



Inclusion Quality Mark (UK) Ltd

25th July 2017

Mr Martin Clark
Headteacher
St John's Angell Town CE Primary School
85 Angell Road
London SW9 7HH

Date of Assessment: 13th July 2017

Summary

St John's is a single form entry primary school with a 35 place Nursery serving the parish of Angell Town within the Coldharbour area of Brixton. This is an area of high deprivation, twice the national average, with many children living in overcrowded circumstances on the Angell Town estate, where gang and street culture is a major concern for parents. Many children live with extended family and friends as their main carers are in prison. Pupil mobility is high. 76% of the school population are of Black African/Caribbean ethnicity with 65% of the pupils having English as an additional language. 48% of the children are eligible for free school meals. There are currently 38 children on the SEND register, 9 with EHCPs and 2 with EHCPs pending. The school is brand new, which opened in September 2016 on the site of the previous school. The children leaving Year 6 go to a variety of high schools in Lambeth and beyond.

The mission statement of St John's reads, "Learning to make the world a better place" and this is certainly embedded in everything it does. For many families, the school offers a safe haven for both children and their parents. Inclusion is at the heart of this school and is high on its agenda. School leaders recognise that learning cannot occur for their children if the inclusion isn't in place first. One mother told me that she would, "Cry every day before I found St John's!" Another explained that when she did not have enough food to feed her family, the school not only gave her child a free school meal each day, but also sent her home each afternoon with a packed dinner! The staff at St John's make it their business to help every family in need; whether it be helping to complete forms; or help with housing and food etc. However, this is not a school community bathed in self-pity, but rather one that encourages its' children to look to support those who are worse off than themselves, as their work with refugees shows.

Along with Inclusion there is a drive to ensure that the children meet expected standards and whilst this has been difficult to manage in temporary accommodation, the Headteacher is confident that the end of Key Stage scores and in year progress tracking will show that good progress has been made. Meetings with Science, IT, English and Maths coordinators showed enthusiastic staff, knowledgeable in their areas and dedicated to doing the very best for their children.

Communication is a strength at St John's. The staff meet for briefings every Monday and Thursday before school, with a longer staff meeting once a week. On a Friday morning,

Inclusion Quality Mark (U.K.) Ltd, Ling House, 173 Slieveboy Road, Claudy, BT47 4AS
Tel: 02871 277857 Fax: 02871 277856

Email: info@inclusionmark.co.uk Web: www.iqmaward.com

Registered Office: Grove House, Lutyens Close, Chineham, Hampshire RG24 8AG Registered in England NO. 07748285



IQM Self-Evaluation Report



small class based teams meet to discuss the children with greater needs. The information from these meetings is logged into a central computer system so that members of the SLT and Inclusion Team can see it. The staff feel that this has made a huge difference in ensuring that the needs of individuals are known by all. A visiting head of humanities from a local high school was impressed by the system and has introduced it at her own school. Parents feel that the school communicates with them very well, via newsletters and texts. The open-door policy means that they can come and speak to teachers before or after school and the SLT are always available for discussion. Parents find parents evenings, where their child's strengths and weaknesses are discussed, useful.

The SENCO leads inclusion. She is long serving member of staff with a great knowledge of the community and its' families. Parents explained that she stands on the gate each day and can tell if something is wrong. They talked about how she acts upon their issues immediately. They have a similar relationship with the headteacher who they believe can "Solve all problems and has a solution for everything!" They spoke about the time and care given to them by these senior leaders and are most grateful for it. The SENCO is very knowledgeable and ensures that all stakeholders, including governors, are kept up to date with the inclusion agenda. She speaks knowledgeably about individuals on the SEN register, about their family backgrounds, the support given and progress made.

The school is a new build and has space for expansion to two forms. The design of the three-storey building gives it a very spacious feel. There are many breakout classrooms for interventions to take place. Beautiful art work lines the walls of the corridors and stairs, much of it completed by the children under the guidance of the artist in residence who has her own style known as the 'Quadrangle'. Several children said that art was their favourite lesson in school. The Big Draw, one of the biggest drawing festivals in the world, is to be held at St John's next term and they plan to showcase their Quadrangle art work. As well as art lessons, the school also runs an art after school club which is attended by both children and staff. Displays in the corridors and classrooms show a good quality of work including displays on Myths, The Crunching, Munching Caterpillar, British Values and E-Safety. Working walls are also evident in all classrooms. Near the Headteachers room is a display that teaches parents the importance of listening.

The school has nursery with 35 places. Children enter it at significantly low levels, but as a recent OFSTED report stated, the teaching is good. "Attainment by the end of Reception is rising, giving children an increasingly firm platform for Key Stage 1." Data at the end of the EYFS shows that the children who have attended Nursery do better than those who join the school in Reception. Home visits play an important part in the transition into Nursery. All children are given a library card during this visit.

The school has Christian values and these are displayed in the corridors. There is an expectation that the whole community will follow these. Children and staff speak respectfully to one another and are very welcoming to visitors. The whole school visit the church weekly.

The children feel safe at school and know who they can talk to if they have a problem. They listed many adults whom they would feel happy to confide in, including: their teachers, the Headteacher, their TAs and the mentor, but they also felt that they could confide in one another. They discussed the role of the Peer Mediation team who try their best to resolve issues between children. They feel that they are well trained and



IQM Self-Evaluation Report



emphasised the importance of following the Peer Mediation steps. If they felt that the problem was too difficult to solve, they knew they needed to seek adult support.

The children were also very aware of E-safety and were able to discuss at length how they could keep themselves safe online. They discussed many of the lessons and special E-Safety days that they had been a part of.

Staff are well trained in safe guarding and there are clear reporting procedures in place. Teaching assistants are split into those who support all children within the classroom and those who work on a 1:1 basis with children with specific special needs, although the school ensures that children do not become over reliant on one particular Teaching Assistant. TAs also take responsibility for some interventions including support for children receiving speech and language therapy, Lego therapy, narrative groups and Toe by Toe. There are also three Level 4 TAs who run targeted sessions for children after school from 3-4pm. A popular Breakfast Club is also run by an HLTA. Teachers and TAs lead Saturday morning booster clubs which are well attended.

Staff feel that there is plenty of opportunity for them to develop their skills, through attendance on courses; Lego Therapy, Safeguarding, Makaton, and ASD awareness to name a few. They also felt empowered by the senior leadership team who allow them to research and follow some of their own ideas for interventions. Teachers spoke of the importance of the 4 days each year which are set aside for planning; these days give teachers the opportunity to plan together.

The school expands its interventions into the community taking advantage, for example, of a nearby riding school, Ebony, to target individuals, as well as an outside counselling agency CHIPS. Individuals also have outreach support from a local autism unit. The SENCO spoke positively about the support given to the school and to families of autistic children, including a recent workshop on how to handle puberty. A discussion with a leader from the charity Football Beyond Borders felt that his charity had great successes within the school for the following reasons, "They (the staff at St John's) know their pupils so well; they are extremely nurturing and non-judgemental; for St John's it is all about integration with the families!"

The school employs a Behaviour and Wellbeing Counsellor for one day a week. The support that the counsellor is able to give parents in this time is exemplary. Parents explained that they were able to ring her at any time, whether she was at school or not, that she would help them with a multitude of issues and would even attend appointments with them. They felt that she, "Helps them beyond her job!" OFSTED 2017 said, "The school's work to promote pupils' personal development and welfare is outstanding".

The school is part of many cluster groups allowing staff opportunities to share expertise. One such group is the Brixton Learning Collaborative where coordinators and teachers have the opportunities to moderate work between schools; SENCOs meet to share good practice and school councils visit one another. The cluster also offers opportunities for inter school projects. The children recently took part in a song writing project. St John's often hosts cluster meetings as they have the space in their new building. They are also currently working on their Sensory Room with a neighbouring primary school. Furthermore, St John's is part of the Southwark Diocese of Schools, again attending



IQM Self-Evaluation Report



meetings and sharing good practice. The SENCO plans to share information about the IQM at the next meeting. The SENCO also attends the Lambeth SENCO network.

The school has a strong School Council, members are easily spotted as they wear a different colour jumper. The children feel that their ideas are listened to by the staff. They spoke about the work done to support the plight for refugees; about the marches that they had attended and their visit to parliament to lobby their MP. Displays in the school corridor demonstrated the support given to the refugees by the school. The Headteacher also spoke about inviting 12 refugee families to the Christmas Celebrations. The children had made gifts for these families and each was presented with a hamper.

There are many opportunities for the children to take responsibility. As well as the school councillors, peer mediators and prefects, older children take responsibility for reading with younger pupils. The children also described the role of the play leaders who ensure that everyone has somebody to play with at break times and who regularly reward kindness and good friendships with stickers!

St John's has an active group of parents and staff who fundraise for the school regularly. The previous weekend had seen them host the school fayre, which the children had thoroughly enjoyed. The proceeds from the fayre were to be split between helping those who lost everything in the Grenfell Tower Disaster, a donation for the restoration of the church roof, and a third to the school to help fund Year 6 leavers celebrations.

Good attendance is high on the agenda at St John's. Fortnightly meetings occur between the attendance coordinator and the Headteacher. Systems are in place to target children with poor attendance and persistent absenteeism. The school offers free breakfasts as an incentive. Staff will also visit local residences to bring children to school if there is a need. Families have two weeks to show an improvement before further steps, including EWO input, are taken. There is a trophy for the best class attendance. Lateness was an issue, but the school gate now closes at 9am and this has improved figures. Attendance is also highlighted on the weekly newsletters to parents.

I am of the opinion that St John's Angell Town Church of England Primary School fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school be awarded Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Jo Hussey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Portfolio and Other Supporting Evidence:

Evidence was gathered from a variety of sources and presented a picture of an inclusive school. In addition to the IQM paperwork these included: the last OFSTED report, the school website, tracking files on SEN pupils and parent questionnaires. Portfolios of evidence from subject coordinators, minutes of Inclusion meetings. Interviews were carried out during the assessment with: a governor; staff- including senior leaders, teachers and support staff: the behaviour and wellbeing counsellor and the school mentor; children of all abilities and ages, parents and members of the community who work within the school.

A learning walk in all key stages demonstrated very good learning behaviours: -

- In Year 6 the children were planning their leaving ceremony and writing their memories. One child, a school councillor, was writing about the lobbying of the local MP on behalf of the refugees.
- In Year 5 the children were working on maths word problems, with some children attempting to answer questions about mean averages. Those who had mastered it were given a further challenge.
- In Year 4 pupils were taking part in a drama activity as part of their literacy lesson. They had written their own scripts and were practising their lines in readiness for the filming of their performance. The children were confident actors and were clearly enjoying the lesson.
- In Year 3 the children were taking part in a guided reading session with the teaching aiming to stretch their vocabulary.
- In Year 1 and 2 the children were split into small groups, many in breakout rooms, working on the Read, Write, Inc scheme which the school has been following this year. The staff feel that it has made a considerable difference to the children's reading and phonics.
- In the Reception class the children discussed jellyfish, using the IWB to watch short clips, before moving off to choose an activity from a wide selection including Numicon, dinosaurs, art, nappy changing and gardening.
- Again, there was a variety of activities for the nursery children to choose from, with plenty of emphasis on gross motor and fine motor skills.



Element 1 - The Inclusion Values and Practice of the School

Inclusion and Christian values are embedded into the ethos of the school. Parents feel that the school is welcoming, that communication between school and parents is good and that they work as a team with staff to meet their children's needs. Parents feel that their opinions are valued. They cited an example as the improvement of school uniform, an initiative in which they felt they were allowed to take the lead. There are clear policies and procedures for safeguarding.

St John's ensures that their children are ready to learn and takes the children's emotional wellbeing very seriously.

Every Friday the school holds an awards ceremony. Children gain awards for academic progress, kindness, improved attendance etc.

Strengths:-

- The staff at St John's know their pupils and their families well.
- Relationships with all stakeholders is good. Staff, parents and children feel listened to and their ideas and opinions are acted upon.
- SEND children receive good support from teaching assistants enabling them to become independent learners.
- SEND, PPG, EAL pupils are monitored closely and interventions put in place where necessary.
- Data systems ensure the progress of all children is monitored closely.
- Higher ability children are given a challenge within every lesson.
- Counselling is available for all members of the school community, children, parents and staff.
- There are clear induction procedures in place for new staff.
- Photos of new children are placed in the staffroom to ensure that all staff are aware.
- A large inclusion team, which includes members from outside agencies meet regularly to plan actions for individuals and to evaluate the success of interventions.
- The Inclusion Team is strengthened by the work of a Learning Support Teacher who was the previous SENCO and Mentor and a Behaviour and Well Being Counsellor.

Areas for Development:-

- The excellent work done to support disadvantaged children and those with SEN is clear to see and well publicised. St John's might consider having a focus on those children who are G&T so that the community, including the parents, are aware of what is on offer them.



Element 2 - The Learning Environment, Resources and ICT

Children who need additional support are targeted, taught and their progress closely monitored. Interventions include: Lego Therapy, Speech and Language Support and targeted weekend boosters.

There is a new computer suite that the children use regularly. The keyboards are coloured to make them easy for the younger children to access. One station is set up for a child with a visual impairment.

Each classroom has 15 iPads for use.

The new school building is fully accessible.

The children have access to a range of IT packages to use both at home and school including: Lexia, Success Maker, and Education City.

Strengths:-

- The school website provides visitors and parents with information about the school.
- Displays and photographs around the school celebrate the children's work and provide a focus for learning.
- On line safety is taught well. The children are very clear about how they should keep safe online.
- The IT curriculum is varied and holds the children's interests. They are keen to talk about their programming experiences using Scratch and their film sessions which fit in with their literacy work.
- The classroom environment caters for specific needs. In one class, a small tent was set up for a child who has sensory needs to use as a retreat should he feel the need. Similarly, an ASD station had been set up for a child in Nursery with needs.
- Classroom displays all include a visual timetable.
- There is a sensory room which is timetabled to target individuals.

Areas for Development:-

- The school has plans to further develop the provision of high quality equipment for the playground. St John's might consider adding a sensory track to this.



Element 3: Learner Attitudes, Values and Personal Development.

Children at St John's demonstrate respect for each other, regardless of differences. Behaviour is very good and the school has a real "family" feel.

Children are very aware of the steps involved in the behaviour policy.

Children speak confidently to one another and to members of staff. They are keen to share their knowledge and ideas within the classroom.

Policies such as Pupil Premium, SEND and safeguarding are available on the school website along with yearly overviews and curriculum maps.

The school has a creative curriculum with art, dance and music playing an important part. Children discussed the pride they have in being part of their school choir, recorder and drum lessons.

Children were able to talk about Mastery and Greater Depth and about the challenges that they are given in all lessons.

Children are aspirational. They talk of becoming doctors, lawyers, counsellors and vets. There is a clear marking system. Children are aware of what each colour means and feel that this helps them to improve their work.

Strengths:-

- There is a good range of extra-curricular activities which enhance the curriculum.
- The curriculum is enhanced by special days. Including: World Book Day, Careers Day and International Day.
- Pupil premium is used well to target and support vulnerable pupils.
- The learning walk showed good learning behaviour in all key stages.
- The school has a dance teacher. All year groups are taught dance as part of their curriculum and dance performances form a part of many ceremonies and shows.
- There are many positions of responsibility for children to take.
- The curriculum is enhanced by Talent Shows, Spelling Bees, Singing and Signing etc.

Areas for Development:-

- There are no areas for development.



Element 4: Learner Progress and Impact on Learning

Data collected for external purposes in 2016 show that at Key Stage 2 the school was significantly below the national average in reading and maths but the data and predictions for 2017 are more positive. Phonics has risen to 78% this year. 61% of the children in the EYFS have gained GLD this year from very low starting points.

The school has recently changed the way it teaches science to a hands-on investigative style.

Many children feature on both the Gifted and Talent Register and The SEND register. Children explained how once they have demonstrated mastery of an objective, they are moved on to a greater depth challenge.

Strengths:-

- There are clear procedures in place for targeting those children whose attendance is not good.
- A clear teaching and learning policy is followed by all staff.
- All coordinators have a portfolio of suggested challenges for their subject for the higher achievers.
- The final data meeting of each year is attended by both the current and new teacher, to enable a smooth handover.

Areas for Development:-

- Information on the website about assessment is out of date. Parents would benefit from information about expected standards rather than levels.
- The school is keen to ensure that their disadvantaged children reach expected standards. They may consider visiting one of the schools who are part of the Success for Schools programme which is made up of schools who have been successful in this area.
- Although the attendance at school is improving St John's might like to consider a rewards night for those with 100% attendance per term e.g., a BBQ evening, a film night or even a sleepover at school!



Element 5 - Learning and Teaching (Monitoring)

Skilful TAs are deployed throughout the school and many have their own area of responsibility.

Regular classroom observations are carried out by the senior leadership team, as well as book scrutiny and analysis of assessment data, ensuring a good knowledge of the progress being made in each class.

There are clear systems in place for tracking key groups including: PPG, SEND and EAL. Intervention groups are monitored closely.

The in-house data analysis is exemplary and shared as good practice with other schools.

Strengths:-

- Pupils are engaged during lessons and show good learning behaviours.
- Disadvantaged children and those with SEND are well supported and make good progress.
- Safeguarding procedures are effective in ensuring children are safe.
- Staff are given the opportunity for further training as part of their performance management or at the needs of the school.
- There is a clear focus in literacy on ensuring that the children build up a love of reading.
- There is a clear focus on numeracy ensuring that the children have a good grounding in numbers on which to build their reasoning and problem-solving skills.

Areas for Development:-

- The school has plans to further develop their quality first teaching.



Element 6 - Parents, Carers and Guardians.

Parents, carers and guardians play an important role at St John's and there are good systems which allow them to communicate with all staff.

School sets some homework each term which they expect to be done collaboratively between the parent and child. Linked to it are suggestions of places to visit and books to read together.

Family learning groups are well attended with topics such as photography and gardening covered.

Weekly newsletters are emailed to parents to keep them abreast of new developments and class news.

There are many opportunities for the parents to visit the school including Talent Show's Christmas Fayre, BBQ, church celebrations etc. They are also invited to volunteer within the school.

Strengths:-

- The high level of engagement with parents to improve the chances of all children.
- Good communication systems which give parents and carers confidence in the school and in its support for their child's needs.
- An active and supportive PTA.
- Regular parent workshops allow the school to target harder to reach parents.
- Workshops, such as a recent maths based one, enable parents to help their children with their learning.
- As soon as parents join the school they are supported in projects such as Baby Talk, which sign posts parents to services available for under 5s, they meet the school nurse etc.

Areas for Development:-

- St John's might consider helping their parent volunteers to gain a qualification. There are companies who are keen to run NVQ courses in childcare in schools. They are often able to do so at no cost to the school or parent.



Element 7: Governing Body and Management

The Headteacher and senior leaders hold Inclusion high on the agenda.

The staff feel that members of the governing body are visible around the school and communication between them and other stakeholders is good.

There is an expectation that all governors will play an active role in school life.

Governor visits have a purpose and always take pupil voice into account.

The governing body is a good mix of professionals from both within the school and beyond.

The school is a part of many clusters giving opportunities to share ideas.

Strengths:-

- The strong, inclusive leadership of the Headteacher.
- The SENCO's knowledge of the school and its families.
- Regular governor visits ensure that they are able to challenge on a more informed basis.
- The close working relationships with outside agencies in order to ensure that the needs of all children are met.
- The close working relationships with other local primary schools.
- Governors have a good grasp of data.
- The chair of Governors often leads circle times at the school.
- One governor, who does not work at St John's, runs maths interventions within the school.
- Governors feel that they hold the head to account.
- Each governor is attached to an area of the curriculum and the staff member who leads it.
- The Inclusion governor meets regularly with the SENCO.
- Sessions are held for governors to look at the work children produce.

Areas for Development:-

- There are no areas for development.



Element 8 - The School in the Community- How this supports Inclusion

The school is at the heart of this community. Families see it as a safe haven.

The numbers of children at St John's is growing. Nursery is now oversubscribed.

The school works in partnership with several agencies including the Educational Sustainment project which works with schools to prevent exclusion, and Football Beyond Borders, an education charity which uses football as an engagement tool to provide young people with the opportunity to achieve their goals and fulfil their potential.

The school promotes helping others. Their work with refugees is exemplary.

The school tends to and looks after a display which had come from the Chelsea Flower Show.

The chair of governors who is very influential in the community ensures that the school takes part in all major local events. In recent years some children have met the Queen and The Mayor of London.

Strengths:-

- The support for local and national charities and the involvement of the children in raising funds for children less fortunate than themselves.
- Close working relationships with the other local primary schools.
- The school is part of many educational clusters.
- Many governors are part of the local community.
- The school liaises well with the local police.

Areas for Development:-

- Continue the excellent relationships with local schools and community groups.