



Assessor's Evaluation for the IQM Flagship Project



School	Camrose Primary School St David's Drive Edgware Middlesex HA8 6JH
Head/Principal	Mrs Sharon Crick
IQM Lead	Ms Nikki Stonestreet
Date of Review	15th November 2023
Assessor	Ms Pam Ash

IQM Cluster Programme

Cluster Group	Inclusion London
Ambassador	Ms Andrea Atkinson
Next Meeting	27 th February 2024, Beacon High, Islington
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	3rd May 2022	Yes
Summer 2022		N/A
Autumn 2022	4th November 2022	Yes
Spring 2023	10th March 2023	No
Summer 2023	9th June 2023	Yes
Autumn 2023	13th October 2023	Yes

The Impact of the Cluster Group

The IQM Co-ordinator speaks highly of the Cluster Group. She values being able to meet with other professionals and hear about the work they do. The Cluster Group gives the opportunity to explore new ideas and can act as a sounding board as ideas are being developed. Outcomes and discussions are shared with staff in school.



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Evidence

Meetings with:

- Deputy Headteacher
- Inclusion Lead/SENCo
- Teachers
- Teaching Assistants and Higher Level Teaching Assistants
- Personal, Social, Health and Economic (PSHE) Lead
- English as an Additional Language (EAL) Co-ordinator
- Learning Mentor/Psychotherapist and Pastoral Support Worker
- Governors
- Parents
- Pupils

Additional Activities

- School Evaluation Report
- School website



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Evaluation of Annual Progress towards the Flagship Project

The school has made good progress across the project.

Continue to embed the non-negotiables into every day practice

- Research has shown the school that it needs to retain its focus on this.
- Non-negotiables were adapted for those classes who found it difficult to fit effectively into pre- and post-teaching.
- Staff are working hard to tackle the issue of unconscious bias and are aware of the language they are using when addressing pupils.

Continue to develop the Social, Emotional and Mental Health (SEMH) support within the school

- The portacabin allows the psychotherapist to work with pupils on an individual basis for social and emotional sessions. There are 6 pupils currently on the caseload.
- A referral pathway has been developed in order to understand the deeper needs of pupils who present with compromised mental health and wellbeing.
- Parents and teachers are reporting that pupils are benefitting from these sessions.

Train a Pastoral Teaching Assistant for 2023 start

- Member of staff trained to Level 3 Safeguarding.
- Regular meetings taking place with Learning Mentor have helped to guide and support the member of staff in his new role.
- Currently working with 7 groups of pupils on emotional literacy, anger management, friendships etc. and pupils are starting to approach him in the playground.

Improve Parental Engagement

- Parent coffee mornings planned for every half term.
- Different focus offered at meetings to give the parents the knowledge and skills they need, for example, Special Educational Needs and Disabilities (SEND), healthy eating, Zones of Regulation.
- Open slot given for parents to discuss what they choose.

Parents Educating Parents (PEP) Parents

- Parents continue in this role.
- Parents are now approaching EAL Co-ordinator, offering to take up this role.

English as a Second Language (ESOL) Classes

- In conjunction with Stanmore College, 2 levels of classes are offered.
- Classes are run in school.
- Both classes are well attended.



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Workshops

- Regular workshops are run by individual year groups, including Google Classroom, Maths, reading etc.
- All classes had a reading session with parents to help to promote a love of reading.

Zones of Regulation

- All staff have received In-Service Education and Training (INSET).
- Visuals introduced to each class.
- Same language used across the school.
- Has been a drop-off in use since September and so this will be given high focus again.

Agreed Actions for the Next Steps in the Flagship Project

A new project will be started:

To develop strategies to support children to have the confidence to be responsible for their learning development and mental health and wellbeing.

This is a sensible next step for the school and there is a detailed plan in place for the following areas:

- To re-introduce Zones of Regulation.
- To ensure that teaching and learning is adapted so that all learners can achieve the desired outcome to the best of their ability.
- To encourage children to develop independence and resilience in their learning.



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Overview

Camrose Primary School is two-form entry, located in Harrow close to the boundaries of two other London Boroughs, Barnet and Brent. Mobility is high and in September 2023, the school had 59 new arrivals, all of whom were new to English. These pupils were spread across the school consisting of English as an Additional Language (EAL) pupils at 86%, Pupil Premium pupils at 25%, pupils with Education, Health and Care Plans (EHCP) at 2% and there are several Traveller children. The school's nursery is now open for both morning and afternoon sessions.

The school faced a challenge to meet the needs of the growing numbers of EAL pupils as well as maintaining the support given to those already in the year groups. The EAL Co-ordinator then created three support routes for the pupils; routes 1, 2, 3. Pupils are assessed and placed on the appropriate route. Each child has an individual plan and staff know exactly how much support will be given. Independence of the individual pupil is paramount. Currently, 55 pupils are being supported daily by intervention from the EAL Co-ordinator and two members of the support staff. I observed a group of Year 6 pupils being supported with their work on Macbeth. They were preparing a persuasive piece of writing about whether Macbeth was right to have killed Duncan. They were able to tell me what they thought and could use words like "dilemma". This was the same work that was being done in class but they were being given the opportunity to embed language. I saw a younger group who were enjoying support and exploring language. It was clear how the support is adapted to the needs of the pupils. In addition, each class has an EAL box of resources that can be used as and when needed.

First thing every morning is the phonics session. This allows for support to be offered across year groups. This is particularly helpful for those in Key Stage 2 who had not met requirements and for EAL pupils who were new to English. Teachers and support staff run these sessions and they do change between the groups so that teachers can be fully aware of the progress of individual pupils. This session was just ending as I started my school tour and I saw how sensibly the pupils were moving about the school to return to their classrooms.

Behaviour across the school was impressive. Yes, the school does have some challenging pupils and different strategies are employed. There was, for example, a table in the corridor that one boy could use if needed but that is now infrequent and staff do work one-to-one with pupils to keep them engaged and provide the individual work that they need. A teacher told me that she had a pupil working at a level well below that of the class and so he had his own curriculum. Staff know and understand the pupils. The school has a good relationship with Woodlands, the special school next to them and can use their Harmony Room to support individuals who are dysregulated and are struggling with their emotions.

Zones of Regulation are used in the school. This begins in the nursery where the pupils come in and hang their picture to show how they are feeling; a pupil showed me the different coloured chairs around the room and explained what the colours meant. The school plans to do further work to further embed Zones of Regulation across the school.

An addition to the school since my visit last year is the portacabin used by the Learning Mentor/Psychotherapist and the EAL Co-ordinator. The learning Mentor told me how this had made a real difference to his work. His room is warm, welcoming and can be adapted to different types of work. A table can be put up when playing games and it offers a 'comfy' space for individuals and groups to talk. It is a safe and secure space for pupils to explore their feelings. The EAL room next door is equally warm but it is arranged more formally for



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intervention and teaching. Given how space is at a premium in the school, creating this dedicated space shows the school's commitment to supporting individual pupils and similarly, the Emotional Literacy Support Assistant (ELSA) room in the main building. This room has been set up less formally than the classrooms to give the pupils a more relaxed space. There is a strong commitment to both pupil and staff wellbeing. Trained staff are available for both pupils and colleagues. The Psychotherapist supports pupils and staff. In addition, staff have access to an external agency for confidential support over a range of issues.

Parents spoke about how well the school communicates with them. Teachers reach out to them and they always feel able to raise concerns with staff. All staff are attentive and caring and pay attention to individual needs. Parents particularly mentioned how staff did not make them feel that their children, with additional needs, were not like others and how their children feel part of the school and the same as everyone else. Their children are happy to come to school. One parent told me about the impact of one workshop and indeed the impact of the first session. This is run by the Psychotherapist and the Pastoral Worker. Parents and children are together for a mindfulness session, then they separate and come back for a practical activity. The parent said that she had not realised she was carrying a "weight" on her chest until it was removed during the workshop. She and the other parents attending have committed to each other for the length of the course. They recognise that the school is giving them tools to use as individuals and they aim to support each other.

Parental support through workshops is a real strength of the school as is the work of the Parents Educating Parents (PEP) team. The team is five strong and consists of parents who can speak the most common home languages; Romanian, Arabic, Farsi, Dari, Pashto. Two new recruits are going through training, the Disclosure and Barring Service (DBS) process and safeguarding. These parent volunteers are an excellent bridge between the school and those parents who do not speak English and who do not understand the English education system. The PSHE Co-ordinator explained how useful they were in helping with the Relationships, Sex and Health Education workshop by helping to clarify how this is taught and to break down misconceptions. She said that parents were further supported by being shown resources translated into home languages. Volunteering has given the parents confidence to be able to move on to employment.

A range of workshops is available to parents and I saw how well these are supported as there was a Phonics workshop for nursery parents running on the morning of my visit. The reception area was full of parents and the school supports further by allowing younger siblings to attend. Further support is on offer to parents via English as a Second Language (ESOL) classes run in conjunction with the local college. These are designed to meet the needs of the parents at the level they need, so that parents feel comfortable to attend.

I observed the pupils happily engaged in lessons, clearly at ease and participating with each other. They were keen to welcome me and when I met them as a group, they told me about how much they enjoyed their time in school. They know that if they are stuck in class, they can put their hand up for help. There is a worry box that they can put worries in and again they know these will be responded to and they will be helped. They like the range of responsibilities open to them as Jigsaw Ambassadors, Wellbeing Champions, School Council, Prefects and Head Boy and Head Girl, to name a few. There are a good range of clubs open to them as well as various trips.



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Teachers told me about the great range of abilities in the school which need to be managed carefully and about how they think about adapting the curriculum to meet their needs. Wellbeing is always on the agenda at Phase Meetings with a focus on staff as well as pupils. The Headteacher has run one-to-one wellbeing checks with individual teachers and Phase Leads run the same for support staff. Teachers spoke about how they can see the impact of the ELSA work and that of the Learning Mentor/Psychotherapist. They understand what disadvantage means in the school and recognise the steps they take to meet individual need. There is real commitment to meet the needs of the pupils.

Support staff spoke about the different roles they cover, whether Speech and Language Therapist (SALT), EAL, ELKLAN etc. What is really striking is how they share their knowledge with each other. As one is trained by the visiting the SALT, for example, she then shares that new knowledge with colleagues so that their skills are developed. They are involved in planning and can share their thoughts about how pupils have responded. They echoed the teachers by saying the school was a good place to come to work. What I noted from speaking to the staff was the real feeling of value. Not only do they feel valued as individuals but they value each other. I was given example after example of how they recognised and valued each other's work. This shared feeling of value cannot happen unless real effort and direction is given by the leaders.

When I spoke to the Governors, I was told that inclusion is Camrose. There is a whole school focus on ensuring that individual needs are met. Governors are kept well informed by the school and have a Governors' week when they visit the school. The IQM Self Evaluation Report paperwork had been shared with them and they said that there was nothing new in it: they are fully aware of and support the school's work on inclusion.

There is no doubt that inclusion is at the heart of the school's work. There is constant reflection on how to improve and adapt approaches to meet the changing needs of the pupils. I was pleased to be able to visit the school again and to see the ways in which the school has been developing: it was a positive experience for me. Thank you to the school for the warm welcome I received and the time given to me to learn more about the school.

I have no hesitation in recommending that Camrose Primary School should retain the Inclusive School Award at Flagship Status and is reviewed in 12 months. 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. 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 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