

who are very 'at home' within the university environment and will continue to grow up with this tremendous learning resource close by.

Inclusivity is so embedded that there was a risk during the assessment that some excellent practice was missed, as it is just the way the school 'does things'. For example, a chance comment by the headteacher, led me to discover that the school had supported a severely visually impaired student as part of her teacher training. She and her guide dog were welcomed into the school and all adjustments necessary were made, including 'comfort breaks' for the dog. The children adored having the dog in school and everyone in the community learned a great deal more about disability and the importance of inclusion resulting from this student placement.

Another example was reflected during a meeting with a teacher who had organised a camping night for parents and pupils in Year 4. All parents were invited but the teacher noticed that a family might feel excluded because of the positioning of tents. He sensitively intervened to ensure that no family was marginalised.

The school is very aware of the challenges experienced by the vulnerable pupils within its community. Pupils in need of extra support and positive opportunities join the 'out and about club' to enjoy time out of school with members of staff. There is a high adult to child ratio so that children can enjoy one to one conversations during their walk to a local place of interest. The staff fed back that this is an incredibly effective way of really getting to know a child and the pressures they experience so that more support can be put in place.

Positive affirmation of pupils and staff is very evident and the school has a rewards policy that gives many opportunities for pupils to shine. Key Stage 2 pupils enjoy collecting 'Dojos' which are reward points recorded on a computer system. If for example, a teacher wishes to reward a child for good learning behaviour during a lesson, he or she can click on the child's name on the interactive whiteboard and the 'dojo' will be recorded. The program automatically adds up the number of 'dojos' achieved and pupils know the percentage they must achieve to participate in the half termly 'Fun Friday' celebration. Parents have access to this program at home so can follow the efforts of their child and have an instant window into what is happening at school. Pupils also spoke enthusiastically about 'Golden Pupil' assemblies and the ultimate praise of being invited to have tea (and cake) with the headteacher. Most importantly teachers record pupil awards given so they can ensure that praise recognises every child.

Parents and grandparents feel very welcome at the school and spoke of many occasions when they are invited to enjoy school events. The presence of the headteacher and senior leaders at the school gate each morning gives parents with minor worries or concerns the chance to speak to staff 'without causing a fuss'. The School Chaplain and Family Support Worker also reach out to parents and can give emotional and practical support, especially by directing parents to other professional agencies.

Staff feel highly valued and during the assessment days it was very evident that they are part of a happy supportive team. They are regularly thanked for their hard work which happens formally at the Friday morning briefings. My visit was in the final week of term and the school was still buzzing with activity. Teachers could be seen working together on scenery and props for the Year 6 play, preparing for the end of year Reception