



Inclusion Quality Mark (UK) Ltd

31st July 2017

Mr Adam Palmer
Headteacher
St John Rigby Catholic Primary School
Polhill Avenue
Bedford MK41 9DQ

Assessment Dates: 17th and 18th July 2017

Summary

St John Rigby is an exceptionally inclusive, multifaceted school. Its distinctive nature is based primarily on its status as a Catholic Primary school but within this context it has different identities. Situated within Bedford Borough it has changed its status from being a lower school to a two-form entry primary school for pupils from Reception to Year 6. It is also now part of the St Francis of Assisi Academy Trust which is made up of three other schools, a secondary school and a lower and middle school. Change has been the hall mark of St John Rigby Primary School which has also undergone a reorganisation of the senior leadership structure. Whilst the school has its own headteacher, there is an Executive Principal who oversees and coordinates the work of all the schools and governors within the Trust.

Despite this period of change and development the headteacher and staff have retained the key values of a Catholic primary school which places its trust in its own child friendly mission statement guiding all actions i.e. "God's will be done through work and play as we follow Jesus day by day". The Gospel values of faith, love, hope, trust and forgiveness underpin every message from the headteacher who strives to lead the most inclusive, caring and successful learning environment for pupils and staff.

The school has 415 pupils from a large catchment area serving several parishes in the Bedford Deanery. Children attending the school come from diverse backgrounds with 60% coming from minority ethnic groups and more than 30% having English as an additional language (EAL). Approximately 10% of pupils are allocated Pupil Premium funding and 5% receive SEND support. A small number of pupils have an Education Health Care Plan (EHCP). Vulnerable pupils are very well supported and their educational provision is overseen by a SENDCo who is also an Assistant Headteacher. The school has welcomed pupils with very little English and a skilful approach to teaching has assisted mastery of a new language.

The University is situated very close to the school and there is a mutually supportive relationship between the two organisations. Students complete teaching placements at the school, bringing a fresh approach and innovative ideas. Pupils often visit the university for activities and particularly enjoy investigating the 'forest school' environment. The close links with the university also raise the aspirations of pupils

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