black Lives Matter. There has been and continues to be an emphasis on developing reading and mathematical skills across all key stages. Developing oracy and literacy is a priority across the two schools.

The school Teaching and Learning Policy is about getting teachers to reflect on their practice. The policy was developed during a whole school Inset Day, where every member of staff was involved including the Premises Team and Mid-Day Supervisors. They started with the big picture and then worked on the detail. The policy is constantly under review. Teachers are regarded as experts and are trusted to do their jobs.

Strengths:-

- The breadth and scope of the curriculum, which is broad and balanced and inclusive.
- Subject Leaders are experts in their curriculum area and ensure that all teachers are empowered and informed delivering each subject.
- Staff involvement in reviewing and producing the curriculum means they feel ownership of it.

Areas for Development:-

- There are no areas for development.



Element 4 – Learner Progress and the Impact on Learning

The staff know their pupils well. They use data alongside personal knowledge of the individual pupils in their class to plan lessons. They are well trained and most are very experienced teachers who are supported by equally expert Teaching Assistants. There is no one set way of teaching and teachers are allowed to use whatever strategies they need to use to make their lesson assessable to all. Outcomes for all pupil groups are very positive as a result.

Technology is used effectively to support learning and this is particularly true in the current COVID-19 pandemic. The school has been using Google Classroom to deliver remote learning to children who are working at home and indeed to those who are attending the in-school provision for vulnerable and key worker children (currently about one-third of pupils). Teachers and TAs have had to develop new skills and become familiar with the new technology and new pedagogy required to deliver live online lessons to children across all phases. They have risen to the challenge and have been very successful. The feedback from pupils and parents is very complementary.

Teaching Assistants are highly effective in their roles and I was able to meet a number of them during my visit. They told me about their roles and the way they worked closely with teachers to support children. They said teacher's planning includes guidelines for TAs and specifically for children with SEN. They were and are very proud to be working in the school and feel that their contribution contributes to the success of the pupils and the school.

I met with a group of teachers during my visit and they proved to be reflective about their practice. They willingly collaborate with colleagues in school (especially within year teams) and with their partner school. Collaboration and collegiality are ingrained in the culture of the school. The relationships between the SLT and teachers are very good and there is a strong feeling of mutual respect and trust. Accountability structures are in place and work well. However, everything has been done to ensure these are humane and most of all supportive. The teachers told me they helped them to improve their teaching.

Strengths:-

- Individual pupil data is collected regularly following various assessments and these are carefully analysed and put together with the knowledge about children to help identify those who need additional support.
- Teaching Assistants add value to the school and provide excellent support for pupils.
- Teachers are experienced and talented and they understand they need to keep improving their practice.
- Teachers are well supported and are allowed a degree of autonomy in the classroom.

Areas for Development:-

- There are no areas for development at this time.



Element 5 – Assessment

Assessment for Learning (AFL) strategies are used by teachers to check pupil learning and progress and to identify gaps. Planning is done in year teams and meetings begin with a discussion about the children's previous learning so that the plans can be adapted to meet their needs. A programme called Classroom Monitor is used to help track the pupil's progress and attainment. Pupil Progress meetings are used to look at data and individuals and to plan support and intervention and future teaching.

Classroom Monitor provides an overview of the curriculum coverage to show where a class, group or individual children need to focus to close the gaps. Teachers adapt lessons for groups, whole class and individuals as they teach to ensure that misconceptions are being addressed as they arise. Mini plenaries are used in lessons to clarify and extend learning.

Pupils are involved in setting their targets (guided by class teachers) and these are shared with teachers and Teaching Assistants. They are given guidance on the next steps they need to take with their learning to make expected progress. Self-review, self-assessment and reflection are encouraged so that children know their strengths and areas for development. SEN pupils will have additional targets that are shared with pupils, staff and parents. Targets from Annual Reviews and TAC meetings are agreed upon with pupils and shared with staff.

The teachers I spoke to said they worked as a team to collaborate, to allocate planning and ideas and to learn from each other. Working with colleagues in the other Trust school then agree the 'big picture' together but have flexibility in what and how they teach in each school and in each classroom.

Strengths:-

- Robust tracking processes and analysis of data helps identify gaps in learning.
- Target setting for pupils and staff involves them setting their targets.
- Joint planning in each year group team.
- Self-review and reflection is the norm for staff and pupils.

Areas for Development:-

- There are no areas for development.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

I was able to meet with two groups of pupils during my virtual visit. They were all working in school as part of the key workers and vulnerable group, they were in Year 5 and Year 6. Whilst the Year 6 pupils had lots to say for themselves, the Year 5 group was a lot shyer and reticent talking to a stranger via TEAMS.

When I asked them to tell me the best things about their school they said people (especially teachers) were kind and helped them when they got stuck. They said they had all been given Chrome Books to take home so they could work online. They had also been given a full set of other resources to use. They said the staff always listened to them and cared about them and that they wanted them to achieve their very best. They spoke about all the clubs and activities they had participated in pre-COVID-19 and were hoping these would resume when school returned to normal. Similarly, they told me about the trips and visits that they had gone on and were saddened that these had stopped because of the COVID-19 restrictions.

The pupils confirmed that behaviour in school was very good and they could get on with their work without being distracted. They told me what would happen if they did misbehave and the consequences of such behaviour. They also told me about the reward systems in place and that these were very important in helping to maintain high attendance (normally when the whole Year Group achieved 97% attendance). They were also rewarded for good listening, working together with classmates and good learning partnerships.

The children said that teachers always asked them how they were feeling in the mornings (Zones of Regulation) and if they were feeling sad they helped them feel better. They said there is practically no bullying but if someone is being unkind the teachers will step in and sort things out. They explained how they knew how well they were doing with their learning and they said that teachers tell them. They tell them by speaking to them, marking their books, through tests and assessment results. They said parents receive reports and that they would be contacted if they were not working hard.

We talked about the School Council but only a few had been a member when the Council was up and running (pre-COVID-19). I spoke to the teacher who works with the group but he said it was impossible to have School Council Meeting, even when children were in school they were confined to bubbles. He explained how the team (representatives from each class in KS2) meet during assembly time every week and about their discussion. These were mostly about improvements they would like to see in the school and the playground. There are many improvements they asked for that had been introduced – such as the Tree House which also has a ramp so it is completely accessible. The children insisted on this.

The school population is almost entirely made up of pupils of Bengali origin and awareness and acceptance of individual differences. This has been an issue in many schools in the Borough and needs an imaginative approach from leaders to see the world that goes beyond their local community. The school normally does this by getting pupils out of school to see different parts of London and have different experiences to increase their Cultural Capital but this has come to a halt due to the pandemic. Children



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need to meet pupils from a wide range of backgrounds so that they can learn from each other. This may be done by organising (when possible) different events (debates, conferences, visits etc.) with schools with a more diverse population either within or outside the Borough.

The PHSE programme is carefully planned to develop reflection and so they understand the importance of tolerance, co-operation and resilience, helping them to make positive choices. The pupils have a clear understanding and appreciation of the policies on behaviour, attendance and punctuality. The Behaviour Policy is based on a restorative justice approach, it is not black and white. It is flexible as children have different needs and cannot always respond to a fixed (three strikes and you are out) approach. The children understand this and accept it as being fair.

As an inclusive school, it was good to see that support for different needs is carefully considered in every aspect of school life including the classroom, the playground and clubs and trips. This approach means that all pupils have full access to participation in school life. This is the norm at Stebon Primary School.

Children and staff have high expectations and high aspirations of each other and it is true to say they rarely disappoint each other.

Strengths:-

- Behaviour and attitudes to learning are excellent.
- Pupils know there is always someone they can talk to if they are worried or concerned.
- Pupils have high expectations of themselves, they want to be the best they can be.

Areas for Development:-

- The school need to look at the process for electing council members to ensure that those with SEN are able to participate.
- The School Council (when it is up and running again) should consider looking more closely at what happens in the classroom in terms of teaching and learning.



Element 7 - Parents, Carers, Guardians

I met with the Family Liaison Team as well as with two parents during my visit. The team is made up of the School Social Worker, the Family Liaison Officer and her Assistant. They described their work supporting families and explained the need for their services. The relationship between families and the school has always been very strong and very positive, but this relationship has strengthened further during the pandemic. Parents speak highly of the Family Liaison Team and appreciate what they do for them.

One parent I spoke to has two children in the school. Due to personal circumstances she was unable to leave home and as she has no family living nearby the school arranged to collect the children every day to take them to school and bring them home again. They also brought food parcels and checked with the Mother regularly to see how she was coping. This was greatly appreciated. The Family Liaison Officer explained that it is very important to understand the community you work with so that you can anticipate the barriers they face.

Another parent was full of praise for the school and all they had done for their children and them as parents. She spoke about the additional support they received during lockdown but said that even in 'normal' times the school was very approachable, she described the school as "her second home". Lockdown was a real struggle and she asked the school for help. They told her to send her children into school and found them a place in the vulnerable and key workers group.

Both parents said that if they have any concerns they can raise them with the school and know they will be listened to and taken seriously. They said nothing is too much trouble for the school. They also said that the Parent Support Groups and workshops previously run by the Family Liaison Team were really good and they look forward to them starting up again. Both parents were very sure they were valued as parents and were treated as partners.

Parents told me that all communication from the school is clear and easily understood. If translation is needed it is provided. Parents said that they trusted the school to educate and care for their children. They clearly have confidence in the school and feel that they are valued and included and are fully informed about their child's education.

Strengths:-

- Family Liaison Team are much appreciated and valued.
- Parents are regarded and treated as full partners in their children's education.
- Parents trust the school to do the right thing for their children.

Areas for Development:-

- There are no areas for development.



Element 8 - Links with Local, Wider and Global Community

Stebon Primary School is a school that is at the heart of the community. They are a popular school and are highly regarded. The school makes good use of the resources the community offers but sadly has not been able to make use of them during the COVID-19 pandemic. The clubs, after-school activities and trips and visits to the local area designed to add to their learning and Cultural Capital have had to be cancelled. However, these are firmly placed in the school curriculum and will be reintroduced as soon as possible.

The school demonstrates partnership within the broader community including other education establishments. These include the Poplar partnership of ten local schools which work together at all levels of leadership across the school. The partnership with Bygrove school as part of the Trust is very strong and involves teachers planning together and sharing good practices to name but a few joint activities. Furthermore, the partnership with the Letta Trust Teaching Alliance is very effective and beneficial for both schools. In addition, the Community Broadband partnership of which Stebon is a member set up community internet/Wi-Fi and providing laptops for families.

Links with the London Borough of Tower Hamlets are also strong and the Maths lead at the school is currently leading the Outstanding Maths Teacher programme at schools in the Borough. Visits from local faith leaders to celebrate faith events are a regular occurrence. One of the major Businesses in Canary Wharf - Morgan Stanley provides adult volunteers to listen to children read and other community projects. They also donated their Chelsea Garden to the school.

Strengths:-

- The school is firmly established as a centre of their community.
- There are many successful partnerships in place.

Areas for Development:-

- I know the school will continue with its numerous community links and partnerships including providing clubs and trips involving different agencies will open up as soon as the COVID-19 crisis is over.