



Assessor's Evaluation for the IQM Flagship Project



School Camrose Primary School
St David's Drive
Edgware
Middlesex
HA8 6JH

Head/Principal Ms Sharon Crick

IQM Lead Ms Lara Wheeler

Date of Review 19th May 2025

Assessor Ms Pam Ash

IQM Cluster Programme

Cluster Group Inclusion London

Ambassador Ms Andrea Atkinson

Next Meeting 13th June at The Hyde

Meeting Focus TBC

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	
Autumn 2024	22 nd November 2024	No
Spring 2025	5 th March 2025	Yes
Summer 2025	13 th June 2025	



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The Impact of the Cluster Group

Both the Inclusion Lead and the trainee SENDCo spoke about the value they place in the Cluster Group. Real benefit is gained from visiting other settings and building relationships with staff. Visits result in discussion back at school about what has been seen, and how ideas might be adapted to fit the needs of the school.

Unfortunately, staffing constraints meant that no one was able to attend the Autumn Term meeting. The trainee SENDCo attended the Spring Meeting, and she told me how interesting it was visiting a Nursery for children with complex needs. The staff did not plan activities as the work is child led, and learning is through play. She was particularly interested in the way in which music was used to engage the children. This made her think about how they might use this at Camrose for a child with complex needs. She has contacted the music teacher and is exploring how music could be used at Camrose. She is hoping that the teacher might be able to visit them as well as being able to share expertise.

The Inclusion Lead and the trainee SENDCo are looking forward to attending the next Cluster Group in June.



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Evidence

- Meetings with Deputy Head (inclusion Lead). Interim SENDCo and trainee SENDCo
- Meeting with PSHE Lead
- Meeting with teachers
- Meeting with Tas
- Meeting with pupils
- Meeting with EAL lead
- Meeting with Parents and Chair of Governors
- Learning Walk

Additional Activities

- School website
- Ofsted Report July 2024



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Evaluation of Annual Progress towards the Flagship Project

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

The school has broken down the work on the project into nine different areas. There has been consolidation and excellent progress across all areas.

Continue to develop the role of the Pastoral TA

The Pastoral TA was trained in 2023 as a Pastoral TA and as an ELSA. In addition, he has now been trained as part of the Safeguarding Team to Level 3 and is a Staff Governor. He does therefore have a central role in the school. Supervision is routine and he has helped and guided in his new role by regular meetings with the Pastoral Lead. A room has been allocated for his work. I saw this room on my Learning Walk. He has created a calm space with positive messages on posters around the room. Currently he works with four groups consisting of 17 pupils. His work focuses on friendship groups, emotional literacy, dealing with anger, mental health and winning and losing. Every afternoon, he does daily behaviour checks across the school to ensure that behaviour is settled and that any issues that have developed over lunchtime can be resolved. He is on lunch duty in the playground every day, along with the psychotherapist. The Pastoral TA works closely with the psychotherapist and runs the Jigsaw Families work with him. His role has developed.

Psychotherapist – staff member on site full time

The psychotherapist is also part of the DSL team. This is important as it allows for a greater understanding of the needs of some of the most vulnerable, and he forms an important part of the multi-agency work. He works as an integrated therapist, combining the elements of Psychodynamic and Humanistic thought, alongside CBT and Mindfulness. As he is qualified to work alongside adults and children, he can serve the whole community – children, parents and teachers. He offers clinical supervision to all staff to help with stress, or to understand the complex needs of their pupils. His caseload is currently seven children and one parent, as well as staff support. His therapy room is outside of the building to ensure confidentiality and privacy. Pupils are referred to him through a variety of ways and he offers a 1:1 bespoke relationship that are initially for a term at a time, and then reviewed to see if it needs to continue. He is without doubt an invaluable asset to the school. Unfortunately, I was unable to speak to him on my visit as he was out of school following a bereavement.

Review Zones of Regulation

Zones of Regulation (Z of R) had been introduced by the previous SENDCo, but since her retirement, there had been a reduced focus on this. Staff INSET was held in April to review Z of R and how it was being used, its impact and adaptations. The INSET led to Z of R being used in different ways, according to the age and needs of the pupils. Z of R has been introduced to pupils and parents during assemblies, lessons, parent workshops and coffee mornings. Daily check ins are now taking place.



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Jigsaw – Beacon School Award Spring Term 2025

The school has used Jigsaw for the PSHE curriculum since 2019. The PSHE Lead has created inclusive resources to support learners, such as bilingual resources and learning slides. The next step is to share good practice with other schools. Jigsaw Families will continue to be used alongside the school's disadvantaged tracking to identify families that need support.

EAL Provision

The school has continued with the three pathways to support EAL learners. Staff value this as they know exactly what support individual pupils receive and this is linked to the curriculum. This provision will be reviewed again at the end of the year and any necessary changes made based on the impact review.

Parents Empowering Parents (PEP)

This is parents volunteering to help each other. The parents speak a range of languages and meet with the EAL and help to support other parents with translating, and guiding parents through different processes. Their work is welcomed by other parents and some of the PEP volunteers have gone on to be employed as TAs in the school as well as in other employment. The school will continue to invest in this valuable resource

ESOL Classes

Two ESOL classes are run every Tuesday in school, in conjunction with Stanmore College. Two different levels are offered to support the needs of parents. They are well attended and give the parents to meet and improve their English will their children are learning.

Workshops

The school continues to run regular parent workshops by year groups. Children are included as well as the school has found this gives a better parental attendance. These include training on Google Classroom, Maths, SPaG and Reading. All classes have termly reading sessions with parents to help promote the love of reading. They have been very successful. A Parent Induction programme has been introduced this year.

Phonics and Outreach work

Phonics has continued for the new starters. The school had between 60 and 70 new starters over the year and increasing numbers arrive with no English. These pupils are across the school and so it is vital for phonics to be included at KS2 for those who need it. As well as creating the school's bespoke phonics approach, the Phonics Lead has supported a local school with their phonics provision, acting as a mentor and supporting the development of an action plan.



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Agreed Actions for the Next Steps in the Flagship Project

It is appropriate that the school aims to further develop the project work by focusing on six different areas. The work on the project is embedded in the school's development plan. It is interesting to see how these cover pupils, families, staff and outreach work.

Further Develop the Role of Jigsaw Ambassadors

This focus is on the pupils and developing an area of responsibility for them, as well as developing their ability to work together and share experiences. Currently there are posters around the school showing the Ambassadors, but this work will further highlight this. First, job descriptions will be created, and assemblies will remind pupils about the role of the ambassadors and who they are. The Ambassadors will meet fortnightly, share what they have learnt in class, and discuss the support they have given to other pupils in lessons and in the playground. You can see how these conversations will give further information about the needs of the pupils as well as creating a caring culture amongst the pupils.

Becoming a Learning Hub for the Local Authority

Following the outreach work done by the Phonics Lead, it is understandable that the school would like to take on this work for Phonics. An application has been put into the Local Authority and the response has not yet been received. The school would be able to share good practice whilst at the same time earning some money for the school. It would also offer good staff development as well as devising plans for training that could be implemented in Camrose. The benefits would then be felt both externally and internally.

Jigsaw Beacon School

Having developed so much work and having been recognised for this, the next step is to share this more widely with other schools. The school would need to liaise with Jigsaw about outreach work and then create a support plan. This work would also offer good staff development as well as providing outreach support to other schools.

Review of EAL Learning Routes

2024-25 was the first full year of the programme so it is right that this should be reviewed. The aim is to monitor its impact and to review changes and adaptations. This will ensure that the routes will continue to meet the changing needs of the pupils. An important aspect of this is the focus on the length of the routes and to decide if support is long enough. Staff voice can then be incorporated into the learning. New staff will need to be trained. The parental workshops will also be reviewed to ensure that parental needs are being met.



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Develop Roles of Staff Wellbeing Team

The team is in place, but this work will consolidate what has already been achieved. A schedule for meeting dates will be created and added to the school diary. This means that meetings will happen, rather than trying to fit them into a packed diary. The staff wellbeing board in the staff room will show clearly how support can be accessed, and new staff will be informed about wellbeing initiatives during induction. The use of an anonymous feedback box will remove any possible individual concerns about making suggestions to improve support. Staff are lucky to have a psychotherapist on site and so it is important that they are told about the support that is available to them. Wellbeing has been added to appraisal meetings and this will continue into the next academic year. Staff should then be assured of how important their wellbeing is to the school.

Continue the valuable psychotherapy work.

The aim of the work of the psychotherapist is to meet the mental health needs of the school, - pupils, parents and staff. A new focus will be to make supervision mandatory for groups of teachers in line with KCSIE updates. This will give staff real support. In addition, the plan is to develop what is on offer to staff by adding mindfulness strategies. The school has made good use of this resource and will continue to do so.



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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. Pupil mobility continues to be high, and over this last year, there have been 60 new arrivals. These pupils are spread across the school, with some never having had any school experience as well as having no English. This presents a real challenge for the school. Year 1 classes, for example, have most of the new pupils. 86% of the pupils are EAL with Romanian being the highest language spoken, with a recent increase in families arriving from Afghanistan. SEND is at 13% with 13 EHCPs in place. Pupil Premium is 21%.

Another recent challenge is that the SENDCo retired last year. An existing member of staff began training to take on the role. To support her, the school appointed a part-time experienced SENDCo, thus ensuring the needs of pupils continue to be met whilst also being able to give face to face support for the trainee SENDCo. This underlines the importance given to SEND work in the school as well as being example of how the school values, trains and supports its staff.

The school has high expectations for all. The standard of the pupils' uniform is exceptional. One student, whom I met, was very upset in that he had split his trousers, and so had to come and speak to me wearing black jeans. The pupils take pride in their appearance. Corridors and classrooms around the school are clean and tidy. Corridor displays are of high quality and support the school's values. I noted one display about Romania, the country where most of the pupils come from, as well as a display about Zones of Regulation. Reading has a high focus and there are displays on the texts that children are reading as well as other curriculum displays. Around the school are the posters advertising the DSL team, Jigsaw Ambassadors and the Staff Wellbeing team. Dotted in various places are messages, reminding the pupils of the need to be kind to each other. All give a very positive message about the school and its work. Learning and different groups of people are clearly equally valued.

Excellent examples of how the school meets the needs of pupils in shown in its approach to phonics work and EAL support. Phonics takes place every day and because of new arrivals, phonics continued into Y2. There is also a KS2 phonics programme to support new arrivals. The EAL routes allow staff to know exactly what the pupils are learning, and work is included in line with current topics that are being studied. The Parents Empowering Parents (PEP) volunteers speak a range of the home languages and so can offer direct support to parents with understanding the school, curriculum etc. They are now involved in running workshops for parents. The EAL lead runs induction for new parents and a week later has a meeting with the parents and children to explain Google Classroom. This means that all parents and pupils know how to use this resource. Homework, messages etc can then be accessed by parents and children.

The school offers a broad and balanced curriculum and PSHE underpins the whole curriculum. The school uses Jigsaw but has developed its own resources to meet the needs of the pupils and so has made it 'its own'. They worked together as a staff so that all understand the importance of PSHE and cross curricular links to foundation subjects have been included. In addition, real thought and care has been given to the production and use of resources for both EAL and SEND pupils. The PSHE lead has delivered



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workshops to staff and parents and is now poised for outreach work to support other schools. The Jigsaw Families work is a real strength of the school given the expertise of the psychotherapist and Pastoral TA. This work supports parents and pupils. All work together at the beginning of the group, then the psychotherapist works with the parents, while the Pastoral TA runs an activity for the pupils. They all come together at the end of the session. A parent spoke highly of her experience and the support and understanding that it gave her. She would encourage others to participate.

Staff told me how teamwork says everything about the school and how there is no hierarchy. It is evident that time is given to support staff in their roles. Subject leaders meet weekly in groups, with a Leader of Learning overseeing the team. These are timetabled meetings and staff know what work they will be doing each week. For example, one week could be looking at data. Subject leaders track data, look out for underachievement and plan how this will be tackled. This is excellent CPD for staff and the Head Teacher told me that working in this way means that she is confident that any teacher could take on a subject lead role and be successful.

Support staff described how they are included in planning and assessment. They have good communication with teachers and that they are listened to and heard. They run interventions, offer pre-teaching to support the curriculum and run after school clubs. In addition, HLTAs cover classes, the Pastoral TA, who is ELSA trained, runs groups and does behaviour checks every day. I heard that having staff on duty at the doors each morning gives parents the opportunity to share information about whether, for example, a child has not slept well, helps to understand the child better. Training is very important, and staff told me how if they had been on training they would share this with colleagues, ensuring that expertise is available across the school.

Staff spoke positively about the support they receive from each other and from the senior leaders. The Staff Wellbeing team is welcomed and the fact that wellbeing is part of appraisal, the message is clear to staff; they are valued and cared for.

Pupils are encouraged across the school to take on responsibility. In Reception, pupils were wearing tabards showing their responsibility and they were proud and keen to explain what their job is. Older pupils take responsibility for being Jigsaw Ambassadors and there are the Head Girl and Head Boy. The pupils said how they enjoyed taking on responsibility. They were keen to describe how they enjoyed being in school, felt safe and always had someone to talk to. They liked the 'Worry' boxes that are in corridors and know that their concerns will be responded to and that they will be supported and the bench in the playground where you can sit, and others will come and speak to you. I heard from them about Good to be Green and how important it is to think about your actions and try to be friendly towards others.

It was a real pleasure speaking to the PEP parents. They explained how they and their children are supported and how they help others. They are happy to give their time, knowing that this will help other parents and the school. It was good to hear about how they had developed individually and how this helped them to move into employment. The Chair of Governors enjoyed hearing their first-hand accounts. She spoke about the challenges of the budget and how the Head Teacher is very clear about the impact of the



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support the school offers, helping the Governors to understand that cutting staffing would not be supportive of the pupils.

Woodlands Special School is next to Camrose and there are good links with them. Woodlands uses Camrose's field and Y6 pupils visit the school regularly. The pupils told me that they liked doing this. The school also has close links with the Children's Centre and has supported another school with phonics. The school's desire to become a Learning Hub for the Local Authority demonstrates the school's commitment to outreach work as does its work with the Cluster Group.

It was heartwarming to hear all at school speaking with the same voice. The desire to explore and meet the needs of groups and individuals is exemplary whilst the positive relationships that exist between staff, staff and pupils, staff and parents is a pleasure to see. There is no doubt that sustained hard work has gone into achieving this.

Thank you to you all for the warm welcome I received.

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: 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