



Inclusion Quality Mark (UK) Ltd

15th June 2017

Mrs Julie Mills
Headteacher
Clapham Terrace Community Primary School
Clapham Terrace
Leamington Spa
Warwickshire CV31 1HZ

Assessment Date: 8th June 2017

Clapham Terrace is set within an established community where housing consists mostly of established terraced properties. As a consequence, the school really is at the heart of the community and as it has been in place for over a hundred years, its reputation is well known. In recent years, the standards of provision and the attainment outcomes have been on an upward trajectory, in spite of the significant deprivation, diversity and complexity of its pupil population.

The Headteacher and her committed team of colleagues have made impressive changes in recent years, both to the fabric of the building and to the standards of teaching and learning. The changes they have collectively made have ensured that all children, irrespective of their particular needs, receive the support they require and as a consequence, children behave well, enjoy their learning and make very good progress from their starting points.

There is a very well embedded inclusive practice in all classrooms, supplemented by input by staff with more specialist knowledge. Furthermore, the school has created bespoke learning zones for nurture and for intervention and support which ensures that all children progress well.

The assessor was delighted to see the consistent quality of inclusive provision in the school and recommends that the school be awarded the Inclusion Quality Mark and reviewed in 3 years' time.

I also recommend that the school be awarded 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: Tim Ireson

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
Director of Inclusion Quality Mark (UK) Ltd



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Letter to children

Dear children

It was a pleasure to visit your school on Thursday 8th June on behalf of Inclusion Quality Mark. I came to see how you get on in your learning, how you help each other at work and in play and how well you progress.

During the day, I met with some of your Learning Ambassadors and with some members of the Junior Leadership Team. I was taken around the school by Mrs Miles and Mrs Clarkson and had the chance to meet some of you in class.

I loved hearing you sing in the hall, with a visiting teacher and getting ready for a concert. You are lucky to have a school where everyone is supported well and where you have great spaces to get help, like Carl's kitchen and the quiet zone.

During the day, I had lots of meetings with staff, with a group of your parents and with the Chairman of the Governing Body.

I am very pleased to tell you that I think you should receive an award for all the good work undertaken at Clapham Terrace. I hope you will soon hear more about this award called the Inclusion Quality Mark at Centre of Excellence level and congratulate everyone on this achievement.

Yours sincerely

Tim Ireson
Inclusion Quality Mark Assessor



School context:

The school is of an average size and is situated close to the centre of Leamington Spa. It serves a diverse community with pockets of significant deprivation. Almost a third of pupils are from minority ethnic families and around a quarter of pupils speak English as an additional language.

The school serves a community which in part reflects considerable social and economic challenges. The proportion of disadvantaged pupils is average, 20% of pupils are eligible for free school meals (ever 6). Numbers of children from deprived background and those requiring Early Help support are increasing. There are a number of children who arrive with no English and little/no formal education. Those with Special Educational Needs or Disabilities are broadly in line with national. Of these, three quarters are boys and a high proportion have social and communication difficulties.

The school currently has an on-site speech and language unit comprising of twelve children whose needs are met through a combination of specialist teacher input and full integration into classes, giving equitable access to a broad and balanced curriculum.

Since the last Ofsted inspection in 2014, the school has made significant changes to the fabric of the building, to expectations for learning and teaching and in particular, to inclusive practice, to ensure that provision meets the needs of all children in the school community.

Sources of evidence used to support the assessment:

- The school's IQM self-assessment evaluation.
- The school website.
- Ofsted inspection report – January 2014.
- Learning walks.
- Meetings with the Head Teacher, SENDCO and other members of the staff team.
- Meetings with children.
- Evidence from children's work.
- Playground and lunchtime observations.
- Meeting with the Chairman of the Governing Body.
- Meeting with representative parents.



Element 1 - The Inclusion Values and Practices of the School

Clapham Terrace Community Primary School and Nursery states, in its main aim statement, that it is committed to creating an outstanding, happy and secure learning environment in which the uniqueness of each child is recognised, respected and valued.

There is a distinct sense of cohesion, clarity and purpose among all staff. The school nurtures and supports every child, regardless of the level of need. Through very carefully planned support, guidance and intervention in addition to focused teaching and the social, emotional and behaviour support systems, children learn to become accepting of everyone around them and make good progress. The skills they acquire as a result of these strategies, enable them to become confident and well-rounded individuals.

The school's mascot – a bulldog named “Clapham Carl” is associated with a core message of “Caring, Achieving, Respectful, Learners.

Areas of Strength:-

- Children are well guided in their learning and holistic development. They are extremely well supported from the outset, where the combined Nursery and Reception classes offer a very high quality immersive environment and in which the staff team skilfully supports effective learning through focused, structured activities, balanced with child initiated opportunities.
- As children progress through the school, they learn to support each other, for example, whilst talking partners is an accepted facet of practice across the school, in early years children have trios of friends to talk with about their learning.
- The staff team provide diverse opportunities for children to support and challenge themselves. Leaders have been astute in ensuring that expectations are consistent in all classes and phases across the school. In so doing, children know that their school is safe, that they will be helped in their learning, that everyone will adhere to the school wide expectations of behaviour and that there are special areas of the school and specialist helpers who will guide them.
- Whilst children in the speech and language unit benefit from specialist staff support, all children benefit from this expertise and from the specialist rooms which enable those with more complex needs to be appropriately supported in a calm purposeful manner.

Areas for Development:-

The school already measures interventions to ensure that progress is made by vulnerable groups. The assessor recommends that this analysis is refined further to ascertain which interventions have the greatest impact. In so doing, the school may consider hard evidence related to data and other soft indicators. All such evidence could be collated in a single document which could then be shared with staff, the Governing Body and external agencies.



Element 2 – The Learning Environment, Resources and ICT

From the outside, the school appears to be fairly typical of a small urban Victorian building. However, as soon as one enters the building, which seems to have been through the educational equivalent of a “Grand Designs” makeover, one begins to appreciate that school leaders, in conjunction with the Governing Body have had the vision, drive and prioritisation of funding to transform the once typical school into a setting which provides bespoke spaces, systems and processes to meet the diverse needs of the community.

Areas of Strength:-

- The Early Years environment benefits not only from two classrooms and an adjacent creative zone, but also from an extremely well-resourced outdoor environment. Whilst there is little soft space for children to explore, staff have maximised learning opportunities through the wide range of play resources, which include recycled materials such as crates, pallets and old car tyres. On the day of the assessment, children were constructing and imagining riding on carriages they had made, based on a visit the previous day to the Hatton Country World.
- The school’s “Rockets” wrap around care offers great support for parents. This is based in one of the two halls. Elsewhere, rooms have been creatively modified, amalgamated or improved, so that there are spaces for musical tuition, ICT, library, nurture support (The Lounge) and a cookery area, known as Carl’s Kitchen, where not only can children learn about healthy food and diets, but also be supported and nurtured in an immersive environment conducive to general conversation, guidance and support.
- Every facet of the school’s practice is crisp and cohesive. Classroom environments are attractive, décor is crisp and the caretaker ensures that every area looks clean and inviting.
- Outside, the school arranged a community day with children, parents and staff all working together to create a new wildlife area where new apple trees, raised borders and pathways lead children through an experience of shelter, the sight of flowers and smell of herbs. This is important as the school has no grassed area or field.
- Within the classrooms and around the school, are consistent systems to support and reward positive behaviour, to guide children in their learning, to provide them with the emotional language to understand their feelings and to interact positively with their peers.
- The school takes full advantage of its community and partnerships to ensure that the children’s experiences within the school are widened.
- The school has made huge strides forward in providing high quality environments for learning, play and specific needs. As a consequence, there are no additional points for consideration in this element.



Element 3 - Learner Attitudes, Values and Personal Development

All children at Clapham Terrace Primary are provided with systematic guidance and support to ensure that they engage well with each other and embrace positive values for life. This guidance inevitably takes a variety of forms. From early years, children's social and emotional development is a key priority and this is carefully built upon through generic systems aligned with the school's PSHE programme.

Furthermore, children work hard in class and are able to gain house points, in the form of tokens, which are visible in the KS2 hall for all to see. The school enables representative children to take on responsibility in a variety of forms, ranging from house captains and sports leaders, to a Junior Leadership Team and Learning Detectives, whose remit is to support senior leaders in monitoring the curriculum and standards. Another team, known as the "COST cadets" acts as Clapham's pupil-led On-line Safety Team.

Areas of Strength:-

- The school has Learning Ambassadors who showcase the school and playground buddies to support positive play at break and lunchtimes.
- Many other children are supported through the diverse spaces which have been created within the school. For example, in the mornings there is an Early Bird breakfast/ nurture group. At lunchtime, a "Little Stars" group provides support for those who may find the playground environment too noisy or busy for them. The school's Olympic Room and Carl's Kitchen provide useful additional intervention spaces and a low sensory quiet room is available, at children's own discretion, when they are feeling stressed by situations.
- Elsewhere "worry boxes are provided for children to share concerns. These issues are dealt with either individually and/or through assemblies. Children know that issues they raise are effectively dealt with.
- The school's behaviour system is known as "High Five". It provides clear recommendations and survival strategies (Ignore, Talk Friendly, Walk Away, Talk Firmly Report), for children to use when they feel under pressure.
- Unusually, the school has an optional uniform and whilst a minority choose to wear it, most wear their own clothes. This approach worked well and the behaviour and interactions evidenced by the assessor were exemplary in the playground, in class, during lunch and when coming into the hall for a weekly singing session, from a peripatetic teacher. Indeed, the singing demonstrated the children's cohesion and enjoyment as they sang "Hold Back the River" in preparation for a concert.
- Children at Clapham Terrace Primary are calm, engaged and positive with each other and about their learning. They love taking on responsibility and seeing the impact of their actions and know that behaviour is almost always good. On the rare occasions where behaviour does not conform to expectations, or in the very rare



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cases of bullying, they know that their concerns will be taken seriously by staff and that issues will be effectively dealt with.

Areas for Development:-

- The school is at an early stage of development with the “Thrive” strategy. This approach is absolutely appropriate and has the capacity to make a significant difference to vulnerable learners and in particular, for those with social and emotional difficulties.
- In seeking support from outside agencies, for those with behaviour difficulties as a result of social, emotional or mental health issues, the school may wish to consider engaging the assistance of staff from short stay schools and/or colleagues from other IQM accredited settings.



Element 4 - Learner Progress and the Impact on Learning

The school's last Ofsted inspection in 2014, made reference to the rapid improvement in standards at the school. Since that time, the Governors, school leaders and the staff team have worked hard to improve standards further and to embed positive inclusive practice in order that every child, irrespective of their starting point or need, can make the best possible progress.

Whilst there are many positive indicators, challenges remain in terms of the consistency of progress and outcomes for some vulnerable children and in some areas of learning.

The school is data rich and uses this to carefully track the progress of children, many of whom have weak starting points. As a consequence, a key priority from the start is the focus on speech and language. By the time children leave the school there are positive indicators. For example, in Y6 reading in 2016 progress was in the 10th percentile nationally and significantly above average. In writing, progress was broadly in line with the national average, though with particularly good progress for disadvantaged pupils. Progress in maths was weaker, though still broadly in line with the national average.

The school has an established marking and feedback system which is consistently used. The assessor feels that whilst there is consistency in the marking policy, this facet of the school's practice has the potential to add greater value for pupils' progress. For example, some teacher comments praise what children have achieved, but do not provide next steps in learning. Furthermore, where teachers have made developmental recommendations, children have not always responded.

The school has recently committed to the Thrive Strategy with the intention of providing further support and guidance for vulnerable learners and particularly for those with social and emotional difficulties. This also has real potential to aid the progress of learners in the school community.

Leaders have a published, half-termly, monitoring schedule which is used to scrutinise and quality assure all facets of learning. This process has been introduced so that all personnel know what is being reviewed and when and is creating a better climate of trust across the team. Staff know that expectations and deadlines are non-negotiable and this is helping to raise standards further.

Impact files are kept to capture the progress of those children in receipt of pupil premium funding. These provide clear indicators of the progress being made by this group of children.

Alongside the generic monitoring systems, the school has a systematic and holistic approach to child protection. Weekly Child protection meetings bring together all five members of staff who have designated child protection roles and they challenge and support each other to ensure that any issues for children and their families are effectively dealt with. They could cite examples of how parents had been held to account in order to get the most appropriate outcomes for children and their families both in



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school and in the community. Records are kept using the digital Child Protection On-line management system (CPOM).

Areas for Development:-

- Use Thrive as a measure of progress for the most vulnerable children.
- Sustain the existing systems of monitoring the progress of pupil premium children using special markers on pupil books and the school's impact files.
- Scrutinise in greater detail the planning for and outcomes of teaching and learning to ascertain how teachers' planning and practice, facilitates the increase in numbers working at expected levels in maths and those working at greater depth for their year groups.



Element 5 – Learning and Teaching (Monitoring)

The curriculum at Clapham Terrace provides a good balance of focused guidance and support for core areas of learning, interwoven with creative opportunities.

The impressive Early Years area not only includes the environment and creative use of resources, but also skilful staff whose specific use of language, including open questioning, encourages children to contextualise their creative play and to justify their responses. This approach, which guides and facilitates effective learning, continues into Year One where again the use of open questioning aids learners' progress.

Classrooms are well resourced, not only with specific, subject specific, practical resources but, also with consistent use of whole school systems and processes such as class visual timetables (and personal visual timetables, where appropriate), in the school's approach to learning objectives, in the "steps to success" and "what a good one looks like" (WAGOLL). All classes also have working walls, behaviour charts and the effective support through images provided by "Communicate and Print" for those who need such support.

Areas of Strength:-

- There is a systematic approach to differentiated learning objectives with the use of "hard", "harder" and "hardest" from which children can self-select, which encourages independence.
- The climate for learning was positive in all classes. There has been a strategic focus on reducing teacher talk and ensuring that wherever possible, children have hands on experiences. Peer-to-peer support is an established facet of practice. This begins with groups of three in early years and evolves into talking/learning partners further up the school. Children analyse their own work, for example, by reviewing handwriting and determining who has presented exceptionally well. Children enjoy their learning and are very well supported by all members of staff who work cohesively for the benefit of all.
- Children's performance is reviewed each term, through pupil progress meetings at which teachers are challenged and supported by their senior colleagues, to ensure that everyone is progressing to the best of their ability and that those at risk of falling behind are appropriately supported.
- There is exceptional provision for vulnerable learners through both the bespoke learning spaces which the school has created and through the expertise of the staff team. Those with speech and language difficulties, autism, social, emotional or behavioural difficulties receive carefully planned input and the expertise of specific members of staff is cascading to the staff at large.
- A number of children arrive at the school with limited or no English. They receive a starter pack to help them with daily interaction and are well supported in the development of their language and other key skills.



Areas for Development:-

- Consider which processes will bring about increased outstanding teaching, including effective aligned input from all staff, to ensure that the achievement gap is narrowed. The school may consider embracing such programmes as the Outstanding Teacher Programme which is often promoted by local teaching schools.
- Identify ways of engaging the parents of disadvantage pupils and parents of children with emotional needs so that their self-esteem is increased. The assessor recommends that Clapham Terrace should join a collaborative group of IQM schools all of which are focusing on similar issues related to parental engagement.



Element 6 – Parents, Carers and Guardians

The assessor met with a group of five parents who were keen to share a broad range of the school's positive features for their children and themselves. They explained how induction processes provided them with confidence through an open day, home visits and part-time timetable prior to commencing full time in Reception.

They loved the fact that the school was so accessible. Senior leaders join their colleagues on the playground every morning and at the end of the day, so they can usually chat things through informally, rather than making an appointment at the office. Parents feel that integration is fantastic and explained how even in town, older children speak with those in reception. They love this sense of community and value the friendships made in school.

One parent explained how her child, who struggles to manage his emotions, had benefitted from the calm room. The school allows children to access this space independently, so that when they are becoming stressed, they can take some time-out and calm down. There was recognition of the school's early recognition of need and of the early intervention and support he had received, which had made a significant difference.

Another explained how the worry box system helped her child, who was exceptionally shy, to share her concerns. The school responded appropriately and this resolved the issue for the child and the anxiety for her mother.

Parents explained how they liked the communication systems provided by the school, whether they may be face-to-face or through written means. In addition to the generic systems for all, the SENCo and pastoral key worker offer more personalised channels of communication. The school's website is informative, not only providing information such as the prospectus and weekly newsletters, but also offering reading videos and other resources for parents to support children's learning at home. The Home School Association adds another dimension to the community's cohesion.

Parents have wide ranging opportunities to support the school's work, whether that be as parent volunteers in school, supporting community projects such as the new wildlife garden or sharing in the celebration of children's achievements in assemblies or through music, sporting, dance or drama performances.

A group of former pupils have formed a Reunion Group whose membership covers six decades of the school's history. These volunteers add a further dimension to the school and community by attending functions, speaking to children about changes in education since the 1950s and have also paid for new plaques, on which the names of the school's Head Girl and Head Boy are inscribed.

Areas for Development:-

- The school, through its IQM self-evaluation, has made a number of recommendations for its development of improved parental engagement, which



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includes enhancing the use of Thrive strategies to educate parents in how to develop emotional resilience with their children and plans to arrange for parent sessions to engage hard to reach parents. The assessor agrees that these proposals are appropriate for the parental community and will arrange for leaders at Clapham Terrace to be involved in collaboration with other IQM schools for action research in this area of work.



Element 7 - Governing Body and Management

The Governing Body at Clapham Terrace is well trained, dedicated and committed to work alongside the staff team to ensure that documentation, systems and processes are fit for purpose and that standards continue to rise.

The school and Governing Body, is fortunate to have a highly experienced Chairman with an educational background, which includes headship, SEN advisory and inspection roles. Such experience brings an inevitable level of rigour to the support and challenge required by the Governance role. Governors are confident about the quality of provision offered by the school, because of the frequency and quality of the monitoring of the school's performance. This knowledge is at both the macro and micro level. For example, Governors not only know about the content of the SEF and school improvement plans, but also see the evidence in the "red folders", in which evidence of continuous pupil progress, including adult input can be seen, together with the impact it has made.

The Governing Body not only undertakes local authority safeguarding training, but further Child Protection training which supplements this. Governors are closely involved in the school's work through committee meetings and more specific meetings with the SENDCo about SEN provision and through conversations with senior members of staff about the progress of pupil premium children and those on the child protection radar.

Governors undertake a range of monitoring visits as part of the school's half termly monitoring schedule. These take a variety of forms, such as learning walks and meetings with children where the children share their thoughts and views. Teachers with specific responsibility attend Governors' meetings to provide information about the developments and standards in their area of responsibility. Governors, in turn, know the staff team well and use formal systems and questionnaires to gather the team's views on a range of issues.

Having been recognised as a good school in 2014, there is a collective ambition to aim for outstanding outcomes in the next inspection.

Areas for Development:-

- The assessor recognises the good work of Governors at Clapham Terrace Primary, which could be further enhanced through greater analysis from the Governing Body of how it supports and challenges the school's systems and processes for the engagement of all representative parents. A discreet analysis of the engagement of groups such as parents of children from ethnic backgrounds, pupil premium and SEND would provide balance to the existing analyses by the Governing Body of data, work scrutiny and evidence in impact books.



Element 8 - School in the Community

The school has a strong reputation in the community as a consequence of its good work, last Ofsted outcome and improving performance indicators.

Staff provide numerous informal opportunities for parents to engage and back these up with more formal arrangements through, for example, the family support worker. A weekly coffee morning is offered for parents, carers and young children. Through such conduits parents from different cultures support each other in diverse ways, including overcoming language barriers.

Through the Home School Association, a typical range of social and fund-raising events and activities take place to enrich experiences for all and to raise funds for the school. As a result of this partnership, areas of the school, such as the wildlife area, have been re-furnished. Bacon butties have sometimes been used as a successful incentive to encourage participation in such events and bacon butty breakfasts have also been used to support inclusion and to improve interaction between parents and their children.

Areas of Strength:-

- In addition to the cluster and community sports which are common to most schools, Clapham Terrace Primary has developed inclusive sports as a particular strength. The school participates in a number of events and competitions around the County. Children recently reached the finals in inclusive football and have taken an inclusive tennis team to the County School Games for the last two years.
- The school values pupils past and present. The Reunion group meets regularly, reflects past pupils from the last six decades and still shares in current day life at Clapham Terrace School.
- Numerous other opportunities arise to enrich learning at the school, some of which take place within the curriculum and others through extra-curricular opportunities. In the week of the assessment, the Head Teacher and other staff were due to take part in an on-site sleep-over for the children, many of whom had not previously spent any time away from their parents.
- In recognition of the school's ambitions and engagement with outside agencies, Clapham Terrace has been recognised with a range of awards, amongst which are:
 - 360 mark for safety.
 - Primary Science gold award.
 - Student games – bronze award.
 - Artsmark – Platinum.
 - Art Challenge Award – Children's University.
 - Recognition for partnership with Warwick University Arts Centre.

Such recognition is but a small representation of the school's outward facing approach, which is an embedded facet of the school's good work.



Areas for Development:-

- The school already has extensive arrangements for community engagement, which bring diverse benefits for all children. These include such events as inclusive sports. As a consequence, there are no new points for consideration in this element.