



Report on IQM Inclusive School Award



School Name: Matthew Arnold Primary School

School Address: Dingle Lane
Liverpool
Merseyside
L8 9UB

Head/Principal Mrs Louise Evans

IQM Lead Miss Jennifer West

Assessment Date 19th January 2026

Assessor Ms Louise McCallion

Sources of Evidence:

- Learning Walk
- Visit to 'MAPS' Matthew Arnold Pre School
- Tour of outdoor learning environment
- Discussions with a range of stake holder
- Review of pupil books and learning
- School Website
- Social Media
- Ofsted Reports
- Available DfE information and data
- Review of internal school documentation e.g. post Ofsted action plan, school improvement plan

Meetings Held with:

- Headteacher
- Senior Leaders
- Teaching staff
- Learning support staff
- Pastoral staff
- Parents
- Pupils
- Chair of Governors via TEAMs



Report on IQM Inclusive School Award



Overall Evaluation

Matthew Arnold Primary School sits in the heart of the local community it serves. It is a one form entry school, with an increasing number of pupils in the Early Years since the opening of its two-year-old provision catering for 40 pupils. The school serves a community that is in the bottom 1% nationally for deprivation yet it embraces the challenges and barriers that this can bring. The numbers of pupils with complex Special Educational Needs (SEND) have increased significantly in recent years and the number of pupils with SEND is higher than average (26%). The school also has higher than average numbers of pupils with an Education, Health and Care Plan (EHCP) (6.9%). Matthew Arnold is a school where inclusion is at the heart of all that they do, and the school strives to serve their local children and families well. The school also serves pupils from across the city in their Language Resource Base.

School leaders and staff place inclusion at the centre of all they do. They are committed to ensuring that every child, regardless of ability, background, or individual needs, has access to high-quality, personalised support and provision, as well as meaningful opportunities to engage fully in school life. During the assessment, stakeholders spoke passionately about the work that the team do to support all the pupils in their care including those with SEND and complex needs. The Headteacher and their team have made careful considerations to the learning environment, curriculum and ethos of the school to ensure it is conducive and relevant to their evolving cohorts.

The school is friendly and welcoming. This was not only evident to the Assessor on the day of the visit, but also the view shared by staff, pupils and wider stakeholders during discussions on the day. Throughout these discussions it became evident that school staff and pupils take immense pride in their learning environment. The building and grounds are maintained to a high standard and there is a consistency of approaches and design throughout the school. In all areas of the school, consideration has been taken to ensure that it is conducive to learning and well-being. The Headteacher and their team embrace an open-door policy; they meet and greet their children and families on the gate and classroom doors each morning. Parents and families know that they can approach school staff for advice and support at any time.

School leaders have placed careful consideration into developing the learning environment and curriculum. They strive to ensure that all pupils can engage, learn and develop, enabling them to make progress from their own baselines. A wide range of appropriate adaptations, resources and interventions are used to support learning. Pupils who have EHCPs and are working below age-related expectations follow a bespoke learning-journey approach in line with their EHCP outcomes but also ensuring that they are challenged appropriately. Pupils are supported to address gaps in learning and make clear, stepped progress from their individual baselines and starting points. It was evident during the assessment that the school is committed to ensuring that pupils with SEND and EHCPs are fully included alongside their peers in mainstream classes, while also accessing a bespoke curriculum in line with their needs and the provision and outcomes set out in their plans. Experienced, skilled and dedicated staff deliver targeted interventions and provide in-class support to promote inclusion and progress. A clear focus on, "stages not ages," ensures that learning builds appropriately based on each pupil's current level of development, allowing them to progress at a pace that is right for



Report on IQM Inclusive School Award



them. The curriculum has been thoughtfully designed to offer a range of opportunities and to ensure that every child is supported to learn, develop and succeed. Ofsted, May 2025, reported that “the school is ambitious for what pupils should achieve, including those pupils with special educational needs and disabilities (SEND).”

At Matthew Arnold Primary School there is a whole school approach to promoting good attendance. They recognise that, to develop their true potential, children need to be in school every day to benefit fully from the high-quality learning experiences on offer. They have a comprehensive range of rigorous approaches to promote good attendance. The team recognise and value the importance of relationships with their parents and carers. They work closely with parents to implement their, “support, support, challenge” strategy to eliminate barriers to attendance.

The school promotes and values the concept of a learning community and actively promotes the establishment of firm and productive links with the local community and beyond. It works closely with a range of external partners and agencies to reflect and evaluate their practice in order that they can continue to develop. Governors endorse and uphold an inclusive ethos, and the committee share a wealth of experience and expertise in various fields. There is a strong relationship with the Chair of Governors who is an experienced education professional with vast experience and a deep insight into education and inclusion. During discussions with the chair, they emphasised several success points – describing how recruitment has matched the school agenda and how leaders have developed a curriculum that is in line with their current context and what the school needs to do in order to further develop their inclusive practice so that it remains in line with the needs of the Matthew Arnold pupils.

Throughout the school year there are many opportunities for the pupils to access rich learning experiences, including trips, activities and visitors to enhance learning and promote cultural awareness. The curriculum celebrates diversity and exposes pupils to a range of perspectives, traditions and experiences. They have carefully developed a reading spine of high-quality texts which are representative of the Protected Characteristics and support pupils to develop resilience, confidence, kindness and tolerance. Such messages are also shared through meaningful assemblies that transform real world news into lessons that promote critical thinking, debate and global awareness.

After reviewing the wide range of evidence available during the assessment and beyond, it is evident that school leaders and the team at Matthew Arnold Primary School are committed to supporting their pupils to reach their full potential and to transition confidently into the next stage of their education. At the heart of this commitment is a belief that all children should feel a strong sense of belonging, feel happy and valued, and be supported to build positive relationships while developing empathy, tolerance and understanding of others. This ethos is rooted in a clear commitment to nurturing the values children need to flourish within a diverse community and to engage safely and positively with the demands of the modern world.

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 three years' time.



Report on IQM Inclusive School Award



Assessor: Mrs Louise McCallion

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

At Matthew Arnold, the school motto is 'Developing True Potential,' and the school is committed to ensuring every pupil receives the support they need to succeed. At the heart of this inclusive vision is the belief that all children should feel a strong sense of belonging and feel happy and valued. The school is dedicated to nurturing the values children need to thrive in an increasingly complex and diverse society. Alongside this they aim to deliver an inclusive, responsive, and carefully designed curriculum that meets the needs of all learners. A key part of the vision at Matthew Arnold is to ensure that pupils possess the values that enable them to be tolerant, understanding and develop a sense of friendship.

The Headteacher and their team aim to ensure that, "all children are filled with positive experiences." Therefore, there are numerous opportunities for personal development and enrichment including resources, trips, activities, and visitors - all of which broaden pupils' experiences and deepen their cultural understanding. A photographic record of these events and activities is maintained and kept on display in the foyer; it was a delight to look through the vast array of opportunities that take place each year! The school community is guided by the core values of being Ready, Respectful, and Safe, which underpin daily life at Matthew Arnold. These values are explored collaboratively with pupils and reinforced through every vein of school life including assemblies, lessons and by fostering positive relationships ensuring they are lived consistently across the school.

At Matthew Arnold, they have carefully considered the learning environment in line with their inclusive vision. During the assessment it was a pleasure to experience the calm and consistent atmosphere throughout the school. The Headteacher explained how they constantly review the learning environment in line with the existing cohort to ensure that it is as conducive as it can be to the needs of the current pupils. Their commitment to increasing their offer for two-year-olds to forty places is, again, evidence of their commitment to inclusion as they wish to ensure early identification of SEND in order that timely interventions are implemented along with any relevant support for parents/carers.

School leaders adopt a shared vision for inclusion with Governors ensuring that opportunities for continuous professional development (CPD) and recruitment are in line with the inclusive values of the school. Governors work closely with school-based leaders to ensure that they are fully informed of relevant changes, provisions and developments. During discussion with the assessor, the Chair of Governors described a range of success points in the field of inclusion including, how recruitment has matched the school agenda and that leaders are developing the curriculum in line with their current contexts, "in line with the needs of the Matthew Arnold kids."

Next Steps:

- To deliver high quality, whole school CPD focusing on trauma and attachment.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Leadership and management in the school are underpinned by their commitment to developing a strong and deeply embedded inclusive ethos. There is a shared commitment to ensuring that every child is supported to develop their full potential. Leaders work collaboratively with the wider team and there are regular opportunities to reflect, discuss practice, and identify further ways to improve outcomes for all pupils. Leaders work closely with a wide range of stakeholders, including staff, parents, and external professionals, to ensure that provision is responsive, well-informed, and effective. Their goal is to ensure that the provision represents the needs of the current cohorts and therefore it is constantly under review – they question what the children need in the here and now and make adaptations to the provision accordingly.

High expectations for pupils are consistently promoted, alongside a clear belief that every child can succeed when the right support, adaptation and opportunities are in place. Positive relationships between staff, pupils, and families are a key strength, with parents and carers describing leadership as warm, open and approachable. Equality and diversity are actively promoted through both the curriculum and wider school experiences. Leaders ensure that protected characteristics are thoughtfully represented through high-quality texts, learning opportunities, and enrichment activities, helping pupils to develop understanding, respect and empathy. Outdoor education, visitors, and curriculum enhancements are carefully planned by leaders to broaden pupils' experiences and reflect the diverse and challenging world in which they live.

In discussions with the Chair of Governors, it became evident that the governing body are knowledgeable about inclusion and that they endorse and uphold an inclusive ethos. Governors have a rolling cycle of monitoring visits which have recently included behaviour and safeguarding, attendance, reviewing case studies, visits to assemblies and learning walks. Governors feedback and provide challenge where needed in meetings and via their Governor Hub platform.

Leaders maintain a clear and accurate understanding of the progress pupils make and use this knowledge to evaluate the effectiveness of provision and to identify priorities for further development. The Headteacher and their team remain focused on continuous improvement, building on existing strengths while understanding further areas for development and remaining ambitious for the future. Through a shared commitment to inclusion, high expectations and strong partnerships, leadership and management continue to drive a positive, aspirational culture across the school.

Next Steps:

- To further develop the strength of the Leadership Team through development of the Phase Lead role.
- To continue to prioritise and address staff-wellbeing effectively.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

It is evident that school leaders are committed to ensuring that the curriculum at Matthew Arnold enables the pupils to “Develop their True Potential.” The curriculum is designed in line with the context of the school. Inclusion is placed at the heart of teaching and learning through a carefully designed and adaptive curriculum that reflects the needs, experiences and diversity of the school community. The curriculum is carefully sequenced to ensure that knowledge builds over time and pupils get regular opportunities to revisit prior learning. It was evident during a learning walk that pupils are engaged, enthusiastic learners who are keen to share their learning and experiences. Subject Leaders have planned with inclusion at the forefront. They have ensured that ‘Crucial Knowledge’ is explicit in planning and progression documents. Whole school CPD around adaptation has been a key focus and a range of adaptations are consistently built into planning, ensuring that every pupil can access and succeed in the curriculum. Staff strive to know their pupils well and use adaptive teaching strategies to support progress from each child’s starting point.

Reading is a priority across the school; systematic phonics teaching is embedded across EYFS and Key Stage One which ensures that pupils develop strong foundations in reading. Pupils are assessed frequently to ensure that they are placed in the right teaching group and to ensure progression. The Reading curriculum across the school has been designed with inclusion at the forefront. There is a focus on teaching through high quality texts, and these have been mapped out to ensure there is representation of diversity. During discussions with teachers, it was expressed that, “every child should see themselves when they pick up a book.” The use of high-quality texts extends across the curriculum and beyond. Their ‘Assembly Spine’ texts ensure that key themes support the promotion of tolerance and awareness. There is a strong emphasis on oracy and development of vocabulary and the use of high quality, vocabulary rich texts provide the children with engaging and purposeful opportunities to write. Subject specific and specialist vocabulary is mapped out across the curriculum. There are many opportunities for learning to extend beyond the classroom. There are plentiful opportunities for outdoor learning in the school environment and beyond including visits, workshops and field trips. Leaders ensure that all pupils can access the wider curriculum and extracurricular learning with adaptations.

The curriculum is planned to be accessible to all learners. They strive to ensure representation of a range of cultures, backgrounds and protected characteristics, while remaining responsive to the specific cohorts and individuals within the school.

Next Steps:

- To continue to build upon our use of adaptations to ensure all pupils access high quality teaching and learning.
- To continue to focus on strategies to build on and embed prior learning.



Report on IQM Inclusive School Award



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

The learning environment at Matthew Arnold Primary School is a real strength. The warm welcome I received on arrival set the tone for the rest of the day. The environment is designed to support access to high-quality teaching and learning through the creation of calm, welcoming and well-organised spaces that promote engagement and participation. A consistent theme runs throughout the school, with neutral, calming tones and hessian display boards providing a gentle, calming backdrop that reduces visual distraction and supports focus. The consistency of approaches in every classroom ensures that transitions from one to the other are less stressful. Classrooms benefit from varied lighting and include quiet corners and designated spaces where pupils can regulate their emotions or work independently. Spacious learning zones, with impressive glass bay windows to maximise natural light, are positioned just off the main classrooms, these offer opportunities for focused learning and support when needed. Corridor displays reflect key themes and curriculum content while remaining in keeping with the neutral classroom environment. Corridors are uncluttered, spacious and calm, even during transitions, reinforcing a sense of order and wellbeing across the school.

The Headteacher and her team strive to ensure that teaching and learning approaches at Matthew Arnold are driven by the context of the school and reflective of the needs of the current pupils. During a learning walk it was evident that classrooms are organised to support a range of pedagogical approaches. Personalised resources were available where needed such as word banks and visuals. Working walls support curriculum knowledge, key vocabulary and offer valuable scaffolds for pupils. During a meeting with teaching staff, they spoke about how they use dual coding strategies to help pupils make stronger connections in their memory and support knowledge retention thus reducing cognitive load. This was particularly successful in the teaching of vocabulary across the school. During the visit, the assessor observed support staff to be effectively deployed to support individuals and groups of pupils. During discussions with teachers and support staff it was evident that a range of targeted interventions are in place to support groups and individuals and that staff have been well trained to deliver them.

The physical environment is constantly under review with leaders asking – is this right for our children? For example, a space was identified and resourced to meet the needs of a particularly complex reception cohort when they transitioned into Y1 to support their transition and enable them to continue to access a more play based curriculum in line with their developmental levels. Lessons observed during a learning walk clearly demonstrated a commitment to inclusive practice. Planning identifies pupils' needs and the adaptations required to support.

The school's outdoor learning environment is high quality, thoughtfully planned and strategically zoned to support a wide range of activities that promote creativity, curiosity and exploration. It is designed to enhance pupils' learning, wellbeing and physical health. Trim Trails and structured play equipment provide regular opportunities for physical development while quieter zones support pupils who prefer a calmer experience. Not only do these features support the development of gross motor skills, balance and coordination, they also encourage children to challenge themselves in a safe and purposeful way promoting determination and resilience. Unstructured



Report on IQM Inclusive School Award



times are designed to make effective use of the different zones; ensuring all pupils are engaged meaningfully and supported to develop positive social interactions.

Next Steps:

- To continue to develop the use of adaptations to ensure all pupils have access to high quality teaching.



Report on IQM Inclusive School Award



Element 5 - Assessment

Assessment procedures at Matthew Arnold Primary school are aligned with their inclusive ethos. A range of strategies are used to monitor pupil progress and plan next steps and targeted interventions. Termly progress meetings enable staff to review the progress of all pupils with a keen focus on vulnerable groups. Rigorous systems and assessment tracking systems enable staff to access clear analytics for monitoring progress and targets. Standardised tests are used termly to which help staff to monitor progress over time as well as identify any gaps and trends. A small-step assessment system is used to track progress of SEND pupils enabling staff to set SMART targets measure progress.

By evaluating a range of pupils' books, the assessor was able to see a range of assessment techniques including peer and self-assessment that are in use across the school. In discussions with pupils, they talked about peer assessment and how much they enjoy the process to collaborate and support each other in their learning. Pupils are given frequent opportunities to respond to marking and feedback – enabling them to reflect on their learning. Pupils also talked about how they have regular opportunities to feedback to each other and to collaborate using strategies such as 'Talk Partners.' Working walls are evident in every classroom and are used effectively to provide scaffolds, success criteria and 'What A Good One Looks Like' to model expectations for pupils. On the spot marking and live feedback is also a key assessment strategy.

For a small percentage of pupils with complex needs who have Education, Health and Care Plans (EHCPs), bespoke systems are in place to ensure that staff are continually assessing the steps of progress pupils make towards their broader outcomes. Pupils with complex SEND are assessed against their own developmental milestones using a 'stages not ages' approach. This approach enables SEND children to build on their learning and experiences at the right developmental level for them. During the visit, the assessor was able to see how children working at pre-key stage levels are assessed using a learning journal approach. The learning journals clearly demonstrate progress towards individual targets and EHCP outcomes with annotated record sheets updated each term. Each EHCP pupil has their own file containing key information such as pen portrait, SMART targets and longer-term outcomes. This is a working document in which staff can log any interventions, progress and events that are pertinent to that child's bespoke provision. This helps leaders to ensure that needs are closely monitored over time and that the provision is right for them.

Next Steps:

- To continue to develop the use of Number stacks to assess pupils and provide targeted intervention.
- To develop the use of Wellcomm to assess and provide support for pupils with EAL.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Discussions with a range of stakeholders, including pupils, evidenced that behaviour, attitudes to learning and personal development are strong at this school. Throughout the assessment, behaviour was observed to be calm and supportive. In discussions with the assessor, pupils described how adults help them to manage their emotions using Zones of Regulation techniques. The 'zones' are displayed in every classroom and pupils know how they can access support when needed. Pupils demonstrate positive attitudes to learning, explaining how their teachers provide clear guidance, adapted teaching, working walls and practical strategies to help them succeed, particularly when learning is challenging. They appreciate being supported in ways that help them make progress. The school recognises that some pupils need additional support for their social, emotional and mental health (SEMH) needs. They have strong links with a range of external partners and professionals who can offer advice and support for pupils when needed. In-house support staff such as the Learning Mentor can also provide targeted support as needed.

Personal development is high on the agenda at Matthew Arnold. Pupils spoke positively about having a genuine voice, particularly through the school council and other pupil leader roles. They are encouraged to gather views from their classmates about school life, behaviour and activities and feedback to school leaders. This helps pupils feel listened to and confident in raising concerns with trusted adults. Pupils described a wide range of enrichment opportunities on offer, including visits out in the local community and beyond, sports events and tournaments, performing arts events and more. Every child in Key Stage Two is given the opportunity to attend a residential. A carefully planned PSHE curriculum provides opportunities for pupils to reflect on diversity and difference and develop values such as tolerance, respect and kindness. These values are further reinforced through assemblies and high-quality texts are used as a driver for such messages.

Pupil Leadership opportunities are highly valued and include roles such as Play Leaders and School Council. A year six pupil described the successes of the 'Reception Buddy' programme, "because they are new to Reception, it helps them grow and make new friends. They feel more confident. It really impacts." Pupils reported how having such responsibilities helps their confidence, friendships and a nurtured sense of responsibility.

Celebration and recognition are important motivators, and pupils are proud to achieve rewards particularly Star of the Week when they get to have hot chocolate with Mrs Evans or Mrs Cook! Pupils described an array of ways that their teachers recognise their successes. When asked by the assessor to describe Matthew Arnold in one or two words their responses were: "unreal," "spectacular," "welcoming," and "I love this school, it's amazing!"

Next Steps:

- To continue to target attendance – particularly absence rates of vulnerable groups.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

Throughout the day of the assessment, it was evident that the team at Matthew Arnold value their relationships with parents/carers. The school is warm and welcoming, and the team operate an open-door policy. They strive to nurture strong links and work hard to ensure that parents feel they are approachable for support any time. During the assessment, a range of parents spoke extremely positively about the school's commitment to inclusion and its highly personalised support for the children, particularly those with additional needs.

Parents of pupils with SEND praised how well the staff know their children and they feel reassured that the school proactively meets their children's needs without delay, sometimes even funding assessments themselves where necessary. They shared examples of interventions that the school had successfully implemented to support their children, including sensory circuits, emotional wellbeing programmes and adaptations such as brain breaks and movement opportunities. One parent spoke about how their child had previously attended another school where she was significantly behind in learning but, since joining Matthew Arnold, she has closed the gap and is now working within age related expectations. One parent commented that, "they will listen to parents when things don't work, and they will change it." Another parent shared how the school, "stepped up when other professionals didn't." Parents value that their children remain included in whole class learning wherever possible, with teachers taking time to listen and adapt to ensure pupils felt understood. Several parents commented that without this level of support, their child would not have been able to remain in mainstream education.

Parents shared how needs are identified early. Small adaptations were described as having a significant impact on children's confidence, anxiety levels, and ability to engage in learning. Parents expressed relief that they did not need to repeatedly request support, as provision was already in place and regularly reviewed through regular SEND review meetings that actively involved both pupils and parents.

Parents described the school as welcoming, approachable, and genuinely community focused. They appreciated opportunities to be involved in school life through events such as reading mornings, stay-and-play sessions in EYFS, assemblies, trips, and celebrations. Parents also value the regular communications that the school sends out, including social media updates, which helps them to engage in meaningful conversations with their children about the school day. Many commented that this school stood out compared to others they had experienced, particularly in how well families felt listened to and respected.

Parents repeatedly referred to the school as a close-knit community where everyone knows and supports one another. Foster carers, including those with experience of multiple schools, spoke highly of the understanding and sensitivity shown by staff at Matthew Arnold, noting that they were never made to feel different or excluded. Parents highlighted the compassion shown during challenging times, with the school "stepping up" when other services did not and providing vital emotional and practical support that helped them cope during difficult periods.

Wider opportunities and enrichment were also praised. Parents valued the range of trips, visitors, and extracurricular activities, many of which were offered free of charge or heavily subsidised to ensure accessibility for all families. Initiatives such as performances, sports



Report on IQM Inclusive School Award



partnerships and emotional wellbeing provision were seen as enhancing pupils' experiences. Parents also noted the school's efforts to reduce financial pressures through uniform support, food schemes, and partnerships with local organisations.

Overall, the parents who met with the assessor expressed overwhelming confidence in the school's leadership and staff. They described leaders as visible, approachable, and genuinely invested in the wellbeing of children and families. Parents felt able to raise concerns openly, confident that their views would be heard and acted upon. The strong sense of care, commitment, and high-quality provision led many parents to conclude that the school goes "above and beyond" for its pupils and families and could not be faulted in its dedication to inclusion and community support.

Next Steps:

- To increase the range of parent workshops to support key area of the curriculum.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

The way in which this school fosters links with a wide range of stake holders and partners is a real strength. They are a 'community' orientated school, and this is evident in many ways. The school taps into an array of resources and opportunities afforded to them within the local community and beyond – making the most of the rich heritage of the City of Liverpool in which it sits. Pupils are given opportunities to access a range of iconic cultural, sporting and historic buildings and places. Trips to museums and theatres enable pupils to access arts and culture – including musical events and opportunities to perform. There is a vast array of carefully planned opportunities to support personal development and nurture the pupils' awareness of the different cultures, religions and beliefs that make up their local and wider community. During the visit, the assessor was able to review photographs and information about a wide range of events that have taken place over the past year – including guest speakers from a range of organisations such as: The Dogs Trust, The Anthony Walker Foundation and the RNLI. Pupils have also been involved in many community activities such as The Big Spring Clean at Princes Park. The school participates in a number of charitable events and community challenges.

Matthew Arnold has strong links with local services, agencies and professionals and they collaborate closely to support best outcomes for pupils and their families. They are an active member of the Dingle, Granby and Toxteth (DGT) network and have close working relationships with the Children's Centre with which they share the site. Through strong links with neighbouring secondary schools, they can work collaboratively to secure the best transition experiences for their pupils. Having a Language Resource Base on site means that the school liaises with a wide range of schools and professionals from across the city. The children in the resource base are as much a part of the Matthew Arnold Community as they are their 'home' schools. The school taps into the expertise of its' health partners and education professionals to organise CPD to support work towards key priorities for development and to improve teaching and learning. The school works closely with the local SEND Consortia, being a part of this valuable network enables them to combine funding to source and access support for their children and families.

School leaders have worked hard to ensure that their curriculum supports pupils in understanding the wider world beyond their local community. Through their 'Assembly Spine' and Picture News assemblies they are continually learning about a wide range of global issues and dilemmas. Pupils are supported to gain an understanding of the challenges that their peers in other parts of the world may be facing.

Next Steps:

- To further develop global awareness by celebrating international events and participating in awareness days to promote respect, diversity and inclusion.