We are delighted to inform you that we were recently awarded the 'Inclusion Quality Mark' for our commitment to inclusive education. Huge thanks to Mrs Carson who spearheaded the work in preparation for our assessment, and to all staff for their hard work in making BPJS *'the best it can be'* for <u>all</u> learners.

We would like to share some of the highlights from our IQM report. The full report has been posted on the school website under the 'Key Information' tab.

'The school's motto "Learning Together" is more than just a phrase—it encapsulates the school's sense of collaboration, compassion and collective growth.'

'...the commitment to equity and aspiration remains unwavering.'

'Inclusivity is not a bolt on; it is embedded within the fabric of the school's culture. Every child spoken to during the assessment expressed a deep sense of belonging, reinforcing that they felt valued and welcomed within Blackmoor Park Community.'

A highlight of the school's inclusive practice is its unwavering focus on enjoyment and pupil wellbeing. This solution focussed approach is evident in how staff seek to understand pupil's behaviour, supporting not just the child but their family.'

'Inclusion is deeply embedded in all aspects of school life'.

'Staff at BPJS are exemplary role models of inclusive practice. They are acutely aware of the diverse needs of their pupils and take professional responsibility to ensure every child feels welcome, supported, and known. All staff, including support and lunchtime staff, were confident in discussing adaptive teaching and inclusive strategies, ensuring consistency across the school.'

'The school supports pupils with a wide range of needs. During the visit, staff demonstrated awareness of and sensitivity to these needs. Staff know their pupils exceptionally well and are adept at helping them regulate when required...pupils feel safe, respected and heard.'

'Leadership across the school is both aspirational and compassionate. The Headteacher, Deputy Headteacher (Inclusion Lead and SENCO) and Pastoral Lead work collaboratively to ensure robust systems are in place to monitor pupil progress and wellbeing. Pupil Progress meetings, detailed learning support plans and the use of strategic assessment tools contribute to high quality provision for all learners.'

'Pupils benefit from stable, well established routines, clear expectations, and consistent support. The leadership team's knowledge of individual pupils and their contexts ensures that support is responsive and personalised.'

'Across every aspect of its work, Blackmoor Park Junior School demonstrates a profound commitment to nurturing, empowering, and advocating for every child. Inclusion is not treated as a separate strand of provision; it is the lens through which every policy, decision and interaction is viewed.'

'Collaborative working between teachers and support staff is strong, enhancing the effectiveness of interventions and maintaining consistency across the school'.

'Quality first teaching is central to curriculum delivery and adaptive teaching strategies are embedded...there is clear evidence of tasks being appropriately adapted to ensure that all pupils can participate fully, experience success and achieve their potential.'

'Staff are aware of the individual needs of pupils and utilise strategies that ensure they access appropriate and structured learning.'

'Pupils demonstrated enthusiasm and pride in their work, and there was clear evidence of positive engagement and strong pupil-teacher relationships observed throughout classroom interactions.'

'A robust system of formative and summative assessment ensures that all pupils' progress is regularly reviews and informs teaching and intervention planning across the school.'

'Teachers use ongoing assessment effectively to identify gaps in learning, adjust their planning, and ensure lessons are pitched appropriately to meet the needs of all learners.'

'Behaviour and personal development are key strengths at BPJS, underpinned by the school's strong values, inclusive ethos, and high expectations for all. The positive, caring relationships between pupils and between staff and pupils was clear from the moment they entered the playground in the morning.'

'Parents of pupils with SEND shared how well they feel supported by the Inclusion Lead and wider team. They spoke about consistent communication, involvement in target setting, and the school's inclusive approach, which ensures their children are not only included but thrive within the school environment.'