



Report on IQM Inclusive School Award



School Name: Clarendon Primary School

School Address: Recreation Street
Bolton
Lancashire
BL3 6SN

Head/Principal: Mrs V Chatterjee

IQM Lead: Ms Victoria Johnson

Assessment Date (s): 25th January 2023

Assessor: Mrs Heather Whitfield

Sources of Evidence:

- IQM Self Evaluation Report document
- School website
- School policies
- Pupils' books
- Learning walk
- School's Special Educational Needs and Disability (SEND) Information report
- School's Pupil Premium Strategy statement
- School's SEND Policy
- School's Curriculum Outcomes
- School's Cultural Capital Curriculum Map and Celebration Booklets
- School's Learning Links Medium Term Planning
- Extra-Curricular Clubs offered
- WOW Week Staff Stimulus document
- Bounce Survey results
- Curriculum Statement



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Meetings Held with:

- Headteacher
- Deputy Headteacher for Inclusion
- Deputy Headteacher for Curriculum and Assessment
- IQM lead
- Pupils, including pupils from leadership roles, interventions and with individual experiences
- Teaching Assistants (TAs) for Life Skills
- Teachers
- Governor
- Learning Mentor
- Speech and Language Therapy (SALT) team
- Special Educational Needs (SEN) Assistants
- Parents



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Overall Evaluation

Clarendon Primary School's multi-million purpose-built building was opened in 2014 in Heywood Park. The building reflects the heritage of the local area with panels of brickwork fashioned into textile patterns reflecting the legacy of Robert Heywood, who gifted the park to the people of Bolton in 1862. Clarendon Primary School is very proud of its heritage and some current staff were able to play a role in the design of the new facilities. The corridors are wide and encompass breakout areas where interventions and targeted learning can be accessed.

In February 2020, Ofsted's report said that Clarendon continues to be a good school.

There are currently 452 children on role from Nursery to Year 6, with 82 pupils identified as having Special Educational Needs (SEN) and 15 pupils who are International New Arrivals (INA). There are 133 pupils classed as being disadvantaged and 341 pupils have English as an Additional Language (EAL). The Deputy Headteacher for Inclusion told me, "children are confident and accepting of Special Educational Needs (SEN) terminology and supportive of children with SEN as the terms are taught and learnt about through assemblies and discussions. Children are confident to support others and share their knowledge".

There are 33 home languages within the Clarendon family and, as a result, communication and interpretation can become a barrier. In order to support and address this, if needed, during parental meetings, including Parents' Evenings, interpreters are provided to promote effective communication. Most children speak two languages so children are 'buddied up', especially if they are new to the school, with a child or children, with whom they can communicate, with ease.

Clarendon impacts on the whole family and not just the children who attend. This whole family approach includes home visits to enable staff to understand the greater needs of the children and provide or signpost to support, as and where necessary.

Whole school trips, which provide real life experiences, are organised so that siblings, within the school setting, can share the experiences together and create lifelong memories. Staff told me that they keep in mind that children at Clarendon may not have had the opportunities to experience life and experiences that children in other schools may have, so those opportunities are created for them. One teacher said that, "their lives are so busy, as many attend Mosque after school, that we give them as many as possible different opportunities in school". The Governor, to whom I spoke, told me that, "Clarendon is transformative. Children feel safe here; safe enough to try things that they wouldn't get to try anywhere else."

The leadership and management within Clarendon are very strong and based around whole school consistent principles and approaches to supporting the needs of all children. Through consistent processes, such as book monitoring, pupil progress meetings, performance management, staff coaching and subject teams, to name a few, all staff are aware of the expectations of them and their role but also of what they are to expect from the children. As a result of this consistent approach, whether the child is in Nursery or Year 6, they are aware of and understand their role in their educational journey. Consistency was a word that kept being repeated throughout the IQM visit by not just staff members, but also the Governor and parents, with whom I spoke.



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Senior leaders identified the importance of how adults interact and speak with children and introduced training for the whole staff on emotional coaching. This has helped staff to understand the roots behind behaviours. This is also supported through the work that the Learning Mentor delivers to parents through family workshops.

Clarendon plan for '11 events before you're 11' within their curriculum and Culture Capital learning experiences. These extend from making mud pies in Nursery to visiting Jodrell Bank in Year 5 and having an activity centre experience in Year 6. Regarding their experiences at Clarendon, a pupil made the comment, "we're not perfect, we will forget some memories but some will be long memories!"

A member of staff commented that, "we do things for the context of our children. Staff are determined that children get everything that they deserve. We treat each child as if they were our own".

Very high standards and expectations are visible throughout Clarendon for pupils, staff and parents and within everyday learning and life. The pupils engage positively in all aspects of learning and respect is very much a two-way process.

The school has two dogs, Peggy and Diego, who play a huge part in the day-to-day life of the pupils. The children are able to read to the dogs and take them for walks, both of which promote positive mental health and wellbeing with the children.

Transition to secondary schools is prepared well and all children's needs are considered during meetings with the secondary school staff. Children with additional needs are supported through Year 6 to become more independent and more understanding of their learning needs and styles in order to encourage resilience in their new setting.

The school has a pastoral register which is built on each year to support the needs of the children as they transition through school.

I am of the opinion that the Clarendon Primary School fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school consider applying for Centre of Excellence status due to the excellent day-to-day inclusive practice which it promotes and supports, not only for its pupils, but their families too. 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.

Recommendation for COE - Yes

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

“Inclusion is a thread that keeps it all together”, was how one of the school’s Governors described inclusion within Clarendon.

When asked to choose one word to describe Clarendon, the Headteacher and Deputy Headteachers all said, “inclusive” virtually all at the same time. It was stated that, “inclusion runs from the door through to the curriculum. The Deputy Headteacher for Inclusion told me, “we aim to empower children and celebrate even the smallest of steps of success to make it the ‘norm’ for learning and assessment to be seamless”.

Everything within Clarendon is underpinned by effective systems, working from the same consistent approach. External agencies have commented on the inclusive success of Clarendon’s Speech and Language support and now pupils choose to travel to Clarendon in order to be able to access their provision and setting. The Deputy Headteacher for Curriculum and Assessment said that, “inclusion is not just about the children; it applies to everything. From identifying a need and plugging the gap. This may include gaps in staff’s knowledge and then appropriate support is provided. Really high expectations underpin everything and support is put in place to enable children to achieve these expectations. The children are so keen to learn and this helps to build upon that love for learning”.

The inclusive values reach out to all members of the Clarendon community. Staff recognise the impact of Clarendon’s values and inclusivity on themselves. One teacher told me, “it’s amazing coming here each day; it doesn’t feel like work. We’re all part of a family”. Staff said that, “you can approach anyone on the Senior Leadership Team to pitch ideas. Doors are always open”.

Pupil and staff wellbeing is a priority within the day-to-day life at Clarendon. I was told staff are very happy as they know that their wellbeing is considered and valued. “The staff at Clarendon are a fantastic team.”

Inclusion includes the families too. Parents are supported through workshops which cover many areas of need, including learning English, mental health, reading and emotional coaching, to name just a few. One parent said, “staff care about children here as individuals. Staff support concerns and as parents, we trust staff to support our children”.

During a visit from the Hali Orchestra’s Director for Education, they commented on how effective provision is within the school. It was said that, for such a big school, the impact of provision on individual pupils was remarkable.

Next Steps:

- There are no significant areas to develop within this element.



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Element 2 - Leadership and Management and Accountability

Leadership and management at Clarendon are highly effective in implementing consistency in all that it delivers.

Staff work within curriculum teams which meet on a fortnightly basis. During these meetings, staff discuss how the subject is working, if teaching and learning is effective and how staff are able to identify this. This process also feeds into supporting staff training needs. Plans are written to not only support the children's learning but also the deliverance of lessons and staff's knowledge. These plans have proven to be highly effective. Members of staff commented on the very nurturing approach for all within the Clarendon family, where, "everyone supports each other". "We have training and meetings. There are opportunities for us all to grow and develop."

The Deputy Headteacher who leads on Curriculum and Assessment explained that through performance management, staff observations and discussions, if gaps in staffing are highlighted, they are addressed straightaway through Continued Professional Development (CPD) opportunities, such as coaching. By working in triads across phases, staff can watch each other teach, time is allocated for a follow-up discussion and then the process is repeated in three weeks' time. This process includes the support staff and is very inclusive and welcomed by staff. A member of staff said, "everyone is constantly being upskilled and everything is done properly. Everything is now embedded and, although it has taken time, we are now all working off the same page".

In order to gather 'voice' within Clarendon, leaders have introduced a recoding method called Bounce. This can be accessed via an app and has been used to gather pupils', staff's and parents' 'voice' on a wide variety of subjects. In class, Bounce can be used for a variety of purposes including to assess pupils' prior learning through pupils answering questions on new topics. Parental voice has been gathered along with staff's voices regarding mental health and wellbeing. The app can be adapted to suit the language needs of all those accessing it. This supports effective communication between school and home.

The Headteacher described the induction process for new members of staff, regardless of their role and duration of employment as, "very tight". Staff must receive their induction before they begin to have any involvement within the school so that they are fully aware of the expectations of them, the policies and procedures within school and their role within Clarendon. Through this robust process, the Headteacher said that, "before they have involvement with the children, they feel like they know everything and know what we're doing".

The Governor, to whom I spoke, also volunteers one day each week at Clarendon supporting Year 6 writing. Governors also accompany the school on trips; a recent one involved seeing King Charles driving past and some children even got to speak to him! One child told me, "King Charles asked me if I'd had any lunch but I told him that I was too excited to have any lunch. It was the best day of my life!"



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All link Governors are expected to visit the school at least twice a year and produce reports for the rest of the Governors, regarding their visit. The Governor told me that they feel the school has a “transformative” effect on pupils. I was told that this starts as children join the school in Nursery, where staff work hard to understand the needs of all pupils and that this understanding gains greater depth as the children progress through the school. “Staff really understand the children’s needs as staff go over and above to support pupils and their families.”

Subject leaders present to Governors during curriculum meetings. The consistency, within what and how they present, enables Governors to gain a detailed understanding of how subjects are being led and the impact the teaching is having on the learning. The consistent systems in school support the Governors’ monitoring roles as they are able to question subject leads and the Senior Leadership Team further. The Governor proudly explained to me that Clarendon has been highlighted by external agencies as a source of best practice.

Governors access training via the Bolton portal and training needs are matched against needs which are identified through a Training Needs Analysis (TNA). Through this analysis, every Governor had asked for further support in understanding the teaching and day-to-day learning of differences and diversity. All Governors access training on safeguarding and prevention each year.

Next Steps:

As identified in the SER:

- Deputy Headteacher for Inclusion to present a presentation to the full Governing Board to further develop their skills and understanding on Inclusion, Equality and Diversity (16/02/23).
- Annual Special Educational Needs and Disability Co-ordinator (SENDCo) and SEN Governor link to meet bi-annually.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaptation

Clarendon's Curriculum Statement states:

“As a school community, we believe our children possess unique gifts and qualities; as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment.”

The curriculum at Clarendon is bespoke to its children's needs and incorporates all subjects and elements of learning. The curriculum has been specifically designed and built upon by teachers to facilitate learning through an enquiry-based approach. This can be seen when children lead their own learning through the creative history style of learning when the staff become facilitators and the children explore learning through their own preferred style and approach. Staff encourage the children to articulate their learning through their preferred style and they have found that this has supported learning becoming embedded in children's long-term memory as they have ownership over how they learn.

The school structure has a non-teaching Deputy Headteacher for Curriculum and Assessment. This member of staff spoke passionately about her role and the impact of the consistent systems within the school's structure on the children's learning as individuals.

The enquiry-based approach to learning enables the children to drive the learning in the direction of their choice, by thinking of questions that they would like answers to, by the end of the topic, which then form the basis and focus of each week's learning. Staff said that children feel proud when it is their question which is chosen for that week's lesson. When reflecting on and presenting their learning through a 'Museum', one child told me, “it was really good. I actually learnt a lot because I was learning in a fun way. Our learning lasts in our brains and we can invent new things, like Jurassic Park, like all of the habits.” During this experience, the children went round the exhibits, set out in the hall, and made notes about what they were learning and finding out about, and then went back to class to consolidate this learning and write about what they had learnt.

Learning is delivered through a Cultural Capital and Creative History approach. This approach has been highlighted and presented to other schools and Headteachers at Leeds University. The school's curriculum is bespoke to Clarendon's needs. This starts with the design of the school building, reflecting the local heritage, in order to help children to explain who they are, as pupils at Clarendon. The 'Museum' showcase has been used to invite children from another local school in to consolidate their learning. One pupil told me, “I was the teacher. It made me feel proud because I knew so much and the other children had to write all of the information down”.

Children at Clarendon are taught life skills through activities including Forest School, Cooking and Cr8 which incorporates craft, design, planning and making. Staff, who lead in these areas, spoke passionately about the support that their roles give to not only the children but to their parents too, as courses are held which parents can access and the children can take their cooked food home with them. The consistency throughout the school's curriculum continues into these areas and Curriculum Maps guide the coverage and activities that the children participate in. Children's outcomes are tracked through assessment sheets, engagement in opportunities and conversations with members of



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the Leadership Team. Within the activities in Forest School, the children learn to grow crops which are then harvested and used within the cookery sessions. The Forest School Lead told me that, “every single child in school is gifted in something; you just need to find it”. Basic life skills taught also include hoovering, washing, going to the supermarket, catching a bus, using real money and the children have visited an animal shelter. Staff told me that, “children’s faces light up; they’re so proud to share their learning”.

Within the displays around the school is a ‘Duty Bearer’s’ wall. This wall displays photographs of pupils, who have responsibilities across the school, with a synopsis of what the role involves. All children in Clarendon know who is who, not only through the display but also because these children are introduced to others in each class and the ‘carers’ wear tabards when out on the playground.

Children, within these roles, spoke about the value of what they do and the respect that is shown to them by others:

- “We have buddies in class to help and support us. I want to be a ‘Star Writer’. I’m doing my best.”
- “I’m an Eco Warrior. I remind people to shut off the lights and boards and to put paper in the recycle bin.”
- “I’m a digital leader. I’ve had training. It told us about what we do and why we’re here. If children have worries, they can ask us or speak to a teacher. We meet up every Monday lunchtime and talk about the poster for the week. We then take the posters to the classrooms after lunch and talk to the classes about them.”

I spoke to a Lunchtime Buddy who told me about their role, “I support the younger children by taking them to the toilet, taking them to an adult if they are really hurt and I encourage them to eat their lunch. When I went on a visit out of school, the next day, the children in Year 1 missed me so much that they ran to me and hugged me”.

The children play a valued role in the day-to-day life of Clarendon. This was evident in a Year 4 class where a child leads a session of CalmaClass for 15 minutes every day after lunch. Observing this session, it was clear to see the authority and confidence that the lead pupil had and also the respect from their peers within the room who were all fully participating in the session. The session included props and the instruction booklet and was very closely observed by the lead pupil to ensure that the class received their full 15 minutes’ allocated time.

Clarendon School Council is inclusive for all children. Each class votes and elects the children to represent them and the children are in role for one term before the process is repeated. The School Council have suggestion boxes in each classroom and when they meet, they go through the slips. If any actions arise, they take these to the Leadership Team. The School Council has helped with the arrangements for charity days, fund raising and Urban Outreach. The children wear their badges with pride and represent the school well. Members of the School Council spoke about their role to parents during a Parents’ Evening and a Bounce questionnaire was completed afterwards, “members of the School Council are valued as shared stakeholders and they all know what their role represents and involves.”



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School leaders have identified a high need within Speech and Language (SAL) and have invested in an onsite Speech and Language Therapist (SALT). The Deputy Headteacher for Inclusion told me that, by becoming self-sufficient within the staffing structure, children are able to access support quicker. Children enter the school's nursery with significant language needs. This identification of need drives the SALT within the curriculum, as most pupils do not speak English at home. If needed, assessments and support programmes can be carried out bilingually. The school's SALT works closely with the SALT team in order to deliver the right support to the identified children. Staff told me that children are allocated to them by looking at the staff's areas of strength in order to provide the best provision for the children, "there is constant communication between us so that we can share best practise and ideas". The timetabled time for SALT staff is protected so they are fully supported by management in the delivery of their interventions. I was told that the SALT system is, "robust and reflective. We know our strengths and those of the children and we work to close the gaps in their needs".

Special Needs Assistants (SNAs) deliver a wide variety of interventions across the school, including a wellbeing group, social skills, social stories, sensory circuits and 'Toe by Toe'. For all interventions, staff talked about the process for identification of children's needs. In relation to the social skills intervention, one pupil told me, "it teaches us how to be social and communicate with people in our class. We learn how to use an appropriate voice when speaking to others". The social stories produced to support the children are also sent home to promote a triangulated approach of support.

Children spoke confidently about their experiences at Clarendon.

Comments such as:

- "School cares for me and my family."
- "I use the working wall and then I'm not so confused."
- "This is a really good school. I wouldn't want to go anywhere else."
- "Everyone's kind around us. They make you feel it's ok to talk, feel happy and calm. Then if you tell them a worry, they take it out in small bits and work on it and by the end of the week, you feel relieved."

This level of respect and trust is clearly evident in the children's books which are presented to a very high standard.

Handwriting is joined from Year 1 and children clearly take pride in their learning and work. Children could explain the purpose behind the resources on their desk; personalised writing and reading fans and challenge fans.



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Next Steps:

- Use Bounce to obtain children's and parental views on SALT.

As identified in the SER:

- To further enhance the outdoor provision to improve children's Personal, Social and Emotional Development (PSED) and physical outcomes at the end of Reception.
- To monitor the new approach to setting and rewarding completion of homework across all key stages.



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

The vibrant environment welcomes you into Clarendon from the first step through the doors. The displays within the corridors are a celebration of the learning which takes place.

I asked a pupil if they could change anything about Clarendon, what would it be? What would they do?

The pupil's response was:

- "I wouldn't change anything because I think everything is perfect just as it is. Everything is really nice; a nice environment, nice friendly staff who are funny".

The consistent approach to delivering learning was very evident when looking through the children's books and looking at the learning environment. All classrooms have, on display, the same information in the same format, to enable children to become familiar with accessing information to drive forward independent, learning styles. Within the children's books, work provided to the children was always for the same learning purpose but on closer inspection, it could be seen that, for some children, the work had been altered to accommodate the child's learning needs; this could have been through extra scaffolding, reduced language or through the use of pictorial/word representation by using Widgeo and Inprint. The IQM Lead said, "all children do the same learning. They are all exposed to the same information. There is no capping on what they access, just scaffolding and support provided to ensure that they achieve".

Learning for children is progressive, moving from concrete, pictorial to abstract. All children, currently up to Year 3, are provided with their own box of Cuisenaire rods to support their learning. This will roll out through school with the next few cohort intakes. The availability of this resource and the consistent use of it, throughout school, enables all learners to learn in a style most suitable to their needs. In a video of a virtual tour on the school's website, the Headteacher comments on children at Clarendon, "keep up rather than catch up" through the support, systems and knowledge of the individual children's needs.

As well as the children learning life skills which include cookery, parents are offered the chance to come into school to cook alongside their child. Staff have also donated cooking produce, with which the children have then used to cook. During this event, all children had the opportunity to cook and they all took two 'gifts' home.

The displays throughout the school are a celebration of learning; reflections of work, inspired by the whole school visit to Bretton Hall, Yorkshire Sculpture Park to consolidate learning in specific subjects and themes. After this visit, all children took part in producing class sculptures which are proudly displayed around the school and grounds and highlighted on a map for people to follow and locate them. There are large fixed pictures of children learning which reflect the school's motto, "Together we shine". Clarendon's values clearly underpin all that they do for all members of the Clarendon family and promote independent and resilient learners.



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Every child from Year One is screened for visual stress as staff identified the significant benefits to the child and their learning, if identified. All interactive teaching screens in each classroom are filtered so that they support the visual learning of all pupils. Where children are identified as having symptoms of visual stress, they are provided with the correct coloured books and overlays to support them.

Clarendon's learning becomes 'whole school' and promotes high aspirations for all pupils. This is very evident during their focus events, for example, 'It's Christmas – Together We Shine... Fly', an International Christmas Cultural Awareness event incorporating writing, cooking and art/Design and Technology themed week, when the school became an airport and all staff and children played their part within the new setting. The children learnt about and experienced Christmas in different countries, cultures and traditions. When children were asked what they would like to be when they grow up, one child said, "I want to be a pilot so that I can fly somewhere nice; somewhere where you can see the sun set".

Clarendon's children's love for reading was developed through visits from authors, some in person, some via Zoom. A pupil told me that, "a real author came to our school to open our new library. They inspired us to 'get lost' in books. The new library is an amazing environment which is supported each afternoon with a member of staff, working as a librarian. All books in the library are novels and they are all linked to 'Accelerated Reader'. The Deputy Headteacher for Curriculum and Assessment told me that an author visited school every half term and the school then purchased their books, one for each class library and five for the school library. 'Little Book, Big Dreams' are displayed in each classroom. Each year group has their own 'Reading for Pleasure' display and 'Golden Box' for selected books to go into. The author visits promoted "no barriers to achieving" and this is reflected throughout Clarendon.

Next Steps:

As identified in the SER:

- To continue to raise attainment for all children by ensuring a broad and balanced curriculum is in place which closes gaps in learning.
- To promote roles for children to raise their sense of responsibility and accountability within school and their values beyond.



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Element 5 - Assessment

At Clarendon, there is a focus on the whole child and not just the data that is produced by their performance.

Senior Leaders have made a decision to test children, only when testing is required. Around this, teachers use the question level analysis to teach to support identified gaps. Leaders see the need to identify gaps and to support these through effective teaching and support as a system 'set in stone' since it demonstrates clear intent of implementation and impact; subject leaders produce impact statements which are very specific and linked to the School's Development Plan (SDP). There is a success criterion to be followed.

Each term, subject leaders produce reports which are shared with the Governing Body and used to drive conversations. A recent monitoring of subjects highlighted a gap in knowledge in human geography. This was addressed by focusing, as a whole school, on this theme in displays within the corridor spaces.

"All pupils are treated and taught the same but their learning may be scaffolded differently." From talking to many individual children, it was apparent that all children are aware of their current learning targets via their individualised and personal Learning Target books which sit at the front of each child's book. The children could confidently explain the purpose and the process behind the booklets and what that means to them. As the teachers mark in 'real time' and celebrate the children's achievements with them, the children's understanding and confidence develops, enabling them to make progress.

Each term, a whole school event creates opportunities for children to showcase their knowledge in their own preferred style. Children are encouraged to share their learning and knowledge via a variety of different styles, such as 'found material modelling', writing, painting, performing and talking. The staff interact with each child as they are interacting with their preferred style and share their learning with them. They assess through observation and questioning. This is proving to be a very effective method of assessment for the school. When the children presented their learning through the 'museum', teachers, parents and Governors were able to engage with the children and ascertain what they have learnt. Children, to whom I spoke, told me about events, such as this, from previous years, articulating the knowledge that was rooted within their long-term memory.

Next Steps:

As identified in the SER:

- To review Science assessment procedures.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

As a result of the inclusive approach in Clarendon, negative behaviours and situations are very rare and do not escalate if noted. Staff confidently said that all children feel safe and that behaviour is very good, due to no one pupil or need standing out from any other.

Early interventions, from Nursery upwards, are able to identify and support pupils' needs. Assemblies promote areas of need, such as autism, and celebrate individuality. As a result, "children are accepting of one another". During the initial meeting, I was told that, whilst walking around the school, I would not be able to identify groups of children due to their needs and this was very noticeably true during the learning walk. Nothing distinctly different was happening for any child or group of children. The IQM Lead commented on children being, "well rounded because they understand the Clarendon values which are embedded in the children which they then take outside of the classroom. There are lots of little moments that happen here that mean the most. Our children are for everybody. We're a really good team". Another member of staff said that, if they were to ever leave Clarendon, "it won't be for a job in another school as I wouldn't get this, systems, processes, 'the feeling', in any other school".

Clarendon Primary School has International New Arrival (INA) children within its family. To support these children and their families, staff work with members of the School Council to create 'passports' for the INA, which will include the identification of key people and places around school. This supports the pupils in feeling welcome and understood and promotes positive transitions and values.

Each class has a weekly attendance poster on its classroom door. This highlights the figure for class attendance for that week and encourages positive attitude towards school and working as a team. Awards for the class/classes with the highest weekly attendance are presented to the children.

Children were asked if they thought there was bullying at Clarendon. One pupil responded with, "no, because we learn a lot about it and we know not to do it". Another child said, "no, because we all work as a team and the staff listen to everyone. They put effort into what they are teaching us. I go home happy because I've been to school". Another child said, "if you want to be treated kind, treat others kindly. I know that staff care for me because they smile and make me feel comfortable. They tell you that you can do it".

Next Steps:

As identified in the SER:

- To modify behaviour approaches in school developing staff knowledge of emotional coaching principles.



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Element 7 - Parents, Carers, Guardians

Clarendon supports the whole family, not just the child. Parents were able to tell me about the caring nature of the staff within Clarendon and how they are supported.

Pre-Clarendon experiences are wide and varied. There are currently 15 children who are International New Arrivals (INA) at Clarendon. These children and their families may have only been in England for a few weeks and assigned a place in Clarendon. Transition is put in place to support these pupils and their parents, such as interpreters and buddies, to make them feel welcome. Profiles are written to support the child in class and English as an Additional Language (EAL) booklets that have QR codes are provided to families which can translate the text into a language which is accessible to them. School Council representatives may go through transition books with the INAs.

Home visits are a natural supportive process within Clarendon. Social and economic issues have been observed through these visits and staff have then been able to signpost families to or provide the appropriate level of support for them. Staff utilise the Greater Manchester Home Conditions visit tool to support them, when visiting families within their homes, to explore how school can help with what families need. Staff told me that families have expressed sincere gratitude for this involvement.

Clarendon Learning Village is an online tool to support pupils and families with the learning of English. They can type in any subject matter and access support and advice. Senior leaders consider families' needs and provide them with access to this tool. This may include INA pupils and families or those with identified additional needs. For those who access it, staff are able to see the positive impact of accessing it within the classroom.

The Learning Mentor (LM) supports families both in school and at home, covering a wide and varied level of needs. They told me that, "all support is provided in a nurturing way". A mindfulness parent program has been delivered by the LM supporting parents to understand themselves and how best to support their children. Parenting programmes, such as this, are delivered to targeted groups of parents or open to parents within the whole school. Workshops, such as parenting courses, emotional coaching and reading have been facilitated by the school to support parents in supporting their children's needs.

School have also supported families by paying for Citizens' Advice to come into school and through a booking system, parents have been able to access support and advice to meet their needs.

All parents, to whom I spoke, had the utmost respect and gratitude towards the staff at Clarendon. They spoke about their individual journeys and how Clarendon has supported their children, past and present, and themselves. They talked about the support provided during COVID-19 and school closures and how it catered for the individual needs of their children.



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Several parents made the following comments:

- “My child needs the inclusion at Clarendon and I trust the staff that this will continue as they move through the school.”
- “I have attended every single workshop for parents and I have learnt how to help my child at home and how best to support them. All of the staff are brilliant here. My children have had brilliant experiences ever since joining in Reception.”
- “It is an honour for us as parents to be able to come here today to speak to you about Clarendon. I didn’t know a school could give so much help to a family.”

Next Steps:

As identified in the SER:

- To consider offering the emotional coaching course in another common language (Urdu) and try to get more dads to attend.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

Clarendon Primary School is a major part of the local community, supporting not only the pupils and families, but other residents within the community too. During a Christmas theme of 'Giving Back', the Clarendon children decorated their Christmas tree with 'love and happiness', personalised gifts which they then distributed to residents within the local care home. The school have arranged collections for families when they have been identified as being in need and donated items to the 'Urban Outreach' project.

To promote the 'WOW' in their history learning, the school arranged to hire a 'Shabti', a mummiform figurine which was found in many ancient Egyptian tombs, in order to bring the learning to life and engage the children's interest and encourage their questioning. School have also hired 'Betty', a hydroponic vertical garden, which has 'grow lights' and a pump to water the crops which the children plant and later harvest to use within their cookery sessions.

The children at Clarendon take an active role in local and national fundraising events. Children produce PowerPoints with information relating to their event and present them to the children in the classes across the school. During these presentations, they talk to the children about the impact of their involvement for that cause.

Through the geography curriculum there has been a focus on 'Global Goals'. This has included discussing and learning about issues, such as gender equality, having displays around school to promote this and also looking at how different communities around the world live.

During 'Enterprise week', children work together to produce products to sell. Each class has a charity which it supports and all monies raised through 'Enterprise week' are donated to the classes' charities.

The work which has enabled Clarendon to celebrate the work and learning that takes place by gaining accreditations and awards, such as the Science, Technology, Engineering and Mathematics (STEM) Bronze Quest Award, supports children learning about real life situations and encourages STEM ambassadors, such as General Practitioners (GPs) and firefighters, to visit the school. Year 6 pupils visited the local university to explore and develop their understanding of STEM.

Next Steps:

As identified in the SER:

- To refresh our global links through the French curriculum offer by re-establishing links with a new foreign school.
- Gain the Gold Rights Respecting Award (Assessment date 16/02/23).