



Report on IQM Inclusive School Award



School Name: Clements Primary Academy

School Address: Clarendon Road
Haverhill
Suffolk
CB9 8NJ

Head/Principal: Mrs Vicky Hogg

IQM Lead: Mrs Vicky Hogg

Assessment Date (s): 17th May 2022

Assessor: Roger Leeke

Sources of Evidence:

Evidence was gathered from a variety of sources within the academy. The range of evidence was extremely useful presenting a full picture of life in the school. Interviews on the day of the assessment were carried out with the Chair of Governors, the Unity Trust Primary Director, the Headteacher, the IQM lead, members of the SLT, class teachers, LSAs / TAs, a member of the Office staff, parents and pupils. A tour of the school, informal observations and talking to the children in the playground at lunchtime also informed the evidence base.



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Overall Evaluation

Clements Primary Academy School is an excellent example of inclusive practice. Inclusion is evident in all aspects of the school's work and there are good links with the community to offer support for families. The Headteacher works effectively with her leadership team, the Governing Body and the Unity Schools Partnership to ensure that all staff have similar aspirations for children at the school. The Academy encourages all children to be Ready, Respectful and Safe. Their vision and values are dedicated to being present and available for children, colleagues and parents, have considerate, professional and respectful behaviours with all members of the school community and ensure a safe school environment by maintaining positive relationships. The academy provides a challenging, stimulating and creative curriculum delivered in a calm, supportive learning environment where all pupils are encouraged and enabled to achieve their best and to become independent resilient learners. Pupils have made good progress over the last five years from low starting points and all staff in the school are committed to ensuring individual progress continues to reflect the hard work that has been devoted to developing a broad, balanced, diverse and well thought through curriculum which offers opportunities for every child to progress. Children with special educational needs access the same, but sometimes modified, curriculum as other children in the school and consequently make good progress. An Ofsted Inspection in October 2021 stated: "Leaders have a clear rationale for how pupils with special educational needs and/or disabilities (SEND) access the curriculum. Regardless of whether pupils are in the main school or the specialist resourced provision, pupils with SEND receive the correct support."

Relationships between staff and pupils are excellent and pupils feel cared for and supported in their learning with teachers and support staff understanding their pupils' needs. The Family Support Practitioner liaises well with parents and ensures staff can voice any concerns they may have. Staff wellbeing is a focus throughout the academy and there are opportunities for wellbeing days throughout the school year and mindfulness is promoted. Ofsted stated: "Staff feel very well supported and respected by school leaders. They know that their wellbeing is a priority and senior staff are fully aware that in order for staff to be emotionally available to the children, they need to feel supported and recognised themselves." The Headteacher demonstrates strong, caring leadership and she is visible and accessible to the parents, staff and children and takes a lead in ensuring the ethos and climate in the school is calm and purposeful.

The SENDCO also supports teachers well in providing advice, support and resources to ensure all children have the learning they need. The academy uses the Trauma Informed Schools approach which was a major shift in ideas for the staff surrounding support for the whole child and understanding their needs. Good performance management systems have been effective in focussing teachers and LSAs on pupil progress and moving the academy forward. The Trust uses a professional growth model which allows staff to take more control of the targets. This system ensures there are common themes related to the school development plan and personal development opportunities which relate to whole school improvement. The SLT is committed to raising standards and providing staff and pupils with the best possible environment and opportunities. They



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recognise that more still needs to be achieved to ensure more able children reach their full potential. The Governors are experienced and their understanding of the key issues relating to school improvement also impact on outcomes for children. The Chair of Governors is an experienced professional and works well with the Headteacher and his other senior Governors in improving governor monitoring and visibility around the academy. There are working parties for teaching and learning, finance and health and safety that meet and feedback to the whole governing body. The visits from the senior Unity Trust staff and advisers supplements the advice given to the academy and regular coaching sessions from senior leaders adds to the wealth of expertise available.

Governors and Trust members are positive and proud of opening a specialist cognition and learning unit. The SEND Hub is for KS2 children and is the model for other SEND Hubs in the Suffolk area. The academy also provides a specialist resourced provision, the ARC, which has 5 children at present. It has been running for 3 years and is housed in an excellent internal and external environment. Self-regulation is the main focus, with children being supported in understanding their emotions. A daily reward system for positive behaviour is instrumental in motivating the children.

The curriculum aims are clearly set out within the CUSP (the Curriculum with Unity Schools Partnership). The aims are that the curriculum is connected, cumulative and coherent and that specific skills are discreetly taught and transferable. Specific vocabulary modules are linked to the curriculum programme of work. Spiritual, moral, social and cultural education is closely connected to all the work and an excellent programme of enrichment runs alongside the formal programme. '40 things you do before you leave Clements' sets out a range of activities which the children may not experience in their everyday lives which the academy tries to support them achieving.

Going to the cinema and churches, growing and eating their own food are just some of the expectations. In the previous weekend to the assessment children had experienced a 'sleep-over' in school which was on the list with members of staff obviously present, although members of staff not having any sleep that night was not on the list!! There is also the provision of a wide range of extra-curricular activities which enhance the curriculum. Gardening club, an eco-club where children recycle clothes and sell them on to other parents, football clubs and a multi-sports club are just some of the clubs available to children. The playground and field are spacious and there are shaded areas provided by trees for the summer and ample space for children to use their creative instincts. The outdoor environment includes a hard play area (the ball court), wildlife garden, field, climbing apparatus and an area being developed for Forest School use after all the staff are suitably trained later this term. The outdoor learning is also linked to class topics providing additional interest and relevance.

The broad, balanced and diverse curriculum is well monitored by subject leaders who are given support and guidance by the SLT. Talk Partners and Oracy are embedded into every lesson to give children the opportunity to share thoughts. Children are encouraged to record in a variety of ways. Children with special educational needs are given access to specialist technology to support their needs. Clicker7, laptops and touch typing were observed in use by the assessor on the school tour. The school council were very positive about the help and support they receive from the staff. One child stated that 'There is always a happy teacher smile'. Another said school was 'peaceful' and



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another commented on how there were independent tasks, but 'good times when we can share our experiences and learning'. One child appreciated the time when he could have a 5-minute break when he was 'having a bad day'. They felt that the school council gave them an opportunity 'to have a say!' Year 6 children also spoke about the encouragement they are given to watch Newsround on the BBC to help them keep up with everyday events. They were also extremely grateful for the chance to attend breakfast club during their recent sats testing week to give them a good start to their otherwise stressful day. Children enjoy their time in school and disadvantaged children achieve well and the school uses its additional funding to good effect. Pupil premium funding is used creatively and the school was successful in a National Lottery bid for £10,000 to fund an equipment recycling project. The academy pays a recycling company to provide equipment for children's use at lunchtimes. The equipment is safely recycled and equipment such as tyres, prams, keyboards, suitcases and barrels are all used in an improvised way by children to excite their imaginations at lunchtime.

The well set out Nursery and EYFS outdoor environment encourages free flow and teacher directed and child-initiated activities. It is well designed with sand pit, climbing apparatus, water play and a range of apparatus to stimulate children's imagination. Children were observed 'having fun' and calmly engrossed in a variety of activities. The school uses WellComm to screen children's speech and language ability and this gives them a good start with reading in the EYFS. Ofsted stated: "Children in the early years get off to a good start in learning to read. Children learn how to recognise everyday sounds in nursery. They then learn to link sounds to letters as soon as they enter the Reception Year." There is a consistency of display in classrooms and shared areas which shows a balance between celebrating children's work and providing a focus for learning. The displays in all classrooms are of particular high quality and the school values of Ready, Respectful and Safe are promoted in all classes and in shared areas. A safeguarding display reminds children and adults about the school's responsibilities to children. A display entitled 'Flying High' celebrates children having hot chocolate and cake with the Headteacher after being praised in assembly for 'going above and beyond'. Other displays emphasise 'One School –many cultures' and 'Every Child a Right to a Voice' highlighting the diversity and culture within the school and the school's achievement of being awarded the silver category for the Rights Respecting award. In classes there are compliments lists where children can recognise other children's deeds and thoughts and working walls for science, maths, English and topic work.

Children are encouraged to support each other in many different ways. Whole class marking and talk partners give children opportunities to discuss their work and my turn/ your turn models the next steps for pupils. Scaffolding work is common practice and children use success criteria as a means of reviewing their work. The work ethic of the children, their good behaviour, friendliness and politeness impacts greatly on their engagement with their school work. The atmosphere in classes and in shared areas is calm with children reflecting and valuing the care and attention which all staff show for them. Children enjoy their time in school and consequently attendance is near national levels with attendance for each class clearly visible outside the class doors for all to see. This is also celebrated in Friday assemblies alongside celebrating good attitudes and behaviours in front of parents and teachers.



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Excellent work is carried out with families, pupils and the community generally to ensure that children are cared for and valued. There are good communication systems which give parents and carers confidence in the academy and in its support for their child's needs. Email, texting, newsletters and parent consultations as well as one to one conversations keep parents regularly informed about their child's education and needs.

Dojo is widely used by the academy as a means of communication for parents. It improves communication and the parents who were interviewed at the time of the assessment could not praise it enough. 'It is very useful-teachers are quick to get back to you,' was one parent's comment. Another parent said, 'During the pandemic communication was very good'. Parents commented on how accommodating the academy tried to be. Parents also appreciated the friendly faces at the school office which reassures parents, particularly those who have had a difficult time at school themselves. They also mentioned the coffee mornings that had just resumed after covid giving parents of children with SEND the opportunity to discuss issues informally.

Signposting to additional support for learning and social/ emotional wellbeing by class teachers, the safeguarding team and senior leaders is common. For example, guidance on and support to access the Emotional Wellbeing Hub, parenting courses, training on meeting the needs of children with SEND are areas that are regularly addressed. The PTA has continued to raise money for the school although this was curtailed during the pandemic. Discos, inflatable days, summer fayres, Christmas fetes and even Bollywood dancing are now being brought back and prove to be very popular in terms of fund raising and as a social occasion.

The academy has good links with the local community and the senior staff are trying to improve these relationships even further. The academy's standing within the town of Haverhill has not always been positive, but the leadership team and the Unity Trust are making efforts to rectify that situation. The academy's improving data, their good Ofsted report, the links to the wider world in the curriculum plans and their inclusive mindset are making changes to the perception of the wider community's view of the academy.

Good use is also made of the local parks and services to extend the curriculum. There is good support for local and national charities and an involvement of the children in raising funds for children less fortunate than themselves. The enrichment days and the opportunities for more visitors from the local and wider community to come into school after the pandemic are again opening up many opportunities to give pupils an understanding of their extended community. The academy aims to ensure that its children see what opportunities exist beyond the school. Staff want the children to understand that their current learning leads onto many opportunities. Positive comments and views from parent/carer surveys, mentions in the local newspaper demonstrating a positive impact on the community, participation in local activities, fundraising for local charities such as providing a defibrillator all add to the academy's growing recognition within the local community as well as adding to the children's understanding of their immediate environment.

The Self Evaluation Report reflects the high quality of evaluation that exists in the academy. It is comprehensive and reflects the school as seen by the assessor. Clements Primary Academy is an example of a school committed to meet the needs of its children



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and is outstanding in its commitment to and implementation of inclusive practice. It is an outstanding, caring environment for pupils where high expectations have a huge impact on attainment, progress and wellbeing.

I am of the opinion that Clements Primary Academy fully meets the requirements of this IQM assessment. The academy is interested in Centre Of Excellence status and I can categorically recommend the academy to be considered for this based on the findings of this assessment.

Assessor: Roger Leeke MA

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

.....
Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Strengths:

- The academy values which embody the ethos within the academy.
- The leadership of the Headteacher and the senior leaders in ensuring that all staff have similar inclusive aspirations for the children.
- The Unity Schools Partnership and their impact on developing the school ethos.
- The Ofsted Inspection in October 2021 which reflects the care and attention taken with all aspects of the curriculum.
- The good rapport between staff and children and the respect shown by learners for each other.
- The good behaviour and attitude of the children in both formal and informal settings.
- The indoor and outdoor learning environments which is spacious, offering children opportunities to develop aspects of sport, sustainability and learning through play.
- The EYFS outdoor area which provides opportunities for teacher directed and child-initiated activities.
- The consistency of display around the academy which values children's work and is a vehicle for learning.
- The close collaboration between teachers, TAs and LSAs to improve the chances for all children.
- The friendly faces at the reception which is reassuring to parents.
- The support of parents and their understanding of the school's inclusion agenda.
- The leadership of the IQM lead/ SENDCO who has ensured that the IQM expectations are known by everyone.
- The Family Support Worker and her impact on parent/school relationships.

Next Steps:

- To continue to improve the end of key stage progress and data which is particularly important after the pandemic



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Element 2 - Leadership and Management and Accountability

Strengths:

- The dedication and strong leadership of the Headteacher, her accessibility, commitment to inclusion and improving the opportunities for all children.
- The academy's values of Ready, Respectful and Safe which are embedded across the academy.
- The good performance management systems which have been effective in focussing teachers and non-teaching staff on the school improvement plan and moving the academy forward.
- The SLT's commitment to raising standards and providing staff and pupils with the best possible environment and opportunities.
- The close monitoring of data and learning and teaching which have had an impact on raising standards.
- The close working with a range of agencies to address the inclusion agenda and to ensure children's needs are met.
- The leadership of the Governing Body in supporting the inclusion agenda and their expertise which continues to support and challenge the academy.
- The access to high quality advice from the Unity Schools Partnership to supplement the work of the teaching and non-teaching staff.
- The leadership of the IQM lead in ensuring that the IQM process is articulated by everyone.
- The focus on pupil and staff wellbeing and its impact on positive attitudes within the academy.

Next Steps:

- To continue to improve the end of key stage progress and data which is particularly important after the pandemic.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Strengths:

- The focus on a broad, balanced and diverse curriculum offered to every child.
- The distributed leadership to middle leaders who have high expectations of whole school involvement in the learning process.
- The focus on the mental health and wellbeing of staff and pupils and the understanding that high quality learning experiences support that pupil development.
- The outdoor learning linked to class topics providing additional interest and relevance.
- The provision of a wide range of extra- curricular activities which enhance the curriculum.
- The enrichment programme including the first-hand experiences to local places of interest.
- The high expectations of staff to ensure children have a positive learning experience

Next Steps:

- To further develop the TA and LSA understanding of the design of the curriculum.



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

Strengths:

- The tracking of individual pupil data and the improved progress at the end of each key stage over the past five years.
- Children enjoy their time in school and are well motivated with good systems in place to improve the quality of learning.
- The benefits of the pupil premium external block tutoring for reading.
- The Breakfast Club which provides children, particularly those who are vulnerable, with a good start to the day.
- The indoor and outdoor learning environments and their impact on children's physical and mental wellbeing.
- The use of technology, and in particular Dojo, to keep parents up to date and informed about their child's progress.
- The close liaison with parents at all times, but especially with the parents of those children receiving additional support.
- The EYFS environment which encourages children to make their own choices, decisions and to 'have fun'.
- The consistency of display around the school which values children's work and is a vehicle for learning.

Next Steps:

- To continue to ensure the children with SEND make good progress.



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Element 5 - Assessment

Strengths:

- The tracking procedures and related pupil progress meetings which constantly review every child's progress and ensure interventions are appropriately delivered and the consequential improvements in standards over the past five years.
- The progressive and diverse curriculum which is well thought through to ensure enjoyment and progress for the children.
- The performance management systems which ensure that both teaching and non-teaching staff are focused on inclusion and school improvement.
- The emphasis on children supporting each other in class giving them the ability to reflect on their own and their peer's work.
- The use of whole class marking to address misconceptions.
- The focus on PSHE and daily conversations to reinforce growth mindset.

Next Steps:

- To continue to develop the challenges for the more able to ensure they reach their full potential.
- To ensure that the foundation subjects are closely monitored and continue to be relevant for all children.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths:

- The academy's values of Ready, Respectful and Safe which are articulated by everyone in the academy.
- Children enjoy coming to school, are well supported and behave well.
- The responsibilities offered to the school council to ensure they have a meaningful impact on school life.
- The opportunities given to children to develop their pupil voice and ensure the inclusion of every child.
- The work ethic of the children, their friendliness and politeness which impacts on their engagement with school work.
- The Trauma Informed Schools approach and its positive impact on specific children.
- The high expectations of all staff to ensure children have a positive learning experience.
- The involvement in a wider curriculum which provides enjoyment and participation with other schools and opportunities to develop physically and mentally.
- The lunch time apparatus available to children to support their learning and play.
- The weekly assemblies which celebrate children's successes, attitudes and behaviours.
- The involvement of parents in understanding the high expectations of behaviour in the academy.

Next Steps:

- To continue to ensure hard to reach parents are involved in the life of the academy.



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Element 7 - Parents, Carers, Guardians

Strengths:

- The good communication systems which give parents and carers confidence in the academy and in its support for their children's needs.
- The high visibility of staff on the school gate in the mornings which reassures parents and provides opportunities to engage with hard-to-reach parents.
- The work with vulnerable families to improve the chances of all children.
- The opportunities for parents and carers to come into school to celebrate special occasions.
- The parent and teacher engagement and mutual trust and support which impacts on children's progress.
- The effectiveness of the SLT in supporting parents and families.
- The Dojo platform which ensures good contact with parents and carers.
- The role of the PTA in organising events to raise funds and offer a social occasion for parents and provides opportunities for parents to engage formally and informally with school.
- The creative use of funds, such as pupil premium and lottery funding, to ensure pupils can take part fully in the life of the school.
- The friendly faces at the academy reception which provides parents with the confidence to approach the academy with their concerns

Next Steps:

- To reintroduce some of the activities available to parents that have been unavoidably missed during the pandemic.



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Element 8 - Links with Local, Wider and Global Community

Strengths:

- The academy's use of the resources available in the local community.
- The strong links with the schools within the Unity Trust and with other schools in the local area.
- The wide range of visitors from the local and wider community to support learning.
- The support for local and national charities and the involvement of the children in raising funds for children less fortunate than themselves.
- The broad and balanced curriculum which reaches out outdoor learning, cooking, drama, sport and a wide variety of additional curricular experiences.
- The residential visits to Kingswood in Kent for Year 6 developing pupils' understanding of the wider community and living away from home.
- The growing regard in which the academy is beginning to be held within the local community.

Next Steps:

- To continue to develop the academy's place in the local community and to redefine some parent's misconceptions of the academy.