Assessor's Evaluation for the IQM Flagship Project

School	St John's Angell Town CE Primary School 85 Angell Road London SW9 7HH
Head/Principal	Mr Patrick Williams
IQM Lead	Ms Emma Walker
Date of Review	28th June 2024
Assessor	Ms Kerry Cowmey

IQM Cluster Programme

Cluster Group	Inclusion South-East
Ambassador	Mrs Pat Wood
Next Meeting	Autumn Term – to be confirmed
Meeting Focus	To be confirmed

Cluster Attendance

Term	Date	Attendance
Spring 2023	20th April 2023	Yes
Summer 2023		N/A
Autumn 2023	6th October 2023	Yes
Autumn 2023	16th November 2023	Yes
Spring 2024	19th March 2023	Yes
Summer 2024	21st May 2024	No

The Impact of the Cluster Group

St John's staff attended a Cluster Meeting about Emotional Regulation in the Autumn term, where topics on offer centred on Pupil Leadership (Inclusion) and meeting a Learning Mentor and Cognitive Behavioural Therapy (CBT) Counsellor. The impact of this Cluster meeting was that on return to school, the Senior Leadership Team (SLT) reintroduced Zones of Regulation in all classes. They also looked at their intervention timetables and reworked them.

St John's changed Cluster Groups during the Autumn term and therefore they benefitted from attending two meetings during the Autumn term. They attended the 'WE ARE Computing' and 'WE ARE Science Showcase' at Penwortham School. Other topics offered were support for parents, parental engagement and parental perspective. Every Friday morning at St John's, the staff team meet to share news and to provide feedback on any Continuing Professional Development (CPD)/training attended. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) shares ideas from Cluster

Group meetings. Following this visit to Penwortham School, where a parent workshop was observed, which saw parents and children carrying out activities together based on a specific subject (for example, science day), St John's has set one of their targets for the new academic year to be about re-establishing parent workshops.

Spring term, saw St John's attend a Cluster Group with Mental Health Support Team (MHST) and Social, Emotional and Mental Health (SEMH) provision being showcased. There was a discussion held about what other schools do to support improving outcomes for Caribbean Boys (this is a Lambeth target). There was discussion between schools within the Cluster about how to work collaboratively to achieve IQM targets with dwindling budgets and higher levels of need, sharing resources and available services. Upon return to St John's, discussions were held with the MHST about how else they may be able to support the school as a whole and the team has agreed to support staff in school with behaviours which challenge, by running a whole class intervention programme for a specific year group in September - Helping Rock Workshop.

St John's will be hosting a Cluster Group meeting on 7th February 2025, perhaps to showcase their therapeutic provisions.

Evidence

- Department for Education (DfE) record https://get-information-schools.service.gov.uk/Establishments/Establishment/Details/100615
- DfE record https://get-information-schools.service.gov.uk/Establishments/Establishment/Details/100615
- Schooldash.com https://www.schooldash.com/school/100615/
- Ofsted report https://files.ofsted.gov.uk/v1/file/50094499
- School website https://www.st-johns.lambeth.sch.uk/
- Children's books – Year 2, 3 and 6 English books, Year 4 Guided Reading books, Year 5 Maths books
- Photos – Early Years Foundation Stage (EYFS) outside learning area, values display, staff appreciation board, CPD events, art therapy and MHST work, Zones of Regulation stations and workstations.

Documents seen on the school server:

- Art Therapist's Report March 2024, anonymised clinical reports, data from pupil and staff survey regarding impact, photos of classroom and school environment, Raising the Game diversification mapping document, writing curriculum topic overview, Black Learning Achievement and Mental Health (BLAM) training on including Black narratives into the curriculum, Diocese School Improvement Partner (DSIP) Report, Place2Be Report, English writing book look notes, history monitoring document.
- Learning walk and talking to children about their learning.

Additional Activities:

- Welcome and meeting with Head Teacher/SENDCo.
- Meeting with parents and Head of Family and Friends of St John's.
- Learning walk.
- Reflection times during the day.
- Online meeting with Governors and Mental Health Support Team (MHST).
- Meeting the learners.
- Meeting with teachers and Support Staff.
- Meeting with teachers.

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Evaluation of Annual Progress towards the Flagship Project

Review of Targets

Promoting the academic, emotional, social and mental health and wellbeing of learners.

Target 1:

Monitor the impact of Place2Be to ensure that it is having a positive impact on the mental health and wellbeing of learners and ensure that staff access Mental Health training via Place2Be.

Place2Be were only just establishing themselves last year when the IQM assessment day took place. It is now embedded, with the practitioner working with six children one-to-one during the day. Depending on the child, the practitioner's approach is very individual and personalised. An initial consultation takes place with the parent/carer before child-led sessions commence. The Place2Be Practitioner is very much part of the school – staff see them in classrooms, attending staff meetings and briefings and meeting with teachers. They are effectively, a member of staff. The SENDCo and Place2Be Practitioner meet weekly to discuss individual children, to measure impact and to think about feedback from staff, children and their families. All staff are encouraged to log incidents, behaviours and concerns regarding children. The SENDCo and Place2Be practitioner will look at the frequency of incidents and inclusion notes to track impact. A child reported, "you can relieve yourself in Place2Be and be happy after you have talked. You can bring friends to Place2Be. It helped me a lot."

Staff are actively involved in the referral process to Place2Be and anyone can complete a referral form which has the primary concern outlined. The Place2Be Practitioner who ran an after-school Art Club, even referred a child themselves! Once a referral has been discussed in school with the SLT and class teacher, parents are then consulted and any questions or fears they have are alleviated. Place2Be and school staff are working on creative ways to break down any barriers that there are in place to getting parents to engage with the service. Class Dojo has been used to communicate with parents about the Place2Be service. Parents are invited to meet with the practitioner face to face and the practitioner is often at the school gate at the beginning and end of the school day to introduce themselves to parents. A member of the SLT reported, "(The Practitioner) is a safe adult, as they are known to the children and to some parents, who have heard from their children who have referred themselves via the Place2Talk service. The children will go home and share their experience with their parents which builds trust in the service." One next step for St John's is to take a deep dive at the demographics of children who are referred to the Place2Be service to ensure equity and parity.

Due to challenges with school budgets nationally and a reduced number of support staff in school, the SLT has had to be creative to ensure that children still have access to after-school clubs and trips to build their cultural capital and has worked closely with Place2Be to problem solve. The Place2Be Practitioner has a link with a large accountancy firm that would like their staff to engage in volunteering opportunities which give back to the community. Work on this link has begun, background checks

have been completed and volunteers hope to start in the new academic year, reading with children, supporting with phonics and supporting on school trips. The Place2Be Practitioner has also liaised with their main team about providing a Family Practitioner who can join the St John's team. A member of the SLT reported, "we are currently thinking about how to use this Family Practitioner with specific families, particularly those whose children are being home-schooled or who are on part-time timetables."

The newly appointed SENDCo is currently being trained by Place2Be on the Senior Mental Health Leads training and two Teaching Assistants (TAs) are being trained to become Mental Health Champions. The school would like staff to have colleagues, who are not on the SLT, whom they can approach about their own Mental Health and Wellbeing.

Target 2:

Maintain therapeutic provision through arts and consider expanding to include music and/or drama therapy.

'Shocking new statistics show that more than a quarter of a million (270,300) children and young people are still waiting for mental health support after being referred to Children and Young People's Mental Health Services (CYPMHS) in 2022-23' (March 2024, www.childrenscommissioner.gov.uk) Work therefore inevitably falls to schools to provide bridging support while children wait for support from Child and Adolescent Mental Health Service (CAMHS). This is often difficult due to lack of training and/or expertise and lack of budget. St John's buck the trend in this respect, as they have a range of therapeutic and Special Educational Needs and Disabilities (SEND) professionals closely associated with the school, who can offer much-needed support and consultation work with the staff, children and families. By integrating therapeutic support, St John's Angell has created a nurturing environment that benefits all stakeholders and has led to a thriving, cohesive and resilient school community.

The school currently employ two art therapists, a play therapist, and a Place2Be Practitioner and is supported by two members of Lambeth's Mental Health Support Team (MHST). There are benefits of these professionals for children, their families and on school staff themselves. Children's emotional wellbeing is supported via counselling services and therapeutic activities. Behaviour is improved through specific behavioural interventions and the development of children's social skills, which then has a positive impact on academic performance and attendance. One member of the SLT reported, "(One of the therapists) has worked with one child whose parent was worried about them attending school post-COVID. A lot of family work has been involved around building confidence and getting good engagement. It has had a big impact."

In general, the therapeutic provisions on offer at St John's have had positive impacts on families. Parental support has been offered via workshops training and family counselling. This has created stronger home-school relationships with some families feeling connected to additional community resources, providing broader support. Parents have been empowered, which has led to better engagement and confidence. One Governor reported, "we try to support all parents and carers and we host Mothers and Father's Day breakfasts every year. It is nice to have learners and parents in school. We can capture parental voice and keep track of how they are thinking and feeling."

The range of therapeutic provision also supports staff through professional development opportunities such as training and creating and providing support networks. A member of staff reported, "without the staff team the job would be much harder. We look after each other. There is always someone who can support you. If you are new to the school – everyone is happy to help." The therapeutic support and training opportunities staff have had have improved classroom management through strategies teachers have been taught and have implemented, which has led to a reduction in burnout and has enhanced relationships between staff and parents.

There has been a clear whole-school impact from the therapeutic provision in place. It has helped to create a positive school climate which has an inclusive environment and provides emotional support for all stakeholders. One child said, "everyone here is so welcoming. It does not matter what colour you are or where you are from – everyone is nice to you. The school is also welcoming to other language speakers." There has been a positive whole-school impact on academic excellence, with children who can focus on their learning as they have been supported holistically. The therapeutic provision has had an impact on community ties, through involving families and leveraging community resources. There has been sustainability and growth over the last year with continuous improvement of the therapeutic provision and building the school's capacity to support mental health and wellbeing. St John's will host an IQM Cluster Meeting in the new academic year and hopes to showcase their therapeutic provision.

Target 3:

Continue to monitor and review the diversified curriculum and ensure that there are opportunities to revisit learning.

A diverse curriculum enriches educational experiences, preparing children for success in a multicultural world, fostering an inclusive and dynamic school culture and enhancing the professional fulfilment of teachers. The specific impact for children is that it enhances engagement and motivation, as their learning is relevant to them, inspiring curiosity and interest. It improves critical thinking and achievement as children understand and respect differences, leading to increased global competence. Their personal development is enhanced as self-esteem identity and social skills are improved. One child reported, "my Nan was a Windrush child. We learnt about a boy called Leonard who was a Windrush child. He got bullied in England and had to adapt to his new surroundings and learn to stand up for himself. I talked to my Nan about what it was like for her when she arrived."

St John's has worked closely with BLAM who have assisted the school in revamping the curriculum over the last 18 months. One recommendation was to look at the KAPOW curriculum which has been fully implemented for the majority of foundation subjects. A member of the SLT reported, "we looked at each subject and topic and ensured that there is relevant and diverse representation, e.g., children learn about St Hadrian, an African Abbot, in their Anglo-Saxon work and about John Blanke, the only Black trumpeter and Tudor for whom historians have an identifiable image." Having a diverse curriculum benefits staff who experience broadened perspectives which they can use to develop and deliver diverse content creatively and innovatively. A diverse curriculum leads to teachers finding it more rewarding to teach as it is dynamic and inclusive and helps them to connect with the children's diverse experiences and interests.

St John's also continued their work with Raising the Game Lambeth, which aims to tackle the 7-10% academic attainment gap and high exclusion rates that have a disproportionate impact on Black Caribbean pupils in the Borough. The impact of this whole school has been to create an inclusive environment where all children feel valued and included. It has helped to build positive relationships among children, staff and the broader community. Stereotypes are challenged and children have a well-rounded educational experience that prepares them for future opportunities. The school recently held a Careers Day where people came to speak to children who had previously attended St John's and who still live in the local area. A member of the SLT reported, "a lady came in who has qualified as a doctor. She was a student here and lived on the local estate. The children were enthralled to hear her speak."

St John's has thought about the books which form part of the English Curriculum from Nursery through to Year Six. The books on offer and core reading texts are diverse. These texts are on display in classrooms, in displays and in the well-resourced library. A teacher reported, "diversifying has had a real impact. The children in Reception have seen themselves represented in books. One child said, 'look my hair looks like that girl in the book (Hair Love)'. It has given the children pride in themselves and a sense of value. In the Early Years classes, we have also sent home dual language books." Wall art in the library has characters from diverse backgrounds on display. In the school reception area, there is a display for all to see about 'Books we love to read' which is arranged per year group. A Governor reported, "we have had parents in to try to show them what the curriculum looks like for their children so that they can see how diverse and representative it is. So far we have had a diverse group of parents come in, this helps both them and the school to better children."

Revisiting learning in school is often referred to as "spiral learning" or "retrieval practice" and involves re-exposing children to previously covered material over time. This approach has numerous benefits, which can significantly enhance the learning experience and outcomes for children. St John's has introduced knowledge organisers which were observed in children's books on assessment day. The main benefit of using knowledge organisers is that they give children and teachers the 'bigger picture' of a topic, subject area or specific concept. Some topics can be complicated, so having the essential knowledge, clear diagrams, explanations and key terms on one document can be beneficial. There are also low-stakes assessments which help children feel a greater sense of control when marking their answers and gain an awareness of their strengths and gaps in knowledge. One member of staff reported, "revisiting learning is about talking to children, seeing what they remember. We revisit prior knowledge at the beginning of lessons, look at previous learning objectives and ask what we remember from the previous lesson. We have made a conscious effort to make sure that children are having opportunities to do retrieval tasks."

Target 4:

Ensure adaptive teaching and learning are maintained and adapted to teaching and learning are made for the working memory needs of learners so that learning needs are addressed and learners make better progress.

Adaptive teaching and learning, which tailor educational experiences to meet individual needs, can significantly impact the working memory of children. Working memory, the ability to hold and manipulate information over short periods, is crucial for learning. Staff training and CPD this academic year have had a focus on working memory and the importance of revisiting learning. When St John's overhauled their classroom environments with stripped-back, uniform display boards, links were made to research which showed how this approach can support children's working memory. One child reported, "each classroom has vocabulary on new display boards. Because it is up on the wall, you can remember it and picture it and you can tell someone what it means." Teachers have been encouraged to have working walls for areas of learning such as English, Maths and Science with areas on these walls for previous learning. This is something which continues to be embedded across the school.

Adaptive approaches in the classroom improve retention and recall for children. Spaced repetition of previously learned material reinforces memory and aids long-term retention. Staff giving children immediate feedback helps them to correct mistakes and to consolidate learning which also supports working memory. A member of the SLT reported, "there is now a clear link between vocabulary both in topics and in assessments. Children used to struggle with accessing unfamiliar vocab but now that the curriculum is richer and there are more opportunities for revisiting learning, that is less of a struggle for children."

Changes to the curriculum have meant that content is more personalised and relevant which means that children are more engaged in their learning. The curriculum now connects to children's interests so prior knowledge is easier to understand and remember, enhancing working memory efficiency. The children are provided with appropriate scaffolding, such as visual aids, mnemonics and step-by-step instructions, which support working memory by reducing cognitive demands. A teacher reported, "reducing cognitive load and visual 'noise' has had a positive impact on calming children in the classroom setting. There is not so much going on for them. The children are now very focussed on learning and vocab."

In April, the school had a Southwark DSIP visit the school to carry out a learning walk to see the progress that St John's is making towards its targets. The focus of the learning walk was adaptive teaching and SEND. It focussed on provision and teaching. The DSIP met with teachers and pupils and the feedback was strong. The next steps for St John's will be for the DSIP to support further training for teachers, particularly those joining the school in the new academic year on how to further develop working memory. Parent workshops are also being planned to give information to parents in bite-sized chunks around working memory, how to support it and how to best use the knowledge organisers with children at home.

Target 5:

As discussed with one of the Lambeth MHST supervisors and with the SLT, the school and MHST will work together to address any potential system barriers and parental reservations to working one-to-one with Lambeth MHST on evidence-based anxiety and challenging behaviour interventions.

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In 2017, the Government published its Green Paper for Transforming Children and Young People's Mental Health, which detailed proposals for expanding access to mental health care for children and young people. MHSTs have been established with practitioners trained in evidence-based interventions who play a crucial role in supporting the mental health and wellbeing of children in primary schools. They offer interventions for parents to help them support their children's mental health and overall development. The Practitioners who work closely with St John's have been able to run psychoeducation workshops with children so that they can better understand mental health. One child said, "mental health and wellbeing is about how you feel about yourself and how you encourage and motivate yourself. This school provides for people with needs like Autism and Attention Deficit Hyperactivity Disorder (ADHD)."

The MHST Practitioners and school SENDCo meet monthly to think about referrals and to plan the whole school work. The MHST Practitioners can provide additional capacity for early support and to meet the mental health needs of children through delivering evidence-based interventions for mild to moderate mental health issues. They can help Mental Health Leads develop and introduce a whole school approach, give advice to school staff, liaise with external specialist services and help children get the right support and stay in education. One of the Practitioners reported, "it has been difficult to get parents to engage with the one-to-one support that we offer so we decided to set up an Art Club for children whose parents have previously said no to support. We aimed to establish a link with these parents via their children engaging in something fun and allowing us to identify needs. Off the back of that Art Club, we managed to successfully get a parental referral and were able to offer their child music therapy."

The MHST Practitioners work with the SLT on a Whole School Approach to Mental Health, supporting staff with their wellbeing. They offer emotional support and counselling, stress management and coping strategies. The MHST Practitioners said, "we ran a staff wellbeing workshop – a reflective circle, which was a space to think about their wellbeing. A joint decision was made for the SLT not to be present for the training session so that staff could be open and honest. This was successful." The practitioners also support the Whole School Approach via work with parents. They reported, "we ran a parent coffee morning on wellbeing which was art-based. The theme of the coffee morning was 'connections'. We were able to promote support networks and parents were able to share their struggles in a very different way. We had very positive feedback and following the coffee morning the parents set up their own 'support' group."

The SENDCo and MHST Practitioners have consulted and problem-solved regarding a cohort of children who are displaying common behaviour difficulties in school. The SLT were struggling with balancing the needs of both staff and students. The MHST Practitioners planned time for observing the cohort, met with teachers and other support staff and followed up with an offer of an Emotional Literacy Support Assistance (ELSA) programme aimed at developing relationships among each other. They discussed the particular needs of children in the cohort with the SENDCo and signposted onward support and referral pathways. An IQM target for next academic year is for St John's to organise a termly meeting with all therapeutic and SEND professionals, to discuss what support each professional can offer school, children, their families and staff and which professional is best placed to work with individual children, groups or whole classes.

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Target 6:

The new Inclusion Manager and/or IQM Co-Ordinator to ensure that all three cluster Meetings are attended and that St John's Angell Town host a Cluster meeting on-site.

St John's Angell Town Primary School has promoted staff internally to Senior Leadership positions, bringing both strength and a fresh, energised vision. These changes had been anticipated, hence the target forming part of the school's IQM Flagship Project for 2023 – 2024. The familiarity that these leaders have with the children, combined with their new perspectives, has enhanced the school's ability to provide consistent, personalised support and drive innovative improvements. A teacher stated, "coming into the school new this year was very smooth. There is always a lot to learn in a new school but everyone is very supportive, from the office staff to the SLT. Senior Leaders are strong and they lead from the front. They have regular check-ins with us all the time."

Since the change in positions within the SLT, three Cluster Groups have been attended and feedback from these meetings has been shared with all staff during a weekly CPD/training information session. Feedback has also been discussed within the SLT who have had to take a problem-solving approach with some difficulties which the school has faced this year. One member of the SLT who attended a Cluster Group stated "I saw a parent workshop taking place in which parents and children were carrying out activities together based on a specific subject – it was a science focus. The interaction and learning which took place between the adult and child was impactful."

St John's SLT has been very open with some difficulties which certain children are facing, in terms of displaying common behaviour difficulties. The school is aware that all behaviour is a form of communication and they are taking a consultation and problem-solving approach, making excellent use of the team of therapeutic and SEND professionals with whom they work. Attending the Cluster Group meetings has given them another opportunity to see good practice and to try new approaches back in school. For example, a member of the SLT attended a Cluster Meeting about Emotional Regulation. On return to school, the SLT discussed the reintroduction of Zones of Regulation in all classes. This work has begun in earnest and a target around implementation of the Zones forms part of the new academic year's IQM targets. One member of staff reported, "we have lots of opportunities to talk to professionals like Speech and Language Therapist, Educational Psychologist and other therapists because we are such a small school. We get direct contact with them about how to support our learners and to help them be a part of our classroom. They advise what resources will be helpful, for example, for an autistic child I was recommended to make a photo board of their classmates and to use the Zones of Regulation. It was such 'simple' things, but they work so well." The SLT has set one of their 2024 - 2025 IQM targets around the whole school behaviour approach – to carry out a Behaviour Policy audit and to ensure that classroom behaviour is managed effectively to support learning.

St John's will be hosting a Cluster Group meeting on 7th February 2025. As they have amazing resources in school, in terms of therapeutic and SEND professionals, an initial discussion has been had regarding a showcase of their therapeutic provisions in February.

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Agreed Actions for the Next Steps in the Flagship Project

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

   Following a recent change in Senior Leadership and following some behaviours challenged by specific cohorts, St John's is quite rightly looking at their behaviour policy. They want to find out if it is fit for purpose, if it matches with the school values and if it is being followed consistently throughout the school.

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.**

   Whole staff training for Zones of Regulation will take place to ensure that new staff understand the programme and that it is being used consistently. The school will ensure that each classroom has a dedicated check-in space and children will be encouraged to use the Zones to check in in the mornings and throughout the day. There will be assemblies to introduce Zones and a parent workshop will be held to introduce the Zones to parents/carers.

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

   Art therapy provision to continue (one-to-one and small group) and the school to introduce meaningful art projects that impact learners in all Key Stages.

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.**

   St John's is fortunate to have many therapeutic professionals and other SEN professionals supporting the school and working with children and their families. The school will work on a collaborative approach to ensure that there is equity and parity in the referrals it makes to these professionals.

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

   These workshops have been well attended in the past but due to a change in SLT and other challenges the school has faced, the workshops have not been so prominent. The school will use the professionals working within and with the school, to put together a programme of workshops which links with the School Development Plan (SDP) and which will be of benefit to parents, helping to strengthen their confidence in therapeutic and other professionals.

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Overview

Upon return to St John's Angell Town Primary School after a year, it was delightful to find that the warm and welcoming staff, albeit with some changes of face and title and the loving environment, remains unchanged. Everybody spoken to from the children, to staff, to Governors and parents echoed their strong feelings about the importance of the school in their respective lives and the strength which it brings to the community.

Despite challenges, the resilience and dedication of St John's staff, parents and children are as strong as ever. The school's commitment to providing a supportive and inclusive environment for its pupils is unwavering, even in the face of uncertainty. A Governor reported, "one of our greatest achievements this year has been our relentless focus on the wellbeing of the whole school, in the face of the potential amalgamation. This has been a good achievement."

This uncertainty arises from schools nationally, which are facing difficult times with budgets being tight across the country, with Senior Leaders struggling with falling rolls and difficulties with retention and recruitment of staff as the cost of living rises. Additionally, St John's is in consultation with Lambeth Pupil Place Planning, regarding a potential amalgamation of St John's with another local primary school. This potential merger has understandably brought some tension and worry to the school community. Amalgamating two schools with different identities and different cohorts can have significant impacts, both positive and negative and St John's has been proactive in speaking with parents, the Local Authority and community leaders about where the tensions lie, in a bid to mitigate any negative factors. One parent reported, "this is an amazing school and I am proud to be an ex-student of St John's who now has my children here. Many of our parents have been students here and are now bringing their children here. We need to maintain this feel." There are many potential positives to an amalgamation, such as combining resources, and the ability to offer a wider range of extra-curricular activities and specialised interventions - all providing more opportunities for children's engagement and development. With combined budgets and facilities, the learning environment can be improved and there will be opportunities for staff from both schools to share best practice, expertise and professional development opportunities, potentially leading to improved teaching and learning outcomes. With both schools working together to mitigate any negative impacts through joint planning, clear communication, cultural integration, support systems for disadvantaged and SEND children and a carefully managed phased implementation, any potential negative factors can be mitigated. St John's remains positive about the potential amalgamation and is very clear on what they need to advocate for.

A noticeable change at St John's, which has been implemented by the new SLT, are the stripped-back, uniform display boards which are evident in all classrooms. This uniformity can significantly support learners with SEND by providing a structured, predictable and calming atmosphere. It helps to minimise distraction, enhances clarity and predictability, improves focus on key information and supports routine and structure. Speaking with school stakeholders, it is clear that the new display boards have already had a positive impact, with one child reporting, "there is now vocabulary up in classes and the Art room. It is on all display boards which helps you to remember it and picture it and you can tell someone what it means. In English, you can use

keywords to uplevel your work." A uniform learning environment which still celebrates and promotes children's work encourages independence and reduces anxiety as a cluttered and unpredictable environment can be overwhelming. A stripped-back, uniform setting has created a calming atmosphere helping to reduce anxiety and supporting emotional wellbeing.

The school is like an oasis in the middle of a community, which is facing its challenges. It draws on the local community to enrich children's lives and enhance their cultural capital. This part of London faces economic hardship, high crime rates, housing issues, unemployment and health and educational inequities. St John's is very aware and supportive of the difficulties faced by families and they work hard to ensure that any help and support they can offer, is given. A member of staff who has worked at the school for many years and lives in the community reported, "we prepare hampers for struggling families, to carry them over the six-week holidays or the Christmas/Easter holidays. We provide boxes of food which are free to take, such as cereal, bagels, fruit, and milk. The children put their home-grown fruit and veg out for parents to take." St John's Angell Town Primary School offers rich therapeutic support through Place2Be, Art and Music Therapists and Lambeth MHST. These services ensure that children and families receive comprehensive emotional, behavioural and social support when things in life are challenging.

In the upcoming new academic year, St John's Angell Town will focus on what classroom strategies are effective in promoting positive learning behaviours for all children, particularly for those who have additional needs.

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 Kerry Cowmey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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