



Report on IQM Inclusive School Award



School Name: Holybrook Primary School

School Address: Rillington Mead
Greengates
West Yorkshire
BD10 0EF

Head/Principal Mr Chris Lloyd

IQM Lead Ms Carly Waerea

Assessment Date 27th November 2025

Assessor Ms Sylvia Cramp

Sources of Evidence:

- Detailed self-evaluation report
- School Safeguarding Review (22nd October 2025)
- Tour of the school with the IQM Lead
- Social media including the school website and Facebook

Meetings Held with:

- IQM Lead/Deputy Headteacher Inclusion
- Headteacher
- Deputy Headteacher Curriculum
- Chair of Governors
- Class teachers
- Teaching Assistants
- Community and Safeguarding Officer
- Parents
- Speech and Language Therapist (SaLT)
- Specialist Link Teacher from the local authority of Bradford



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Overall Evaluation

Holybrook Primary School lies at the heart of its community, providing a special place where children are nurtured and educated. Living out its vision of 'Learning through courtesy, kindness and respect', every decision taken is underpinned by what a Holybrook child needs in order to succeed. As one member of staff stated, *"Holybrook is a safe haven for children and families, it is the light of the estate."*

Holybrook Primary is a one-form entry school in an area of deprivation in Bradford with 249 children on roll including nursery. Having joined the Exceed Academies Trust in December 2017, the school has been on a rapid journey of improvement. Attainment for Y6 children in SATs is now equal to or above national standards and most children by the end of Y2 will have reached the expected standard in phonics. Nearly one third of the children are on the Special Educational Needs and Disabilities (SEND) register, mostly with complex learning needs and speech and language difficulties. Although 64% of the children qualify for Pupil Premium (PP) funding, this is never used as an excuse but as a great opportunity to diminish the differences in achievement and life chances for more vulnerable children. The Headteacher is on a mission with his staff to provide both inspiration and aspiration for children and their families.

Holybrook has truly made a significant impact on the community. The Headteacher explained how he has invested over several years in people, the outdoor appearance of the school and how the space is used inside. Staff have worked to re-engage the community in a school which so many grandparents and parents have attended themselves. Senior leaders are exceptionally proud of the recent full attendance at Parents' Evening and how every single family was happy when they left. *"We now have relationships with each child and family,"* the Headteacher proudly concluded.

The Headteacher is exceptionally pleased that the children want to be at school and arrive knowing that they will have a great time. Children even come early in order to play football with their friends. Based in the Headteacher's office, it was delightful to see children waving through the door as they passed by. The Headteacher recounted how a child had been away for one day and announced in assembly, *"I've missed you all so much; my teachers, my friends."* New ideas focus on adding to the family ethos and enticing children to give their best. Singing assembly has been reintroduced and they learn a song each week. Staff are also going to hold more talent shows and support the children in composing a jingle for each house. There are also plans to increase opportunities for all children to take more responsibility in daily school life.

There is a significant pastoral offer at the school with two full time learning mentors working with groups of children or individuals. A Chatterbox is available for Key Stage 1 (KS1) and Key Stage 2 (KS2) children to post their worries which will be dealt with every morning and afternoon. Staff complete pastoral referrals for different issues including difficulties with turn taking and understanding the perspective of others. All staff have been trained to step in quickly to support children to avoid dysregulation.

A very special part of the school is Horizons, a resourced provision led by the school, where staff work with children from Y1 to Y6 with Education and Health Care Plans (EHCPs) for Social, Emotional and Mental Health (SEMH) needs. Having increased from



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16 to 24 places, it is regarded as just another class in school where children can integrate with their peers as appropriate, such as attending assembly. Children are expected to reach the same academic expectations as their peers and there have been some significant achievements in Standardised Assessment Tests (SATs).

The IQM Lead explained that attendance has always been a key priority and persistent absence is now going down, having achieved 97% attendance. On the first day there used to be a phone call home but now it immediately results in a home visit by senior leaders to ensure that families are aware of the importance of attending school. If missing in the morning, children are encouraged to attend in the afternoon. The IQM Lead emphasised how *"We are all just there for the children."*

Staff were easily able to identify why they enjoyed working at the school. For one teacher it was just the feel walking round and listening to the Head's vision. *"It felt like home from home and a place to make a difference,"* she explained. A member of support staff commented, *"I can go to anyone and we are all equal; teachers, cleaners, all staff."*

Parents I met were so pleased that they had chosen Holybrook as it was the perfect school to support both their children and their family. As one parent explained, *"The school supported me through thick and thin; I couldn't have chosen a better school."* The IQM Lead described how parents even come back to the school for support or just a chat although their children have left.

The depth of security experienced by the children was evident throughout the day as children came to the Headteacher and IQM Lead to tell them about their work or an event at home. It was a very special moment to listen to one child who desperately wanted to sing a song they had composed for the Head and simply stood in his office and sang his heart out. The Chair of Governors described the school as *"A truly inclusive inner city school doing a phenomenal job for the most vulnerable children."*

Holybrook Primary School exemplifies a beacon of security and ambition for both children and families. With inclusive practice at its centre, it lives the standards required by the Inclusion Quality Mark's Inclusive School Award. Under the leadership of the inspirational headteacher, supported by his excellent staff team, there is a continuum of improvement to make things even more inclusive. Special thanks to the highly dedicated IQM Lead, who's passion and commitment for the school and its community shone through the day.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

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 Sylvia Cramp



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Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

There is a tangible ethos of warmth and caring throughout Holybrook. The children are important to all the staff, who give them time to talk about what they are desperate to share and support them to overcome unhelpful choices.

Inclusive approaches to teaching and learning are in evidence from all the adults and throughout the environment. Visuals and objects of reference are used to support learning for all children as appropriate, and staff are extremely confident with their use. Resources are carefully organised and labelled with photos and Widgits for younger children and in areas for intervention. The Year 1 teacher shared her children's books, demonstrating how Widgits are used to enable all children to access the same tasks and complete them with greater independence. Widgits are also used on PowerPoint slides to help with reading. On the board each morning for every class is the lunch menu, with photos of today's choices next to a colour. Children select a coloured wrist band for their chosen lunch.

Each class has its own Zones of Regulation display with sensory resources available. Children are taught helpful strategies such as 'Smell the flowers' and other breathing rhymes to help them to calm down which are also shared with parents to use at home. Individual children have their own de-escalation plans therefore, if distressed, people are able to use several strategies including distraction to ease the situation.

Due to a significant rise in special educational needs last year in Reception, a separate provision was created for several children. This has now been relocated as the children started Y1. I enjoyed a short visit to the designated classroom and found children enjoying practical and sensory activities supported by attentive staff.

The IQM Lead is proud to have developed a supportive ethos and environment in the Horizons resource provision. Issues are dealt with immediately and restorative practice is used with a focus on building self-confidence and self-esteem. A teacher from Horizons emphasised how everything is driven by relationships whilst another spoke of how rewarding it was to work there. "*We meet children where they're at*" I was told, by adapting timetables and supporting children to express their needs and wishes using visual tools. The nurturing daily routine begins with breakfast and time to talk about their emotions using Zones of Regulation. Focused learning sessions last for thirty minutes before an opportunity to take a break.

The IQM Lead explained how the expectation is that the children attending Horizons are here to learn. Every child is assessed on entry to Horizons in reading and phonics. One child, who would not join in the daily reading lesson, was asked by staff to help find the solution. This turned out to be going to a different room with a TA to read away from the other children. An additional class from January will focus on Year 6 SATs which, the IQM Lead explained, the children love as it makes them feel like their peers. Last year one child achieved Greater Depth in all areas.

Next Steps:



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- Continue to strengthen the graduated approach by refining provision maps and Personal Learning Plans (PLPs) based on evolving pupil needs.
- Expand the use of assistive technology to further support learners with additional needs.



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Element 2 - Leadership and Management and Accountability

Holybrook has a definite sense of children and staff enjoying their work within a well-planned structure and attractive environment. The IQM Lead told me how she *“always says how special Holybrook is – the special offer we give children - everything is embedded.”* Every detail about the school shows that it is valued and cared for. The Headteacher is quick to praise his staff and their commitment to the school, telling me he is lucky to have very good people and work for a brilliant Trust. It is clear, however, that the inclusive culture is inspired and maintained by the Headteacher himself, welcoming children and families at the start of the school day, being highly visible around the school, going on trips and turning into Gangster Granny or Banana Man for Book week.

The IQM Lead described how the Headteacher’s door is open 90% of the time. She added how staff attendance is high as the Headteacher is really understanding with leave of absence so staff feel valued. *“We work together really closely as a team. We only do something if it is really necessary.”*

It was clear that both teachers and teaching assistants love working at Holybrook. One teacher explained how the medium-term plans identify what every child should learn and offers adaptations when needed. Teachers agreed that senior leaders try hard not to pile on the workload and to support a work-life balance. Meeting time is used to complete plans etc to avoid taking it home. Working together in this way enables everyone to access each other’s support including the Specialist Teachers in Horizons. The Year 1 teacher explained how Planning, Preparation, and Assessment (PPA) can be taken at home if you want which *“shows we’re trusted to get our work done.”* The Reception teacher added how she had a wad of paperwork to complete but was told by senior leaders to ask for time to do it during the school day

A teaching assistant spoke of her dedication and enjoyment of her role, providing one-to-one support over several years. *“We have a very good bond and I am always thinking of things to do,”* she explained. Using Widgits and Makaton, her training included attending an external centre for advice specific to the child’s needs and additional advice from Speech and Language Therapists (SaLTs). Teaching Assistants’ (TAs’) working hours start earlier to allow them to meet with teachers and work closely with them. One teacher commented, *“This helps give TAs more of a voice and is really beneficial.”*

A Staff Appreciation Board encourages everyone to write on it and thank each other. Current comments included, ‘Always smiling and helping everyone’ whilst another staff member was praised ‘For knowing everything all the time.’ As part of the Exceed Trust, staff are able to access support for their mental health and wellbeing. Additional events for staff wellbeing include shared breakfasts and staff socials.

Safeguarding and Child Protection are accorded the highest priority, as recognised recently by a local authority safeguarding review. This praised the *“strong culture of child-centred safeguarding”* and the excellent practice in every element assessed. The IQM Lead shares an office with the Community and Safeguarding Officer which fosters a continual exchange of information. Difficult conversations are made easier due to them



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knowing the families so well. Senior leaders are also ready to challenge external agencies to ensure their children are given what they need.

It is clear that the Chair of Governors is extremely knowledgeable about education and offers both assurance and challenge. Every governor is linked to a specific year group. After five years of governorship at the school, the Chair had only praise for the Headteacher and staff who have developed beautiful environments, increased their skills in communication and interaction and speech development and have welcomed parents to feel part of their child's educational journey. *"There is not one part of the school that doesn't have inclusion running through it like rock,"* she told me, adding, *"You feel inclusion- it's warm, welcoming and beautiful."*

Next Steps:

- Strengthen Distributed Leadership: Continue to develop leadership capacity at all levels by providing further opportunities for middle leaders to lead on whole-school initiatives, with a focus on inclusion and curriculum development.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The bespoke curriculum at Holybrook has been built around four drivers which senior leaders perceive the children to need – Fresh Experiences, Equality, Diversity and Possibility. The Deputy Head Teacher Curriculum displayed great enthusiasm and knowledge about the curriculum during our meeting and was extremely proud that *“it really sparkles and works for our children.”*

The drivers have been applied carefully in each subject. In English, reading is recognised as the key to the curriculum. Staff enjoy using Little Wandle for phonics and have appreciated the dedicated programme for children with additional needs. Planning is based on the most recent Reading Framework to understand texts, recognise choices made by the author and use the same strategies as writers. Year 1 children had written predictions for their focused story, with one child writing, *‘I think that the wolf is going to trick Little Red Riding Hood’*. Books are chosen to enable children to see themselves in the characters and authors, which helps them to understand themselves better. There is also a considered balance of male and female authors from different backgrounds.

KS2 enjoy whole class reading where teachers read a part of a novel to the children before the children work in pairs on the same extract. The stronger reader goes first and models intonation etc. so that the weaker reader has had two opportunities to build their mental model of the text before reading. Special Educational Needs (SEN) children have been saying *“I can read”* after a couple of months.

Raving Readers system monitors children who read at home. Staff have a conversation with families for any children not reading at home and prioritise listening to these children read in school. A child in Year 2 told me that her favourite stories were Cinderella and Beauty and the Beast, before adding *“We are doing Stick Man!”* Other favourite stories included The Firebird in Year 5 and Roald Dahl books including The Magic Finger.

Magma Maths provides a really solid foundation for number concepts. Teachers can adapt the content to make it meaningful and purposeful, for example, KS1 children measure different parts of the school building. Children are encouraged to see themselves as mathematicians, or scientist etc to help them understand how their learning links to their future careers.

Units of work are planned to include challenging questions and ensure that the key knowledge is accessed by all children. The Deputy Headteacher (DHT) Curriculum explained how History builds on the children’s contexts, reflecting on the multicultural aspects of Bradford. The rise and fall of the British empire includes the slave trade so children can reflect on modern Britain. In Year 6 the Bradford Riots in 2001 are studied by Year 6 for local history to help them understand where their area fits in the picture. Year 2 walked to see the nearby cenotaph during my visit and had been asked to look for particular names. Parents had joined them and are regularly invited to join trips. Children are challenged to consider how they would have acted if they had been Prime Minister leading up to World War 2, *“resulting in deep, wonderful responses including appeasement, really reflective answers”* the DHT Curriculum explained. *“We are learning the lessons of history,”* he added.



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Next Steps:

- Continue to provide Continuous Professional Development (CPD) and regular subject review to ensure the curriculum continues to develop based on the latest evidence and research.
- Continue to add enhancements and provide more enrichment opportunities.



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

The IQM Lead described how the Headteacher has the ability to see potential around the building and grounds with results including an impressive sensory room which can be accessed by children in Horizons as well as the rest of the school. Soft cushions, lighting tubes, an infinity tunnel, and light boards have created a soothing space. One classroom has been dedicated to music and art, with multi-coloured ukeleles displayed on the wall whilst another smaller room is used for Year 6 intervention. There is also a large room for use by the Exceed School-Centred Initial Teacher Training (SCITT).

The school library is currently being developed to add computers, Virtual Reality (VR) headsets and a green screen. Already there is a cosy Hobbit hole seating area and large sofa with many books from which to choose. Highly inviting rooms have been developed by the learning mentors, with reduced lighting and many resources organised on shelves and displays including Zones of Regulation and the Worry Monster.

The school has invested heavily in technology. Every child in KS2 has their own iPad and knows how to use it to support their particular needs, for example, voice recording, Clicker and enlarging text. In the Year 5 class I saw children sharing their screens onto the main whiteboard for everyone to evaluate. In early years iPads are used to provide instructions in the different areas of provision.

In both nursery and Reception the environments are calm and well-organised, using woven baskets for resources and soothing colours. A lovely book nook has been created within a tent, with Colour Monster cushions available to cuddle. Core stories were displayed on the wall in Reception including the Gruffalo and The Colour Monster. In Reception the children sang their 'Good morning' songs with actions. Widgits are used to support understanding for visual timetables, nursery rhymes and Now and Next boards. Objects of reference are also used for children who are at an early stage of developing their communication skills. During my visit to nursery every single child was fully engaged with activities such as building sandcastles and decorating a paper plate. Adults joined the children in their learning, modelling turn taking and vocabulary. The outside area includes covered spaces for construction, mark making and books. During my visit, three children enthusiastically sang for 'Britain's Got Talent', to clapping and appreciative comments from the adults around them.

The classrooms in Horizons offer play-based learning opportunities and focused work with calming music playing in the background. Prompts for Maths and Science were displayed on the walls together with Widgits and Colourful Semantics providing additional support for sentence structure. The Sundown room has soft floors and walls for children benefiting from sensory reintegration.

All the outdoor areas have large wooden climbing frames and play equipment. An all-weather football pitch at the front of the school ensures easy access for children when they arrive. The school is waiting for Department for Education (DFE) funding to provide bike sheds and additional parking.

Next Steps:



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- **Enhance Digital Integration:** Continue to expand the use of technology in teaching and learning, ensuring all staff receive ongoing training and support to maximise the impact of digital tools such as iPads, VR, and assistive technology for SEND pupils.



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Element 5 - Assessment

Accurate assessment is an essential part of teaching at Holybrook to ensure that teaching is aimed at the appropriate level of development, whilst championing high expectations. Ongoing assessment includes phonics trackers, writing moderation, White Rose and MAGMA Maths assessments, together with qualitative information from staff in the classroom. The Deputy Head Curriculum explained how MAGMA has the capacity to provide instant feedback and teachers can upload questions to personalise the learning. All children are given individual questions therefore teachers can see how they have worked things out.

Regular 'Team Around the Teacher' meetings are held to look at children from all angles including their attendance, achievement and SEN needs. Insight and PIVATS are used to monitor attainment and progress for all children, including those with SEND. Every child has a personalised provision map so staff can easily identify those who are more able in particular subjects or strategies to support self-regulation. The plans always include the child's voice. To the question, 'What do I need to get better at?' one child had answered, "Focus on what I am doing". Additional ideas for children to make progress can be provided by curriculum leaders. The Reception teacher, for example, described how advice was sought from the English Hub for a child who could already read with understanding. Personal Learning Plans are shared with parents at Parents Evening.

During lessons children are encouraged to reflect on how to improve their work by sharing screens and by peer marking. Such strategies as talk partners and dialogic talk are embedded in everyday practice. Teachers also use whole class feedback to clarify misunderstandings and to celebrate mistakes as opportunities for learning. The school's evaluation plan details positive framing with staff modelling positive phrases such as "I can't do it...yet!"

There is an ethos of celebrating each other's achievements, both in class and during assemblies. Children across the school are encouraged to appreciate each other's achievements by a wonderful idea of displays of work in different areas, for example, Reception art work in the corridor near Y6.

In class children can earn dojos for their learning and behaviour. A Y6 child described how they always enjoyed assemblies but especially on a Friday "because loads of gifts are handed out, for example, you have to be responsible to others." The children sit in Houses for assemblies and awards are given for achievement, helping each other and attendance. The Reader of the Week is presented a book token to use in the book vending machine outside the Headteacher's office. House points are awarded to all the children in the House with the best weekly attendance. Half-termly attendance awards are planned on random days and have included a bouncy castle or the favourite Chinese chicken curry. The Headteacher explained how the very fact that this occurs randomly encourages children to attend so that they do not miss out.

Next Steps:



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- Continue to refine the use of assessment data (including Insight and phonics trackers) to inform planning and interventions, with a focus on closing gaps for vulnerable and disadvantaged groups.
- Impact Monitoring: Continue to regularly review the effectiveness of assessment systems and interventions to ensure they are supporting progress for all learners, and adapt approaches as needed.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The children at Holybrook Primary are absolutely delightful and many smiled and waved at me during my visit. They are really engaged in their lessons and respond well to the school's expectations. They also rise to the occasion, being given positions of responsibility, for example, Play Leaders were busy looking for the parachute so that it would be ready for playtime.

Whilst many children arrive in the early years with incredibly low social skills and limited speech and vocabulary, they are supported to flourish, developing kindness and respect for each other. It is clear that the children really enjoy being in school and develop warm relationships with members of staff.

Inspirational examples of home learning were displayed in classrooms, including scaled down models of the solar system which lit up! One also had a rotating sun. The Year 5 teacher and children were very proud of their models in addition to a display of Anderson shelters where children had used tin cans or corrugated board to create shelters hidden under grass. They were absolutely brilliant and demonstrated the strength of parents supporting their children in their learning.

Children are continually reminded about speaking to adults if they have any worries. The IQM Leader pointed out the weekly safeguarding question on display in classrooms, which is based on issues arising in the community and ensures the children are always upskilled with new safeguarding knowledge. This week the question posed, 'What would you do if a stranger spoke to you on the street?' Both adults and children had added answers underneath. With access to any member of staff, the IQM Lead reflected on how sometimes children *"just need half an hour to talk to someone."*

During my meeting with children from across the school, they were eager to share their views and experiences. Holybrook Got Talent was a major topic of conversation. *"Everyone loved me singing"* a child in Year 2 shared. When she sang part of a song, everyone joined me applauding. A Year 6 child described the excitement of the residential trip to Buxton where they got very muddy and enjoyed caving and games nights. *"It was amazing"* he told me.

There are three nights when children can attend after-school clubs. A child in Year 6 told me about attending every night for multi-sports in the hall, *"We practise then play a real game"*, followed by choir the next day and a booster club on Thursday. They also mentioned how much they enjoy being in the choir, singing 'The 12 Days of Christmas'. A Year 3 child continued, *"We do choir on Wednesdays and we have to sing songs for Christmas like 'All I Want for Christmas is You'"*. I would love to have heard them!

Children are well supported at each stage of transition. The school has close links with its nearest secondary school and additional transition visits are arranged for children when needed, the IQM Lead explained. A structured programme is in place for all new children including home visits, personalised tours of the school and a buddy system so that they settle in quickly.

Next Steps:



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- Continue to embed Growth Mindset and Mindfulness: Continue to develop whole-school approaches to growth mindset and mindfulness, ensuring all staff and pupils are equipped with strategies to build resilience, manage emotions, and embrace challenges.



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Element 7 - Parents, Carers and Guardians

Trusting relationships with parents have been developed over the last few years. A recent Winter Warmer initiative, for example, enabled families to ask for help and the school put referrals in for duvets and bedding. Parents now have the confidence to come and ask for a food voucher and know the services will be there. According to the Year 1 teacher, *"It's the centre of everything."* The Chair of Governors described how every member of staff welcomes parents, with a special mention for the school receptionist as parents love to see her and chat with her. Parent governors were also praised by the Chair for bringing their different strengths and doing a brilliant job.

The warm relationships with parents were evident at the gate where the IQM Lead greeted every child, parent and younger siblings. Several parents came to share updates and everyone responded to the cheerful greeting. Help was offered to complete a form with one parent and one little boy kept returning to make sure that the IQM Lead realised how angry he was feeling! She advised him to calm his breathing by blowing the petals of a flower. The IQM Lead also shared how staff support parents with their children's behaviour at home over the weekend by sharing information with each other. She was pleased to tell me how *"Parents tell us they feel safe enough without being judged. There is always someone to talk to."*

The Community and Safeguarding Officer is hugely passionate about the school community, describing some of the support offered, including the uniform bank *"Parents will ring and say their child can't come to school as they haven't got shoes. We just tell them, 'Don't worry, we'll get that sorted'."* She also explained about coffee mornings being held straight after morning drop off and sending text messages beforehand as a reminder. Any issue arising is dealt with immediately. When a recent racist incident took place with some of the children, Charles Dacres, from the Bradford Hate Crime Alliance, came to speak to parents.

The Community and Safeguarding Officer explained how parents are invited to 'Meet the Teacher' at the start of the new school year then every half term. Parents are invited to class assemblies, Stay and Play sessions in the early years and Parent Days. Newsletters are sent out regularly to share what is happening in school. Parents are invited in to see their child completing the times tables tests so they understand what it entails. Parents are so engaged now and get really involved with shared activities such as decorating eggs for an Easter competition.

It was lovely to meet parents who shared their experiences of Holybrook and felt extremely supported by staff. *"They helped me out so much and were there for me straight away,"* I was told. One told me it was the best decision they had ever made to bring their child to the school as staff went above and beyond for them. For this parent, early identification of additional needs was supported by the IQM Lead who spent time making sure they understood the SEND process. *"Staff will comfort him, everything is in place for him. He has one-to-one support for emotions and how to self-regulate. He loves drawing and staff join him in drawing what he loves."* Another parent expressed such relief that staff at Holybrook have worked to understand their child and use the most effective strategies, including strategies when feeling angry.



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Next Steps:

- Continue to increase Family Engagement: Offer more workshops and events focused on curriculum areas, well-being, and parenting skills, ensuring all families feel empowered to support their child's learning and development.



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Element 8 - Links with Local, Wider and Global Community

Every opportunity is taken to introduce the children to different experiences within the locality, Bradford itself and beyond. Every subject has a global link partner including the History Association, Science, Technology, Engineering, and Mathematics (STEM) and Developing Experts. These links provide real experiences through live interactive sessions, giving the children a wider experience of the world and extending their aspirations. Links have been established with other schools through interschool sports activities and nursery and Year 6 transition programmes. Year 10 students are welcomed to carry out their work experience. The school is also highly involved with the Exceed Trust initial teacher training and students have progressed through to working at Holybrook.

Trips are made whenever possible to support the curriculum including a Year 4 residential to Nell Bank and Y6 going to Buxton for four nights. The choir recently sang at the cathedral as part of Bradford City of Culture. The Royal Opera House has given workshops to each class and Year 6 went online to meet members of the Royal Ballet. They were very surprised to learn that athletes can be dancers!

Theme days are held to highlight different cultures including Chinese New Year, Eid and Christmas. Visitors are invited to share their faith and celebrations with the children. For European Language Day each class learned a different language. Links have also been made with Uni Explorers to promote wider aspirations including a visit to King's College in Cambridge.

The school works proactively with all external agencies. The local Police Community Support Officer (PCSO) comes into school to lead assemblies and works with groups across the school including Horizons and with children who may be afraid of the police. The School Nurse is a regular visitor, offering workshops in Sleep and Behaviour. She also hosts coffee mornings when parents can ask about any issues and parents also support each other. Staff work closely with the Gateway Centre which supports local families and workshops are organised in partnership with them. Coffee mornings take place with the community centre, and a breakfast and homework club is held there.

The school has commissioned fortnightly input from a Speech and Language Therapist who confirmed that the staff already have the basics in place including visual support tools. Training has been delivered with Teaching Assistants (TAs) for specific children in addition to modelling in class. The Speech and Language Therapy (SaLT) appreciated how readily her advice is welcomed and put into place. The staff work equally well with Educational Psychology and specialist teachers from the local authority. Their link specialist teacher praised the school's resources and adaptive teaching, especially the use of IT to make the classroom more inclusive. *"I can't sing their praises enough"* she concluded. *"They have made a fantastic impact on lots of children's lives."*

Next Steps:

- Expand Community Partnerships: Continue to develop relationships with local businesses, charities, and community groups to enhance enrichment opportunities, work experience, and real-world learning for pupils.



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- **Broaden Enrichment Activities:** Continue to offer a wider range of trips, visits, and extracurricular activities that reflect the diversity of the local and global community, ensuring all pupils can access new experiences.