



Report on IQM Inclusive School Award



School Name: Clapham Terrace Primary School

School Address: Clapham Terrace
Leamington Spa
Warwickshire
CV31 1HZ

Head/Principal: Ms Julie Miles

IQM Lead: Anoushka Clarkson

Assessment Date (s): 16 September 2021

Assessor: Hilary Thompson

Sources of Evidence:

- Paperwork Submitted including SDP.
- Book Scrutiny.
- Learning Walk/Tour of School.

Meetings Held with:

- Headteacher and Assistant Headteachers.
- Parents.
- Chair of Governors.
- Staff including Teachers, Teaching Assistants, Business Manager, Middle Leaders, School Support Services.
- Pupils.
- Inclusion Lead.



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Overall Evaluation

Clapham Terrace Primary School is a smaller than average primary school, for pupils from 4 to 11. It is a 1 form entry school that is popular within the community and currently oversubscribed. The environment within school is fully accessible to all pupils, with the building being all on one level so pupils can access all areas regardless of any physical disability. Classroom expectations are consistent across the school, ensuring support for learning is mirrored across year groups.

The school context is changing dramatically, having become the 'school of choice' in the local area. Currently 12% of pupils are 'Ever 6' with the majority of these being in Upper Key Stage 2. 26% of pupils are currently EAL, with a small but growing number of pupils arriving new to the country with little or no English. These children make rapid progress at Clapham Terrace, picking language up quickly with the support provided. SEND is currently in line with the national average at 12%, with 77% of the SEND pupils being boys. 4% of the school have an EHCP, which is above the current national average of 1%.

The school prides itself on having inclusion at the heart of everything it does. The school values, driven by 'CARL', the school mascot dog, alongside his new wife 'CAROL' and their litter of puppies clearly embed the ethos of the school, the characteristics of learning and engage the pupils. Expectations of pupils and staff are clear, the school's behaviour policy intends to support all members of the school community to live and work together in a mutually beneficial way and aims to promote an environment in which everyone feels happy, safe, and secure.

All staff treat pupils as individuals and clearly articulate the importance of managing pupils according to their particular needs, identifying how to enable children with particular needs to access and excel in school. A focus on identifying and managing children's anxieties is clear, enabling ASD and ADHD pupils to be managed highly effectively, despite these children having complex issues, individual behaviour in class and around school was exemplary during the assessment visit. It was a pleasure to witness Senior Leaders' passion and sense of purpose and to observe the pupils engaged in, and enjoying, their learning at Clapham Terrace.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's 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:

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

.....
Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Clapham Terrace Community Primary School and Nursery remains committed to creating an outstanding, happy, and secure learning environment in which the uniqueness of each child is recognised, respected, and valued. Inclusion is articulated and evident as central to the school ethos.

Clapham CARL the school mascot, (a Bulldog) who sits in the school hall embodies the school values; 'Caring, Achieving, Respectful, Learners.' As a school:

- pupils are expected to **care** for themselves and each other.
- Staff and pupils strive to ensure that every child **achieves** their potential.
- Staff teach children to **respect** themselves, each other, and the environment.
- **Learning** is at the heart of everything

CARL has recently married and become the proud father of a litter of puppies. CAROL his wife sets out the characteristics of learning within the school;

- Creative.
- Active.
- Resilient.
- Outstanding.
- Learners.

There is a holistic and collegiate approach to policy development across the school and staff show effective collaborative working practices. Staff lead by example, acting as role models, fully engaged with the school's inclusion agenda.

Pupils are also involved in policy and decision making in school through I.C.E (Including Children Everywhere.) I.C.E. is a group of children, with representatives from across the school, who meet regularly to raise awareness and introduce initiatives to ensure all pupils have a voice within the school.

The well-being provision for pupils, parents and staff ensures that everyone in the school feels supported and cared for. Staff and Leaders talk with passion and great commitment about the importance placed on treating every child as an individual, understanding their own personal situations and being adaptable and flexible enough to continue to consistently meet those needs. Parents also speak highly about the strong ethos of the school as one 'big family,' quoting instances where older pupils befriend and support younger pupils and those with additional needs, both inside school but also when meeting in the community. The use of talking partners (trios in Early Years) helps children learn to support each other from an early age.



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Staff well-being is also a priority with staff having 'Dress Down Fridays,' a regular 'Treat Trolley,' 'TA Catch-Up time.' All staff are comfortable approaching Leaders should workload become an issue and staff report that Leaders respond immediately offering short term support to ensure well-being by maintaining an effective work life balance. Leaders assured me that the SLT supported each other in an equivalent way.

Due to the size of the school and the inclusive vision and expectations all children are known to and well supported by the staff team. And although some children enter the school with under-developed communication skills there is careful support of their personal development to ensure that they make good early progress. The school nurtures and supports every child, regardless of 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 themselves and everyone around them and make good progress.

Communication with the parents is a strength created through all staff using Class DoJo effectively, to share information and address concerns in a contemporaneous manner, alongside the school having an 'open door' policy and encouraging parents to discuss any needs or concerns. Parents appreciated the opportunity to communicate through class DoJo during lockdown and were very positive about the information and support provided by the school. Parents commented warmly regarding the speed of response to any messages sent to school and the daily response from teachers to all work submitted through DoJo each day.

Communication throughout COVID-19 lockdowns and restrictions was particularly strong. All families received regular phone calls alongside daily communication on DoJo. The school's emphasis on the well-being of pupils and their families and the supportive and flexible approach to virtual learning was much appreciated by the parents.

To support virtual learning the school provided videos through Class DoJo, which could be viewed and re-viewed at any time. Pupils struggling to access virtual provision were provided with paper learning packs, differentiated to their child(ren)'s needs. The school also provided laptops to any child who did not have access to technology at home. Weekly sessions were also provided on 'ZOOM.' These zoom meetings had a focus on games and social events with the children to support pupil well-being, rather than academic learning. As a result of this provision and the level of communication pupils reported that they felt 'safe' during lockdown and parents were very complimentary about the support and communication provided for the whole family. Any child or family identified as 'struggling' during lockdown was offered a place in the on-site provision for vulnerable or key worker children.

Next Steps:

The school is recognising a growing ASD need within the school and are looking to develop a parent support group for parents of children with ASD



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Element 2 - Leadership and Management and Accountability

Leadership is solid at Clapham Terrace, driven passionately by the Headteacher and two Assistant Headteachers. All three Senior Leaders are experienced, well informed, and fully committed to fulfilling the SEND and inclusion needs of all members of the school community and this passion drives the ethos of the school.

The Senior Leaders are ably supported by the Broader Leadership Team (BLT,) who drive the curriculum and subject specific development in the school.

Leaders, at all levels, are highly visible in school;

- Senior Leaders are present on the gates and doors at the start and end of day.
- Pupils told me that they are sent to the Headteacher regularly to celebrate their good work.
- Parents commented positively about the availability of staff to share concerns with or to pass on information to and in turn feel very well informed by the school. They were particularly positive about the use of the message book at the start of the day and the speed of response to any messages left in these books.

The school manages the demands on staff members carefully and has implemented systems, whenever possible, to support workload. Staff mentioned both the staff 'Treat Trolley' and 'Dress Down Friday's as two of the well-being provisions that they particularly appreciate. Staff are comfortable alerting Senior Leaders when they feel their individual workload may become an issue, Leaders review in a timely manner, and where necessary, provide additional support.

Parents very much valued the school's approach to COVID-19 and virtual learning and recognised the emphasis put on not just pupil well-being but that of the whole family. They were extremely positive regarding the level of communication, regular phone calls and use of DoJo to share work, alongside providing paper packs for those families requesting them.

Communication across the wider community is robust and effective. Leaders ensure efficient communication within the school team, and ensure parents are fully informed, using a combination of letters, newsletters, emails, and texts alongside Class DoJo. Parents were particularly complimentary about all the systems in place and the speed of response to any concerns or questions raised.

Safeguarding is a priority within Clapham Terrace. The school has five trained DSL's within the staff. The DSL team meets every fortnight to share caseloads and provide internal safeguarding supervision for each other. Safeguarding training is extended to parent volunteers within school and one parent shared her experience of raising a safeguarding concern following a reading group session she had been doing. The parent reported that the training she had received had made her confident in knowing how and where to report her concern and she was confident that her concerns were addressed in a timely and appropriate fashion.

The inclusion agenda is evident within the School Improvement Plan and SEF and inclusion is clearly central to the ongoing focus of the school. Both documents are completed through



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collaborative work within SLT and BLT. All subject leaders produce subject action plans, which are incorporated into the whole School Development Plan. This means that all staff have clear direction and understand the expectations. There is a collaborative feel, with everyone contributing to the vision and strategic direction of the school.

Providing leadership experience and developing pupils' leadership skills is a high priority across the school. As part of Clapham Terrace's enriched curriculum and Spiritual, Moral, Social and Cultural (SMSC) provision the school has created a significant number of projects and working groups led by pupils across the school including I.C.E, Eco Warriors, Art Ambassadors. Elections are held annually to find a Head Boy and Head Girl. The Junior Leadership Team work on how to make school a better place and how to make things easier for children and adults, working alongside the Home School Association they plan and host events in school e.g., 'Break the Rules Day' with money raised from events going towards improvements requested by the pupils, the most recent being the 'Kick Wall.'

The Governing Body at Clapham Terrace is highly experienced, and actively involved in the life and work of the school. Governor training is a priority and the member of the Clapham Board responsible for Governor training organises the training for the local consortia. As a result, members of the board have access to a broad training programme including safeguarding, finance, induction, and OfSTED readiness. During COVID-19 Governor Training continued using ZOOM. The Governing Board is dedicated and committed to working alongside the staff team to ensure that documentation, systems, and processes are fit for purpose and that standards continue to improve. 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 continued through COVID-19 lockdowns through phone and virtual meetings. 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. Safeguarding within school is monitored termly by the Safeguarding Governor and a clear focus was in place during COVID-19 on E-Safety. All governors are linked to a subject leader within school and are responsible for maintaining links with the teacher and monitoring provision. Named governors are also in place for SEND/Inclusion and for Safeguarding. Alongside the Governor Finance Committee and Curriculum Committee the school also has a Pupil Premium Strategy group, which involves 4 governors who work closely with the Headteacher and SLT to plan and review PP spend.

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. The monitoring of inclusion is included in all observational activities and is not in any way a 'bolt on' activity. Well-being across the school is reviewed following all monitoring activities by the Vice Chair and the well-being of pupils, staff and families is consistently high on the agenda for the school.

All governors are linked with a class and move with the class as they move through school. This link enables the governor to be fully involved in the school, attending events, joining in with celebrations and becoming a visible member of the class. This was 'lost' during lockdown but is planned to be reinstated now restrictions have been lifted.



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Following the recommendations made at the previous IQM assessment governors now review and analyse data for all pupil groups. The good practice identified in the previous report has continued and the collaborative drive for the school to be seen as 'Outstanding' at its next inspection remains very strong.

The Governing Board has not received any formal complaints during the last three years. Any informal concerns are responded to very quickly, and user-friendly policies, easily accessible for parents, ensures communication is always managed quickly and efficiently.

Leaders are clear about the vision and next steps for the school and share these with staff. They have excellent reflective skills and want the best outcome for all pupils whatever their individual needs.

Next Steps:

Following COVID-19 Leaders and the Governing Board will need to focus on ensuring that all post lockdown funding and 'catch up' procedures are tightly implemented, and impact is measured.

The school has set a target of ensuring at least 70% of pupils having a leadership role within school at any given time.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Clapham Terrace has a clear curriculum intent: *'At Clapham Terrace, all of our children receive a rich and ambitious curriculum, where pupils are given meaningful, real-life experiences across core and foundation subjects.'* The school has implemented a progressive curriculum, carefully planned, and sequenced to ensure pupils gain the knowledge, skills and vocabulary required for future learning and the cultural capital they need to be successful in the wider world.

Staff ensure that all children develop a love of learning and that pupils at all levels achieve their full potential. The curriculum is adapted and personalised to meet the needs of all SEND pupils, who receive the support needed to develop confidence and independence. More able pupils are given the opportunity to expand their knowledge across the curriculum.

The Early Years setting offers a high-quality immersive environment in which staff skilfully support effective learning through focused, structured activities balanced with child-initiated opportunities. Nursery and Reception children have opportunities to work together resulting in a very smooth transition for pupils starting in Reception. The level of independent engagement of the Reception pupils during the visit was exceptional for children only in their second week. As they move through school children continue to be well guided in their learning and personal development. The staff provide a range of opportunities for children to support and challenge themselves. Expectations are consistent in all classes and phases across the school. As a result, children feel safe in school and know how to seek help whenever needed.

SMSC is particularly strong at Clapham Terrace through their enriched curriculum. Pupils' social skills, independence, moral and cultural awareness are developed through a range of collaborative and competitive activities including Bake Off, CARL's Kitchen, Yoga, school trips, sleep overs and residential, visiting artists and musicians, dance workshops, cultural days, and community projects. Children are encouraged to gain independence and to develop a life-long love of learning, so they become curious and independent learners with high aspirations, whatever their backgrounds.

The curriculum at Clapham Terrace builds upon prior knowledge, vocabulary, and skills through regular review of content and sequencing. The curriculum is continually monitored, and Leaders can evidence that all teachers have a collective understanding of the school's curriculum intent and that the curriculum intent is evident in daily teaching and learning opportunities and the learning environments.

Subject Leaders have tightly aligned the Long-Term Plan (LTPs) to individual subject progression maps and Medium-Term Plans (MTPs.)

Knowledge organisers are used effectively as tools for both staff and pupils to develop subject specific vocabulary and knowledge in most subjects. Teachers, with all subject leaders, carefully track foundation assessment information to ensure knowledge is built year on year.

The quality of the curriculum implemented at school is regularly evaluated for content, teaching, and learning approaches and to ensure it provides pupils continuous opportunities to recall, develop and apply skills and knowledge.



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The curriculum during lockdown was delivered virtually using Videos, Class DoJo, and a weekly ZOOM session with a focus on children's well-being and social skills. Laptops were provided by the school to families who did not have access to technology and paper packs used to support SEND and EAL who were finding virtual learning difficult. Parents were particularly impressed by the ongoing provision of 1:1 reading, through virtual provision, maintained throughout lockdown by TA's. Leaders within school tracked both attendance and the submission of completed work and regularly contacted families if they were struggling to engage, to provide support.

On return from lockdown the school implemented a range of outdoor whole school creative activities to encourage and support pupil's well-being and social skills.

SEND children's needs are well catered for at Clapham Terrace. The school personalises each child's PLP termly with small step targets. Intervention and Booster sessions are identified from the PLP, and all intervention and boosters' sessions and agencies are fed into the provision map.

The provision map is overseen by the Inclusion Lead in school, who also closely tracks the progress of every child. Every child with a PLP has a folder which contains evidence identifying each child's specific needs and the provision and intervention required. A wide range of provisions and interventions are in place including;

- Lego therapy.
- Thrive.
- Anger management.
- Social skills.
- Maths.
- Chatter Matters.
- Phonics.
- Language Nellie and Nessie.
- Fine Motor.
- Physiotherapy and Occupational Therapy (gross motor support.)
- Weekly STS Specialist Teaching Service.
- Reading Recovery.
- Interventions used to extend greater depth; Philosophy, debating club etc.

Interventions are monitored and the impact on pupils' progress evaluated to ensure the provision continues to meet the needs of the children and actively supporting learning.



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Pupils with SEND, and those with EAL, are supported with language development through 'Communication In Print' and 'Nuffield Early Language Intervention.' This was evident in children's writing books and on displays around the school and clearly the broadening of basic vocabulary and early sentence construction is proving effective.

All children are confident, independent, and resilient. Pupils' experiences extend well beyond the broad and balanced curriculum. Pupils have access to a broad range of lunchtime and after school clubs. These clubs were reinstated immediately after the pupils returned from the COVID-19 lockdown using staff within the pupils' bubbles to run the clubs. Examples of clubs provided by the school include football, netball, cookery, debating, French, cross-country, dance and many more. All staff willingly give their time to provide an enjoyable extracurricular experience for a group of pupils. Pupils were very positive about the additional activities provided for them and clearly enjoyed taking part.

Next Steps:

To continue to analyse impact from the Catch-Up curriculum and personalise the curriculum to meet ongoing individual needs arising from COVID-19.



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

The School has a robust half termly monitoring system in place, which ensures high quality, consistent teaching and learning strategies within the classroom, which are shared with all teaching staff. Clear links are made between the School Development Plan (SDP) and the planned monitoring. Leaders visit classrooms on a regular basis, with a clear shared purpose for the visit. Staff are positive and relaxed about having visitors in their room and welcome the feedback provided.

Impact files are kept, capturing the progress of different groups of pupils, including vulnerable groups and those in receipt of Pupil Premium Funding. These provide clear indicators of the progress of key groups of pupils. The Pupil Premium (PP) Strategy Group, including 4 Governors alongside School Leaders, ensures that PP spending is constantly reviewed, impact measured and value for money evaluated.

The school is data rich and uses this to carefully track the progress of children. A key priority from the outset is the focus on speech and language, with a clear emphasis on reading, spelling and basic maths. Children in the bottom 20% receive daily input to support accelerating progress. THRIVE is also implemented across the school to ensure the positive mental health and well-being of all pupils enabling them to successfully access learning and make consistent progress.

The school reviews and manages safeguarding and child protection effectually. All five members of staff, who have designated child protection roles, meet fortnightly and provide challenge and support to each other to ensure that any issues for children, and their families, are effectively dealt with. The school uses CPOMs to maintain clear detailed records linked to safeguarding. All staff are trained and can access and use CPOMs effectively.

Lessons are planned carefully, with a focus on ensuring an appropriate level of challenge for pupils, in whichever context they access learning. A variety of teaching and learning styles are used to match individual pupil needs. Individual Educational Plan (IEPs) identify additional needs and the school provision map identifies specific strategies to support a child's access and engagement with their learning. Technology, including laptops and i-Pads are also used successfully as a means of supporting pupils with additional and sometimes complex needs to be able to access learning effectively.

Support staff are effectively deployed across the school. To reduce the impact of COVID-19 on children's confidence and well-being, support staff moved up with children to their new class in September 2021, ensuring all children had at least one familiar adult in their class. Class teachers and support staff, from all classes, collaborate very closely, and this maintains inclusivity in the classroom. Communication channels in school are well established and extremely effective. Support staff share the ethos of the school and support its development with their knowledge of pupils, strategies, and approaches.

SEND needs are well supported by the SENDCO and the whole staff team. Personalised Learning Plans utilise programmes such as THRIVE, and the Boxall Profile to identify needs so interventions are identified accordingly. Interventions are designed to give pupils a wide repertoire of strategies to use, and parents and carers are also supported with strategies to support their child at home. The staff very much value the coaching and support provided by the SENDCO, in understanding the



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best ways to support children with specific SEND barriers to learning. All Personal Learning Plans are monitored termly. The school holds termly standards meetings with all class teachers to ensure all pupils, who require support, are identified and their needs met. SEND pupils across the school consistently make excellent progress.

The school has made changes to how 'nurture' is provided within the school, moving away from providing a daily nurture group, to avoid pupils missing aspects of the curriculum and not receiving a full, broad, and balanced curriculum. Nurture is now managed by the three THRIVE trained staff who provide targeted intervention following termly THRIVE screening, often using 'CARL's Outdoor Learning, which is based on Forest School principals.

Learning environments make good use of working walls alongside the use of CARL and CAROL to support children to become independent learners. Learning environments are used to celebrate children's work. Displays in corridors promote SMSC and the pupil leadership experiences available through the broad range of extracurricular groups running in the school. The school has strategically converted parts of the school into specialist areas. CARL's Kitchen enables fifteen children at a time to experience food technology at a high standard, The Mess (Make, Explore, Solve, Sketch) enables science, art, and DT projects to be blocked over several days, often working with creative specialists and, as result, pupil creative outcomes are particularly impressive. Carl's Outdoor Learning (COL) is based on the Forest School initiative, where children bring their learning outside. This provides new experiences to encourage the children in areas of confidence, team building, trying new activities and working independently. They have to opportunity to use natural materials, build dens, use saws and drills and toast marshmallows.

Next Steps:

To fully reinstate parent workshops following COVID-19 to ensure parents are well informed on supporting their child in all aspects of learning.



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Element 5 - Assessment

Assessment is led in the school by the Senior Leaders. Assessment is informed by progress indicators, APP, and summative testing alongside teacher formative assessment. Staff use 'I Track' to record and track all assessments. All prior and current data is analysed and used to inform the progress of individuals; this then supports the provision of Quality First teaching interventions for all children.

Pupil Progress is tracked regularly with staff. These meetings help to identify underperforming groups and key individual needs, which are then addressed by staff and the identification of appropriate additional provision. The school puts great emphasis on identifying, and removing, barriers to learning. Staff identification of what is restricting learning then informs teaching and learning strategies moving forwards. Staff analyse a range of formative data and any evidence from standardised tests prior to the Pupil Progress meetings and attend the meetings aware of patterns and gaps in learning. Moderation takes place both within the school as well as across local schools within the authority.

Assessment for learning is evident during class teaching. All learners are aware of their learning targets within the core areas of learning. Success criteria are shared with pupils at the beginning of each lesson and referred to regularly during the lesson to ensure they fully understand their learning journey.

Pupils' needs and progress is regularly fed back to parents. Parents receive a yearly report at the end of the academic year. These are written by the class teachers and sent home to parents. Review meetings are held with parents during the year.

There is a well understood system of marking and feedback across the school. Pupils were confidently able to share how the 'stars and wishes' identified what they had done well and what their next steps in learning were. Staff, where possible, complete 'live marking' ensuring feedback is given in a timely process to give maximum benefit on learning. Parents commented very positively at the speed and quality of the marking and feedback provided through Class DoJo during lockdown. Parents felt this supported the children's remote learning well and provided the pupils with the motivation to work from home.

Termly parent meetings are held (virtually during COVID-19) to ensure parents are kept well informed about their child's progress and achievements in school. Parents spoke very highly of the parent meetings acknowledging that the focus of these meetings was on the 'whole child' and not just focused on their academic achievements. Parents feel that staff know their children well and strive to meet all individual needs.

Transition takes place during the Summer Term and again at the start of the new academic year in September, ensuring the new class teacher has all the necessary information regarding their class. This transition data will include academic, SEND, EAL and any social needs for each child. Transition was completed virtually last year due to COVID-19 restrictions. Staff met virtually both with the new class teachers and their new pupils. Transition booklets and videos were also produced for children identified as needing more support. Staff delivered socially distanced stories to pupils moving into EYFS and KS1 to ensure the younger children had opportunities to get to



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know their new adults. Support staff were moved up with classes to ensure some continuity of adults for all children.

Next Steps:

Further develop the rigour around assessment and tracking across all subjects, building on the strong moderation programme that is currently in place.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Learning behaviours seen in school were evident in all classrooms visited. Pupils with high levels of need are very well managed by staff and no problematic behaviour was visible. Children were highly engaged in their learning and showed a good level of independence, alongside peer support and adult involvement. This was particularly noticeable in Early Years, where the engagement of pupils in independent activities, working alongside friends, in only their second week of school were observed. Children are keen to learn and discuss what they are doing in class with enthusiasm.

Leaders are committed to a behaviour approach that focuses predominantly on identifying and rewarding good behaviour. The behaviour policy is clear and well understood by staff and pupils. The children talk about the 'Good to be Green' system in place and clearly understand and appreciate the focus on rewarding good behaviour. Pupils are very positive about the reward systems in place, which include a house points system, DoJos, Headteacher Gold Stars, extra play, and a prize box. Rewards are given for academic achievement, effort, and behaviour. Pupils talked positively about the level of respect shown in school by both pupils and staff. The children understood that enjoying learning and having fun were crucial to their learning and well-being in school.

The PSHE curriculum is central to the positive Clapham Terrace ethos and drives the respect and collaboration seen in all areas of the school. Bullying was not seen as an issue at the school by any of the children spoken to. Parents were also incredibly positive about the way behaviour is managed and the respect shown by all pupils to their peers.

Attendance is tracked and monitored across the whole school cohort. Attendance at school is consistently above 95%. Attendance is tracked closely, and conversations had with any family where attendance has dropped below 95% during the previous month. An action plan for improving attendance is written for any family identified with attendance below 95% for two consecutive months. All absence is followed up by a phone call on the first day of absence, whenever a child is absent without parents providing an acceptable reason for their child to not be in attendance. The tracking of attendance is highly effective. In 2020/21 only two families had attendance action plans. One of these pupils has now moved from 60% attendance in EYFS to 95% attendance in Year 3. The school provides home pick up and drop off provision, on occasions when a child is absent from school due to wider family circumstances causing the parent to be unable to get their child to school. Pupils speak very positively about the school.

All staff have received Team Teach training with an emphasis on using de-escalation to resolve situations whenever possible. The effective use of de-escalation successfully reduces the need for restraint.

Clapham Terrace has a bespoke Breakfast Club provision specifically for pupils/families with identified needs, this runs in conjunction the paid breakfast club provision for working parents. The focus of the bespoke Breakfast Club is on providing well-being and nurture. The Breakfast Club is provided free of charge and provides a small, safe group environment for children who struggle to come into school, face challenging family circumstances or who have SEMH needs.



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Next Steps:

Take part in the virtual schools' project, to raise an awareness of attachment/emotional coaching with ALL staff across all roles in school



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Element 7 - Parents, Carers, Guardians

As part of the IQM assessment a meeting was held with a group of parents. Parents say that 'they have a voice' and that any concerns are always acted upon swiftly. Parents feel listened to and valued. Parents reported that all conversations are held in private, and the school never holds personal conversations regarding a child in the public domain, at the school gate or in the playground. Parents are particularly positive about the schools use of a message book at each entry door in the mornings. Messages from parents are written to ensure accuracy and shared with relevant staff immediately. Parents report that any concerns, shared through the message book, are followed up incredibly swiftly. Parents were completely confident that all messages left at the start of the day were shared appropriately and acted upon.

The school uses Parent Voice questionnaires alongside informal and more formal meetings to ensure parental voice is heard across the school. Parent questionnaires are analysed by Leaders and followed up to ensure links with parents remain robust and effective. In the most recent Parent Survey following the COVID-19 lockdown parents reported;

'Clapham staff has been again amazing in the support provided at school and for at home learning.'
'The huge focus on well-being has massively helped my child with those challenging times.'
'Clapham Terrace has been brilliant with communication - clearer than the government in fact.'
'Emails have been an excellent balance of information and showing understanding for all the challenges everyone is facing at home.'
'The school is providing a happy and positive learning environment for the children going the further mile ensuring fun activities to supplement their learning.'

Parents spoken to during the assessment visit spoke very highly of the school and were incredibly positive regarding the way children and families are welcomed into the community and supported. Parents are particularly positive about the visibility of Leaders in school and very much appreciate how easy it is to get to speak to a staff member should the need arise. Parents say that they can quickly get to speak to the class teacher when requested or can use the morning message book or Class Dojo, getting a response from staff in a very short space of time. Parents did not feel that they had any issues with the school but commented that any concerns raised are always addressed quickly by the school.

Parents are encouraged to volunteer to provide support in school. This can be through reading with groups of children, supporting with cookery, attending school trips etc or supporting with display and admin tasks. Parent reading support in school was reinstated, with clear risk assessment in place as soon as lockdown ended, and children were attending school.

The school provides workshops and videos, posted on the school website, to provide parents with information on how to support their child's learning at home. Workshops in the past have included; maths, reading, SRE, Internet Safety, and CPR. Workshops are generally held after school and frequently involve visiting speakers. Parents also value the 'open mornings,' particularly in EYFS, when parents can spend time in school with their child in class. This activity took place prior to COVID-19 restrictions, and it is hoped that it will be quickly reinstated as soon as restrictions allow.

Parents have confidence in the school and Senior Leaders that their pupils will be nurtured, supported, and enabled to grow and develop.



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Next Steps:

Re-establish opportunities for parents and carers to be involved with their child's learning in school – 'open mornings' weekly in EYFS and fortnightly for Year 1, and half termly across other year groups.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

There is a thriving Home School Association (HSA) at Clapham Terrace, which successfully continued to work in partnership with parents and the school during COVID-19 restrictions. Despite the difficult circumstances, the association managed to identify several creative ways of raising funds. HSA events are frequently organised in partnership with the Junior Leadership Team. During 2021 activities included; Break the Rules Days, The Great Clapham Fun Run, Easter Egg Bingo and activities, Virtual Quiz, Christmas Trail, Treat Bags and Craft, Nativity Photos and Halloween and Treat Bags raising a total of over £8000.

Through the various associations and groups pupils have a broad access to global awareness and the wider community. Pupil groups include Eco Activists, SPLAT (an art committee which organises an art festival in conjunction with Warwick University and two other local schools,) I.C.E, (including children everywhere, Detectives and Ambassadors, Reading Ambassadors and COST (Clapham On-Line Safety Team). These groups develop pupil leadership and organisational skills

The Senior Leadership Team are working closely with other schools within the area, actively supporting other schools with the inclusion agenda, supporting both behaviour and curriculum developments. These links with other schools are growing as the school continues to develop as a highly inclusive school. The school is part of a 14-school consortium of local schools and has links with secondary, primary schools and special schools within the area. Links have also been established with local businesses, food banks and places of worship.

Prior to COVID-19 restrictions close links had also been forged with the local old people's home, local special school and the school is looking forward to being able to begin visiting the home again as soon as COVID-19 restrictions permit.

Pupils' confidence and independence are grown throughout their time in the school. Children build confidence to attend the Year 6 residential through attending sleepovers and a 'Space Camp' in Years 3 and 4. Opportunities to work with a range of artists in projects in school, participate in local projects such as the East Lodge Art Exhibition, which attracts over 1800 visitors, redesigning the floor tiles for an iconic Leamington landmark and working with the twinning society to enhance MFL and community links.

Next Steps:

To fully re-establish links with the community lost because of COVID-19.