



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 Lara Wheeler

Date of Review 26th November 2025

Assessor Dr Kenny Frederick

IQM Cluster Programme

Cluster Group Inclusion London

Ambassador Dr Kenny Frederick

Next Meeting: 28th January 2026

Cluster Attendance

Term	Date	Attendance
Autumn 2023	13 th October 2023	Yes
Spring 2024	5 th March 2024	Yes
Summer 2024	14 th June 2024	Yes
Autumn 2024	22 nd November 2024	No
Spring 2025	5 th March 2025	Yes
Summer 2025	13 th June 2025	Yes
Autumn 2025	14 th November 2025	No



Assessor's Evaluation for the IQM Flagship Project



The Impact of the Cluster Group

Representatives from the school have attended the majority of Cluster Away Days and have fully participated with the discussions and networking opportunities. They have highlighted different areas of practice that they followed up on and introduced or further developed in their own school. For instance: Music lessons adapted for SEND children. Another idea was to introduce Pupil Wellbeing Ambassadors in Camrose school except there they are called Jigsaw Ambassadors. The school have also looked into the idea of setting up an informal provision for SEN Children with high need (as they saw at Hyde School on a Cluster Away day).

Evidence

Meeting with:

- Deputy Headteacher and SENCo
- The Psychotherapist
- The DSL
- A group of teachers
- A group of Teaching Assistants
- Jigsaw Ambassadors and Wellbeing Ambassadors (4-6 pupils)
- EAL. Lead
- Key Member of Staff on The Impact of Participating in an IQM Cluster Group as well as additional Partnerships
- PHSE/JIGSAW Lead
- Governors/Parents

Additional Activities

- A Learning Walk to see the school at work
- The IQM Flagship Evaluation document
- The school website



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Project

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

This involved agreeing a large number of specific targets towards their project aims.

The first of which was to set up a Local Authority Learning Hub to share their inclusion practice. The school were successful in their bid to set this up and a training plan was developed to support local schools with teaching phonics, assessment and tracking procedures, supporting pupils that are new to the country with no previous phonics input, teaching, supporting EAL pupils to ensure pupils achieve children achieve Good Level of Development (GLD) in EYFS (reading and writing). Six training sessions have been planned, and schools have been asked to pay £50-£140 per session. Camrose has real expertise in successfully including children who are new to the country and in supporting EAL pupils at all stages of development.

Early Years is another very effective area with exceptionally good outcomes, and the Early Years Lead was asked to deliver training for staff in other Harrow schools to help them raise attainment in EYFS GLD.

Little Wandle Phonics programme was adopted in 2021, and all staff were trained, SLT monitored teaching and learning of phonics and results were good. However, the school found there was an increasing number of pupils starting school in KS2 who had no previous phonics teaching. Therefore, they have adapted the scheme to support EAL learners and provide these pupils with daily intervention and twice weekly reading sessions. Following the success of Little Wandle phonics the school introduced Rising Stars in 2024 for pupils that had completed the phonics programme and were securely passing phonics screening tests. They then attend a four times weekly comprehension group.

As a result of the successes delivering Little Wandle and Rising Stars the phonics lead has been supporting a local school with their phonics provision. She has been a mentor for the new to role phonics lead and shared good practice and supported them to improve their own practice and develop an action plan.

Developing the emerging role of the Pastoral/ELSA Teaching Assistant was another target set by the school. This colleague is now a valuable part of the safeguarding team and has completed Level 3 safeguarding training. He now attends core group meetings, CIN and CP meetings, conferences, and governor meetings (he is a staff governor). He is also CALMs trained along with a variety of staff from SLT, support staff, teachers, and welfare. Behaviour issues have increased during unstructured time – in the playground so the Pastoral Lead and Safeguarding/Behaviour Lead are out on the playground during all play and lunchtimes. This means the Pastoral Lead does not have to check behaviour logs after lunch (they used to be high) as all behaviour is dealt with immediately and effectively by trained staff. This also means that classrooms are much calmer and settled in the afternoon sessions. Further developments include a weekly meeting between the



Assessor's Evaluation for the IQM Flagship Project



Learning Mentor and Pastoral Lead. These are used to guide the pastoral lead in his role with the intention of him taking a more lead role in behaviour in future.

The Pastoral/ELSA TA has undergone training as a pastoral support worker and has also undertaken ELSA training. He now has a room where he is able to hold sessions to support children. He attends regular supervision sessions (with the Psychotherapist) to help support this work. Currently he has 11 groups made up of 36 pupils. He supports pupils with friendship groups, emotional literacy, dealing with anger, mental health and dealing with winning and losing.

The fact that 86% of children Camrose School speak English as an Additional Language and over 26 languages are spoken. Furthermore, there are an increasing number of children arriving with little or no English. Many will have passed through multiple countries on their way to the UK and picked up smatterings of other European languages on the way. Many have had traumatic experiences in their young lives. I met with the very experienced EAL Lead during my visit. The children who are designated as EAL have a wide range of fluency and there is an EAL route designed to meet all needs. The most urgent are those who arrive with no English or very basic English. The school have welcomed 18/19 new arrivals since September and 19 left - highlighting the issues around mobility. The majority of arriving children have little or no English and many have never been to school.

The EAL provision pathways at Camrose consist of three EAL Routes. The school reviewed their practice and made changes in light of pupil and staff feedback. Each route is a time framed provision of 3-5 session a week for 30-minute interventions. Children move from one route to the next depending on their English language learning journey. Each route also has detailed assessment tracking of progress.

The whole process for new arrivals is very thorough. The EAL Lead carries out an EAL Assessment using 'Old REEL' with some adaptations. This gives her the information she needs to decide on the level of intervention needed. Children also complete a phonic assessment (Little Wandle). In addition, there is planned induction for parents and for children. Parents/carers sign an agreement to say they will attend the induction sessions (a small number of afternoons).

There is an EAL Provision Map that outlines all the interventions in place using the EAL Routes described above. Once children have made expected progress they can go back into all mainstream classes and receive no more discrete EAL provision as class teachers are then expected to provide appropriate support. The EAL lead also attends Pupil Progress Meetings and is a member of the Disadvantaged Pupils Team. There are two Teaching Assistants who make up the EAL Team and they work closely with each other and with class teachers to ensure children's EAL needs are met.

I met with the Psychotherapist/DSL who works very closely with the Deputy Head and is a key member of the Senior Leadership Team. He told me how he came to Camrose Primary as a Teaching Assistant many years ago. The school needed someone to help with behaviour and the role of Learning Mentor came up and he applied. The role progressively changed over the years, and the Head suggested they needed a therapist and agreed to pay for his four years of training. He qualified the year after the Covid pandemic. He now



Assessor's Evaluation for the IQM Flagship Project



has the dual role of - Vulnerable Child and Safeguarding Lead. He said his mornings tend to be reactive and support staff and children. He also does supervision with staff and the DSL. He gets formal supervision through his professional organisation, and he does supervision for the ELSA. The behaviour approach is to have no (or minimum) shouting as they want children to be calm and receptive to listening. He has had 'Difficult Conversation' training with Harrow Signs of Safety (For multi-agency)' and has found this very useful.

The Psychotherapist/DSL is an MBACP accredited psychotherapist & DSL which means it allows him to have a greater understanding of the needs of some of the most vulnerable children, parents and colleagues and forms an important part of the multi-agency network. He works as an integrated therapist combining elements of Psychodynamic and Humanistic though alongside CBT and Mindfulness. He is qualified to work with adults and children and is therefore able to serve the whole school community combining elements of Psychodynamic and Humanistic though alongside CBT and Mindfulness. He also offers Clinical Supervision to all members of staff to help them with stress or to understand complex emotional needs of their pupils. There is a therapy room based outside the school building to ensure confidentiality and privacy. Children are selected through various ways: teacher or parental referral; MyConcern; through known vulnerabilities, e.g. Children's Services involvement (CP/CIN Plans, LAC), bereavement, MH issues, etc. Support is time limited initially and is then reviewed to see if it needs to continue.

The role of Psychotherapist/DSL member is unique to Camrose and has been very successful at tackling emerging and varying issues around behaviour that have arisen in recent years. He is able to support a range of children, staff, and parents throughout the school.

The Psychotherapist also convenes the Jigsaw Families initiative. The school have led nationally on rolling out the Jigsaw Families programme. These sessions are designed to support vulnerable families. Parent/carers and their children are invited in for a session with the pastoral TA and Psychotherapist. There are 6 sessions with a range of foci such as, Healthy Me, Managing Change, Communication, Belonging, Positive Behaviour, Negotiating Bedtimes, Building Self Esteem and Mental Health and Wellbeing. Parents and children work together and watch a social story together. The children then leave and complete a creative craft and talk session. The activities encourage critical thinking, problem solving, decision making and teamwork while the parents work with the psychotherapist where they unpick the story and discuss themes and experiences. The children then re-join their parents and have a talk and share session.

This initiative has been received positively by parents/carers invited to attend the sessions. They say the sessions have helped them be a better parent. They don't feel judged and they are more reflective as a result of their participation. The workshop sessions happen during school time so the parents can collect their children at the end of the day. Individual parents who would most benefit are invited.

Zones of regulation were introduced last year, and staff training was completed. Zones of Regulation were reintroduced to pupils and parents/carers during assemblies, lessons and parent workshops and coffee morning. The staff team reviewed the Zones of



Assessor's Evaluation for the IQM Flagship Project



Regulation practice and adapted/condensed them reflect the needs of Camrose School. Currently, children have daily check-ins with their class teacher and the children I met were able to tell me how these were done and what happened if they were feeling really sad or angry. They all understood the Z of R, and all knew what strategies to employ should they need support with controlling and managing their emotions.

The outcomes in terms of progress data are good at Camrose School, and one unique aspect is the focus on the disadvantaged children. The school have developed a unique way of identifying children with multiple disadvantages. This is far more than Pupils Premium and SEND but is also about EAL stage, ACES, vulnerability of any sort and so on. Many children have multiple disadvantages, and they are the ones that need the most urgent support. The Disadvantaged Team (including class teachers) score each disadvantage to identify these pupils so that it's a system devoid of emotion, to make sure identification of need is systematic and fair. There are 5 disadvantaged groups identified – Group 1 currently have five children with between 5/6 disadvantages. Group two have eighteen identified pupils and Group 3 have twenty identified children and Group 4 have 9 identified children. In total there are 52 pupils (33% identified as disadvantage and they are significantly impacted academically and socially. The team track the children in these groups to keep a close eye on their progress. This information helps the group to decide on how they can best support these children and what interventions need to be put in place for them. The team link with the attendance and safeguarding teams to talk about these children and use Pupil Progress Meetings to discuss each child in detail.

Parents are key partners at Camrose School, and they continue to support PEP (Parents Empowering Parents) as a mechanism to engage them. I met with the EAL Lead about this programme and to four parent volunteers who have been part of this unique programme. These parents meet together with the EAL Lead and find ways to support other parents within the school in a variety of ways including translating and guiding parents through the processes that they need. Many of the PEP parents have gone on to seek employment as a result of volunteering in school. The school provides references for future employees. In fact, two of the PEP parents, I met were now employed as TAs in the school. They are still involved in the PEP group and are always seeking to include many more parents/carers in the team. They said that volunteering in the school was a great benefit to them and increased their skills and confidence and self-esteem.

The PEP group are to be found on the playground every day and they attend parent coffee morning. They are trained by the EAL Lead for their role. They told me they really enjoy working and volunteering in the school and they were warmly welcomed by staff and children and other parents. They feel part of the school team both as volunteers and now (for two of them) as members of staff.

The PEP group said they can empathise with new parents and can reassure them as they all speak different languages to aid communication. They meet every Thursday as a PEP group with the EAL Lead facilitating the meetings. They help parents access the school portal and have now introduced QR codes so parents can access this information verbally in their home language. They run a Friday morning workshop for parents when children are in school and show. The PEP and school also run phonics workshops so parents can support their children at home. The school have electronic registers and monitor and



Assessor's Evaluation for the IQM Flagship Project



track parental attendance at all school events and workshops to see which community is not attending. This way they can target groups that are hard to engage.

This is a great way to engage parents/carers and to increase their confidence and self-esteem and help them to get into paid employment. This is exceptional practice.

The EAL Lead in conjunction with Stanmore College to offer two levels of ESOL classes for parents. These are both run on a Tuesday in school, enabling parents to meet together and improve their English skills while their children are learning. They are both well attended.

Sustainability is another whole school priority and an important part of the School Development Plan. This began by members of SLT attending a Conference at Harrow School in June 2025 and they have developed a 3-year plan. The Green Schools Project helps schools transform the way they respond to the climate and nature crisis. They have registered with Zero Carbon schools – Green School Project and are receiving the premium option as Harrow Council who have provided the funding for the school to take part. There is a whole programme that comes with this project including training and development for staff and various workshops for children. There are leadership opportunities for children to become Eco Warriors.

This project is in the early days of development.



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project

Project Title: To continue developing strategies to support children to have the confidence to be responsible for their learning development and mental health and wellbeing. To develop outreach work to support other schools. They have produced an action plan outlining key targets and actions. These are mostly to do with developing the Pupil Jigsaw Ambassador and further develop the Jigsaw Families programme. However, they will also be reviewing EAL Learning Routes and further develop the role of the staff wellbeing team. Furthermore, they will implement their sustainability action plan.

The EAL Lead plans to deliver additional training session for staff. One session on supporting new starters with EAL and those that have not previously attended school to achieve at least expected standard in Phonics (Little Wandle).

This session will be an opportunity for any teacher or leader to learn effective ways to support KS2 pupils that have not had prior phonics teaching, have EAL/ SEND and/ or did not pass Phonics Screening in Year 1 or 2. Guidance will be given on how to manage groupings and staffing, track progress and ensure rapid catch up. These sessions will be open to schools across Harrow and neighbouring Boroughs. The exceptional EAL support offered in Camrose will continue to be developed according to the needs of the children. The needs of the children are constantly changing.

The EYFS Lead, where there is more exceptional practice is currently in planning to run more targeted sessions to share good practice for schools across the Borough.

The EAL Lead in conjunction with Stanmore College plan to offer two levels of ESOL classes for parents. These are both run on a Tuesday in school, enabling parents to meet together and improve their English skills while their children are learning.

The unique role of the Psychotherapist/DSL will need to change and adapt as the needs of the community change, and this is something the school is reflecting on.

Jigsaw families will be an ongoing programme, and a new course will be planned when the current one is completed.

The Zones of Regulation have already been adapted to meet the needs of the children in the school. They are already established but will continue to be reviewed.

The identification of children with multiple disadvantages is proving to be an original and sophisticated joined up method of planning and delivering targeted support for individual children. This identification method and the establishment of the Disadvantaged Panel to discuss each identified child and plan appropriate intervention is a unique approach that needs to be shared with other schools. This will be done once the school have firmed up the process and can show the process is effective in moving children on with their learning and social and emotional development.

The PEP (parents volunteering group) is unique to the school and serves the community very well. The programme will be developed further according to the volunteers they can attract and the needs of new parents joining the school community.



Assessor's Evaluation for the IQM Flagship Project



The school has set out an action plan to deliver the next stage of their Flagship Project. Targets are clear and already exceptional practice in many areas which will move to the next level of development.



Assessor's Evaluation for the IQM Flagship Project



Overview

It was a great pleasure to visit Camrose Primary School to review their Flagship accreditation. The fact that this is the sixth Flagship review is something to be celebrated. Leaders are relentless in their ambition to push the boundaries of inclusion to ensure that the needs of every child in the school are met. There is recognition that a school that stands still will sink, but a school that keeps moving forward will thrive, grow, and continue to improve.

The school is highly regarded in the local community and has an excellent reputation. They are oversubscribed but are aware of the falling numbers of school aged children in London and are working with Governors on how they will keep their numbers up in the future. There has been a real focus on Early Years, and this is now a key strength of the school. The aim has been to ensure this part of the school is particularly effective in supporting children and identifying individual needs early on so that appropriate interventions can be put in place. Spotting barriers to learning early means that as children move up the school, they require less support than they would otherwise need. The three-year-old checks are done before children start and home visits are seen as essential in getting a full picture of the children that are admitted to the nursery or reception. The information is carefully analysed, and interventions are carefully planned and put in place as soon as possible. The school works closely with the Children's Centres in the area to identify vulnerable families and provide the support they need.

The school have moved away from one-to-one LSA/TA support for children with EHCPs and now have a more flexible model where they work mostly with groups of children and individual interventions as required. I met with teachers and Teaching Assistants later in the day and they were able to tell me about the strong partnership between teachers and teaching assistants.

Whilst staffing at Camrose is very stable (staff are very happy working in this school) the mobility of the pupil population has greatly increased since the Covid pandemic. Now many children who start in reception do not finish in Year 6 but leave at different times as families are moved out of and in the area. This has negatively affected the outcomes for these children, but the school has adapted their practice to intervene to help children achieve expected standards. The measures taken are proving to be effective.

Another change to the demographics of the school is that there are an increasing number of children being admitted without speaking any English, many of whom have never been to school and a large number of whom have never been introduced to phonics. With this issue in mind, phonics is a priority across the whole school. Many children have travelled through several countries before they reached and settled in the UK and are often very unsettled when they arrive. They need to be nurtured as well as having planned interventions to learn English and phonics. The school also has the highest number of Traveller children in the Borough, and they also have a range of particular needs that must be addressed.

I met with the new SENCo and Deputy Head who told me the school have welcomed a larger number of children with special educational needs in recent years especially since the Covid pandemic. There are many children with high and complex needs. Many are



Assessor's Evaluation for the IQM Flagship Project



none verbal and speech and language is the biggest area of concern. The school does have a S&L Therapist who works directly with a small number of children but also works with a small number of TAs to train them to deliver the therapies she recommends. There are a large number of children with S&L needs in early years so all staff are trained in ELKAN, SALT training, and training on Colourful Semantics so they can support the children with identified needs. However, there is recognition that what works for children with speech and language needs will also work for other children, so the lessons learned are often used throughout early years.

Some of the children in Early Years receive funding to support their needs before the school can collect enough evidence to apply for an EHCP. The SENCo does a Needs Assessment to apply for this funding. Currently there are twelve children with EHCPs and there are thirty-one children on SEN support. SALT and SEMH are the greatest need. There are two pupils on part-time timetables, although these are under constant review. The SENCo is also part of the Disadvantage group identifying children with multiple disadvantages. The engagement of children with special needs is excellent because there is trust and transparency between school and home.

Members of staff tend to stay at the school for many years, and this is because they feel like they belong and are part of a team. Their wellbeing is a priority for the leadership who know that a happy staff mean happy children. There is a staff wellbeing team who meet regularly and besides this, the daily interactions of staff at all levels are supportive and positive. Staff told me they are fully consulted on school policy and contribute to the School Development Plan that set the priorities for the year. There was an SDP day where the whole staff met to discuss this last year before the plan was formalised. There is a feeling amongst staff of being done with rather than being done to. Furthermore, staff are rewarded with time out of school depending on how long they have been there. The resident Psychotherapist who is part of the senior team is available to meet staff at their request to support their wellbeing and mental health. This is a confidential service that is taken up when the need arises. The school also pay into a human resources company that provide personnel support and advice. There is a helpline that is advertised in the staff toilets and staffroom.

The DSL (Deputy Head) and her deputy DSL (Psychotherapist/AH) deal with the majority of safeguarding issues although they have a safeguarding team consisting of others who are Level 3 trained. These include the Headteacher, the Attendance officer and the ELSA. They all work closely together. The whole team receive alerts from My Concern. They have really good links with the Borough Safeguarding Team and feel well supported.

Behaviour across the school appears to be exemplary, although I understand that this has been achieved through hard work and determination. The approach to behaviour is relational and involves a restorative way of dealing with poor behaviour. They use Stop and Think Cards plus a system of restorative justice. They also have privilege cards as part of the reward system. There have been no suspensions or permanent exclusions for many years as they school do everything possible support children in school.

Attendance is currently 95% but persistent absence is still too high, and this is due to families taking time out of school for holidays or extended trips to families abroad and due to the large traveller cohort where attendance at school is traditionally not seen as a



Assessor's Evaluation for the IQM Flagship Project



priority. All the support (and challenge) processes are in place and relationships with parents/carers are very good leading to good attendance at school.

I was then able to meet with three Teaching Assistants, two of whom are long serving members of staff and one who is fairly new in role. They told me they work alongside teachers and help them support the children. They said there was a clear focus on getting things right in Early Years. I asked them why they stayed so long at Camrose School and they said it was because they loved seeing the children make progress, they loved working with EAL learners on phonics, and one just said she loves working here as "it's my family". They all said it was all about teamwork, everyone helps each other.

Training and development for teaching assistants is firmly in place, and this includes EKLAN and other speech and Language training and I was told they all have access to the Harrow Website which has lots of good courses they can do. The TAs regularly upgrade their phonics (Little Wandle) training, and one colleague recently completed a course on developing writing which she then fed back to all the other Teaching Assistants. Regular Safeguarding training is provided by the school and is integral to everything they do in the school. The relationship between teaching assistants and teachers is very good. They told me they are listened to and teachers act on their feedback and suggestions. They feel they are equal partners.

They also have a good relationship with the Senior Leadership team, Phase Leaders and SENCo and feel well supported. There is an appraisal system in place for teaching assistants, and they feel this is important as it allows them to talk about the work they are doing and about future training and development needs. These meetings are used to set appropriate targets for individuals. Teaching Assistants are encouraged and enabled to deliver training for their colleagues.

Teaching Assistants often support severely dysregulated children which may involve them being punched or bitten and this can be very stressful. Their colleagues and Senior staff understand the toll this sort of experience can have on them, and they give them time out and support them when they have had a bad day. Their wellbeing is always considered. They spoke about the Wellbeing Champions that is made up of staff from all areas of the school. One colleague told me she had been unwell recently and had been sent home to recover. The Senior team are very approachable and know staff well so they can spot if someone is not unwell or is obviously anxious. They always step in to offer support.

Similarly, the four teachers I met during my visit felt equally included. They felt their wellbeing was carefully considered and they felt that they could approach any member of Senior staff if they needed support. Three of the group were long serving and have stayed because they love the children and they love the school. One important point is that they have been fully involved in developing and writing the school curriculum. They described the way this had come about and the way that all staff in the school had been included in discussions. They work with their year partner to plan lessons and to write schemes of learning. There is a clear framework for teaching and learning which they have all contributed to. They are allowed a large degree of autonomy as long as children have full coverage of the curriculum. The Phase leaders bring teams together and act as a conduit to formal feedback to the Senior team and provide clear support and challenge for all members of the phase. This is the place where they have discussions around curriculum



Assessor's Evaluation for the IQM Flagship Project



and pedagogy. Teachers across the school are given the opportunity to deliver training for their colleagues and there are further opportunities to observe their peers teaching. Furthermore, teachers are Leaders of Learning and work in groups with subject leaders to look in detail at each subject curriculum in each year group.

All the teachers said that there was a good training and development programme and the school helped them to continue to improve the quality of their teaching. There is an understanding that teachers must continue to reflect on their practice and take measures to develop and grow – no matter how long they have been teaching.

The ECT (Year 1) in the group has been in the school since September and she told me her induction to the school and the profession has been excellent. She has two mentors and furthermore, she says all staff offer support. She told me the support structure in the school is great and everybody has been welcoming and sharing. There are lots of training and development both in the school and through Harrow. She has many opportunities to see her peers teaching and to observe phonics sessions.

I met with the PHSE Lead, and she told me they use the Jigsaw scheme to deliver the curriculum. This has been so successful the school are now a Beacon Jigsaw school, (2019). They have been allowed to adapt the curriculum to suit their own particular context. They have recently hosted a Jigsaw Open Day at the school. Fifteen other schools attended on the day, and they loved meeting the Jigsaw Ambassadors. As a Jigsaw Beacon school, they receive most of the CPD free of charge. Jigsaw also informs the assembly programme.

I was then able to meet 10 of the Jigsaw Pupil Ambassador who came to the meeting clutching their cuddly Jigsaw pieces which normally found in their classrooms.

They told me that JigSaw helps them learn about being kind and how to spot bullying and how to deal with it. They told me they could all name trusted adults they could go to if they were in trouble or were feeling anxious about anything.

They told me about their Little Jiggie's (soft Jigsaw pieces) that they brought to the meeting. They said there is one Jiggie in each classroom and they can cuddle the soft toy if they are distressed or anxious or worried. They hold the Jiggie during PHSE lessons and it gives them the confidence to speak out. Each Jiggie (all different colours and shapes) has its own name. They hold them when they feel angry and down. The Ambassadors keep an eye on the Rainbow Bench in the playground where children can sit of, they have no one to play with and or if they are upset.

The children told me they had been picked as Jigsaw Ambassadors because their behaviour was so good. They were very proud of being Ambassadors and were very happy to be pupils at Camrose school. Their role is still not defined in terms of their roles and responsibilities, but these are being developed as they go along. Further development of this group is part of the next year Flagship Action Plan.

I am very happy to confirm that the school has made great progress with their Flagship Action Plan. They have a great deal of exceptional practice to share with other schools, and they are keen to learn from other schools.



Assessor's Evaluation for the IQM Flagship Project



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. 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: Dr Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd