



Inclusion Quality Mark (UK) Ltd

6th February 2014

Mrs Alison Harvey Head teacher Bridgewater Primary School

Bridgewater Drive Northampton Northamptonshire

NN3 3AF

Assessment: 5th and 6th February 2014

Summary

This school has immediate impact! The sense of welcome and of belonging reaches out to enfold all in-comers from the moment you enter the school site. Everyone feels known and significant and no person is excluded from the inclusive climate that is Bridgewater.

“Bridgewater Primary School is a growing mainstream primary school within a well- established area of Northampton town. The school was formerly a middle school and became a primary school in September 2002, formerly opening in 2003 and moving to its present site in 2007.” (Extract from ‘Bridgewater Outline Plans’). All these changes and transitions, along with the anticipation of a soon to be commenced new build and yet another move, have faced the school with the need to build its own enduring identity, strength and cohesion. This capacity has come from the projection and determination of a shared vision. That vision is of Inclusion.

The school is approached through an area of diverse, established private housing. It is an area that reflects stability in terms of social mobility although Bridgewater is experiencing an increasing number of

admissions from middle European countries. The amalgamation of schools in the past has also resulted in an extended in-take community. Unifying the wider community has been a focus for Bridgewater. The need to project its own defining identity has driven a positive and forward reaching endeavour to create a socially cohesive community. The clarity of the school's vision is an essential part of its unique identity and therefore of its ability to enrol parents' and carers' support and investment on the journey of development. The school's community is predominantly mono-cultural but this does not deter the school from ensuring breadth and richness of cultural understanding and experience. There are no excuses in Bridgewater! Boundaries and barriers are identified and proactivity pushes and inspires the entire learning community.

All children feel the nurture this school gives and know that their contribution is valued. Inclusion here really means ALL. Everyone is heard and their voices are part of this special shared energy. What looks spontaneous is planned for in Bridgewater. There is no assumption or taking for granted. There is a restless desire to make sure that each member of this school has the ability to speak out and to make a difference and yet more significantly, to know why.

Helping and being helped are unequivocal rights for all members of this community. The passion for pre-emptive and proactive action is indefatigable. Bridgewater does not go for the 'quick fix' but explores and invests in the long term. Energy is deployed and no wastage of effort is excused. Working together to build better futures is the reality here. Assessment ... achievement ... realising potential ... are significant inter related processes here. No stone is left unturned and no opportunity is missed. Vigilance of each and every child is an absolute commitment. The safety nets of sophisticated and rigorous structures, makes possible the truth of the statement -"Every child matters". Nurtured and developmental practice impacts on the successes of each child and builds the sustainable energy and skills to ensure continuous learning. Bridgewater builds lives and futures.

Bridgewater is a school that clearly evidences focus and energy in its commitment towards inclusion. Cohesion and unity of shared belief systems and aspirations are the real strength of this school as is the school's capacity to race ahead with qualitative, creative innovation. This school understands that each moment of potential has to be seized and built on in the moment of discovery, and ALL staff share this responsibility. Inclusion is about everyone and everything. The spotlight of accountability is shone on everything this school does and emphatic structures pick up and analyse all impacts and outcomes. If things don't work to the benefit of the children, then they are jettisoned. Flexibility and fluidity are the creative bedrock of this school. Children's every changing needs drive the processes here.

The Leadership Team inspires the drive to constantly review and refresh the learning and teaching climate and displays an open handed readiness to engage new systems and ideas in the pursuit of ensuring each child's entitlement. Emphatic vigilance of systems is engaged to ensure collectivism and consistency of ethos. Constructive self-reflection and review are structured, and role modelled. There is a strong sense of Emotional Intelligence and children are willing recruits to an understanding of harmony and of a shared voice and vision. Everyone and everything MATTERS. This school makes you smile!

My recommendation is that the school be awarded Flagship Status. The capacity to meet their Flagship targets is reflected in their strengths as revealed in the assessment of their Inclusion Audit. Flagship Status accreditation will also require the submission of an appropriate Action Plan.

Assessor: Dr Wendy Daley Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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