



Report on IQM Inclusive School Award



School Name: St. Clare's Catholic Primary School

School Address: Trimdon Avenue
Acklam
Middlesbrough
TS5 8RZ

Head/Principal Mrs Elizabeth Eddies

IQM Lead Mrs Julie Voyzey

Assessment Date 8th November 2024

Assessor Mr Craig Wright

Sources of Evidence:

- IQM Self-Evaluation Report Document
- School Website and Policies
- School Social Media
- "Minnie Vinnies" record book
- School outcomes and attendance
- School's Ofsted Report
- Sample of Student Books
- Morning arrival observation
- Observation of staff collective worship
- Pupil Premium Strategy 23-24

Meetings Held with:

- Headteacher
- SENDCo
- Deputy Headteacher – Maths Lead and KS2 Lead
- Chair of Governors – Link for Quality of Education
- Governor – Link for RE
- Learning walks – observation of social times including play at lunch
- Learning walks – lesson visits across each year group
- Review of school environment
- "Minnie Vinnies" – student group
- "Head starters" – student group
- "Sports Crew and Play Leaders" – student group



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Overall Evaluation

St. Clare's Catholic Primary School is an exceptional place. Situated in the parish of St. Clare of Assisi in Acklam, St. Clare's Catholic Primary School is proud of its Catholic identity. Leaders and children talked passionately about their belief in the school's mission, to enable all people to "walk in the light". This ethos permeates the school and informs the inclusive ethos that all members of the school community have.

St. Clare's Catholic Primary School is a one-form entry primary school. It has a lower-than-national-average population of a free school meal, SEN and EAL students. However, these groups are established in the school. The Headteacher is passionate about the ethos of the school. She is unrelenting in her determination to give every child the best possible school experience. The wider Senior Leadership team follow this example. The Deputy Headteacher is an exceptional practitioner, and her forensic analysis of data has allowed the school to make significant gains, especially in mathematics. The SENDCo has brought a determination to the role which has seen impressive movement in the practice and philosophy of inclusion within the school. As a 'small' school, every staff member makes an additional contribution beyond their substantive role. This collective team effort makes St. Clare's Catholic Primary School a truly collaborative school where everyone is part of the success. There is a clarity of purpose amongst every member of the school. Every member of staff, from the caretaker to the Headteacher, is uncompromising in their love and high standards for children. They think deeply about the 'right' thing to do for each child and do it.

Learners benefit from a broad curriculum that is taught to every child, regardless of ability. Teachers skilfully differentiate the curriculum so that it is accessible, and students experience success in every lesson. Teachers have clarity in the substantive knowledge they need to teach, as such students acquire this knowledge and can apply it skilfully. Children are supported by dual-coded knowledge prompts in their books which they utilise to support their recall skills. Children, regardless of their starting points, make rapid progress and this is sustained.

There is no complacency among Leaders at St. Clare's Catholic Primary School. When something isn't working, they fix it quickly. This is mirrored in the classroom approach of "find it, fix it" which ensures children receive instant feedback and therefore misconceptions are addressed quickly. Leaders found that social times were challenging and whilst student behaviour was good, lineups became challenging and would lead to disruption later in the afternoon. They moved quickly to implement a new approach to social times which included more opportunities for young people to play. The range of activities observed were exceptional and they provided clear opportunities for all young people to take part in something they found enriching. The second issue that Leaders have moved quickly to address was the decline in outcomes at KS2 in maths. The Deputy Headteacher and Maths Lead undertook a rapid review and forensic data analysis which allowed her to produce a thorough improvement plan. The outcome has been revolutionary with the implementation of "fluency football" and a robust CPD package for parents and staff.

Children are very proud of their school, and rightly so! Children were observed being polite and kind to each other and to adults. They do this intrinsically because they



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understand the importance of this expectation from adults. Leaders have introduced a range of groups for young people to join to be part of the Leadership of the school. Little Vinnies is committed to improving the ethos and catholic life of the school. Head Starters support young people with their mental health and wellbeing. Sports Crew and Play Leaders help to ensure all young people are taking part in sports and playtime. They are committed to their roles and understand the importance of their role for the wider school community. Children talk overwhelmingly positively about their teachers and their school. They appreciate the adults who give them opportunities to go on trips and to learn.

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 the Inclusive School Award and be reassessed in three years.

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: Mr Craig Wright

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

St. Clare's Catholic Primary School ethos is central to the values of inclusion that permeate the entire school. This takes many forms. Children are rewarded not for their outcomes but for their efforts and character. The school have created ways of acknowledging the "fruits of the holy spirit" in children, this includes values such as joy, generosity and patience. As a result, children recognise their potential and have faith that adults see the best in them. Catholic social teaching is lived and breathed by all members of the school community. One child articulated the importance of their work as "loving our brothers and sisters because we are all part of God's family". This beautifully captured the ethos of inclusion amongst students.

The needs of students are well understood at St. Clare's Catholic Primary School. Leaders have taken robust steps to ensure that the curriculum catches everyone and that teaching supports everyone. Young people with additional needs are supported by a range of external providers and internal resources. For example, the "think sensory not behaviour" approach has meant that young people receive a sensory diet that allows them to manage the school day and excel.

Policies and practices at the school are developed holistically with a laser-like focus on the needs of the young people that St. Clare's Catholic Primary School serves. The staff within the school take full advantage of the Trust's CPD offer and work collaboratively with the Local Authority. However, Leaders are never complacent. Where a need emerges or Leaders identify a need in the local area, they respond rapidly. For example, the school has trained staff in Emotional Literacy (ELSA) and all staff are trained in bereavement support.

St. Clare's Catholic Primary School is a welcoming and friendly place. Children are excited to tell visitors about their school. One child from the Minnie Vinnie group said that St. Clare's Catholic Primary School was "a welcoming place. You can show your differences, you can show who you are." Achievements are recognised for all students in the Friday praise assembly. Students know this is important and they value the time. Sporting trophies are in a prominent place in the school so that everyone sees them. Sports teams are rotated so that all children who wish to participate can do so, there is no "elite" team. Instead, all children are encouraged and praised for their part.

There is no doubt that staff wellbeing is prioritised by the Leadership at St. Clare's Catholic Primary School. In addition to the Trust's wellbeing offer, St. Clare's Catholic Primary School has created time on a Friday morning for staff collective worship. This is a reflective period that is valued and led by staff.

Next Steps:

- Develop strategies to support Year 6 with their transition to secondary school.
- Continue to develop and strengthen the internal spaces that are used for wellbeing, Head Starters would like to improve the "friendship bench" and ensure that everyone uses it properly.



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Element 2 - Leadership and Management and Accountability

At every level, Leadership is ambitious and inclusive. Leaders, with the support of the Trust, have crafted an ambitious curriculum and inclusive teaching and learning practices. Leaders have raised the profile of cognitive load theory, and this has led to innovative dual coding of the substantive knowledge for each lesson and specialist literacy used. Children have become skilled at using these to support their learning and know how to use them to make learning stick.

Self-evaluation runs through every system in the school. Nothing is off limits, and nothing is beyond scrutiny. This is because Leaders acknowledge that they can always improve on their best. Leaders within the school take a proactive approach with daily learning walks and pupil book study. This is never punitive. Leaders have created an open-door culture and the strong relationships between staff mean they value the feedback from their colleagues. Leaders are role models; they model the high expectations they insist on. The Deputy Headteacher has invited teachers to come and observe her teaching of mathematics and offered coaching to others. There is truly a culture of improvement present throughout the school.

Governors are an asset to St. Clare's Catholic Primary School. The Chair of Governors describes the Governing Body as "diverse and inclusive". Governors have a strong understanding of the school's strengths and weaknesses because they spend time in the school talking to children and walking the school with Leaders. They use visits to produce reports which form part of the challenge at governing body meetings. One Governor remarked that they'd never been told "no" to questions they had asked, everything is on the table because Leaders have created a culture of openness. Governors appreciate the complexity of the work that Leaders are doing and are grateful for the impact that is evident in the school. The governing body puts children at the heart of what they do, they welcome children from each class to present to them. This allows them to hear directly the voices of children.

St. Clare's Catholic Primary School achieves a lot with not a lot of money. Despite the relatively small amount of Pupil Premium funding received is used effectively to break down barriers. Outcomes reflect the impressive work Leaders have done to minimise the differences between disadvantaged cohorts and non-disadvantaged cohorts. The school is well-resourced, and Leaders have invested in playtime equipment to help children develop their social skills and have a higher quality playtime.

Next Steps:

- Further develop high-quality teaching and learning so that progress is maximised across all year groups.
- Continue to provide opportunities to share best practices between teachers.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

St. Clare's Catholic Primary School has crafted an ambitious curriculum that follows the National Curriculum but fosters a sense of belonging to Teesside. The structure of the curriculum allows teachers to teach in chunks which are manageable for children. The CUSP curriculum model has three key principles: coherence, cumulative acquisition of knowledge and connections. This was observed in science where the cumulative build of knowledge led to an impressive depth of understanding from children. The science curriculum began by reviewing the scientific method and progressed to states of matter.

On the day of the assessment, children were learning about mixtures, they confidently drew on their knowledge of particles and earlier experiments to give scientific explanations. This was a product of a well-crafted curriculum that was delivered well.

Reading and writing are intrinsic to the curriculum. Children are given ample opportunity to read in lessons and build their confidence. Class books show a focus on key terms and literacy. The use of dual coding has supported students to develop their confidence with specialist key terms, this is especially successful in science. St. Clare's Catholic Primary School uses a range of additional reading programs such as Accelerated Reader. The school librarians were able to articulate the importance of reading. This work is having an impact, at Key Stage 2, reading outcomes are above the national average.

Everything at St. Clare's Catholic Primary School is designed to develop students into active citizens ready to assume their place in the local, national and global community. The curriculum further develops this. The curriculum is exciting for children. During a pupil book study, children talked with great excitement about the migration of the Anglo-Saxons and their lifestyle. They understood the relevance of causality in history because they had been taught exciting examples. Pupil engagement in the curriculum is high across the school. They have a genuine love of learning which is tangible in class. In one "grammar hammer" lesson, students were hard at work assessing their work whilst the teacher delivered meaningful intervention. They were excited to explain what they were learning.

Leaders have crafted a curriculum that extends beyond the classroom. Trips are earned by children who carry out their fundraising during "enterprise week". This gives them meaningful and culturally enriching experiences. Children appreciate these experiences.

Next Steps:

- Develop the subject Leadership handbook to codify the themes and approaches to each subject.
- Develop the workaround oracy to enable spoken word skills to be themed through the curriculum.



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

Teaching is strong at St. Clare's Catholic Primary School. The investment in high-quality CPD has resulted in high-quality teaching and learning across the school. CPD provided in school and from the Trust has enabled staff to feel confident and deliver high-quality lessons. The impact of the structured lesson format and the effective implementation of research-informed practice has accelerated progress for many students.

The learning environments are beautiful. High-quality "learning walls" are interactive opportunities for children to showcase their learning or find additional support. Digital technologies are used across the curriculum. In one lesson, children were completing additional phonics interventions using iPads while the class completed another task. This reflects the dynamic and engaging way that teachers at St. Clare's Catholic Primary School adapt their teaching and the curriculum for all learners.

Lessons at St. Clare's Catholic Primary School are challenging. Staff have high expectations and students rise to meet them. There is a "find it, fix it" approach used in lessons which means teachers are aware of the misconceptions and then actively seek them out. This means that lessons are purposeful, and progress is rapid. Children are aware of the importance of committing their learning to memory and so work hard at their recall.

Quality assurance is used at St. Clare's Catholic Primary School to ensure that children are progressing, not to catch teachers out. Subject Leaders review and audit resources and Senior Leaders undertake daily learning walks to review the climate for learning and support teachers. The introduction of pupil book study has shifted the focus away from standards and towards the impact of teaching. This provides Leaders with further opportunities for coaching and feedback, which is valued by staff.

SEND children benefit from the strong teaching and learning culture at St. Clare's Catholic Primary School. The gaps in progress between SEND students and non-SEND students are diminished. Since the curriculum structure and lesson format are focused on inclusive high-quality teaching, staff do not need to differentiate specifically for different needs. Instead, teachers use rapid assessment and address misconceptions at the moment. Staff are highly skilled so SEND students benefit from being in classrooms with the experts.

Next Steps:

- Develop the role of Teaching Assistants in classrooms so they are even more effective.



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Element 5 – Assessment

Leaders at St. Clare's Catholic Primary School have made a deliberate decision to make assessments less onerous for staff and more impactful for children. This is part of a leader's commitment to improving workload and retaining their exceptional staff. Staff are asked not to take children's books home but instead to live mark and tackle misconceptions in the classroom. This is having a positive impact. In classrooms, teachers skilfully structure learning opportunities to allow them to address misconceptions swiftly. Targeted questioning is evident in classrooms and this builds children's confidence in their ability.

Staff are highly skilled in their use of assessment and Leaders take time to triangulate the assessment with what students know and what students can do. The implementation of "pupil book study" has allowed Leaders to understand the impact of the curriculum on learning and provide feedback to staff. This goes beyond a traditional "book scrutiny", it delves deeply into the implementation rather than standards. As such, teachers benefit from meaningful feedback, and this improves the quality of education for children.

SEND children are supported exceptionally well to catch up. Assessment is used appropriately by the school to identify what more they can do to support each individual. Referrals are made to the right agency because the assessment identifies the right need at the right time. This is led by the SENDCo who has an excellent knowledge of her professional responsibilities and each child in the school. As a result of the school identifying early and referring quickly, children with additional needs make progress in line with their peers.

Next Steps:

- Embed assessment processes so that both summative and formative assessments are used to identify and challenge more able students to achieve greater depth.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour is, without exception, impeccable. From the moment of arriving at St. Clare's Catholic Primary School, an overwhelming sense of calmness was tangible. Staff are relaxed and happy, they take time to talk to each other and there is a clear sense of family. This calm continues as children arrive for their day. It was evident from observations that children are excited to start their day, they rush to their classroom door to see the adults that they have formed exceptionally strong relationships with.

Students behave because they understand the importance of doing so. They conduct themselves with exceptional maturity and do this without adults needing to regulate or remind them. The introduction of play at lunchtime has brought even more opportunities for children to support each other. During observations, it was very evident that children embraced everyone's differences. One young person struggled with the pace of the football game, but the staff cheered him on, and the children encouraged him. It was powerful to observe but more remarkable was the normality in which children did this. There was no sense that this was done for any reason other than it was the right thing to do. Classroom behaviour is equally impressive. Staff have a wide range of tools to manage behaviour, but the impressive self-regulation tools of students mean they deploy these subtly as they teach their lessons. In one classroom, a teacher managed a task transition, whilst tying a child's shoelace and juggling two different groups completing two different tasks. The exceptional skill with which the teacher completed this meant that no lesson time was wasted and no child drifted off task.

This culture is not produced by accident. All staff in the school love children unconditionally. It is felt in every interaction, it is evident at social times and in lessons. Staff have high aspirations for every child. There is no child left behind because every single child is supported to be exceptional. These high aspirations have become normal to children. They believe in themselves because adults at St. Clare's Catholic Primary School believe in them and give them opportunities to showcase their talents. When asked about what they would do if they saw someone being unkind, children talked at length about the work they would do, one child said, "We stand up for people here", he delivered this with such conviction because it is part of the ethos of the school he belongs to. Children understand how to solve issues with exceptional maturity. This has meant that bullying and any unkind behaviour are eradicated at St. Clare's Catholic Primary School. All three student focus groups made it very clear that everyone belongs at St. Clare's Catholic Primary School. One Head Starter said: "We recognise everyone's differences are like a superpower!" This was evident from observations of classrooms and social times. No child sat alone, and no child has been excluded from St. Clare's Catholic Primary School.

The school's commitment to personal development is remarkable. Children benefit from adults who give up their lunch times to provide a comprehensive enrichment program in addition to after-school clubs which are accessible. St. Clare's Catholic Primary School is developing their children to take their place as active, engaged citizens in Middlesbrough, in the UK and the World. Children take their faith seriously and understand the calling from God to treat all people, as one child said, "as brothers and sisters". They are unrelenting in their positivity about the opportunities they have. Head Starters have already achieved the "Gold Award" and Sports Crew have achieved their Bronze and Silver NPCAT Leadership Passport. The Sports Crew are hard at work on their Gold award and have begun to consider what comes next! They are determined to achieve the platinum award, which would be very prestigious!



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The Friday Achievement Assembly is designed to reward effort and personal development, the children understand that no one gets left out of this and they recognise why that is important.

Next Steps:

- Consider the structure of the PSHE curriculum so that all children are introduced to British Values and understand these values.
- Introduce the Protected Characteristics of the Equality Act to underpin student's understanding of tolerance and respect.



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Element 7 - Parents, Carers and Guardians

Relationships with parents are strong at St. Clare's Catholic Primary School. This is not by accident! The school takes a proactive approach to engaging with parents and the wider community. Each morning, parents, carers and guardians are welcome to walk their children up to the door of their classroom. This is a daily opportunity for interaction with adults in the school. The school goes further. Where parents need additional support, they know that the door is always open to them. They arrive at reception to seek support when needed. Leaders recognise that they are a support to parents, and they take this responsibility seriously.

St. Clare's Catholic Primary School has crafted a range of ways for parents to engage with the school. The school welcomes parents into coffee mornings, open mornings and school trips. The school seize these opportunities to upskill parents in core subjects so that they are better able to support their children. The Chair of Governors recognises this as a strength too. She describes the link between parents and school as "very strong" and attributes this positive relationship to how open the school is for everyone to be able to join in, whatever the activity. An example of this is "Enterprise Week" in which children raised funds through various activities, including a parent car wash.

St. Clare's Catholic Primary School is a family. There is a clear understanding that everyone works together for the betterment of children. This includes parents, carers and guardians who support the work of the school and engage positively. Leaders are looking for other ways to enhance the home and school partnership and this includes establishing a PTA group to allow parents to support the fundraising work that the school do.

Next Steps:

- Establish the PTA as a further mechanism for parental feedback and support.



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Element 8 - Links with Local, Wider and Global Community

St. Clare's Catholic Primary School curriculum is rooted in the local area to give children a sense of pride in their local Teesside identity. There is also a very clear focus on global citizenship which students demonstrated in their commitment to fundraising for CAFOD. Catholic Social Teaching includes principles such as family and community, solidarity and common good, and dignity of the human person. The vibrant displays across the school and the wide range of activities that children can take part in after school demonstrate the school's commitment to these principles. The dedication of Leaders to live and breathe their faith has resulted in an overwhelmingly positive contribution to Acklam, Middlesbrough, and the world. Young people are growing to be active citizens engaged in their world and community and determined to make a difference. For example, the Minnie Vinnie group created a harvest festival celebration in which all members of the school community were invited to contribute food for the local food bank. The staff member who leads this group has a full calendar of opportunities for children to contribute to their local and global communities.

The local community play their part in supporting St. Clare's Catholic Primary School to be an exceptional place. The local church frequently welcomes children, parents and staff for events. During the visit, Year 6 students visited the local church and shared the uplifting message about self-worth. Children valued this time to reflect and learn. The town's Dorman Museum has provided resource boxes to enrich the learning of history. The school has also gone above and beyond to seek local links to global citizenship. The school has a growing partnership with a local charity which works to combat malnutrition in the Democratic Republic of Congo. This partnership underpins the school's work with CAFOD, and the curriculum resources used by the charity.

Next Steps:

- Find opportunities to showcase this important charity work within the local community.
- Further develop the understanding of students around the importance of British values and their links to Catholic Social Teaching.