



## Assessor's Evaluation for the IQM Flagship Project



**School:** Camrose Primary School with Nursery  
**Head/Principal:** Sharon Crick  
**IQM Lead** Nicola Stonestreet  
**Date of Review:** 30<sup>th</sup> Nov 2022  
**Assessor:** Pam Ash

### **IQM Cluster Programme**

**Cluster Group:** Inclusion London  
**Ambassador:** Andrea Atkinson  
**Date of Next Meeting:** 10<sup>th</sup> March 2022  
**Next Cluster Meeting Focus:** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
Autumn 2021	7 <sup>th</sup> Oct 2021	Yes
Summer 2022	3 <sup>rd</sup> May 2022	Yes
Autumn 2022	4 <sup>th</sup> Nov 2022	Yes

### **The Impact of the Cluster Group**

The Inclusion Lead is fully committed and attends all meetings. She finds them a useful tool for being introduced to new ideas as well as being an opportunity to discuss and explore with colleagues. The last meeting was used for every school to share their individual projects.



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### Sources of Evidence during IQM Review Day:

- Meetings with Headteacher (HT) and Inclusion Lead
- Meeting with teachers
- Meeting with teaching assistants (TAs) and higher-level teaching assistants (HLTAs)
- Meeting with Inclusion Lead and Learning Mentor
- Meeting with pupils
- Meeting with Governors
- School tour
- School Annual Review and Action Plan

### Additional Activities:

- School website
- Ofsted report 2018



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

#### **Introduce non-negotiables for SEND.**

The five non-negotiables are in place:

- Ensure teacher works with Special Educational Need and Disability (SEND) children for at least one core lesson of English and Maths per week.
- Weekly session of pre and post teaching for SEND pupils.
- Allocated time for teacher and TA discussions so that TAs are prepared for upcoming sessions and can discuss needs of the pupils they work with.
- An expectation that staff will have high expectations for all pupils.
- An awareness of the way teachers address pupils' behaviour.

These were monitored and it was found that most were in place. More work/training needs to be done regarding the language staff use when speaking to pupils.

#### **Increase the intervention sessions for the SEND children with a qualified teacher. Also increase the mental health sessions for pupils.**

Intervention groups have no more than 5 pupils in them and the Special Educational Needs Co-ordinator (SENCo) works with them. Data showed needs were high in years 2, 4 and 6 so they were targeted. The pupils made expected progress or better than expected. Early reading was the focus for the summer. 4 pupils were supported on an individual basis regarding their wellbeing. The Learning Mentor continues to develop the mental health provision and a more bespoke place will be available from January 2023.

#### **Increase the knowledge of meeting the needs of SEND pupils through staff training sessions.**

The SENCo has completed a course on Inclusive leadership. The course highlighted the effects of unconscious bias, and an on-line training session was presented to staff to highlight the need to be aware that everyone has bias and the need for this to be constantly challenged. TAs completed training throughout the year to develop their skills and understanding. Training will continue for all staff with a focus on ASD and SALT needs.

#### **Develop and increase parental knowledge in relation to SEND areas.**

Coffee mornings have been held for:

- SEND practices in the school



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- EAL practices
- Behaviour policy

Parents responded positively, saying how useful they were. More are planned. The SENCo continues to be available to individual parents who need help or advice regarding their child.

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

**To further engage and support our SEND learners and their families to ensure they are able to achieve their potential.**

It is appropriate that the school continues to develop the work that has begun. The focus will be in the following areas:

- Continue to embed the non-negotiables.
- Continue to develop the social, emotional, and mental health support in the school.
- Improve parental engagement.
- Introduce Zones of Regulation.



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### Overview

Camrose Primary School is located at the border of the London Borough of Harrow, next to both Brent and Barnet. It is a two-form entry school with 411 pupils on roll and is 84% EAL. In September 34 new children started throughout the school, with many speaking no English at all. SEND is at 8% with EHCPs at 1.7%. This will be increasing as more applications are processed. PP is at 22%. The Nursery is only open in the morning as several private nurseries have opened nearby. There are only 18 pupils on roll out of a possible 26.

On entering the school and walking around, I was struck by how bright and cheerful the building is. Corridor displays are of extremely high quality and many of them are 3D in design. These displays are immaculate. The fact that they are not damaged by the pupils shows the pride they have in the school. The classrooms also have creative and bright displays that reflect the learning taking place in the room.

Space is at a premium in the school and so most interventions must take place in corridors and corners where little work areas are set up. However, they are in places with reduced footfall and there is good light from windows. The pupils I observed, were engaged in the sessions and it was clear that staff take time to make the environment and the materials they are using, stimulating. There are also individual stations set up outside of classrooms for pupils who need time away from a busy room and peers. These areas are personalised with the pupil's name and are inviting.

The school does have some specialist teaching areas. There is a library, staffed by an enthusiastic part-time librarian who does much to encourage the love of reading. She runs games and competitions and has an author coming into school to work with the children. Bi-lingual books are available in the library. In addition, there is a computer suite and a cookery room. On my tour of the school, I saw the latter being used for an EAL group studying Macbeth. Outside the playground has patterns and activities on it and there is an adventure playground, outdoor gym, and an area with musical instruments. I observed a PE coach working with pupils in the playground.

Speech and language are a major priority for the school and all of the Early Years support staff are ELKLAN trained. A Speech and Language Therapist (SALT) attends the school every Monday along with a Speech and Language Assistant. The SALT reviews the pupils' targets each week, may set new targets, and will support with resources. Support staff can contact her via email during the week to ask questions or request further information. This is excellent joint practice that supports positive outcomes for pupils.

The whole school focuses on reading and phonics between 9.05 and 9.30 each day. The school now uses Little Wandle as its programme. Key Stage 1 phonics crosses into Key Stage 2 where needed. All new children arriving in Key Stage 2 are assessed so that they can be given additional support, as necessary. The school aims to offer continuity of the same teacher for these sessions. Small groups of pupils are given extra support outside of the classroom.



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The school has a new Governing Body and so at the start of the year, held a training day at a hotel for staff and governors where they looked at the SDP. This was a valuable experience for staff and governors and supported the understanding of the school's priorities and the way forward. The governors that I spoke to were enthusiastic and eager to develop their work. They appreciated the information that the HT shared with them, liked the open-door approach for them and described how useful it had been to attend a Middle Leaders' meeting. The Governors fully support the HT's and staff's view that the child should be at the centre of everything so that all can achieve their potential. They recognise that the staff have high expectations for all.

The staff fully support the school's inclusion agenda. There is an open-door policy in the school and all staff are prepared to help. Resources are freely shared as is staff expertise. The access to a staff counsellor as well as external support is welcomed. Relationships between the staff are strong and teachers and support staff spoke highly of each other. All feel valued in the school. As one member of staff said, 'We value children and as staff we are valued'. The HT will allow them to try new things so a range of initiatives are in place. Professional development is supported by regular training and an online platform is available which means that staff can access training at times convenient for them.

Staff know their pupils and are passionate about what they do. They aim to support and explain. They do not give up but persevere and consider new methods. An example of how staff understand the needs of the pupils is shown in Year 3. This year group had been adversely affected by lockdown and so this year the school has invested in that group by splitting it into three classes rather than two. This will give the pupils additional support. One classroom is smaller and can only accommodate 15 pupils, so care was taken about how to group the pupils.

The EAL Co-Ordinator is fully aware of the challenges for the staff and champions the progress of the pupils. All new arrivals are assessed and as many may never have had any schooling, support is given to both pupils and staff. Pupils are withdrawn to give them additional support and are introduced to Flash Academy and Learning Village, that can then be used to support them when they are in class so that they can feel involved and integrated in lessons. The school is well resourced to support these pupils, talking pens, for example, and the aim is to make greater use of Google Classroom. A HTA spoke about the adaptive teaching in lessons and the support for small groups outside of the class. Work is usually prepared by the teacher and there is always feedback and discussion. Her opinions are valued and discussed. She also covers PPA time, teaching RE as well as offering challenge to higher ability Maths pupils and she takes part in after school clubs.

Another example of how the school makes effective use of the skills staff have, is a TA who was brought in to offer one-to-one support for a boy who has suffered PTSD and trauma. He supported the boy at the end of Year 5 and through into year 6. The TA is now on a Pastoral Leaders course and will become part of the Pastoral Team. I witnessed how his work was celebrated by his colleagues.



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Parents are well supported in the school. There is a wealth of information on the website, but staff have gone further by creating a team, Parents Educating Parents, (PEP). The PEP team is made of parents who speak the main home languages and are co-ordinated by the EAL lead. They support other parents informally in the playground and more formally in meetings in school. They must apply for the role, which can support them as they look to find employment, and week meetly to plan and discuss what they will do. Recently they held workshops and now plan to target language groups individually. The aim is to help the parents to understand the school systems and the education system.

Parents told me how 'absolutely fabulous' the school was. Not only have their children been supported but they said they had been supported themselves during difficult times. Staff offered a shoulder to cry on and parents know that they can pick up the phone if they need help. The parents told me that they are fully informed and if they have their own ideas or suggestions, these are listened to and appreciated. There was a real feeling of warmth and support in my meeting with parents which was mirrored in the meetings I had with staff.

The pupils are happy and enjoy their time in school. They told me that teachers were friendly and that learning was interesting. Staff do as much as they can to engage them and they particularly liked the science experiments. They feel safe in school and know who to speak to if there is a problem. They told me about how they can help each other at playtimes where they can help and support pupils sitting on the Rainbow Bench. This is the place to sit when feeling sad. Their voice is heard formally via the School Council. They told me the school was perfect and one boy thinking carefully said, 'We are all included in everything. We are all different but fit together like pieces of a jigsaw.'

I would like to thank the staff for my warm welcome to the school and the time they gave to me during the day. There is a tangible feeling of warmth, happiness, and care in the school. I have no doubt that the school still meets the criteria for Flagship Status and so my recommendation is that the school retains this status with a further review to take place in a year's time.

**Assessor: Pam Ash**

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

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