# Assessor's Evaluation for the IQM Flagship Project

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| **School** | St John's Angell Town CE Primary School<br>85 Angell Road<br>London<br>SW9 7HH |
| **Head/Principal** | Mr Patrick Williams |
| **IQM Lead** | Ms Emma Walker |
| **Date of Review** | 13th June 2025 |
| **Assessor** | Ms Debra Joyce |

**IQM Cluster Programme**

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| Cluster Group | Inclusion South East |
| Ambassador | Dr Kenny Frederick |
| Next Meeting | |
| Meeting Focus | |

**Cluster Attendance**

| Term | Date | Attendance |
|---|---|---|
| **Autumn 2023** | 6th October 2023 | Yes |
| **Spring 2024** | 19th March 2024 | Yes |
| **Summer 2024** | 21st May 2024 | No |
| **Autumn 2024** | 11th October 2024 | Yes |
| **Spring 2025** | 7th February 2025 | Yes |
| **Summer 2025** | 30th April 2025 | Yes |

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**The Impact of the Cluster Group**

St John's is an outward facing school. They value the work that the cluster groups do and embrace collaboration to improve teaching practice and the outcomes for their children.

Their attendance at the October meeting resulted in the school undertaking an extensive oracy project across the school. They recognised that a large number of children had limited language and the understanding of the children with EAL was insufficient resulting in low comprehension and poor acquisition of knowledge across the curriculum. Leaders also recognised that interventions by specialist provisions were limited to a specific number throughout the year due to caseload, so a broader intervention had to be established. The reception teacher had previously used the reading programme Neli and the school decided (after hearing of its success at the cluster meeting school) to implement it in the Reception class. Staffing is flexible to allow the teacher to facilitate the programme, and the school has observed and assessed the improvement in the children's language and oracy skills. They have used the research from the Education Endowment Foundation (EEF) to support further changes and the teaching of tiered vocabulary to embed deliberate vocabulary teaching by all staff.

Support for the ECTs centred around talk for teaching and the increase in child discussions, particularly in DEI (Diversity, Equality and Inclusion). Staff were already aware of the BLAM: Raising the Game resources and the meeting came as a timely reminder to ensure staff were consistent in approach. This was interrelated to the work the school was undertaking with Zones of Regulation (ZoR) and emotional and expressive vocabulary.

St John's hosted the February 2025 meeting. The focus was on the therapeutic sessions provided by the school to support mental health and wellbeing: The Mental Health Support Team, Place2Be and art therapy and the work the school carries out with Solution Circles. They shared their Flourishing School Document: Pupil Place Planning, Brixton Collaborative, CPD growth and their plans to ensure a diverse curriculum – all of which feeds into the Flourishing Children Document and the school's way of working. The school that attended had little or no supervision sessions and found the discussions held warranted that they would go back into their school and speak to their own SLTs about the importance of supervision for all staff.

From the meeting at the end of April, the school mirrored the practice of whole class Bucket (Attention Autism Support) in Reception classes linked to the core text being used in the class or current themes of learning. The school has seen an improvement since they have implemented this in the length of time children can engage in and communicate about their activities. The school is now looking into how this can be further adapted to different aspects of the school day.

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**Evidence**

- School website
- Behaviour Policy
- Ofsted Report (November 2024)
- Statutory Inspection of Anglican and Methodist School (SIAM) (May 2025)
- Minutes of Cluster Meeting
- Learning walk

Meetings with:

- Governors
- Curate of the church
- Place2Be therapist
- Pupils
- Teachers
- Support Staff
- SENDCo throughout the day including reflection time
- Headteacher
- Parents

**Additional Activities**

- Playtime observation
- Assembly – worship observation
- Scrapbook –a collection of CPD and activities that support inclusive practice

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**Evaluation of Annual Progress towards the Flagship Project**

**Target 1:**
**To carry out a Behaviour Policy Audit and to ensure that classroom behaviour is managed effectively to support learning.**

There was one particular class that triggered the need to review the behaviour policy. Pupils were displaying dysregulated behaviours and parents were saying how this was impacting on relationships at home. The Inclusion Manager, who had recently come into the post, recognised that the policy had to be clear for staff to understand the behaviours of some of their children in their classrooms.

There is a clear section in the policy on responding to behaviours outlining de-escalation processes. Over the year all staff have received training on Positive Handling, challenging behaviours and the MHST have undertaken a training programme with the wellbeing ambassadors. All members of the school community have embarked on the journey of restorative justice.

Everyone is alert to the key messages– know the child, can it be prevented? And what are the triggers? This has led to in a decrease of 75% of fixed term exclusions.

The focus on one consistent message has resulted in the transitions into the next year group or if a staff member is absent being crucial for creating a positive and effective learning environment. It has involved clear communication of expectations, rules, and boundaries across all levels of the school community, from teachers and staff to children and parents. With the messages being consistent, children understand what is expected of them, feel safe and supported, and were seen to engage positively with learning.

I do have to report that on the learning walk, the class which had been demonstrating dysregulated behaviour in the past could not be singled out, as the behaviour across the school was excellent.

**Target 2:**

**To conduct training on Zones of Regulation and to have this system, along with a Reflection Zone, up and running in every classroom with children being encouraged to use the Zones to check in every morning and throughout the school day.**

As part of the school's commitment to research based CPD, The Zones of Regulation was reintroduced as a whole school system for regulation of behaviour. Elements of it had been introduced in the past but leaders recognised that the school needed an all-inclusive approach. The impact has shown the ZoR curriculum has a positive effect on children's outcomes. Be this academic, emotional or social. In January 7 children began a 1:1 programme which included resources for parents to use at home. This continues in class as the support staff are communicated with regularly so that they know where in the programme each child is and can support accordingly.

Every class displays the zones in an age-appropriate way. The children could confidently talk about the ZoR and how it helps others and themselves remain calm and positive. They know teachers are there for any reason and could articulate the process, in a respectful way, of how some children may need to go through steps to return to the green zone. One child said, 'We are all different and we understand the children in our class – we accept that they may need a different way of being able to calm down and come back to their learning'. They told me that everything they say is kept in confidence in the classroom and children do not 'gossip' about others when they open up.

Governors reported that it extends to staff. There is a ZoR display in the staffroom and leaders check it daily and speak to staff at a mutually agreed time. If members of staff need supervision time or a talk with one of the therapists, this is open to them too as a solution focused session.

There was a workshop open to parents, but the school reported a low turnout – this has prompted the school into improving parental engagement across all features of the school.

**Target 3:**

**To promote the self-esteem and wellbeing of learners through the arts.**

All stakeholders reported that the use of the therapists in the school as having a positive impact. The school has simultaneously enhanced the physical environment of the school and promoted social inclusion, thus promoting the health and wellbeing both of the individual children and the wellbeing of all members of the school community.

Projects in the school involving the arts is used to raise awareness of mental health issues and challenge stigmatising attitudes. The experiences have challenged the children's sense of themselves in a very different way to formal education, providing different opportunities for them to explore their identity, skills and abilities. Parents are encouraged to participate alongside the children in a variety of non-academic activities across the school.

One of the children said that the sense of achievement can be transferable to other areas of life, encouraging individuals to tackle new challenges with greater confidence. They did not keep the discussion just to art. They are aware that other activities can promote wellbeing. Children spoke highly of the Wellbeing Ambassadors and how active they are and how they are responsible for organising occasions for example, fruit salads as one of their Wednesday events.

There are currently 6 children on the caseload. The school will continue to work on implementing a whole school art project so that all of the children and the community can benefit from its potential.

**Target 4:**

**All therapeutic professionals, SENDCo and other Special Education Needs (SEN) professionals to meet once a term to co-ordinate provision and support for key children.**

All staff were unanimous on the coordination of the school and external professionals. They said how the SENDCo plays a central role in coordinating SEND provision within the school, working with teachers and other professionals to implement the school's SEND policy and ensuring that individual needs are met.

Regular meetings facilitate communication and collaboration, allowing professionals to share information, discuss individual cases, and develop cohesive support plans for key children ensuring that the most vulnerable students receive the targeted support they need to make progress. Staff receive the feedback and can access the therapists for support at any time.

Staff and parents reported that the approach the school has is helping to identify potential issues early, implement effective interventions, and ensure that children with SEND or SEMH needs receive the necessary support to thrive in their education and development. Therapists (SALT, art, music and P2B) have been able to discuss issues such as homelessness, bereavement and anxiety as well as SEND support. A timeframe of 12 weeks is usually set, but the school is flexible and open to extending the therapeutic support should the individual need it.

Staff also said about the positive change in the children's confidence and social skills; they are now able to regulate emotions and are happier at school. They have seen a difference in parent attitude and said they are now less dismissive of the need of the children. Parents have said it has helped them understand what underlying problems their child may be facing and not to treat it 'as oh my child is just naughty'. Both teachers and parents feel more assured in the approach as it is in-house at the school. They all said that they see the benefit of integrated support, where therapists work collaboratively with the parents and staff to create a supportive environment for the children. In-house therapy is delivered through various methods, including individual sessions, group sessions, and in-class support, tailored to meet the specific needs of the children.

The Place2Be facilitator said that there is a strong parent/school partnership developing and parents are open to honest dialogue with staff and other professionals. She said that parents have grown alongside the staff and because of this are now able to make more informed decisions as to whether to send their child to a specialist provision or for them to remain at St John's.

There are several success stories: one child is now able to stay at school for half a day whereas in the past that child was only able to manage 30 minutes at a time, another child is now fully integrated in the classroom with occasional support when required.

**Target 5:**

**To re-establish parent workshops drawing on the expertise of therapeutic and SEN professionals attached to the school.**

The school offers a range of parental workshops throughout the year, for example:

- Meet the Teacher
- Secondary Transfer Briefing
- Parent's Coffee Morning with Lambeth Mental Health Team
- Homework support
- Phonics
- Maths
- Online safety
- Mother's Day and Father's day breakfast

The Mental Health School Team has also provided an art workshop for parents and a second one for them to complete with their child. The school said the second workshop was better attended. I discussed the reason why this was the case with various stakeholders. Workshops are often better attended by parents when children are involved because it provides a shared experience that is more engaging and meaningful for both parents and children. Involving children made the workshop more relatable and practical, while fostering a sense of connection and shared learning. Additionally, parents perceived more value in the workshops that directly benefited their children. The school should consider that parents seeing their child participate could be the strong motivator for their attendance at the workshops. The school said that some workshops (designed to address specific parenting challenges or developmental stages) even though appealing when children are involved, as parents can see the practical application and receive immediate feedback can be off putting if certain sensitive issues arise. The school is looking for ways in collaboration with the therapists to facilitate such meetings.

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## Agreed Actions for the Next Steps in the Flagship Project

Following on from the work undertaken last year with the parental workshops, the decision was made to embark on a full programme for parental engagement with the aim to establish a stronger culture of parental involvement. The school will be re-establishing the PTA, increase the variety of parental workshops to meet the needs of more of their families and further improve methods of communication.

I saw the project in action during my visit. The school has definitely created a welcoming environment – there is a family feeling as soon as you walk through the door and parents praised the school for its open-door policy and accessibility to staff. All stakeholders spoke about the use of Class Dojo and how that has helped communication. The children particularly like how they can directly contact their teachers for a variety of reasons and always get a response. The Father's Day breakfast was taking place, and the school are planning to build on the success of such events. It was clear that the staff are respectful to the needs of the families they serve, and they listen actively and parents told me that the school communicate clearly and regularly.

Leaders continue to focus on identifying needs, create engaging content and provide accessible formats. The school understands the specific challenges and interests of parents and try to accommodate as many workshops to meet these needs. Sessions are as interactive as possible with professionals often facilitating the workshops. Ideally the school wants the parents there in person due to the hands-on activities provided, but we discussed the possibility that if parents could not attend could there be a flexible delivery of the information; such as: recordings of sessions that are information sharing, online formats like blogs or webinars or alternative dates or sessions during the school day. This would also help the school develop a sustained model for delivering workshops that can be maintained over time.

We discussed the feedback from some of the parents I met on the day. One suggestion was to provide an A5 fridge magnet with the events and meetings plotted over the year so that parents have a constant visual and reminder of what is coming next. Parents said that in their busy lives (and especially where families are juggling multiple job and children or working shifts) that once it is read using technology it disappears – a visual would be another prompt to ensure they remember key dates and events.

The school uses research-based evidence to inform their practice and we discussed the work the EEF have undertaken on parents' involvement and effective communication (including on how to improve attendance) and the Scottish Government's research on Parent Councils. The school will consider this research to help their project.

The project is designed for this academic year and beyond. In order to help manage the project, rather than statements of 'September 2025 ongoing', the school will consider using milestones. We discussed how project management milestones are crucial for tracking progress, managing stakeholder expectations, and ensuring a project stays on schedule. We spoke about how they represent significant events or achievements within a project's lifecycle, acting as checkpoints to monitor progress and assess the project's health. Hopefully this will also ease the workload by breaking the project down into SMART tasks and for the school and the parents it will be less overwhelming and more accessible and achievable for all involved. As checkpoints are met the school will be able to assess their progress and reflect on their achievements and share the successes with the parents.

# Assessor's Evaluation for the IQM Flagship Project

**Overview**

On arrival at St John's, I was greeted by warm, friendly staff. Conversations in the foyer gave a positive impression of the relationships between the staff at the school. Leaders told me that the school has a stable staff and seeing their interactions it is clearly why there is little mobility. The headteacher described the school as 'harmonious' and after walking around the building it is clear why he used that description. Children of staff attend the school which gives it a family warmth. They pride themselves on the focus of individuality – not just on the child's individual needs, but also of the staff and the needs of the parents. Adults and children are not put into groups based on assumptions or judgements, but time is taken to get to know the different circumstances of each individual.

There are 23% of pupils on the SEND register (in line with National figures) with 6 children in receipt of and EHCP. There are children at the school who need an EHCP and some children are undiagnosed, but the school provides appropriate support and resources to ensure all children are all included in the leaning. 64% of children have English as an additional language (EAL). Predominantly the faith of the school is Christian, and the school makes regular use of the local parish church. The school serves the Muslim and Buddhist communities and ensures that representation of all faiths is balanced across all aspects of school life. Various places of worship are visited throughout the year. The main ethnic group is West African and Caribbean children. 50% of the children are in receipt of the Pupil Premium grant (PPG), but the school recognises that with the provision of all primary children entitled to free school meals some parents do not register for the PPG.

The decision not to merge under the Pupil Placement Planning has now been made since the last review. It was felt by all parties that the amalgamation would be too disruptive to all involved. In 2026 the Local Authority will be looking at the provision of all schools and projections of pupil numbers before any further decisions are made.

One of the biggest challenges the school faces is the number of children on role. The building was designed as a 3-form entry but currently it is a 1-form with 187 children on role. 'Brexit' meant that a large number of families moved back to Europe, hence the fall in role numbers. There is a mobile pupil population due to casual intake through the year and destabilisation of some families because of rehousing. Children tend to stay at St John's, and it is the rehousing that is the biggest decider on children entering or leaving the school. Some families are moved as far away as the north of England. Some are moved to Croydon, but commute to attend St John's. There appears to be an improvement in numbers for the next academic year with the reception intake improving from 13 to 26 children by the beginning of the next academic year.

The associated costs and a potential 3-form entry school is a challenge, and leaders are skilled when making use of teaching staff and deploying support staff. Teaching Assistants (TAs) are used to maximise the benefits to the children they work with. They are not 'velcroed' to a particular child or class. Everyone spoke of how 'your class or your child isn't just your responsibility – everyone has responsibility for everyone, and we all have a good understanding of the individual children'. To obtain finances, the top

floor of the school is rented out to the Mental Health Support Team, including CAMHS, the football pitch is available for hire and halls can be used for a variety of events.

Displays around the school demonstrate the inclusive nature of the school and how it is embedded in teaching and learning: 'Different Families, Same Love', Black History Month, the activist Olive Morris and Nadiya Hussain to name a few. In the classrooms, the one stipulation is the wall displays – these are non-negotiable and must reflect the teaching and learning. Other than this, teachers are free to organise their rooms how they deem necessary for effective teaching and learning to take place.

The celebration assembly allowed the year 6 children to show leadership skills by performing various roles: door monitors, aiding with the technology for the PowerPoint for the words to the song and selecting the music, distribution of certificates and co-leading parts of the assembly including the reading of the closing prayer. There were certificates for a range of skills as well as academic achievement. For showing vulnerability was praised and a certificate given and squeals of delight when the classes were announced for attendance and behaviour winners were acknowledged. The children left the hall calmly and staff were on hand should certain children need support transitioning to their classrooms.

As part of the work to improve parental engagement, there was a 'Father's Day Breakfast' a 'white table cloth event' at the school. (The school did the same for Mother's Day) where parents are invited into the school and spend the morning with their children. Today it was breakfast followed by a member of the Mental Health Team from CAMHS (Child and Adult Mental Health Service) to talk to the dads about men's mental health. This was then followed by a game of football in the enclosed pitch.

Staff in EYFS are able to make use of all of the spaces and resources to help regulate individual children and provide the safe space they need. Children across the school are confident that if they need to regulate outside of the classroom, staff will be there to support them and help with their regulation should they need it. I saw one child being supported to regulate and the language the member of staff was using was specific to ZoR and to the level of understanding of the child. It didn't take long for the child to be regulated and involve them in a meaningful discussion in order to return to the classroom.

Staff stay at the school despite some distances having to be travelled. The premises manager commutes from Slough and another member of staff commutes from Medway.

The staff have considered the needs of all pupils. Traditionally a particular cohort would be upstairs, but because of the needs of a child, next academic year the school has made the decision to place that year group in a position that will benefit the individual emotionally.

The school shared their scrapbook with me – below is a selection of a collection of CPD and activities that support inclusive practice:

- Adaptive teaching Supporting
- Complex behaviour needs
- Bucket (ASD intervention)
- Modelling and implementation

All of the CPD have staff evaluation forms that inform further inclusive practice.
It also celebrates the children's accomplishments and whole school activities:

- Wellbeing Ambassadors
- Wear yellow for Mental Health Day
- A visit from the MP
- Parent workshops and coffee mornings (e.g. plate weaving, 'Books for Breakfast', 'Paint and Sip', phonics and reading)
- Celebrating World Sleep Day and the associated health benefits
- Black History Month and International Day

The school has access to The Ebony Horse Riding Centre. Children are selected who can benefit from developing key skills to help them cope with challenges in their lives. The staff commented on how the centre improves the physical and mental well-being of children and also helps improve their core life skills like confidence, teamwork and resilience.

The children described the school as a community. They said this word fits perfectly as 'we're one big community'. They told me that everyone has friends across the year groups form nursery to year 6. They can all step in if someone needs help and this was observed in the playground where all of the children interacted between year groups. The said that there was great awareness of need between everyone at the school and a high level of respect. They are proud of their school community and spoke highly of the work being undertaken to support and highlight inclusion. All of the children could give a concise explanation of the use of ZoR in their classrooms and across the school. They enthusiastically told me about 'Flammy the Flamingo' and how this is used to develop detective skills and to allow children to have a focus if they are feeling low or dysregulated. They told me that they thought parental engagement was 'a big deal'. They appreciated that parents are busy, and they could tell me about different ways parents can be engaged with their child's learning even if they cannot come into the school as often as other parents can. They talked about the curriculum and how diversity is specifically taught and how books are chosen purposefully to highlight inclusion and

diversity. The mentioned books such as 'The Kindest Red', 'The Biggest Blue' (and how people should 'embrace their weirdness') and 'Hidden Figures'.

Governors spoke highly of the school, the staff and the community. They said that the school cares very deeply about the members of the community and how they are always striving to do their best (and beyond) to engage parents and to provide the best education and emotional support for all of the children. They are clear on what inclusive practice looks like and will challenge as well as support leaders to optimise excellence. They have seen 'seamless, natural inclusive practice' and they know it is not an add on - it's at the heart of the school. As well as staff being outward facing and collaborating with various groups outside of the school, so too do the governors. They realise the benefit of seeing other schools' perspectives and how these can influence the practice at St Johns.

There is an air of sincerity throughout the school. Everyone I spoke to or interacted with were positive and held the same vision and ethos. Every person spoke of the deep respect everyone shows to each other and how they support the social and emotional needs of the child first and foremost in order for each child to reach their full potential.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Ms Debra Joyce**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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