



Report on IQM Inclusive School Award



School Name: Hardy Mill Primary School

School Address: Hardy Mill Road,
Bolton,
BL2 4EF

Head/Principal: Jo Briggs

IQM Lead: Jessica Hamblet

Assessment Date (s): 18th January 2022

Assessor: Steve Gill

Sources of Evidence:

The school provided a veritable wealth of documentation to support the assessment. This included a highly detailed and comprehensive Self Evaluation Report as well as a variety of excellent and pertinent documents, video and photographic evidence from their website and documents provided prior to and during the assessment that allowed a picture of the school to be built and provided triangulation to ensure that the standards of the Inclusion Quality Mark, were not just established but embedded in their everyday practice.

Meetings Held with:

Online meetings were undertaken to support and discuss Hardy Mills Primary School's inclusive ethos. The schedule for the day ensured discussion with the right people who spoke confidently and passionately about the elements of the award and inclusion at the school. They included meetings with: The Headteacher, Deputy Headteacher; SENCO; a number selection of class teachers and Subject Leads; support staff including Teaching Assistants and HLTAs; a Teaching Assistant and teacher who are recent additions to the staff; Governors - The Chair, Vice Chair, and SEND Governor; Pupils; Parents; External partners from Ladywood Outreach Service, and the owner of 'Class Act' who provides drama interventions to pupils. Written endorsement from the Educational Psychologist.



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Overall Evaluation

Hardy Mill Primary is a one and a half form entry school from Reception onwards with a two-year curriculum that has been carefully developed to meet the needs of their classes, including those that are mixed age. The demographic of the school is changing with a growing number of children who are travelling further to school from rented accommodation and a small increase in the number of children with English as an additional language. This has resulted in a greater emphasis being given to Community Language Learning (CLL) in the Early Years to support these children with less than typical CLL on entry. The school has a nursery class which offers 30 hour and 15-hour funded places, reception is taught as a class of 45 with two teachers and support staff. Both KS1 and KS2 have mixed aged classes to accommodate the increased roll number and are organised by chronological age. The curriculum has been tailored to meet the needs of mixed age classes in KS1 and KS2 and a thematic approach is used to teach the foundation subjects through a skills and knowledge progression matrix on a two-year rolling programme.

The most recent context data for the school shows the numbers of children eligible for pupil premium and below the national average stands at (FSM ever 6) 13.1%; children with first language not believed to be English is well below the national average at 3%; numbers of children with SEN support are well below national average at 4.5%; children with an EHCP are in line with national average at 1.2%; the percentage of girls in school is higher than the national average at 56.7% and White British accounts for the vast majority the school roll at 91%, with 9 other ethnic groups in school at 9% which is well below the national average. The schools most recent short Ofsted inspection in July 2019 judged that the school continued to be good, stating that leaders had continued to maintain the good quality of education in the school. They stated, *'Leaders' ambition to develop successful, independent, and motivated learners, and for every child to be the best they can be, characterises the school's ethos. The overwhelmingly positive comments from parents and carers show this to be the case.'* As well as stating, *'Pupils say that their teachers help them to do their best. They described teachers as helpful, fair, encouraging, and inspiring.* From the evidence provided prior to and during this review I believe this is still the case today and that despite the pandemic the school has continued to set the same high standards as identified above.

Hardy Mill Primary School is a very happy and successful school where all are welcome, and everyone is part of the team/family. They pride themselves on valuing every child and helping them to achieve success, whatever their starting point, unique gift, or talent. Staff endeavour to deliver an exciting and relevant curriculum which inspires and motivates all children. Enhancing the pupil's learning through teaching, visits, and visitors to school where appropriate, that are linked to curriculum themes that are specifically designed to enrich their experience. They encourage children to be independent learners and thinkers, developing them as responsible members of their community. The school's exceptionally strong partnership with parents is vitally important to them as they firmly believe that children have the best chance of success when the school and families work closely and co-operatively together.

The one-day assessment was undertaken virtually due to the current pandemic. However, this did not in any way compromise the depth, breadth, and integrity of the assessment process. The wealth of information provided, prior to the review, and gleaned from the website and



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the extremely detailed SER and the varied and interesting online meetings, were triangulated to ensure that all elements of the Inclusion Quality Mark, were not just established but were fully embedded in the school's everyday practice. The schedule for the day was extremely well organised and ensured that I was able to speak with a variety of staff, parents, pupil's, governors, and external partners all of whom spoke confidently and eloquently about inclusion and about their involvement with the school. It became apparent as the assessment unfolded that inclusion, occurs naturally and is a highly pervasive and ingrained element in the positive culture of the school, as is the dedication and drive of the staff to make a positive difference to everyone they work with fitting seamlessly with their vision *'To be the best we can be'* and their mission *'children at the heart of everything we do. We inspire motivated, resilient, confident learners who always strive to achieve their best.'* Truly inclusive statements that everyone involved with the school models daily and should be proud of enacting daily.

During the virtual assessment of this vibrant, warm, and welcoming school, it was a pleasure to talk to and discuss with staff, parents, governors, and external partners their views on inclusion as it related to them and the setting they were in. It was clear from these conversations that they all shared a genuine ambition and integrity to ensure the best for the children in their care, families, and the community. It was apparent from discussions that all receive equitable provision and support. Each member of staff, governors and external partner spoken to was dedicated, knowledgeable and skilled. Their sense of drive and determination to improve the outcomes for all came through very strongly. The implementation of rigorous structures and processes supports the staff in all areas and at all levels to work strategically and collaboratively. Inspirational and aspirational leadership from SLT coupled with strong teamwork among the staff is at the core of the school's extremely inclusive practice. Staff support each other to develop their skills and they are highly motivated to improve not only themselves but to improve the lives of everyone involved with the school so that they achieve their potential and goals. Leaders spoken to in numerous meetings were clear about the vision and next steps for Hardy Mills. They have excellent reflective skills and want the best outcome for all children no matter their starting points or individual needs, no one feels left out or is left behind at Hardy Mills Primary School.

All staff spoken to felt looked after and included in all aspects of school life and feel they are an active part of *'The Hardy Mills Family.'* As such they wholeheartedly buy into the vision and values of the school and are passionate about *their* pupils succeeding, with an unwavering passion and determination to ensure that everyone receives the best education possible. It was clear throughout the assessment that staff will not settle for anything but the best. They should be extremely proud to be part of such an inclusive and successful setting.

Scheduled discussions during the assessment allowed an accurate and outstanding picture of the school's intuitive and naturally caring inclusivity to emerge. It was a privilege to engage in so many wide ranging, detailed and probing discussions and conversations, with such enthusiastic, dedicated, and professional staff, pupils, governors, and external partners. The initial conversation with the Headteacher and Deputy Headteacher set the scene for the assessment with discussion focusing on the school's journey under her leadership to where they are now, the breadth, scope and format for the online assessment, the context of the school within the community projects the school is involved with such as SAIL, possible formation of global links as part of the project and the possibility in the future of using a school dog to support children.



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Further meetings were undertaken with a cross section of staff, pupils, parents, governors, and external partners that was extremely useful in confirming that the school successfully addresses all elements of the IQM award. This included a letter of endorsement from the schools Educational Psychologist who was unable to be involved on the day, but who wished to praise the inclusive way the school SENCo and staff work with her, *'As a consequence of the inclusive ethos at Hardy Mill we are able to work together in a positive, solution focussed and problem solving way that promotes proactive work which can follow a plan – do – review process aiming for best outcomes for the pupils and their families. Staff are always friendly and happy to make time to hold discussions aimed at identifying needs and refining ways to meet the needs. There is a positive, professional approach to joint working and a pride in the achievements of pupils and it is a pleasure to work in such an atmosphere'*. A fantastic accolade for the staff and the school that was echoed during the day by other external partners and is thoroughly deserved.

Discussions during the day focused on the elements of the award as well as the roles of staff, how they support each other, children, and families and how they engage so well with external partners to ensure successful outcomes for all. All highlighting the schools ingrained inclusive approach and allowing a comprehensive picture of life at the school to be visualised. Members of staff felt well supported, felt that they had opportunities to progress and that they were part of the school family. It is clear from these wide ranging and involved discussions that everyone involved with Hardy Mills Primary School is highly invested in providing the best possible experience for everyone and this has an enormously positive effect on their peers, their pupils, and the families in the community. It is something, they should be proud of. There is a superb level of support for pupils across the school that more than meets need and that the staff and the school should be praised and highly commended for.

The school has an exceptionally strong team of dedicated staff, who give their absolute best to ensure the successful outcomes for each child, so that they can access to all that their school can offer. This came across very clearly in the meetings with staff, with pupils and with external partners. Staff are extremely skilled in specific areas of special needs relating to their pupils and as a staff team there is a willingness and a desire to develop their own skills and specialisms to support them. The school has developed a strong CPD programme to ensure staff understand pupils needs and continue to develop their own interests developing their careers. The staff work extremely hard to build and maintain strong working relationships with families and with other agencies who support their pupils and families. The school and its staff are active members of a variety of groups within their cluster of schools and the local authority, and various working groups and projects, doing everything within their power to give *their* pupils the best opportunities, thereby enabling them to be the best that they can be. A powerful inclusive statement and vision which, in my opinion, the school and its staff deliver each day.

It was a pleasure and a privilege to visit Hardy Mills Primary School virtually to conduct their assessment that has underlined their outstanding inclusive ethos, care, nurture, and support that is at the very heart of their ethos and vision and was talked about and discussed openly during the assessment. I look forward to visiting in person in the future to see the continuation of their inclusive educational approach. The school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award and I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time. I would recommend that the school consider applying for Centre of Excellence status, unfortunately at



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this time the school are unable to move forward with this. However, I felt it appropriate to recognise their outstanding inclusivity and hope that they are able to consider this in the future.

Recommendation for Centre of Excellence: Yes

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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



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Element 1 - The Inclusion Values of the School

The school prides itself on its strong ethos of inclusivity, with strong leadership that is fully committed to working together to offer an educational setting that supports every child in their community. It was very clear throughout the assessment that they are very proud of their pupils', staff and the inclusive support offered across the school community. The underlying and naturally occurring ethos is one of inclusion that is at the heart of everything that happens at Hardy Mill and as such they are determined to be at the forefront of outstanding inclusive practice.

The school and staff pride themselves on being a family, including children, parents/carers, staff, and the local community, thus making all stakeholders a part of the development of the whole child. All staff having an awareness of the needs of individual pupils, ensuring that the curriculum they provide embraces all pupils, giving them every opportunity to be the best they can be. They provide a secure and nurturing environment, in which pupils achieve, rise to challenges, learn, and grow with pride and confidence and this encompasses everyone and all families as part of the Hardy Mills school community, a school community that challenges inspire and develop happy, creative, and resilient learners.

The SEN Lead meets and liaises termly with outside agencies to support the needs of the school and its children. This includes Aspire, Educational Psychologist, Ladywood Outreach, School Nurse, Hearing Impairment Team, Visual Impairment Team, Speech and Language. Where appropriate, interventions are put in place for small groups or individuals working very closely with outside agencies outlined above and others, as necessary. The outstanding SEN teamwork with the identified agencies to ensure that all avenues are explored to support their children and families, getting the best professional advice which is then put into practice.

Inclusion is central to the school's vision and purpose, and they are committed to being a beacon of outstanding inclusive practice, ensuring that all pupils can be successful. The school, families, the local community, and the governors work closely as a team, sharing staff and expertise, giving the school opportunities for training and a shared set of visions and values.

The school actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. Equality of opportunity in school is a reality for their pupils.

Specialised programmes are delivered where needed such as Lego therapy, SALT, phonics, IDL, Toe by Toe, fine and gross motor skills, Wellcomm, Time to Talk, socially speaking and zones of regulation.

The Inclusion values of the school embrace the needs of parents, carers, and staff members as strongly as it does its pupils.

Next Steps:

To close the gaps in learning for all pupils in reading, writing and maths, particularly their disadvantaged and SEN children.



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Element 2 - Leadership and Management and Accountability

The school has strong leadership that is driven and committed to driving school improvement, supporting children, staff, families, and their local community. There is a clear vision and strategic direction for the school during the next academic year and beyond. This vision and clarity of focus is shared by everyone involved with the school and covers the main priorities that focus on the following: raising attainment of pupils given the gaps in learning due to the Covid 19 pandemic; developing the curriculum and in particular the pupils' ability to show they know more, remember more and can apply more to their high expectation curriculum year group and points; further embed leadership and management with a key focus on middle/subject leaders driving the consistency of high-quality practice through coaching, modelling and mentoring strategies. The school and its staff are outward facing and thrive on the opportunity to continually improve the inclusive provision by engaging in research and collaboration with other schools. They are involved in the SAIL (Student Agency in Learning) project where high-quality training, alongside tried and tested approaches to securing school improvement are being developed and explored. The use of '*instructional rounds*' and '*theories of action*' are examples of just two of the approaches used to build on the very best practice seen across a range of innovative and forward-thinking schools, and their leaders.

The quality of Leadership and Management continues to drive improvement. The Leadership Team, supported by the staff have a very clear vision for inclusion and how to continue to maintain and improve their outstanding practice. Leadership is inspirational, positive, and optimistic and this spills out to across the school community and beyond. Ofsted in July 2019 commented that 'Leaders' ambition to develop successful, independent, and motivated learners, and for every child to be the best they can be, characterises the school's ethos. From the evidence of this assessment this still holds true today.

During the assessment everyone I spoke to was extremely enthusiastic and motivated. There is a unity of purpose to everyone involved in the school, including SLT and the governors. Everyone is determined to continue to improve what is offered to children and families across the school setting.

The governors have a clear focus on inclusion, know the school extremely well and can challenge and support in equal measure. They know their strengths and weaknesses and are committed to continuing improvement and excellence. They are committed to the Inclusion ethos of the school.

A programme of CPD to develop staff wellbeing is in place and a Workplace Wellbeing Group is currently focusing on the adoption of the DfE Workplace Wellbeing Charter.

Next Steps:

To ensure a range of high-quality CPD experiences for staff, reflect their ambition to ensure that principles of metacognition, cognitive overload, and strategies to support pupils to secure the long-term memory to year group end points, is high profile and embedded practice in all year groups. The subjects signalled for development over the next two terms that include: PE; ART, Music and D&T and Languages.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The school offer a broad and balanced curriculum, building on the knowledge, understanding and skills of all children as they progress through each Key Stage. The curriculum is enriched with opportunities for children to learn through thematic weeks and from first-hand experiences with the aim of developing successful, independent, and motivated learners. Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum. In Key Stage 1, Lower Key Stage 2, and Upper Key Stage 2 the curriculum is planned over a 2-year cycle for history, geography, art, design technology, science, RE, ICT and PE. Hardy Mill Primary School is a one and a half form entry school, and a two-year cycle ensures that children cover all aspects of the National Curriculum during their time in each phase. Milestones at the end of Year 2, Year 4 and Year 6 ensure that children are meeting expectations in their learning. Subject specific knowledge and vocabulary that children are expected to know at the end of each topic is carefully mapped out for science and each of the foundation subjects. The English, mathematics and PSHE curriculum are taught discretely to each year group. In addition to quality teaching in all year groups, there is provision for small group interventions to support identified pupils in gaining the key skills to become successful readers, writers, and mathematicians. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that all children experience success.

The curriculum is underpinned by the school's Core Values of 'Pride, Courage, Cooperation, Resilience, Respect, and Independence' that are reinforced regularly in assemblies. The spiritual, moral, social, and cultural development of pupils and their understanding of the core values of society are woven through the curriculum and their behaviour policy. Homework is set weekly for children on Tapestry for Early Years and Showbie for KS1 and KS2. Specialist teachers and instructors support the teaching of music, Spanish, drama, and physical education. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school.

There is a strong culture of mutual respect embedded across the school where all children are fully included. The pupils met during the online assessment were articulate, eloquent, friendly, and polite showing respect for each other and for adults. They are a credit to the school. They were extremely positive about their school experience.

It was very clear that all staff have an excellent knowledge of and understanding of the individual needs of their pupils. They understand their all-encompassing needs and their family histories. Because of this outstanding inclusive environment children feel safe and well looked after. Care and compassion are embedded within the ethos of the school and occurs naturally. This is borne out by the most recent, highly positive, parental survey.

Next Steps:

The school will continue to develop actions identified by them as '*Future Plans*' for this element in their SER that are similar to those in Element 2 above.



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

The IQM Self Evaluation Report compiled by the school gives very clear support for and evidence of their outstanding inclusive practice, that I was able to verify throughout the assessment. It has a consistent approach to the learning environments across Key Stage/phases to reflect the needs of their learners that are altered as age appropriate and for specific identified needs as required. Resources are procured to support the teaching of all learners and to ensure that all children have appropriate access to learning. ICT is used effectively to encourage independent learning and support learning at home with homework tasks.

The school makes substantial investment into CPD for all staff to further improve knowledge and pedagogy across the curriculum. They are currently engaged in the SAIL (Student Agency in Learning) project with 6 other schools and Bolton University. This provides school with high-quality training, alongside tried and tested approaches in securing school improvement being developed and explored. The use of 'instructional rounds' and 'theories of action' are just some of the approaches used to build on the very best practice seen across a range of innovative and forward-thinking schools and their leaders. Their focus through this project is the roll out of a coaching culture across the school and the development of metacognition strategies to secure long term learning.

Planning shows appropriate levels of differentiation for the different ability groups, including individual plans where needed. Learning walks, lesson observations and book scrutinies demonstrate clear evidence that the challenge of learning is appropriate for the different abilities class. Opportunities to collaborate are a regular feature within lessons, where children can formulate their ideas in a pair or with a group before sharing with the class. The school has a consistent approach to learning environments across Key Stages and phases to reflect the needs of all learners and is age appropriate and for specific identified needs as required.

A range of tools and strategies are used in lessons to engage all children in every part of the lesson with staff constantly looking at ways to push children's engagement forward.

Support is deployed appropriately taking into consideration the needs of individual children and identified cohort(s). Teamwork is highly visible and a clear strength of the school. It is evident that there are excellent working partnerships between teachers and support staff across the school that actively support the learning needs of all, with an outstanding quality of provision for all children at all stages, that they should be recognised and highly commended for.

Next Steps:

To continue to build on teachers' knowledge of foundation subject areas, to initially embed the use of coaching across the teaching team to impact on classroom practice and then to develop the coaching approach down to student level and to secure a consistent approach to metacognition strategies used across the school.



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Element 5 - Assessment

The school has the highest aspirations for all its children where all staff understand that the best quality teaching and learning is the key to their success and the biggest factor in determining their progress. As a school they are committed to continually developing knowledge and understanding in all areas pertinent to education, so that teaching is outstanding across the board. Assessment is seen as integral to and an essential part of, effective teaching and learning at Hardy Mill. The purpose of any assessments used at the school is to provide information to enable teachers to decide upon the next steps for children to take to make the best possible progress. A combination of assessment **for** learning and assessment **of** learning is utilised. The quality of teaching is continuously reviewed. Pupils are very well taught in their classes, with excellent differentiation and well-led use of classroom support staff. Marking is used effectively and supports learners in progressing to the next steps for them. ^[SEP]

Assessment *for* Learning at the school is formative, with ongoing teacher assessment so that next steps can be planned. Seen through feedback, marking, questioning, 'show me' strategies and mini plenaries in lessons. It is also diagnostic with ongoing/specific assessments utilised to find out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing children making the expected progress. There is a suite of assessments that can be used to assess individual children when they are not making the expected progress: SNAP SPLD Assessment, SNAP Behaviour Assessment, Rapid Dyslexia Screen, Dyscalculia Screen, Visual Stress Check and Wellcomm. The school and staff also work with outside agencies to complete agency specific assessments e.g., Educational Psychologist, Occupational Therapy and Paediatricians.

Assessment *of* Learning is summative, end of unit of work, end of term, end of year and end of Key Stage, where overall achievements are recorded against National Curriculum expectations. Termly assessments are used for reading, writing, maths and the foundation subjects and at the end of units in Science from Year 1 to Year 6.

The school is meticulous in the way it tracks pupils and responds to their needs, with interventions, changes in pupil groupings or 1:1 teaching, used as appropriate. In this way, pupils are never allowed to fall behind expected progress, and when support has been accessed, they re-join their peers as quickly as possible and as soon as they are able. Prior attainment data is available and understood by staff. The use of data to inform interventions is of a high standard.

Early identification of specific learning difficulties is not seen as a barrier because the quality of normal classroom teaching and internal support is good. Barriers to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. External support is sought where needed to develop strategies for learners so that progress can be made from each child's starting points. ^[SEP]

Next Steps:

To embed metacognition strategies across each phase of school to recall, review and remember learning.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

This element has been consistently identified as a strength of the school. The curriculum is underpinned by the school's vision *'To be the best that we can be!'* and their core values are integral to the curriculum *'Pride, Courage, Cooperation, Resilience, Respect and Independence.'* The spiritual, moral, social, and cultural development of pupils and their understanding of the core values of society are woven through the curriculum and the behaviour policy. Visitors to school always comment on children's excellent attitudes and behaviour towards each other. A fact that I can endorse from conversations with pupils during the review. Staff work hard to ensure children have many opportunities to broaden their understanding of others, both in the classroom and in the wider context of the school. The Jigsaw Programme has been introduced to deliver both the PSHE and RSE curriculum. Jigsaw was selected as it has mindfulness and building confidence at the heart of the programme alongside building British Values and a clear progression of skills is being developed.

The school use Commando Joe's Missions effectively forming part of their PE curriculum. The sessions demand that children work collaboratively and support the development of skills needed to be resilient in the face of challenges. Termly theme weeks allow the staff and children to come away from the curriculum and to focus on developing children's understanding and tolerance of others. Theme Weeks held have included: Diversity, We are Family and Little People, Big Dreams and 'One Kind Word' in line with the national Anti-Bullying Week.

Fixed term exclusions are extremely rare and are used as a last resort following a graduated response from the behaviour policy. School has excellent cross agency links and expert, experienced staff to support a very small number of pupils in modifying and improving their behaviour to meet the high expectations in school. Strategies used include Zones of Regulation programme, personalised behaviour systems and a happy box.

The curriculum is underpinned by the school's Core Values of Pride, Courage, Cooperation, Resilience, Respect, and Independence and children have a very good understanding of and can articulate what these mean. These are taught on their own and through other areas of the curriculum, including assemblies.

School has two Mental Health First Aiders for young people that pre-pandemic were meeting with children from Year 2 upwards where a need was identified. Children know who these staff are and are confident in asking for support. It is hoped to reintroduce this provision when the COVID risk assessment allows. Presently they are providing class teachers and staff close to the individual child with advice and signposting, as necessary.

Next Steps:

Strengthen pupils' confidence and resilience including an increased participation in competitive sports and embed opportunities for pupils across the whole curriculum to gain a greater understanding of fundamental British Values.



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Element 7 - Parents, Carers, Guardians

It was clear from conversations with staff and with parents during the assessment that feedback from parents is very important to the school as is the interaction with parents and the wider community. There are strong and consistent opportunities for parents to engage with teachers. The school is effective in informing parents on targets, progress, and attainment and how they can help at home. There is an excellent partnership between parents and the school. The parents who were spoken to during the assessment were full of praise for the school, meaning there is shared understanding between teachers, parents and other professionals of the processes that lead to improved learning and well-being within the classroom. The school and its staff understand that parents have an important stake in the education of their children and play a significant part in supporting their children's learning. Effective parental involvement sets aspirations and shapes the child's self-concept as a learner.

The school is very welcoming to parents and carers. Parents and carers are given excellent guidance in how to support their children's progress, with opportunities for them to engage in their children's learning. All parents spoken to during the assessment were delighted that their children had a place at the school and emphasised how welcome everyone is made to feel, they said that the school listens and supports them very well. Parents are confident that any of their concerns are addressed appropriately and in a timely manner and feel well supported.

Parents and carers are encouraged to come to all meetings where their child's learning may be discussed and are valued very highly as partners in their children's learning. As such they are invited to attend all activities, Parental voice is very strong. They appreciate the level of challenge that is presented to their children enabling them to make the best possible progress and value the communication from school enabling them to understand what they can do to help their children succeed at school. They articulated that support in this respect during the pandemic has been exceptional.

The staff work extremely closely with parents and families to ensure they are completely satisfied with their child's education and to feel that their views and opinions are listened to and acted upon. Time is taken to understand the individual needs of parents and they are given guidance and opportunities to share in supporting their child's progress and their learning journey. The parents spoken to were confident that any concerns raised are swiftly addressed and that they have access to relevant staff, allowing early resolution of identified issues and felt confident that staff know and understand their children well, recognise their abilities and needs and cater well for their individuality. This was supported by evidence from parental surveys, the results of which are extremely positive. Pupils and parents felt that staff are extremely approachable and know families and the community very well. Excellent communication is based on transparency and trust between home and the school.

Next Steps:

To re-establish, when safe to do so, the face-to-face parents' meetings/assemblies and opportunities for parents to engage with school life.



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Element 8 - Links with Local, Wider and Global Community

Hardy Mills Primary school is an outward looking and self-reflective school providing for everyone in their community. They share expertise and welcome and learn from specialist interventions and are an outstanding friendly learning community. Staff work hard to establish good links with the local and wider community and to utilise the resources and/or skills to benefit the curriculum for all pupils. The use of the local area is well embedded into the history and geography curriculums. There is a good range of extra-curricular activities available. The School Council is very effective at working collaboratively to meet needs and to support both the local and wider community through charity events and awareness raising assemblies. The PTA is extremely active and supportive of school although their contribution has been significantly reduced due to Covid. Pre-COVID, the school was linked with another school in the authority to provide children with opportunities to work and learn with children from different backgrounds. This link will be re-established as soon as possible as it is recognised as a valuable learning experience to broaden the understanding of their community.

Everyone involved with the school is justifiably proud of the fact that they are an inclusive community, and this is embodied in their two greatest assets; pupils and hardworking, enthusiastic, and highly motivated professional staff who see their role as a vocation rather than a job. This has a massively positive effect on them, the school, and the community as a whole and was witnessed and talked about on numerous occasions during the assessment. They utilise the LA local offer for SEN to support their families and the local area is incorporated into the curriculum across all Key Stages through local area walks, history and geography units which focus on the local area, Year 5 swimming lessons at a local secondary school and good links with the local library include half termly visits. All teaching staff have access to library loans and museum loan scheme - providing quality texts and artefacts to enhance and support the curriculum for all learners.

School trips and visitors are an integral part of the curriculum and included: Trips to Seven Acres Country Park, Manchester Art Gallery, Chester Roman Experience, Museum of Science and Industry, Blackpool, Sea Life Centre, and Smithills Farm. Along with visits from Bolton Museum Service, NSPCC and Fort Alice Healthy Relationships Programme, The Owl Sanctuary, The Fire Service and St Johns Ambulance.

The school actively works with several alternative providers to support and enhance the learning opportunities in school. Premier provides PE coaching to support staff CPD and to develop the physical health of children. Aspire provide targeted behaviour support for some of the most vulnerable children. Gary Harvey provides drama coaching throughout the school to develop children's oracy and performance skills and build self-confidence. The Music Service provides the opportunity for instrumental tuition.

Next Steps:

The school recognises that global links need further development. The project they are involved in will give them access to LYFTA so that the global community can be brought to life in the classroom. They will reintroduce the school linking project once safe to do so.