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	Mrs Nicola Zeronian-Dalley
IQM Lead	Ms Nickola Haywood-Roye
Date of Review	30th June 2023
Assessor	Ms Kerry Cowmey

IQM Cluster Programme

Cluster Group	SHELL
Ambassador	Mrs Pat Wood

Cluster Attendance

Term	Date	Attendance
Spring 2022	15th March 2022	Yes
Summer 2022	14th June 2022	No
Autumn 2022	5th October 2022	No
Spring 2023	20th April 2023	Yes

The Impact of the Cluster Group

The school is now part of the Shell Cluster, having previously belonged to another cluster group. The IQM lead was only able to attend one in-person meeting this academic year due to a school inspection taking place in her school, on the same day as the Autumn term cluster meeting. The planned Spring term Cluster meeting was re-scheduled to the summer term due to an inspection taking place in the host school.

The IQM lead did attend a Cluster Meeting in April which was about the use of Makaton, implementing a sign of the week and sharing signs with parents. The plan for next academic year is to embed Makaton within the school setting – class teachers will be trained by the school SALT, who will also hold parent workshops. The sign of the week will be included in the weekly newsletter as of September 2023.

Evidence

- School website (https://www.st-johns.lambeth.sch.uk/).
- Ofsted report (June 2019).
- Schooldash.com (https://www.schooldash.com/school/100615/).

© Inclusion Quality Mark (UK) Ltd

- DFE record (https://www.get-information-schools.service.gov.uk/Establishments/Establishment/Details/100615).
- School Performance Table (https://www.find-school-performance-data.service.gov.uk/school/100615/st-john's-angell-town-church-of-england-primary-school).
- Twitter account (@StJohnsAng1252).
- Art books and teacher model book.
- DT year 3 books.
- Learning walk and talking to children about their learning.
- Displays.
- Inclusion portfolio which included:

    - staff CPD and training evaluations, staff wellbeing questionnaire, wellbeing ambassadors work, clinical report and study for art therapy, horse riding, pupil voice for art club, growth mindset information, Learning Village for EAL children, Natural Thinkers Project, trips and visits, extracurricular clubs, Father's Day breakfast, MHST coffee morning, Place2Be.

Additional Activities

- Welcome and meeting with Inclusion Manager/SENDCo.
- Meeting with parents.
- Learning walk.
- Reflection times during the day.
- Meeting with the Core Senior Leadership Team.
- Meeting with Governors.
- Meeting with professionals/outside agencies.
- Lunch with the children.
- Meeting the learners.
- Meeting with support staff.
- Meeting with teachers.

Evaluation of Annual Progress towards the Flagship Project

Review of Targets

Promoting the academic, emotional, social and mental health and well-being of learners.

Target 1 – To secure funding for therapeutic provisions.

The Inclusion Manager works closely with Brixton Learning Collaborative (BLC) to secure funding opportunities for the school, particularly when it comes to opportunities to support the academic, emotional, social and mental health and well-being of the children. The impact of this funding can be seen throughout the school and all stake holders – Senior Leaders, staff, children, parents and governors - are aware of and speak passionately about the positive impact of the funding.

This academic year, funding has been secured to ensure that therapeutic provisions for the children have been maintained, or in some cases, increased. Play therapy has been increased from half a day to a full day. The Art Therapist, Miss Wendy, reported that "the school support long term therapy" We discussed the merits of a longer-term piece of work versus more short-term pieces. Place2Be provision has been recently introduced to St John's. This has given the school more scope to address the needs of learners and has lessened learner waiting times for therapeutic provision. The children are able to self-refer to Miss Kim (Place2Be) via post boxes placed strategically throughout the school. Although Place2Be are still a very new service within the school, the children spoke to me passionately at lunchtime and during my meeting with them about the service: "you can talk about things that happen to you, even things from a long time ago. She (Miss Kim) will talk to you and you can even bring a friend."

The school have also recently increased their Service Level Agreement (SLA) with a Dyslexia teacher, securing funding from the Walcot Foundation, who provide grants for organisations and schools. I met with this teacher who spoke very positively about the model which the school has in place to support children, in spite of national budget cuts and staff shortage. She and her colleague work with children with literacy difficulties, they set targets and share these with TA's who then work with the children one to one, twice more during the week to ensure good progress and confidence.

The school is lucky enough to work directly with Lambeth Mental Health Support Team (MHST), who have a base within the school grounds itself. MHST's have three core functions:

1. to deliver evidence-based interventions with parents, for mild-to-moderate mental health issues.

2. Support the senior mental health lead to introduce or develop whole school or college approach.

3. Give timely advice to school staff and liaise with external specialist service to help children to get the right support and stay in education.

It is clear that parents have benefitted from workshops run by Lambeth MHST, as one parent reported "I attended a workshop about feelings and connections. It was really nice. Sometimes we have no one to share our experience with, so it was nice to hear from other parents with real problems like me".

Target 2 – To promote self-esteem and well-being through arts.

The school has worked hard on many fronts to improve children's self-esteem and well-being through the medium of art, DT, the curriculum in general and now via a therapeutic provision in the form of Place2Be. This provision and focus are welcomed and celebrated by all stakeholders. A Governor reports: "relationships are strong in the school. Staff notice small things about the children – if their behaviour is different, if they are not themselves that day - they do something about it" Lambeth MHST have worked with Year Four children and their teacher on Brain Buddies, an emotion regulation course. Their teacher reported "they (the children) were taught 21 skills on

© Inclusion Quality Mark (UK) Ltd

managing and navigating their emotions. They were taught that all emotions are equal and normal and now they have the skills and tools to navigate these emotions".

Art therapy provision has continued to provide the children with a safe and supportive space, in which they can come together, be creative, explore issues, and share their thoughts and feelings both verbally and non-verbally. The art therapist has facilitated small group, paired and one-to-one sessions; provided therapeutic provision to referred learners, for example, bereaved children, Looked After Children (LAC) and learners who are experiencing anxiety. Additionally, the art therapist has facilitated lunchtime drop-in sessions, which have positively impacted the self-esteem and well-being of other learners. A governor reported that "they've (my children) had art therapy and they loved it. When we had a bereavement in the family, we all benefitted. We didn't have this support when I was in school. I lost my dad when I was young and didn't have the support or the language to manage. Now at home we discuss our moods and what colours we feel as the children have learnt this in school".

Well-being ambassadors have also used art as a vehicle to support pupil well-being – setting up and managing an art table during break and lunch times. When speaking to the Year Six well-being ambassadors, they spoke eloquently and confidently about their work. One reported "we help other children with their wellbeing. If they are stressed or having negative feelings, we help them" They were able to model some strategies which they use, such as five finger breathing and five senses grounding technique. These same well-being ambassadors have presented at this year's Governor's Conference and shared examples of how they support children in school.

Target 3 – To ensure that the curriculum provision and resources are relatable to learners.

The school have worked hard on diversifying the curriculum with the use of the BLAM Charity (2020) resources and Lambeth's 'Raising the Game' research-based project, which is aimed at closing the 7-10% academic attainment gap that Black Caribbean children in Lambeth experience. Diversifying the curriculum has contributed to improving the outcomes of Black Caribbean learners at St John's. The learning is relatable, which has encouraged learner curiosity and engagement, and boosted pupils' self-esteem. The new headteacher, Mr Williams, reported "children are even more engaged as the curriculum is more relevant to them. They see themselves in the curriculum. It is about, for example, real life scientists from diverse backgrounds and it has improved the teacher's subject knowledge" It was evident from displays around the school and books both on display and available to the children, that the children and their families' cultures and heritages are celebrated. For example, reception age children read Hair Love (Matthew Cherry) and Cool Cuts (Mechal Renee Roe) and then opened their own hair salon and talked about why they loved their hair.

When meeting with a range of teachers they spoke enthusiastically about the adaptations which have been made to the curriculum. They informed me that recently they are acquiring more families from Spanish and South American cultures and therefore the curriculum is changing to cater for these families, "representation is very important" one teacher reported. The teachers spoke about the Brixton Learning Collaborative (BLC) resources, which they then marry up with schemes of work when

© Inclusion Quality Mark (UK) Ltd

planning, to ensure that all children are represented in their teaching. For example, when teaching Romans, they showcase Septimius Severus an African Roman Emperor. One member of staff spoke about the school's inclusive ethos and why this is important: "this school is so diverse. Children see staff who look like them and represent them. We celebrate difference a lot. The children are aware that they are all unique" One strand of the School Development Plan (SDP) is dedicated to further embedding a broad and balanced curriculum.

The Inclusion manager spoke about the resources and opportunities which the children have access to, which helps to build both links with their community and builds their cultural capital. Many children access the local riding stables, Ebony Horse Club and some children were recently involved in helping to plan and design a newly refurbished theatre in the local area. The school have recently invested in Learning Village, which is a blended EAL vocabulary, language structure and reading programme. During my learning walk, I saw a child accessing this programme in the classroom, building his English skills.

Target 4 – To adapt teaching and learning to address learner needs.

Teaching and learning have been adapted to meet the needs of the children in the school. To give context to these needs, according to 2021-2022 figures from gov.uk, the school has 15.09% of children with SEN support, 1.89% with an Education Health and Care plan (EHCP) and 46.2% of children whose first language is not English. The adaptations are evident through the use of a range of resources - the use of scaffolding strategies such as modelling learning, pre-teaching and the use of concrete objects. Teachers have adapted visuals from schemes of work which do not represent the learners and they provide visuals which are relative to them. Additionally, the curriculum has been reviewed and diversified to reflect the learners in order to encourage learner interest and engagement. This has boosted pupils' self-esteem and promoted a sense of belonging.

Staff have received recent training on working memory and work will continue next year to embed this across the school, with all classrooms displaying key vocabulary, products of the lesson input and prior learning. When speaking to one of the Early Career Teachers (ECT) she reported that she had particularly benefitted from the working memory training: "the working memory training particularly sticks in my brain as I now look at the children in a different light since I learnt that Year One children's attention span and capacity to learn is only about 8 minutes" Other training which staff have received this year – adaptations in the classroom, Zones of Regulation, iHasco online training. This was evident during my learning walk where I observed Zones of Regulation being used in every classroom (and also in the staffroom), Learning Pit displays (illustration of learning to help students identify how much progress they have made so far), visual timetables, growth mindset displays and 6 Rs of Lifelong Learning.

The school have implemented Read Write Inc. (RWI) in the Early Years and Key Stage one, with any child who still needs support in Key Stage Two, accessing Read Write Inc. Fresh Start, a catch-up and intervention programme. This year's Early Years data is reported to be strong by the Executive Headteacher, Mrs Nicola Zeronian-Dalley, who reported "this is due to our language rich environment" During my learning walk I spoke to a reception child who was accessing the garden area, established through

© Inclusion Quality Mark (UK) Ltd

involvement with the Natural Thinkers project, a programme that supports teachers and practitioners in connecting children with nature. The child was using a watering can to water the plants and I asked them what they were doing – "I'm giving water to the plants for the bees" The Inclusion Manager outlined the support in place for a child whom the school is creatively adapting the teaching and learning for, as the child is currently being home-schooled via a tutoring service which school pays for. The child is struggling behaviourally and is currently not able to be in school. The school also ensure that the child benefits from the Ebony Horse Club during the week and staff visit the child at home weekly to ensure that the child maintains a strong, caring relationship with the school.

Agreed Actions for the Next Steps in the Flagship Project

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

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

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

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

5. As discussed with one of the Lambeth MHST supervisors and with the Senior Leadership Team, 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.

6. The new Inclusion Manager and/or IQM Co-Ordinator to ensure that all 3 cluster Meetings are attended and that St John's Angell Town host a Cluster meeting on-site.

Overview

St John's Angell Town Primary School is a one-form entry primary school in the borough of Lambeth, with one Nursery and one Reception class. The majority of pupils come from a Black African or Black Caribbean background and a large proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for the pupil premium is high and numbers of pupils with SEND is slightly above average. The school itself is situated in an area of deprivation. St John's Angell Town is working very hard to provide high quality support for its learners, in spite of the fairly dismal national context. Funding and resources are ongoing concerns in this country's education system. Schools have faced budget cuts, impacting the quality of education and limiting the availability of support services and resources. St John's is tirelessly seeking and securing funding to ensure that its pupils have personalised teaching and learning experiences and have their needs best met. The Executive Headteacher, Mrs

© Inclusion Quality Mark (UK) Ltd

Nicola Zeronian-Dalley, said "the therapeutic provision we offer our families and learners is our biggest achievement with an ever-decreasing budget due to falling pupil numbers. Brixton Learning Collaborative (BLC) and SEND Lambeth provide a huge amount of funding to fund our therapeutic services. This year has made a big difference as CAMHS is moving in upstairs and Place2Be have started. This is all due to adults getting those funds secured".

In the United Kingdom, educational inequality remains a significant issue, with disparities in educational outcomes between different socio-economic groups, ethnicities and regions. Children from disadvantaged backgrounds may face additional barriers to accessing quality education, leading to an achievement gap. St John's Angell Town's focus on providing therapeutic support and adaptive teaching means that the educational inequality is non-existent. The Inclusion Manager, Ms Roye, reports that "Staff are very committed and work very hard. Whatever challenge comes their way, the children are always in the forefront of their mind. Due to staffing restructures, class teachers have not got a lot of support. But we are like a family" The Headteacher, Mr Wilson, reports: "Despite financial pressures on the school, we are still determined and are creative problem solvers, finding funding to offer therapeutic support".

The mental health and well-being of children have become increasingly important issues in the United Kingdom's education system. High levels of stress, anxiety and mental health problems among children can impact their ability to learn effectively and engage in the educational process. The Flagship Project that St John's Angell Town Primary School has embarked on, is vital for supporting the mental health and well-being of its children, parents and staff. Mr Wilson, Headteacher, reports "(therapeutic provisions) help with low confidence, safeguarding and anxiety issues. Another trusted adult is an extra layer of protection for children".

There are national concerns about teacher recruitment and retention, with factors such as workload pressures, limited career progression opportunities, and inadequate support contributing to a shortage of teachers, impacting the quality and continuity of education. What is clear at St John's Angell Town is that therapeutic provisions are for staff as well as children. Staff drop-ins to the Lambeth MHST are well attended and the staff group is very much a team who act as each other's back-up team. When speaking to staff, I was told that "Many staff have worked here for years. Staff's children came to this school. We have families who have attended here for generations. There is a good history of pastoral care and strong care. The Church has a strong link with our school community".

What is clear from the moment of arrival at St John's Angell Town Primary School is the sense of care, of family and of community. The Chair of Governors summed this up when he said "it is the family atmosphere that makes this school special. When it comes to mental health the school support the children and empower them to get the best out of them". There is a real sense of community where Dads are invited in to make 'cake in a jar' for example, using the space to talk about their different backgrounds, different cultures, their own experience of being children and how that impacts them as fathers.

Speaking with a group of parents, I was told "I've always felt that there is a strong sense of community at St John's and parents and families have always turned up to support

© Inclusion Quality Mark (UK) Ltd

the school. It is one of the most attractive things about the school – the sense of community". Staff who have left the school have come back to volunteer, as do some of their own family members. There is a person in the local community who comes and helps the children with gardening and a local landscape gardener who also comes to help and he in turn invites children to his garden to plant bulbs. Family and Friends of St John's is a group run by parents and staff of St John's Angell Town School. This group is very important to the school. Parents and staff volunteer their services, experience and time to raise money for resources for the school. For example, they have raised money to resource the library through putting on summer and winter fairs and holding monthly cake and ice pole sales. They have supported charities like The Little Princess Trust which provides free real hair wigs to children and young people who have lost their own hair through cancer treatment or other conditions. One child at St John's Angell Town volunteered to have her hair cut off and given to the trust, to raise money.

Everybody whom I had the pleasure to meet at St John's from office staff, to support staff, to teachers, to Senior Leaders, to governors, to parents, to outside agencies, to children were able to speak positively about the school and about how hard everyone works and how much everyone cares for each other. It really is a school with a massive heart and a determined, can-do attitude. The Inclusion Manager, Ms Roye, organised a timetable which gave me the opportunity to see all aspects of the school's inclusive practice and to meet many of the therapists who deliver the well-being and therapeutic provisions.

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. As the school will have a new Inclusion Manager and IQM Co-Ordinator, 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: Kerry Cowmey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

© Inclusion Quality Mark (UK) Ltd