



Report on IQM Inclusive School Award



School Name: Chilton Community Primary School

School Address: Violet Hill Road
Stowmarket
Suffolk
IP14 1NN

Head/Principal Ms Laura Carr

IQM Lead Mr Ben Shaw

Assessment Date 22nd June 2026

Assessor Ms Jo Jo Morrall

Sources of Evidence:

- Learning walk
- Observation of yr6 school play
- Notes from Governor

Meetings Held with:

- SLT
- Year 6 teacher
- Support staff
- Pastoral staff
- Governors
- Parents
- Meetings with KS2 children
- Meeting with Improvement lead
- Meeting with Teachers



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Overall Evaluation

Chilton Community Primary School is a truly wonderful school. From the moment of arrival, it is evident that this is a community where children are loved, known and celebrated. The school serves a diverse and, at times, complex community in Stowmarket, Suffolk, with higher than average proportions of pupils with English as an Additional Language, Special Educational Needs and Disabilities and those eligible for pupil premium funding. The school does not view these characteristics as challenges to be managed. It sees them as part of the richness of who Chilton is.

The school's values of Respect, Believe and Achieve are not simply words on a wall. They are lived out in every corridor, every classroom and every conversation. Staff speak about pupils with genuine warmth and deep personal knowledge. Children describe their school as safe, kind and fun. Parents speak of trust, warmth and belonging. These are not performances for an assessment visit. They are simply what Chilton is.

Walking around the school is a delight. Pupil work is displayed with pride throughout, from published writing to year five arts displays to the school council board. The Word Millionaire tracking display captures a school that genuinely loves reading and wants children to share in that love. As one member of staff said, "we love to see them progressing." The CUSP curriculum is thoughtfully implemented and the school links its golden threads meaningfully to its own values and to the experiences of its children. Books are, as staff noted, "quite aspirational" and are carefully chosen to expose pupils to the widest possible range of cultures, perspectives and experiences.

Reasonable adjustments in classrooms are seamlessly woven into the everyday fabric of learning. Fidget tools, ear defenders, adapted worksheets, workstations and colour-coded folders all serve to support pupils without ever drawing attention to their needs. All children appear settled, engaged and connected to their learning. The Squirrel provision is a particular highlight. Here, as staff explained, the approach is entirely "led by the child and what they need." The school liaises closely with Speech and Language Therapy and other external professionals to ensure children receive the best possible support.

The school's approach to playtime is exceptional. Lunchtimes are structured and purposeful while still allowing children the freedom to have fun and be children. Leaders have taught older pupils how to play cooperative games so that they can then role model those experiences for younger children. Pupils spoke with enormous pride about the range of activities available at break and lunchtimes, including scooters, archery, mini golf and football. Year six pupils take on the roles of games coordinators and wear this responsibility with great pride. The outdoor space itself is generous, welcoming and carefully considered, with a large field, climbing equipment and even a mud kitchen for pupils of all ages.

The pupil premium figures at Chilton are impressive, with disadvantaged pupils outperforming their non-disadvantaged peers. This is not accidental. It is the result of a school that works exceptionally hard to overcome barriers. As one member of staff acknowledged honestly, "we have to work really hard to get those cultural experiences because of how much our parents are struggling." This transparency and determination are at the heart of what makes Chilton so effective.



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Staff know the children here in a way that goes far beyond the professional. They know each child's interests, their home circumstances, when a weekend might be difficult and how to use that knowledge to connect with a child who is struggling. A child who loves planes. A child who loves snakes. These details matter at Chilton and staff carry them with care. This level of understanding is genuinely exceptional.

Pupils describe their school with warmth and conviction. They say, "all the teachers are kind, caring and supportive." They say, "it is not hard to make friends here." They say, "I enjoy this school so much" and "we would always welcome everyone." These are the words of children who feel genuinely safe, genuinely valued and genuinely happy. They are the best possible measure of a school's success.

Parents too speak with real affection and gratitude. They describe "open communication" and say that "children feel heard and valued." They speak of "genuine warmth" and of a school where "our voice is definitely valued." The parent quote that best captures what Chilton represents is a simple one: "the school belongs to them, so they have ownership over the school." A child's sense of ownership over their school community is one of the most powerful things any school can give. At Chilton, it is given freely to all.

Teachers speak proudly of "the journey our children go on" and of "watching children run into the building in the morning." They celebrate small wins. They describe the school as a community where they help each other. It is clear that Chilton is not just a great school for its children. It is a great school for everyone who is part of it.

Chilton Community Primary School is warmly and wholeheartedly recommended as a Centre of Excellence. It is an outstanding example of inclusion in action and a school from which the wider educational community has much to learn.

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: Ms Jo Jo Morrall

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK)

