

Case Study: Benjamin Adlard Primary School

Making inclusion
fundamental to school life

Benjamin Adlard Primary School, part of Anthem Schools Trust, is dedicated to making a difference in the lives of its pupils by fostering aspiration, independence, and resilience.

These values sit the heart of the school and are supported by the mission of 'Every child, every day, making a difference'.

SCHOOL CONTEXT

Located in Gainsborough, Benjamin Adlard Primary School is a one form entry, primary school situated in the centre of one of the most deprived areas in the country. The school deprivation indicator places them in the bottom 6% nationally.

The school's ethos and approach to school life is shaped to overcome the significant challenges posed by high levels of disadvantage, SEND, and student mobility.

The school population includes:

- 77% of pupils coming from disadvantaged backgrounds.
- 41% on the SEN register.
- 23% of pupils have EAL.
- A high mobility rate, for example 47 pupils joining or leaving midterm in 2023-24, disrupts class dynamics and continuity.

INCLUSION AT HEART: A VISION FOR EVERY LEARNER

Led by Headteacher Luke Lovelidge, the leadership team have created an academic and pastoral framework that nurtures every child, every day, making a difference.



Inclusivity is deeply embedded in their culture and practice, ensuring that our SEND provision is not just a surface-level initiative but a fundamental part of school life

The school are committed to high academic ambition within a supportive and inclusive environment, their ethos is built on respect, inclusivity, and continuous improvement fostering a culture where everyone – staff, children, parents, and carers, have a voice that is heard and valued. Strong, supportive relationships are recognised as key to a positive learning environment.

The school has a 'no excuses' mindset, constantly reflecting on and overcoming barriers to ensure every student succeeds, using a solution-focused approach to drive continuous improvement and innovation in educational practices.



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Turning vision into action: Strategies that make a difference...



The school have overcome their contextual challenges by fostering a culture of no limits, no excuses, and the highest expectations, through:

A highly ambitious curriculum: Unique to Benjamin Adlard and tailored to the needs of their community created to ensure pupils are resilient, aspirational and independent and can develop to be socially, emotionally, morally and culturally competent for their next stage in their education and into adulthood. This is underpinned by three key drivers: language and vocabulary, mental health and wellbeing and social mobility, golden threads interwoven across all the school do.

Creating a strong focus on building cultural capital: The school work to diminish any limitations which potentially could be a barrier based on children's social deprivation and/or SEND. Offering a wide range of enrichment activities for the children, their families and the wider community and the staff go above and beyond to enable this, often in evenings and weekends too! From food and uniform parcels, growing vegetables to take home, to funding new enriching experiences, they offer what the pupils and their families need.

Prioritising pastoral care: Benjamin Adlard have a full-time staff member dedicated to working closely with families, supporting their mental health and well-being. The schools also provides economic support through food and uniform parcels, ensuring basic needs are met so pupils can focus on learning.

The SEND provision is thoughtfully designed to develop confidence, independence, and resilience including the following intentional and impactful initiatives:

Relational Approach: The school prioritise relationships as fundamental to the learning process. By fostering a culture of psychological safety, ensuring that pupils, families, and staff can thrive. This approach creates an environment where everyone feels valued and supported, which is essential for effective learning.

Commitment to inclusion: Sitting at the core of everything the school do, the staff are committed to continuous self-improvement, supported by a model of distributed leadership. This ensures that the entire team is expertly trained, coached, and developed to meet the diverse needs of the pupils. This commitment to professional growth ensures high-quality, inclusive education.

Adaptive teaching: The teachers intuitively adapt their teaching methods based on a holistic understanding of each child's strengths and needs. This personalised approach ensures that all pupils receive the support they need to succeed, regardless of their starting point.

Extensive SEND provision: Benjamin Adlard offer a comprehensive range of provision and interventions. These include Roots, an outdoor learning program, Launch Pad nurture provision, ELSA, Lego therapy, nurture lunch/supported dining, Young Carers group, mentoring, free breakfast clubs, and sports clubs. These programs address the varied needs of the children.

Embedding inclusive practice into the daily life of the school has created an inclusive and supportive environment where every child can thrive. This commitment ensures every child has the opportunity to succeed and make a difference every day.

Voices from the classroom: Three inspiring pupil stories...



There are many examples of the successful approach to inclusion that is embedded at Benjamin Adlard Primary School, including these three pupils who have had very different journeys, but all achieved successful outcomes.

TRANSFORMING THE EDUCATIONAL JOURNEY OF A YEAR 6 PUPIL WITH SEND

Pupil R's educational experience was deeply impacted by trauma, emotional dysregulation, and persistent behavioural challenges, placing him at risk of exclusion by Year 4.

Rather than turning to punitive measures, Benjamin Adlard Primary School responded with empathy and adaptability, offering structured transitions, a dedicated teaching assistant, sensory regulation strategies, and social support. By mid-Year 5, an EHCP secured the resources needed for sustained progress.

Now in Year 6, Pupil R is fully integrated in class, thriving socially and academically, and showing marked improvements in confidence and self-esteem. His transformation reflects the school's unwavering commitment to equity and inclusive education.

REINTEGRATING A LEARNER THROUGH NURTURE AND STRUCTURE

Pupil T entered Year 2 with significant communication difficulties and emotional dysregulation, previously resulting in aggressive behaviours and frequent absconding from lessons.

He was at risk of exclusion, but the school's dedication to inclusivity and holistic development prompted a highly individualised support plan. This included participation in an inclusion group, targeted academic sessions, and consistent adult support.

Over time, Pupil T reintegrated into full-time education, developed emotional regulation strategies, and began engaging positively with peers and staff. His progress exemplifies the success of a structured, nurturing framework that prioritises wellbeing as a gateway to learning.

SUPPORTING A YEAR 6 PUPIL WITH SEMH

Pupil K, a Year 6 student, faced profound social, emotional, and mental health (SEMH) challenges stemming from her role as a young carer and exposure to multiple adverse childhood experiences.

At risk of disengagement and severely impacted by emotional distress, she struggled with attendance, peer relationships, and self-worth. Through a trauma-informed and relationship-driven approach at the school she received tailored interventions such as daily check-ins, peer support, and access to mental health services.

This compassionate support enabled her to build emotional resilience, re-engage with her learning, and achieve Expected Standard (EXS) in all Key Stage 2 SATs subjects, demonstrating the transformative power of a nurturing school environment.

The power of inclusion: Measuring impact at Benjamin Adlard Primary School



The school know their carefully crafted approach to inclusion is successful because of the exceptional outcomes that evidence it.

Academic achievement: In 2024, 76% of KS2 pupils achieved combined results, compared to national average of 59%. Additionally, 100% of Year 1 pupils passed the phonics test, significantly above the national average of 80%.

Disadvantaged pupils perform significantly higher than the national average, showcasing our commitment to closing the achievement gap.

Attendance and behaviour: Attendance rate for 2023/24 was 95.1%, (national - 94%). Persistent absenteeism (PA) is at 10%, well below the national average of 20%. With zero permanent exclusions in the history of the school and no suspensions in the last four years.

Parental and community feedback: The school maintain strong relationships with the community, as evidenced by the fact that 100% of parents and carers would recommend Benjamin Adlard Primary School. This high level of satisfaction reflects the success they have in creating a supportive and engaging educational environment. The popularity of the school, with many year groups being oversubscribed, further demonstrates success and the trust the community places in them.

"Our school is committed to being more than just an educational institution – we strive to create a nurturing environment, a beacon of hope and opportunity for our pupils and the wider community.

"We champion inclusion, demonstrating that disadvantage and SEND does not determine outcomes. Through a strong relational approach and ongoing reflection, we ensure that for every child, every day, we make a difference."

Luke Lovelidge,
Headteacher



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