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	16th June 2026
Assessor	Ms Nicole Godetz

IQM Cluster Programme

Cluster Group	Inclusion South East
Ambassador	Dr Kenny Frederick
Next Meeting	TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2025	13th Nov 2025	Yes
Spring 2026	21st Jan 2026	Yes
Summer 2026	12th Jun 2026	Yes

The Impact of the Cluster Group

The inclusion lead spoke positively about engaging with other IQM Schools. They said that in one meeting, it had been useful to reflect on the implications of the evolving OFSTED framework, particularly around inclusion, wellbeing and pupil voice, and consider how this aligns with the School's current priorities and inclusive practice.

As a result of these reflections, the School has developed their own Wellbeing Ambassadors . Their own collaborative "Together Project" was inspired by ideas shared during the visit. Every child and adult at St Johns Angell Town designed an individual tile representing themselves, which were then combined to create a whole-school unity display celebrating diversity, belonging and community. The Assessor saw several on the day. The Pupils proudly shared these and spoke of how it gave everyone an opportunity to feel a part of the School Community. Other Ambassador Projects have included friendship bracelets and mental health awareness raising.

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The School has introduced sensory circuits following discussions and observations during a cluster visit. Staff have begun monitoring the impact of sensory circuits on pupils' emotional regulation, readiness for learning and behaviour throughout the school day. The Assessor was shown the planning tools for sensory circuits on the Assessment Day.

The Inclusion Lead also spoke about how a cluster visit to a School where the Community was far less diverse was interesting as it showed how to anti racism and inclusion can be worked towards in very contrasting circumstances.

Evidence

Website:

- Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report May 2025
- OfSTED September 2024

Discussions with:

- AHTs
- Inclusion lead
- Parent/carers
- Wellbeing ambassadors/pupil leaders
- Teachers
- Teaching Assistants
- Governors

Additional Activities:

- Attendance of School Worship
- Learning walk
- Observation of bucket time/ sensory circuits
- Scrapbook (IQM Evidence portfolio)review

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Evaluation of Annual Progress towards the Flagship Project

Target 1: To create a welcoming and inclusive environment which strengthens parental engagement across the School Community.

There has been some positive parental engagement events where the Community has come together very nicely. These have included Mothers Breakfast, Fathers Breakfast, Books and Breakfast reading sessions together, phonics for the younger children and artwork sessions together. There is currently no PTA.; school staff organise the Summer Fair. There are a few parental volunteers. One parent has just run an art club supported by a teaching assistant. There is a good attendance from the community for the School Fair.

However, take up on mental health workshops or looking at supporting maths in School, for example, has been less positive. Parents say that they cannot make it or that the School does not teach maths as they were taught, which is a super important reason why they should come. Yet, the School has not yet managed to bridge that gap, yet.

Parents/carer surveys show high level of affirmation of The School's engagement strategies. Comparison of October 2025 and February 2026 survey results show this: and that this is increasing. The October survey showed, 93% of parents/carers said their children felt safe at school and the February survey figure was 96%. 88% of parents/carers said they would recommend the school in the October, and this went up to 94% in February. The survey asked parent/carers if they would be interested in supporting the school, this jumped from an October response of 18% to 25% in February.
Qualitative feedback also affirms that the School is on the right track to creating a welcoming and inclusive environment which strengthens parental engagement across the school community. Feedback from the Books and Breakfast event, included comments like**, '**these events really encourage a love of reading.' Mother's Day breakfast included feedback like, 'A lovely event that made families feel valued,' and 'My child was so excited to share breakfast together. Please can they join us next year?' Interactive parents and child art workshops feedback included, 'Learning alongside my child was fantastic. The activities were engaging.' And the Online Safety workshop feedback included, 'An enjoyable online safety parent workshop. The advice was practical and very relevant.'

The School's calendar shows how hard they are trying to engage their community. The year is packed with inclusive and exciting events like, Christmas Jumper Day, World Mental Health Day, International Evening, Black History Month, Odd Socks Day, Anti-bullying week, Storytelling Week, International Day of Women, Interactive Parent Workshops, Stay in Play for the Early Years , World Book Day and World Maths Day, for example.

Target 2: To improve communication between School and home to support pupil wellbeing, attendance and academic outcomes.

The OfSTED report stated that, "the School encourages pupils' good attendance and punctuality. Staff take effective action to help pupils improve their attendance, including providing thoughtful support to families where required."

The recent strategy of being on the gate every morning has improved attendance and helped to build positive relationships. The School has a graduated response to attendance intervention. They want to work with families before they are instigating formal procedures. So, initially it is chatting, checking on well-being and making those relationships. Then it can be more formal with letters and, if this has not worked, involving the Education Welfare Officer.

The School always calls home as a first action. Home visits are also routinely used as a strategy to see where help can be offered and discussed. Early help referrals are made with parent/carers permission as a helpful intervention. Attendance has gone up by 5% and is currently sitting at 94.5%.

In talking with parent/carers on the assessment day, parents shared that they felt that they were they were able to point out if their child needed anything different to what was being offered. They said that the school was also very quick to notice any extra support that was needed, liaise with parent/carers and discuss how they could work together and what the next steps will be. They said the school is very good at following up on an appointments that have taken place with outside agency to ask what happened.

Parents spoke very positively about Dojo as a great way to communicate. They said that the school really works on things together. One parent spoke about the school's open-door policy. They said that they have come in many times to ask questions, seek clarification and/or raise a concern and they have always felt welcomed and listened to. This parent has now become a parent governor. Another parent whose, child was in Early Years, spoke about how anxious they are. They spoke about how much extra support their child was getting and how much they had improved. The other parents were very quick to reassure this parent to keep working with the school and that things would get better in time. Parents spoke about a particular child who had caused real anxiety with other children. They said at all points the school kept communication open with them, other families and with the children. They said that they feel that children have a real understanding of the needs of others in a way that they never had when they were younger. They said that for the last 4 years they have not heard this child's name mentioned and that this same child is now going to a mainstream secondary in September.

The introduction of a no-charge Breakfast Club had a very positive impact. Children who were struggling to get into school on time, or at all, can come to Breakfast Club, and enjoy a tasty, healthy breakfast and mix with staff and other pupils informally, having a positive start to their day. Children spoken to on the assessment day spoke positively about the food at breakfast club. Staff talked about how one mum who was struggling with their mental health and for whom Breakfast Club had been transformational in

supporting them to get their children to school; it really helped because it was one less thing to sort in the morning. Their children's punctuality and attendance dramatically improved as a result if this provision. It has also resulted in many SEND and SMEH children coming into class, in the morning, much calmer.

Target 3: To develop parent workshops and strengthen partnerships with external agencies to support families.

The school started a Books and Breakfast workshop and advertised it as lasting for 20 minutes, but it goes on longer, maybe 50 minutes. There is representation from across the school, including 10 Year 6 parents. They come in, they pick a book, they read it with their child and staff are present. Staff said that it helps to have a soft start and it has helped to really raise the profile of reading and the importance of sharing a book together.

The school works with local secondary schools. For example, one project is reading buddies, every half term. For this project, Years 4 and 5 work with Years 7 and 8. The school are looking to build this into a wider project for a book swap. Other cross-phase initiatives include science and maths masterclasses.

The school are working with an initiative called Chapter One for younger readers. Not all children are supported at home, but through Chapter One, they have a regular intervention where a volunteer will read online with them. Each child on the programme will have an appointment for a non-videoed call. They will all have an introduction meeting at the start where they are videoed to meet the person with their teacher, but then each week it is just an audio call. The children are so keen, and teachers say that when the computer 'rings,' the child calls out, "that's for me, it is my reader." The pupils are very, very on the ball.

Target 4: To continue embedding therapeutic and inclusive approaches which support pupil wellbeing and emotional regulation.

The School has continued to prioritise emotional wellbeing and inclusive practice through the use of therapeutic approaches and whole-school wellbeing systems. Staff continue to receive training around behaviour, emotional regulation and restorative approaches. There remains a strong focus on understanding the reasons behind behaviours and supporting children through relational and trauma-informed practice.

Teachers talk to the children, involving them daily on 'What Went Well' and 'Even Better If' and the Zones of Regulation is an additional tool to help engage children and develop emotional literacy and metacognition. The children regulate their mood every day. They start by putting themselves on the red, amber, green, or blue for low mood. They know that an adult will pick up on this and talk to them if on red or blue. When asked if the children really used this strategy, staff overwhelming replied "yes, they use it so that somebody will come and talk to them. It's a very, very effective system."

In the meeting with staff, the assessor was told that the current Year 6 has high special educational needs and social, mental and emotional health challenges. They spoke about how Art Therapy has been amazing and delivered very positive impacts. They said that

this is a place where children can talk openly and this helps them to manage their feelings. Staff said that parents are very supportive and they are engaged with their children's learning. They use the Dojo system to have open conversations. They are very supportive of any strategies that are put in place. Children understand that other children have various needs and are supportive of strategies that are put in place for them.

The Early Career Teacher spoke about how both the Assistant Headteachers are their mentors, how they had worked in the school as a PE coach before and that they chose to become a teacher here because they felt that it was a great school to work at. They said the school really focuses on equality and equity and it's not just a brush stroke, and that there are deep dives to ensure the children understand the difference between them.

Agreed Targets for next 12 Months

Project Title: Strengthening Inclusive Parental Engagement and Community Partnership.

The School will continue their focus on strengthening inclusive parental engagement and community partnership.

On the day, it was discussed how the need for further focus on whole-school expectations for communication using Class Dojo to ensure quantity and frequency of messaging and engagement, and also quality in terms of tone and feel.

The School will build on what has worked successfully in terms of engaging their community and use these success strategies to try to further embed and deepen engagement. They know that joint learning, food and childcare really help, for example. They will also continue to work towards establishing and PTA and explore ways to engage parental views through something akin to a parents forum.

Partnerships with therapeutic professionals and external agencies will remain a high priority and looking at ways to break down, further, barriers between these and parents will continue to be a focus. One area of external agency that they will continue to push forward on is help for their parents who do not have English as a first language.

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Overview

This is a one- form entry school, a small school in the heart of Angel Town. Lots of children come from the neighbouring estate. There are a few families who travel, for example, who were placed here temporarily and then relocated but chose to stay at the School. They have a nursery class which has 17, fulltime pupils who start full time from the age of 3. So, not everybody goes up to reception the next year. There are 10 children in reception.

In the last two years, there has been a lot of uncertainty with Lambeth, the Local Authority, considering the closure or merger of small schools. There was a consultation about merging with a neighbouring school, St Saviours. St John Angell Town CoE School's building has been designated as a place of education, and for no other purpose. It was therefore put forward that St Saviours and Angel Town word merge and St Saviours pupils would come to St John Angell Town CoE. There was a big kickback from the Saint Saviour's community. Parents protested, marched and wrote to the council. The protestors were successful and that consultation has ended, and for the last 6 to 9 months there has been no further news about it. This time of uncertainty, did cause a lot of unrest and anxiety amongst the community. Numbers in EYFS are very low and in key stage 2 are between 24 to 28. Being so well below PAN has a serious impact on funding and the SLT will need to meet to decide how they will proceed next year.

Staffing is very stable; even the two Early Career Teachers worked in the School before they became teachers. One Assistant Headteacher has been here for four years, the other 14. The headteacher has been here since they qualified as, what was known then, a Newly Qualified Teacher. Support staff are even more stable. One Teaching Assistant who works her was a student and her mother was a Teaching Assistant here up until she retired. Both the Inclusion Lead and the Headteacher's children have come through the School. Even with the uncertainty around possible merger/closure consultations in the past, there have been no resignations this year. Staff were committed and wanted to see this School through the expected OFSTED. The School felt that the Ofsted report that they received in 2024 represented them well. There are some staff now thinking that they may think about their career development and are looking at possible next career steps and undertaking considerable Continued Professional Development.

Staff said that there are considerations given to well-being with initiatives the saw as positive, including teachers being able to take their PPA offsite, a counselling service the staff can access, a coaching system to support each other's practice and a well-being breakfast every month.

The School's high pupil premium sitting at around 52%. 30 children are on the SEND register and 6 of these have EHCP's. There are three Looked After Children and a further 2 within the family, under a Special Guardian Order. The main ethnic groups are mostly from West Africa and from South America. The current year two class as 30% South American. Quite a few parents are non-English speaking and even though they have been here in the country for some time. The School have tried to help with referrals to ESOL. Some families have been here for many years and still have not received their right to remain. The largest ethnic group in the school is Black African, followed by South American and then Black Caribbean.

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St John's Angell Town CE Primary School say that they "are learning to make the world a better place through faith, hope and love." In their vision they say that they, "believe every child is a unique gift from God." And that they, "value all children as unique and welcome them into our safe, loving, and supportive St. John's family." They have three core values; faith, hope and love**.**

The May 2025 Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report said that "The vision inspires leaders to build a culture that fosters loving relationships. The welfare of pupils and adults is of the highest priority. As a result, the level of care that is provided enables the School Community to live well together. Driven by the aspirational vision, leaders ensure that provision for those who have additional needs is highly effective. In skilfully adapting the curriculum and providing bespoke support, staff empower pupils to thrive in their learning."

The latest OfSTED Inspection of the School judged it as good for overall effectiveness in September 2024. It reported that, "the School identifies the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Teachers make adaptations to teaching and resources to support pupils with SEND, who typically learn the curriculum well." It also reported that, "staff have high expectations of pupils' behaviour from the Early Years where they teach pupils to follow consistent routines, to listen attentively and to work hard. Pupils who need more help to meet the school's expectations receive a range of well-considered support. As a result, the school is a calm and orderly place where children learn free from disruption."

The Collective Worship theme of Courage was seen in School Worship on the Assessment Day. This session took place in St Johns Church just across the road from the School site. All the children were escorted over there for the service which was led by the Vicar. The service was very interactive and relatable. There were open questions, partner discussions, repetition, joining in prayers and a great PowerPoint to follow. The theme of courage was taken to think about being brave enough to step out of your comfort zone. This was linked to the Bible through how the Disciples felt leaving Jesus and going out to help others. There was glorious singing, the children raised the roof of the church with a fabulous song, that had lots of repetition and was easy to sing and as a result the singing was amazing. At the end of the service, a staff member stood up and summed up what they learned. They said, "so let's go and think about making a new friend, stepping out of our comfort zone," reiterating what the Vicar had said. Worship takes place every Tuesday.

The School has had considerable CPD on adaptive teaching where staff have been helped to understand how important modelling is. They have been helped to understand extra strategies like, taking a picture of what you have modelled and then print it out for children who need that extra structure, so that they can have a copy themselves, using multiple choice questions for classes to vote or telling a child you will ask them for their answer in 2 minutes time. They also provide children with wipe boards, change talk partners regularly so they're not always with the same children, and have a no hands policy to reduce calling out. Detailed guidance has also been given about scaffolding, chunking learning, differentiation, the impact of inflexibility, how to use assessment effectively and the use of collaboration. There has also been help with adaptive teaching

for thinking about personalization for children who are not meeting age-related expectations.

Interventions offered are extensive and include things like Story Lab, Chapter One, Read Write Inc, Fresh Start Year for guided reading, White Rose Maths, SALT programmes, narrative groups, Attention Autism, Colourful Semantics and Zones of Regulation. The interventions that are used involve training for staff who deliver them and involvement in the impact assessment. The School has worked hard to make sure their curriculum is diverse and anti-racist in all subjects and books they study. They want their children to see themselves in what they are learning about in terms of race and gender.

Pupils spoken with on the day were absolutely delightful. They were a group of Year 5 and 6 who were all Pupil Ambassadors. They explained that this was a project to help well-being and mental health. When asked why they wanted to be a Student Ambassador, answers included to improve the school, to help anyone who is lonely and to make new friends. They also said that their School is a community and that no matter who you are, where you come from, for example, they shared that they had had an Eid festival for Muslims where everybody could come.

The children said that learning here is really good and that it is not just books and pencils, "we do different ways, like maths games." They said that they have extra help like 1:1 Teaching Assistants if somebody is struggling, but that, Ambassador activities, help children as well. They told the Assessor that some children have special educational needs and Zones of Regulation help them, and us, as you have somebody to talk to. They went on to say that they do not treat anybody differently.

They told the Assessor that they have great clubs like cooking and baking. They said that they would like this again and Science club and Designing. They spoke positively about pupil voice and they have choices. On the playground, they said, teachers often ask us what we want. This group were bubbly, excited and really keen to talk about their School. The Assessor asked the questions that always get a good reaction, about school dinners and the toilets. The children came even more to life saying how they had been telling School their opinions on school dinners and how some toilets were really lovely but the outdoor ones have a spider that lives there the whole time. As they shared these stories, they were happy, laughing and giggly and very clear that they had spoken to staff about this and had no worries about speaking about these things or expecting that action would be taken.

The two governors spoken with on the day said that Governors are very engaged with the School. One Governor is also the Vicar of the local church (who delivered worship that day). They talked about how after COVID, when children came back, they had had to work very hard to establish the respect for the sacred place. They said that they worked very closely with the leadership who they describe as open and transparent. Governors said that the School caters for everybody and that governors admire the School's ability to include SEND pupils. They said that the leadership style is communitive and part of the ethos. They went on to say that leadership really listen and take into account what parents and carers feel.

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At St John's Angell Town CE Primary School, they say that they are learning to make the world a better place through faith, hope and love. They say that they "believe every child is a unique gift from God." Throughout the day, The Assessor felt and saw this in action, from the office staff member who reassured a parent at the start of the day about helping them to find a lost item, to the way the Assistant headteacher spoke to late comers, to the pride the Headteacher showed when meeting the Assessor. This School values and loves it community, each and everyone. Well done St John's Angell Town CE Primary School, you truly are a Flagship of Inclusive practice.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award 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 Nicole Godetz**

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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