



Report on IQM Inclusive School Award



School Name: Foxton Primary School

School Address: Warren Hills Road
Market Harborough
Leicestershire
LE16 7QZ

Head/Principal Mr George Norman

IQM Lead Mr George Norman

Assessment Date 15th June 2025

Assessor Mr David Bowden

Sources of Evidence:

- Evaluation reports
- Website
- Policies
- Tour
- Lesson visits
- Children's work
- Governors' evaluations

Meetings Held with:

- Headteacher
- SENCo
- Class teachers
- Support staff
- Chair of governors
- Children and parents



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Overall Evaluation

Foxton Primary School is based in a rural location in Leicestershire, set within open countryside and offering beautiful views of the surrounding area. Staff and children are incredibly welcoming, and it is clear from the moment you enter the building that Foxton is a place where children feel happy and ready to learn, and where staff feel settled and positive in their work. On the day of assessment, one staff member commented, “we are made to feel part of a team here. Our different voices are valued and we always help each other out.” Another staff member said, “you can be yourself here and there is no judgement... people are accepting and the children are accepting of each other.” Individuality and diversity are valued at Foxton and everyone feels supported.

Foxton Primary School has four classes. Three of these are mixed-year classes: Years 1 and 2, Years 3 and 4, and Years 5 and 6. One class is a single-year cohort, this being Reception. Within these classes, there is a high adult-to-child ratio, which, on the day of assessment, was noted as 1:4. The headteacher explained that it is very important to maintain high levels of support in the early years in order to build strong foundations throughout the school. Learning through play is fundamental to the Early Years, and leaders ensure that adult support is consistently provided to skilfully develop children’s learning through play. Classrooms are well resourced, with breakout spaces, and the learning environment is conducive to high levels of engagement.

The school has some fantastic outdoor spaces, including a large field, outdoor gym, climbing area and water play area. There is also a large Forest School area that spans the perimeter of the field, as well as an outdoor classroom with a large canopy for cover. The outdoor classroom is solar powered and surrounded by growing patches. Water for these patches is collected through a water collection system attached to the outdoor classroom. This is a fantastic space for teaching outdoor and nature education and also lends itself to bringing learning outside across a range of subjects. Examples of this were evident in books in subjects such as design and technology and English. One parent noted that outdoor learning was a strength of the school, saying, “the staff really use the space to get the children learning outside whenever they can.”

Foxton has a diverse community of learners and needs, with 25% of pupils noted as having special educational needs. It is evident that these needs are well catered for. Across the classrooms, adaptations can be seen and learning is highly personalised for pupils. As a result, pupils are highly engaged and motivated in their learning. These adaptations align with Foxton’s motto, ‘Rise to the Challenge’, through which the school aims to empower every child to leave school with the knowledge, skills and compassion to make a positive difference to society. Through personalised learning, staff are able to support pupils in achieving this aim. For example, one child said, “Adults always listen to us... and help us if we need help.” Success for every learner was demonstrated in the case of one particular child who had previously been unable to attend other schools regularly and had spent large portions of their school life absent from school. Staff at Foxton have provided targeted adult support, personalised learning and developed breakout spaces so that the child can be successful in school and work within a classroom alongside peers for an increased time.



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Foxton serves its local community within the village of Foxton, but a larger proportion of its pupils also come from the wider Leicestershire area. With this comes groups of people from diverse backgrounds. The school has a significant number of children from the Gypsy, Roma and Traveller (GRT) community and places real value on these pupils and the diverse experiences they bring. Curriculum materials and content reflect this community, for example through story books that represent the GRT community and learning about art and design on vintage wagons and boats, relevant to the GRT community. Leaders make decisions with cultural sensitivity to ensure that all members of the school community are heard, respected and included.

Staff explained that they know and understand the children well, a sentiment echoed by parents. It is highly apparent that staff have created a climate of trust and mutual respect, where positive relationships with pupils support them to flourish personally and academically. On the day of assessment, children were seen to feel safe talking to adults. They showed the courage to challenge themselves in their learning, knowing that adults would be there to help them when needed. The headteacher explained that restorative approaches are fundamental to developing relationships across the school, as they ensure that pupils are listened to and that trust is built over time.

Foxton is a school rooted in equity. Leaders, staff, parents, carers and governors all described equity as central to the life of the school and to the support provided for individuals. Children and adults are given the support they need, when they need it, so that everyone can access opportunities on a more equitable basis. Parents and carers explained that children understand this approach. One parent said, "children are accepting here... they know that sometimes another child will need more help and that's what we try to do."

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: Mr. David Bowden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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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

Foxton's commitment to inclusion is evident across the full life of the school. Its motto, "Rise to the Challenge", is reflected in a shared commitment to inclusivity that is understood by stakeholders. Policies and daily practice promote equity, aspiration and high expectations for every pupil, and this is supported by staff, pupils, governors and families.

To ensure that all children are able to 'Rise to the Challenge', the school uses a vulnerability matrix to identify and understand the most vulnerable learners in each subject. These pupils receive regular check-ins to support them in reaching their full potential. During the school tour, pupils' engagement was evident first-hand, demonstrating that all children are given opportunities to succeed. This was also reflected in pupils' workbooks and levels of attainment. The school ensures that children receive personalised provision, with needs identified at an early stage and addressed through carefully considered support. Staff and parents explained that the school works hard to identify and address needs early, and where a child may be awaiting a diagnosis, support is put in place based on identified need rather than waiting for formal confirmation. Support across the school includes individual behaviour plans, provision mapping, attendance work and targeted interventions such as emotional literacy support from an ELSA, as well as support from learning mentors. In essence, the school adopts an equitable approach that ensures children are given what they need in order to access all opportunities within school life. The headteacher gave the example of the Year 4 residential trip being moved to a closer location, enabling families who had concerns about their children staying away overnight to allow all children to attend.

Across the school, there is a consistent understanding among staff of what inclusion means in practice. Every child is valued as an individual, diversity is recognised and celebrated, and careful attention is given to ensuring that pupils experience a genuine sense of belonging. This is evident in the strong relationships that children have with staff, which were noted and witnessed on the day of assessment. Children trust staff and can talk to them; staff listen and are sensitive to children's needs. With this deep knowledge of their learners, staff adapt learning experiences to maximise engagement and success. As the headteacher explained, "the inclusive culture here is about every single child: noticing them, knowing them, and knowing where they are at to help them. You only get an inclusive culture if every child is given the equity, they need to move forwards and we understand them."

Pupils describe Foxton as a safe and caring school where they feel heard and supported. Children and staff were often heard referring to the 'Foxton Way', which means being safe, being ready and being kind. Through the 'Foxton Way', children are clear about expectations for how they respect themselves and others, as well as the role they play in creating an inclusive school community. Alongside this, pupil leadership, mentoring and family-style lunchtimes help to strengthen relationships, inclusivity and ensure that belonging is part of everyday school life.



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Next Steps:

- To continue to develop the curriculum through the use of 'Windows and Mirrors', ensuring that pupils can see themselves represented in educational contexts while also gaining insight into the experiences, cultures and perspectives of others. For example, Foxtton has a higher proportion of Gypsy, Roma and Traveller (GRT) pupils than many schools nationally, and literature featuring GRT stories supports pupils from GRT backgrounds to develop a strong sense of belonging. It also provides other pupils with windows of opportunity to better understand GRT cultures within the school community and beyond, helping to dispel stereotypes and promote empathy. The school should continue to strengthen this approach across the curriculum, as well as using resources such as Lyfta, an online platform that provides insights into different cultures, to further broaden pupils' understanding of wider cultures and diversity. Alongside this, the school could work with other schools within its trust, or more widely, to share effective practice in promoting positive representation of the GRT community.
- The school has recently become part of the Symphony Learning Trust, which has provided subject leaders with access to additional support for subject leadership. The headteacher explained that, over the past year, subject leadership has developed in relation to taught content. To build on this progress, the school would like to use this support to further strengthen inclusive curriculum design and implementation.
- The school would like to further strengthen family voice in inclusion planning, particularly in relation to SEND and attendance. This would involve increasing the input of parents and carers within the planning process, supporting a more co-produced approach in which expectations, responsibilities and accountability are clear for all parties.



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Element 2 - Leadership and Management and Accountability

The ethos of inclusion at Foxton is clearly driven by strong leadership. On the day of assessment, messages about inclusivity, personalisation, adaptation and equity were echoed consistently by teachers, support staff and governors. As one staff member explained, “here, it is about equity... giving everyone the opportunity they need.” All staff feel valued in their roles and understand the important part inclusion plays in school life. Another staff member said, “this school has always tried to be inclusive for everyone, including staff...we help each other out and know what the children need... we talk to each other and make sure each other feels included.”

Staff explained that leaders encourage their development, regularly signposting courses and CPD opportunities available across the trust and in wider contexts. One staff member explained that the school was instrumental in supporting them to complete their BA degree. As such, it is evident that leaders value their staff and want to upskill and empower them.

It is evident that leaders make purposeful use of monitoring, professional development and evaluation to strengthen provision. Data, learning walks, book scrutiny and pupil voice are used to inform ongoing improvement. External partnerships, including SEND agencies and trust support, together with effective governance, contribute to a shared commitment to the school’s inclusive vision.

On the day of assessment, the assessor met with the chair of governors. They explained that being a small school can bring challenges, particularly where resources or expertise may be more limited than in a larger school, for example, when one member of staff leads several subjects rather than focusing on one. They explained that since joining an academy trust, there has been more support with resources, however, in a school there are always multiple things you want to achieve and without the resource this can be difficult.

As such, leaders always maintain a clear focus on their priorities. Through effective systems and monitoring, leaders and governors are able to sustain this focus. It is clear that the governing body has an excellent understanding of the school and has identified ways to support leaders. The headteacher explained that they meet fortnightly with the chair of governors to work collaboratively on driving school improvement forward. The governing body brings a range of expertise, including finance, education, business and human resources, ensuring that the headteacher is well supported across the many aspects of school management.

Next Steps:

- The school wishes to continue prioritising disadvantaged pupils’ attendance through targeted support, incentives and family engagement, addressing any persistent absence previously flagged by Ofsted. There has been an upward trend of improvement in this area, but leaders are clear that they want this to remain a priority.



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- Within the EYFS learning environment, learning was observed to be child-led. Leaders wish to develop CPD in this area, particularly around questioning, to strengthen teaching and learning pedagogy and ensure that child-led learning continues to lead to strong outcomes.
- Leaders and governors feel that staff are listened to, and the wellbeing governor plays an active role in supporting staff wellbeing. However, leaders want to further develop staff wellbeing surveys, staff voice and feedback loops to respond to emerging issues more proactively.
- Leaders wish for the role of coaching to be developed within the school. In order to do this, staff need to be upskilled on coaching methods, allowing them to peer support. Time will also need to be set aside to ensure staff are given consistent opportunities to peer coach across the year, embedding the role of coaching within school development.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Foxton has developed a well-structured curriculum that offers pupils a broad learning journey from EYFS through to Year 6. The curriculum is rooted in the school's core values of courage, respect and responsibility, and reflects leaders' commitment to ensuring that pupils grow academically, personally and socially. As a result, pupils are supported to become confident learners with a developing understanding of their responsibilities as global citizens. Fundamental to this are the links to the United Nations' global Sustainable Development Goals. Lessons refer back to these goals where appropriate, and pupils are encouraged to undertake tasks at school and at home that relate to them. For example, one child explained that they had met one of the goals by going on a litter pick, while another had recently made a bird-feeding station linked to the goal of 'Life on Land'. This gives the curriculum a strong outward-facing dimension, helping pupils to become thoughtful, responsible and well-informed citizens, while also supporting their wider personal development.

The school combines established curriculum schemes, such as White Rose Maths and The Literacy Tree, with a bespoke curriculum linking to the UN goals and reflecting the school's local context. For example, outdoor learning is used wherever possible within the school's rural setting, and learning is also linked to nearby Foxton Locks and the local canal. Subject leaders have a clear intent for, and overview of, the curriculum, which is evident in the curriculum documentation available on the school website. They are also provided with regular and ongoing CPD through the trust to support continued curriculum development.

Across the school, adaptation is clearly evident and equitable support is provided. This can be seen through regular feedback or check-in sessions, informed by the school's vulnerability matrix, as well as through differentiated tasks and differentiated levels of adult support over sustained periods. For some children, while learning outcomes remain the same in relation to core concepts, the subject matter is adapted and personalised to reflect their interests and secure full engagement. For example, one adult explained that a child had found using adjectives challenging. To support this, their learning was taken outside, where they described the natural environment and the birds around them with considerable success.

There is a wide range of learning needs at Foxton, but staff are able to personalise the curriculum effectively to meet these needs. Pupils' attainment reflects this, with KS2 results over the last four years being broadly in line with, or above, the national average. Pupils' engagement in learning also demonstrates that needs are being met well. This was reflected in the Year 5 and 6 pupils' rehearsal for 'The Lion King', where all children were involved and engaged, showing a high level of professionalism both in their performance and in the creation of props for the production.

Next Steps:

- Leaders have recognised that the continued development of subject leadership remains a key focus, particularly in supporting those who are new to the role. As



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such, leaders wish to seek further CPD opportunities to develop subject leadership. Collaboration with other schools within the learning trust will be instrumental to this, in sharing effective curriculum practice.

- The school wishes to further develop its Knowledge Planners so that the progression of key skills, including threshold concepts, is set out with greater clarity and consistency.
- The school wishes to broaden pupil leadership opportunities so that structured roles are available to children in younger year groups, as well as those in UKS2.
- Leaders recognise the valuable opportunities for learning offered by the school's rural site and outdoor classroom. They would like to extend the range and regularity of cross-curricular outdoor learning experiences. To support this, regular time should be allocated within staff meetings for colleagues to collaborate on ideas, implement them and review their effectiveness.



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

On the day of assessment, leaders explained that high-quality teaching and learning are rooted in positive relationships. This was evident in the trust pupils had in adults, as they spoke openly about their learning and were not afraid to make mistakes. During lessons, it was clear that pupils understood expectations through ‘The Foxton Way’, and staff were committed to adapting provision so that every pupil could access learning successfully. Observations of lessons and outcomes in workbooks showed that pupil engagement was high as a result of well-structured and appropriately adapted lessons. Pupils worked well collaboratively, and teacher feedback during lessons promoted a culture of trying ideas, making mistakes and learning from them. The pedagogy observed was grounded in Rosenshine’s Ten Principles of Instruction and techniques from ‘Teaching WalkThrus’ by Tom Sherrington, supporting an effective and evidence-based approach to teaching and learning.

Lessons and outcomes showed that staff have a detailed understanding of pupils’ needs and use this knowledge to design learning that is responsive, varied and appropriately challenging. Correct use of resources and environments bolsters this. Particular attention is given to pupils identified as vulnerable, who receive targeted check-in support. Pupils were able to talk about how they receive verbal feedback and how this helps them to succeed. One child explained, “this school is amazing and we have lots of adults who help us, like in maths they are always checking on us.” Another child said, “the learning is explained really well here. I used to go to another school and it was hard. When I came here, things changed and I could understand things.”

Learning environments across the school are calm and inclusive, reflecting ‘The Foxton Way’, where children are reminded to be safe, be ready and be kind. Lessons and breaktimes had clear routines, so children understood what was expected of them at different points in the day. Throughout the day, staff are in regular communication using walkie-talkies to maintain safe and calm conditions and ensure that support is prompt in any challenging situations.

The school uses additional spaces to provide structured areas for emotional regulation. Alongside this, Forest School and the outdoor classroom resources are used to enhance and broaden the ways in which children access the curriculum. For example, when learning about the Mayans, children built Mayan houses in the forest school to bring the learning to life.

There is a developing culture of reflective practice among staff, supported by professional trust and openness to feedback. Staff are encouraged to share ideas, seek support and trial new approaches in their classrooms. This is supported by leaders and governors through learning walks, subject monitoring, professional dialogue and coaching.



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Next Steps:

- Further development of open-ended learning opportunities across the curriculum has been identified as a priority. This would allow pupils to explore concepts in greater depth, extend their thinking and access challenge without a predetermined limit on outcomes. To support this, staff meeting time could be used for colleagues to share practice, trial strategies and review the impact of these approaches across the year.
- Although digital technology is already used within the school, including tools such as Stix to support emotional regulation, leaders are keen to develop this provision further. A useful next step would be to pilot selected digital tools with vulnerable pupil groups in order to evaluate their impact on engagement, progress and learning behaviours.
- Leaders would like to increase informal opportunities for staff at all levels to observe one another's practice and strengthen consistency across the school. This could be supported by developing staff confidence in coaching approaches and establishing a clear coaching timetable, enabling colleagues to provide constructive peer support throughout the year.



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Element 5 - Assessment

Assessment at Foxton is used effectively to support inclusive practice and help pupils make progress from their individual starting points. Staff understand the importance of both formative and summative assessment and use this information to identify gaps, plan appropriate next steps and adapt provision where needed. Assessment information is gathered systematically three times a year and logged on Insight, the school's tracking tool. Teachers use NTS assessments for reading and mathematics alongside teacher judgements, which also inform the assessment of writing. Outcomes from these assessment points are used to inform pupil progress meetings and identify relevant support and intervention. The headteacher explained that the school's small context and strong professional relationships also enable regular informal dialogue between staff about pupil outcomes, which further informs practice.

Within classrooms, formative assessment is embedded in everyday practice. On the day of assessment, teachers were seen checking understanding through a range of methods, including open questioning in line with Rosenshine's Principles of Instruction. Teachers used this information to address misconceptions and provide immediate feedback.

Leaders maintain clear oversight of assessment information and the impact of interventions through regular discussions with staff, including those responsible for additional support. Staff explained that, as a result, provision is reviewed and adjusted regularly and equitably to meet the needs of learners.

Next Steps:

- Leaders wish to strengthen the use of assessment information within foundation subjects so that progress is tracked with the same clarity as in core subjects. Currently, non-core subjects have one annual data drop for summative assessment. Alongside this, leaders would like to explore a more regular way of tracking the development of subject-specific skills and concepts. However, the headteacher noted that any approach would need to be useful, and manageable in terms of its impact on staff workload.
- Leaders would like staff to further refine the use of formative assessment strategies to challenge and extend learning for all pupils through open ended tasks. To support this, regular time should be allocated within staff meetings for colleagues to collaborate on ideas, implement them and review their effectiveness.
- Leaders wish to further develop pupils' ability to articulate their personal targets and reflect on their progress, particularly through structured opportunities for self- and peer-assessment.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Leaders noted that behaviour within the school can be complex, reflecting the needs of a diverse school community. Children have clear boundaries guided by 'The Foxtan Way' and the school's values of courage, respect and responsibility; as a result, expectations are clear. In instances where behavioural challenges arise, the school's practice is relational, restorative and culturally informed, with an emphasis on understanding, repairing relationships and supporting emotional regulation. Strong relationships between adults and pupils mean that children can talk through difficulties with staff in a calm and purposeful way. The headteacher explained that, through consistent modelling of restorative approaches, greater consistency in relation to the behaviour policy is being achieved. Staff recognise that some children may need approaches that sit outside the standard behaviour policy and, where needed, personalised approaches to positive behaviour are put in place through specific behaviour plans.

Staff have an excellent understanding of the children and are aware of how and when to support them with emotional regulation tools. Staff maintain regular contact through walkie-talkies so that support can be deployed promptly to children who need it. During unstructured times, children are given opportunities to use safe spaces with adults to support emotional regulation and promote positive breaktimes.

On the day of assessment, children were observed to feel secure, understand what was expected of them and be ready to engage positively in learning. They frequently referred back to 'The Foxtan Way' and demonstrated excellent attitudes to learning. When talking to a group of children about behaviour for learning, one pupil said, "here we follow the Foxtan Way: be ready, be safe, be kind. This is how we know what to do."

Next Steps:

- The headteacher explained that the use of restorative processes is a continuing journey, and that further work is needed to ensure consistency in restorative practice. To support this, additional CPD would be helpful in developing consistent and meaningful conversations with adults and learners. Alongside this, staff could use prompt cards on their lanyards to support a consistent approach and guide the use of relevant questions.
- The school would like to strengthen pupil voice, particularly for pupils from marginalised groups, so that behaviour and wellbeing provision is informed by a wider range of perspectives. The headteacher recognises that the school serves a diverse community and that meaningful input from these pupils is important in ensuring that needs are understood and met.
- Leaders recognise the importance of developing culturally informed engagement with families, so that behaviour is better understood within its cultural context. As such, they wish to develop this cultural understanding further.



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Element 7 - Parents, Carers and Guardians

Parent survey responses indicate very high levels of confidence in the school. This confidence was further reflected during meetings with parents, who felt overwhelmingly that staff were approachable, that communication from the school was clear and effective and that their children's needs were fully met. Parents felt that the school works equitably to meet each child's needs and support them as individuals. One parent said, "we started off at another school and it was difficult there. When we came here, they changed the approach and put things in place to support at home. The school helped towards a diagnosis and they have created a home away from home for my daughter."

It is clear that families feel listened to, respected and able to raise concerns when needed. Relationships with families are built through accessibility, trust and regular communication, rather than being limited to formal meetings or planned events. Parents explained that the school's open-door approach means they can discuss issues as they arise. This openness helps to create a strong partnership based on collaboration and mutual respect. Parents also commented that the openness of the school has encouraged openness between families within the school community, creating a welcoming environment where children can thrive and be happy.

Next Steps:

- The headteacher explained that, although communication with parents is already strong, leaders would like to develop this further by ensuring that all information is timely, concise and potentially shared through a single, consistent method of communication. This would help to streamline communication and reduce reliance on multiple formats.
- Leaders wish to monitor equity of engagement by identifying whether any groups are underrepresented in surveys or events, then implementing strategies to ensure that all voices are heard and all people are involved.



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Element 8 - Links with Local, Wider and Global Community

Leaders have placed considerable importance on developing purposeful connections beyond the school. Global learning is a central thread within the curriculum, with the UN Sustainable Development Goals woven through learning to help pupils understand the wider world and consider how they can make a positive impact locally and globally. This outward-looking approach is further strengthened through the school's twinning relationship with a school in Somaliland.

The partnership has been established to help pupils at Foxton learn about another culture, recognising both the similarities and differences between communities in different parts of the world. To date, the school has supported the Somaliland school by sending resources, such as tables and chairs, and by undertaking fundraising activities. Pupils have also sent Eid boxes, which the headteacher explained prompted valuable conversations about religious festivals, cultural traditions and what these mean to people in different communities.

Next Steps:

- To develop pupil voice further in relation to community and global learning, so pupils can explain more clearly how these experiences have influenced their understanding, attitudes and personal development.
- Strengthen the evaluation of global learning by identifying its impact on pupils' knowledge, values and understanding of others.
- Continue to develop the school's twinning relationship with the school in Somaliland as part of a sustained global learning journey. This should include planned opportunities for regular online meetings and dialogue, helping pupils to deepen their understanding of other cultures and build meaningful connections with diverse communities.