# 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:** Ms Nicky Zeronian-Dalley

**IQM Lead:** Ms Nickola Haywood-Roye

**Date of Review:** 15th July 2022

**Assessor:** Fiona Robinson

**IQM Cluster Programme**

Cluster Group: Four Seasons

Ambassador: Pauline Roberts

**Sources of Evidence during IQM Review Day:**

- Inclusion Folder
- Website
- Learning walk

**Additional Activities:**

**Meetings with:**

- Headteacher
- Deputy Headteacher
- Inclusion Lead
- Phase Leaders
- Early Careers Teacher
- Teaching Assistants
- Pupils
- Parents
- Chair of Governors
- Art Therapist
- Mental Health Hub Lead

© Inclusion Quality Mark (UK) Ltd

# Evaluation of Annual Progress towards the Flagship Project

## Review of Targets

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

### Target 1 – To develop the emotional, mental health and wellbeing of staff and pupils.

There has been a big focus on developing mental health and wellbeing across the school. Despite a difficult year with staff restructuring and the loss of a number of Teaching Assistants, wellbeing and mental health are good. The Leadership Team, supported by the Governing Board, discuss wellbeing at Governors meetings and ensure it is high on the agenda. When I met with teaching staff, they explained they have an excellent support network amongst each other. Staff know that either of the Phase Leaders will be able to offer support if needed. All staff spoke very highly of the support given by the Inclusion Lead. The Early Careers Teacher has enjoyed her first year at St John's and has felt well supported.

Teaching Assistants (TA's) have a large role as there are a growing number of students who need support. Despite this, TA's spoke with pride about their roles. They love working at the school and feel empowered by leaders to carry out their duties. Some TAs are also cover supervisors and cover lessons when colleagues are absent – they said that this was an enjoyable element of their role. TAs are supported by each other and by the Inclusion Lead, whom they meet with on a weekly basis. Support staff have an increased tea break time, which was gladly welcomed, and has contributed to their wellbeing.

All staff have been signposted to Employee Assist and Qwell programme for confidential emotional, and wellbeing support. It has been reported that these provisions have had a considerable impact on staff wellbeing. The teaching staff whom I met with said they would like a Staff Voice Group which could meet every half term and discuss any issues with a member of the Leadership Team. Parents praised St John's commitment to emotional mental health and wellbeing. They said how welcoming the school was during transition and once students arrived. Parents explained that their children felt safe and supported at school.

### Target 2 – To develop the self-esteem and wellbeing of learners have been promoted through art.

The self-esteem and wellbeing of students has been promoted through Art and Art Therapy. Art therapy has provided students with a safe and supportive space to come together, be creative, explore issues, and share thoughts and feelings in both a verbal and non-verbal way.

This year, Art Therapy has supported learners that have experienced bereavement. One class consisted of three learners that were bereaved; therefore, a bereavement group session was arranged. All learners respected the therapeutic boundaries and expectations that surround art therapy and developed a very good understanding of

© Inclusion Quality Mark (UK) Ltd 

these. The learners were freely able to communicate with each other about feelings of loss and despair. These emotions were frequently discussed and gradually processed as a peer union. A range of materials was used to make some meaningful pieces of artwork, which often embodied an appreciation and love for others.

In my meeting with the Art Therapist she discussed the increasing demand for her service following on from the pandemic. She very much enjoys working at St John's and supporting student's mental health needs.

**Target 3 –To ensure that children in the Early Years have been connecting with nature and become natural thinkers.**

On my learning walk I was taken to the nursery class and the outdoor area where I was given the opportunity to see the children in action outside. It was very evident that the young people were being encouraged to use the outdoors effectively to develop their confidence, level of play and engagement with the natural world. This outdoor area was very well equipped. I saw a number of young people enjoying messy play in the mud kitchen. Two nursery children were able to take me to the garden area and showed me the plants that they were growing. Students have engaged in whole-school plant-growing competitions and have participated in planting flowers on the school site. They were able to name the wide array of plants and both explained how important it is to take care of things that grow. It is clear that there has been a consistent focus on developing an interesting environment and curriculum to ensure that the young people develop the skills to become natural thinkers. I also saw lots of supporting evidence for this target in the brilliant IQM folder that the Inclusion Lead had put together.

**Target 4 –To ensure that wellbeing ambassadors are established.**

I was delighted to meet with some students to talk about wellbeing at St Johns.' The students really enjoyed explaining the role of wellbeing ambassadors. A wellbeing ambassadors' group has been established. The ambassadors have participated in wellbeing projects such as 'ways to make people happy.' The ambassadors have also attended a workshop wherein they explored various calming strategies, which they currently share with learners at the start of worship (assembly). Students have commented that they use the strategies to calm down when they need to relax.

**Target 5 – To ensure that all learners at St John's are engaged in regular physical activities.**

All learners, from nursery right through to Year 6, are engaged in regular physical activities. During my visit I saw a few classes engaged in physical activities which they were all enjoying.

On return from the lockdown, children participated in the daily mile and continue to do so. The two hours of PE for every year group has been maintained and children benefit from having at least one PE session with a specialist teacher. This year, a swimming provision has been accessible to learners in Year 4 and also Year 6 learners that had missed out on swimming provision due to the pandemic.

© Inclusion Quality Mark (UK) Ltd 

After school multi-sports and hula hoop club is very well attended. The student group whom I met with told me how much they enjoy after-school clubs. Students participate willingly in these sessions and speak well of the provision. Overall, the physical wellbeing of learners has significantly improved and learners appear to have increased energy.

Students in nursery spend a lot of time outside engaged in physical activities as the nursery area has a covered section which is really great as it can be accessed in all weathers.

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

1. Secure funding for therapeutic provisions.

2. Promote the self-esteem and wellbeing through arts.

3. Ensure that the curriculum provision and resources are relatable to learners.

4. Adapt teaching and learning to address learner needs.

## The Impact of the Cluster Group

The Inclusion Lead explained that her role has changed. Where she used to work across the two schools in the federation, she has since taken on a new role in an external school, which means she works 2.5 days at St John's. This has impacted her ability to be able to attend Cluster Group meetings.

I did raise this as an issue with the Executive Principal and explained that attendance at meetings can be made by another St John's staff member. I was assured that meetings would be prioritised going forward. I also explained to the Inclusion Lead that she could host a meeting at St John's in the near future.

## Overview

St John's Angell Town Primary School is a one-form entry primary school with a nursery provision, situated in the borough of Lambeth. The school has 206 students on roll with 18% of students having SEND needs. The school has a partnership with two other schools – St Luke's in West Norwood and Christ Church in Streatham. A small number of students have an Education and Health Care Plan whilst the other students receive SEND support funding. The school is situated in an area of deprivation. The school is unique in that it was given a new build by Lambeth in 2016 with the expectation that it would grow to a three-form entry school. This has not happened. Therefore, as the school is not full, it is an incredible environment for students to be educated in. There is so much space for students to grow and develop. The school is very well equipped. The school has made good use of the remaining space by using some of it to house the Mental Health Support Hub which is having a very positive impact on students and their

© Inclusion Quality Mark (UK) Ltd 

families. Staff at the Hub organised a Father's Day Breakfast in June for fathers of students at St John's to discuss mental health issues in men. This was incredibly well attended.

From my arrival, I felt extremely welcomed by staff and students alike. I met with a group of parents who spoke wholly positively about the school. They said that inclusion was at the heart of St John's. They praised the ethos of the school, which was one of ensuring that all students are treated equally regardless of their needs. The parent group spoke about support around transitions, particularly how impressed they were with the transition into reception class. The Inclusion Lead was identified by parents as a particular strength of the school. Parents explained that her motto was 'no child is left behind' and that she works to support early identification of needs and ensures that support is put in place as quickly as is possible. Relationships between school staff and families is very good. The parents say they trust the school staff and that staff go above and beyond to ensure that any queries from parents are dealt with swiftly. Parents talked about the Mental Health Support Hub and how much it helped local families. When I met with school staff, they explained that they saw the school as more than just a school – it is a community. Staff have an excellent understanding of the context of the local area and understand the challenges that the school community faces. Consequently, they are better able to support families and students. One of the TA's explained that she speaks five languages and is therefore able to adapt resources and communications to ensure that the needs of students and families are met. TA's also help deliver a range of therapy to students including speech and language therapy, Lego therapy and the Zones of Regulation. The Executive Principal and Deputy Headteacher talked about the work, which was being done on the curriculum, ensuring that it met the needs of all learners, regardless of starting point or ability. Now that restrictions have eased following the pandemic, there are a lot of educational visits taking place. The school place huge importance on these visits as they serve to enrich the curriculum and develop student's social skills.

The Chair of Governors spoke passionately about his and his fellow Governors commitment to the school. He has an impressive understanding of issues facing the school and has a strong team to help him to support St John's staff. The Governing Board ensures that inclusive practice is at the heart of the St John's offer. He would like to ensure that Governors are more on site during the next academic year – this has dipped slightly due to the pandemic. We also discussed ways in which the inclusive practice, which is already in place, could be further developed, by investigating if there are any local outreach support programmes available to support pupils with SEND and behaviour that challenges.

My meeting with a group of pupils was a wonderful experience. They were so enthusiastic about what the school has to offer and they were very proud of their own individual achievements and their collective achievements as Wellbeing Ambassadors, School Council members, Faith group members, Play Leaders, Prefects, Librarians, Lunch hall monitors, Office Monitors, Line Monitors and Toilet Monitors. They explained that these roles give them some ownership over decisions made within the school and ensure they are included in all aspects of school life. They also spoke about how important helping others is and they talked about various fundraising activities that the school has done to raise money for those less fortunate. Students told me that learning

© Inclusion Quality Mark (UK) Ltd 

is fun, teachers are good and lessons are just right. Students are happy to help others who are struggling. They enjoy the weekly assembly and say there is a good system of getting rewards and prizes.

The Inclusion Lead expressed her concerns about some families potentially struggling financially next academic year. She is going to investigate the National Breakfast Programme to see if she can access funding to ensure that all pupils have a healthy breakfast each day. She is also going to investigate The Felix Project, a group that takes food, which is near its use by date from supermarkets and distributes to schools to give to families.

St John's Angell Town Primary School is an inclusive school, where the students are at the centre of everything they do. The students are all happy, and when I met with them, they were able to share positive experiences since joining the school and how they are happy and appreciated there. The Inclusion Lead organised an effective timetable, which gave me the opportunity to see all aspects of St John's inclusive practice. Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time. 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: Fiona Robinson**

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

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