



Assessor's Evaluation for the IQM Flagship Project



School Southmead Primary School
Princes Way
Wimbledon
London
SW19 6QT

Head/Principal Mrs Taw Stagg

IQM Lead Ms Nicolle Atkin

Date of Review 30th April 2025

Assessor Ms Lynne Dando

IQM Cluster Programme

Cluster Group SHELL

Ambassador Ms Debra Joyce

Next Meeting 23rd June 2025

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	21 st November 2023	Yes (previous HT)
Spring 2024	26 th February 2024	Yes (previous SENCo)
Summer 2024	5 th June 2024	Yes
Autumn 2024	26 th November 2024	No (LA review at the school)
Spring 2025	31 st March 2025	Yes
Summer 2025	23 rd June 2025	



Assessor's Evaluation for the IQM Flagship Project



The Impact of the Cluster Group

The Headteacher attended a cluster group meeting held at a specialist provision school primarily serving pupils with Autism Spectrum Disorder (ASD). The visit significantly enhanced her understanding of effective strategies tailored for non-verbal pupils. This opportunity allowed for meaningful reflection on current provision at Southmead and fostered valuable networking with professionals from similar settings. It was particularly impactful in shaping the HT's vision and strategic planning in her new leadership role.

The Special Educational Needs Coordinator (SENCo) also attended a cluster group meeting, a key theme for this visit was the innovative use of the local community to enrich the curriculum. The experience encouraged the SENCo to reflect on how Southmead could similarly leverage its surrounding area to enhance teaching and learning opportunities. The host school had established a programme of well-being ambassadors, promoting pupil voice and involvement in school life. This inspired a wider conversation within the Senior Leadership Team (SLT) about strengthening community links and empowering pupils through leadership roles.

The SENCo is scheduled to attend the upcoming cluster meeting in the Summer Term. The leadership team remains fully committed to participating in the cluster and recognises the significant professional and strategic benefits it offers. Looking ahead, Southmead is planning to volunteer as a host school for a future cluster meeting, further demonstrating their dedication to shared learning and community engagement.

Evidence

- IQM Flagship Review documentation
- IQM Action Plan
- SEND training calendar and parent workshop dates
- Lesson slides (Year 1 showing colourful semantics), adapted slides for Cherry Class and Year 6 slides
- The Write Stuff unit plan
- Examples of SEND adoptions
- Sensory writing experiences
- Adapted writing examples
- Year 5 writing progress example (October to February) and Year 6



Assessor's Evaluation for the IQM Flagship Project



Additional Activities

- Tour of the school
- Classroom visits

Meetings with

- Headteacher
- SENCo
- Deputy Headteacher
- HiLTA and Reception Teaching Assistant
- Class Teachers (Year 5 and 3)
- Pupils
- Parent Governor



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Project

Project Title:

To promote and develop pupils' engagement to writing through a range of strategies and interventions planned and delivered from research-based evidence.

Southmead Primary School place great value on the partnerships between pupils, families, staff, and the wider community. In recent years, particularly following the COVID-19 pandemic, the school has seen a marked decline in writing attainment across all key stages. Nationally and locally, pupils have experienced reduced access to rich, immersive experiences that support the development of language and writing skills. This lack of engagement with the wider world has directly impacted their pupils' enthusiasm, confidence, and ability to express themselves effectively in writing. School data highlighted a clear need to address this decline, especially as the school's demographic includes a high percentage of pupils eligible for Pupil Premium and those with English as an Additional Language.

Raising standards in writing is a key priority within the School Development Plan. Central to this is improving pupil engagement, making learning meaningful, relevant, and supported both in school and at home. The school recognises that pupils are more likely to succeed when they are supported by engaged families who feel confident to reinforce learning at home.

To support the project, leaders reviewed how they engage with parents and carers, drawing on evidence-based strategies such as those outlined by the Education Endowment Foundation (2018).

As part of the project the school's Writing Lead has worked collaboratively with staff to ensure a consistent, whole-school approach that connects home and school learning. By actively listening to feedback from pupils, parents, and staff, the school have adapted their approach, ensuring it is inclusive, responsive, and effective.

This review provided the opportunity to reflect on the impact of the implementation to date, celebrate and discuss further steps for the project.

The Deputy Headteacher (DHT) currently leads the school's writing strategy and has played a central role in the ongoing Writing Project. Since the last visit, there is clear evidence of progress in writing across the school. A comparative analysis conducted at the start of the academic year, reviewing Autumn 2023 and Autumn 2024 attainment data, shows that writing attainment has improved in all year groups from Year 2 to Year 6.

Year 1, however, showed a dip in progress at the start of the year, primarily due to a high number of pupils with additional needs, and the challenges associated with the transition from Reception. Nevertheless, targeted support has since led to a strong recovery, with 94% of Year 1 pupils now making expected or better progress. A significant proportion of pupils in Early Years and Year 1 present with speech, language, and communication needs. In response, the school has implemented more adult-led



Assessor's Evaluation for the IQM Flagship Project



teaching in smaller groups and embedded strategies such as Colourful Semantics to support language acquisition and sentence construction.

A major focus of the Writing Project has been on the explicit teaching of vocabulary and the use of high-quality spoken and written English. Lessons now prioritise structured talk, allowing pupils regular opportunities to share ideas, construct sentences aloud, and listen to one another. The use of visual aids and scaffolds has increased to support pupils' understanding and help them build towards more complex, independent writing tasks. A clear and consistent writing sequence has been embedded across the school. Vocabulary is now explicitly defined in each lesson, and pupils routinely record and refer to personal word banks. They are also provided with time to plan their writing visually and are given support through sentence starters and structured models.

Monitoring activities have been thorough and ongoing. These have included book looks, lesson observations, and moderation of Year 6 writing, with outcomes aligning to the school's internal judgements. Writing development is a clear priority in the School Development Plan (SDP), ensuring it is embedded as a whole-school approach. The initiative is also reflected in staff performance management targets, underlining its importance and contributing to its positive impact. Governors have been actively involved through school visits to observe the implementation of writing strategies.

Staff training has been a core element of the project's success. Initially delivered to key leaders, professional development included training videos led by the writing lead and were shared with all teaching staff. The rollout began in Autumn 2023, with Year 6 piloting the approach and modelling best practice to colleagues. Gallery lessons were used to demonstrate the writing journey to other staff members, and both teachers and support staff were involved. Open classrooms provided further opportunities for peer observation. The transition into Spring 2024 marked the beginning of school-wide implementation, with a deliberate and paced approach to allow staff the time to embed strategies fully. Coaching and planning support were provided to ensure quality remained the focus throughout. This measured approach has empowered teachers to upskill themselves and build confidence in their writing instruction.

'Experience Days' have been woven into writing units to bring learning to life and enrich pupil engagement. For example, when studying *The Three Little Pigs*, pupils participated in making bacon sandwiches, and during a unit titled *All Aboard*, they visited a local tube station. These activities, combined with role play and structured oral language practice, have had a significant impact on pupil motivation and understanding. Leaders have also actively encouraged parental involvement in these experiences and educational trips to deepen engagement.

Consistency in writing instruction has markedly improved. Pupils now have a clear understanding of lesson expectations and routines, which has positively supported transitions into new year groups. In terms of next steps, the school has identified the need to improve spelling, particularly in Years 1 and 5. A new spelling scheme is currently being piloted with these year groups, with promising early results showing improved understanding of spelling rules and patterns. The plan is to roll this out to the rest of the school in September 2025, following a successful trial in the summer term.



Assessor's Evaluation for the IQM Flagship Project



Importantly, the initiative is being championed by respected teaching staff, ensuring that it is seen as collaborative and purposeful, rather than top-down.

Pupil engagement in writing has increased, with internal data, surveys, and questionnaires all confirming this trend. While the initial focus has been on staff development and pupil progress, parental engagement is the next area of focus. Writing is already being shared through newsletters, and parents receive physical copies of their children's work. However, due to the high number of families with English as an Additional Language (EAL), workshop attendance has historically been low. Leaders have therefore opted for a gradual approach, "drip-feeding" information and strategies to parents. In the coming academic year, the school plans to introduce gallery lessons and book-sharing sessions to further involve families in their children's writing journey.

During the school visit, I visited an engaging English lesson in a Year 5 classroom. The pupils were clearly focused and involved in their learning. The classroom environment strongly supported literacy development, with key vocabulary prominently displayed and elements such as sentence chunking and teacher modelling of the writing process clearly visible. The teaching approach is structured and inclusive, allowing all pupils to access the learning effectively. The teacher noted that this method, which includes breaking down tasks into manageable parts, significantly enhances pupil understanding and participation.

One notable feature is the integration of movement breaks between writing activities, which supports pupil well-being and helps maintain concentration levels. Pupils are encouraged to develop their writing through guided modelling and adapt sentences independently. The teaching strategy focuses on avoiding cognitive overload by concentrating on one sentence at a time. Evidence from pupils' books demonstrates a clear progression of the writing process over time. The impact of the two-day planning phase is apparent, as it effectively scaffolds the learning and culminates in high-quality, independent writing piece referred to as the "Big Write."

During the Big Write, additional adult support is available, primarily to provide emotional encouragement, as pupils complete their writing independently. The class teacher highlights the use of high-quality texts and short films, which serve as rich stimuli for discussion and writing. Teacher's report feeling well-supported with resources, which not only aids lesson planning but also helps less experienced staff deliver high-quality teaching. Additionally, cross-curricular links are made, for instance, integrating science content into English lessons, further enriching pupils' learning experiences.

In Year 4, the English lesson similarly reflected strong pedagogical approaches. Pupils' books clearly illustrate the use of the "Thinking Side" and "Writing Side" strategy, which encourages structured thinking before writing. Pupils remained engaged throughout, with targeted support provided by adults for key learners. The work in pupils' books shows a well-sequenced writing journey, building purposefully towards the Big Write. Key vocabulary is consistently highlighted, and pupils are regularly exposed to new words. They are also encouraged to apply both new and familiar vocabulary in a variety of contexts, deepening their understanding and extending their language skills.



Assessor's Evaluation for the IQM Flagship Project



Writing is a key focus across the school and is firmly embedded from Reception through to Year 6. The writing project, initially trialled in Year 6, has now been implemented school-wide due to its significant impact—particularly on lower-attaining pupils and those with limited vocabulary. The use of explicit modelling, visual supports, and dictionaries has empowered pupils to build and improve their sentences with confidence. Memorable vocabulary such as "discombobulated" has been enthusiastically adopted and used in pupil writing. The focus is on the quality of writing rather than the quantity, which has removed pressure and increased pupil enjoyment and resilience. Pupils are now proud to share their work aloud, something that was not common before. Confidence in writing has grown considerably, and a respectful and supportive classroom culture is evident.

Professional development has played a vital role in this progress. Staff have received training and observed expert teaching from the writing lead, providing consistent modelling and support across year groups.

In Reception, pupils follow the same writing process, appropriately adapted for early development. Initially, many children struggle with pencil control, but there is a strong focus on developing fine motor skills, supported by tools such as whiteboards. Over time, children gain the confidence to write simple sentences and are eager to do so independently. The current class text, *The Goldfish*, is used as a stimulus for pupils to generate their own ideas. The "Grammar Fantastic" puppet is used creatively to introduce challenging vocabulary. Words are collected in a class basket and revisited frequently, with pupils encouraged to use them in their own writing. Expectations are high, and children respond positively to this.

The teaching approach follows the "I do, We do, You do" model, incorporating sentence stacking and regular experience days to enhance pupil engagement. Writing lessons are focused on specific genres and purposes, helping pupils understand context and audience. Vocabulary development is a central focus, with five key words identified during guided reading, often linked to writing tasks. Pupils are encouraged to discuss, repeat, and act out words, making rich vocabulary accessible to all.

A strong culture of consistency is now evident, with high expectations and ambitious vocabulary embedded in all classrooms. Pupils write at least three sentences daily, helping them build confidence and success in writing.

Independent writing has improved, with more pupils following the expected structure. For example, in a Year 3 instruction task, the majority of pupils demonstrated an accurate understanding of the structure.

In spelling, Year 5 staff are trialling a new approach which includes daily spelling input instead of weekly tests. Teachers have seen improved performance in NFER spelling assessments, particularly for pupils with phonics gaps. Collaboration and use of dictionaries have increased, and the focus on discussion over testing has reduced pressure while improving general spelling within writing.



Assessor's Evaluation for the IQM Flagship Project



The structured writing approach has notably supported EAL learners, with an emphasis on spoken language and visual aids. Practical experiences have also strengthened pupil engagement and writing outcomes.

Year 6 pupils shared very positive views about their writing experiences and the overall learning environment at school. They all expressed enjoyment in writing and felt it had significantly improved. Pupils spoke confidently about using the “thinking side” of their books to plan, brainstorm adjectives and vocabulary, and share ideas before moving on to the writing side, a process they particularly enjoy.

There is a strong focus on vocabulary development, with pupils regularly using dictionaries and thesauruses. They demonstrated awareness of high-level vocabulary, providing examples such as *eluded* and *rapid*. In guided reading sessions, they highlight key vocabulary, which also supports their writing. Pupils also benefit from visits to the local library, which they described as “good exercise for your brain and body.”

A Parent Governor shared with enthusiasm her involvement in the project and has engaged in a learning walk with the writing lead, gaining insight into the phased implementation of the writing strategy and its classroom impact, particularly for EAL pupils. She shared with me how she observed confident pupil participation and strong modelling practices.

Overall, pupils feel confident that their writing has progressed and appreciate the supportive, engaging, and rights-respecting environment fostered by the school.



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project

Within the strategic plans for the Flagship Project, the IQM Lead has identified the following as key priorities to develop within the project as it approaches the third year:

Next Steps:

As part of the school's continued development priorities, there will be an ongoing focus on embedding the Jane Considine writing programme at a whole-school level through the School Development Plan.

The SENCo and Writing Lead will collaboratively review the existing spelling scheme to determine whether it can be effectively adapted for Cherry Class, the school's ASD provision, ensuring clear progression for all learners.

The school will also play an active role in professional collaboration by hosting two writing moderation sessions with cluster schools.

To further enrich the writing curriculum, a shared bank of inclusive resources, including audio recordings, films, and images, will be developed for each year group, tailored to pupils' interests and learning needs.

Starting in September 2025, a rolling programme of focused parent and carer coffee mornings will be introduced, concentrating on phonics and spelling support.

Governors will remain actively involved through regular engagement with pupil writing data, gathering pupil voice, visiting lessons, and conducting informal book looks.

Each year group will also benefit from at least one inclusive trip or visit linked to the writing programme, complementing ongoing termly excursions to libraries, museums, parks, and exhibitions, with detailed planning taking place in the summer term.

Pupil voice will be captured three times annually to assess writing confidence, enjoyment, and understanding, serving as a baseline, mid-year check, and end-of-year review.

Finally, writing will continue to be celebrated throughout the year via peer-editing activities, school newsletters, and assemblies, ensuring that all pupils' voices are heard and valued.



Assessor's Evaluation for the IQM Flagship Project



Target 1

To monitor and review the teaching of writing vocabulary and seeking appropriate interventions.

- Develop a writing provision map for whole school
- Research interventions and additional support (tier 2)
- Learning walks and book looks
- Internal and external moderation of writing
- Governor Reviews
- Data drops and analysis
- Pupil Voice (KS1 and KS2)
- Formal staff feedback and develop CPD based on findings

Target 2

To implement the spelling scheme across the wider school.

- Ensure all staff are trained with the spelling scheme
- Audit of resources and order what is required
- Year 5 CTs to lead staff training on their pilot scheme (summer term 2)
- Planning and time for partner teachers to look at resources
- Informal drop-in sessions for CTs (open door into Year 5) CTs and TAs
- Data drops and analysis
- Pupil Voice (KS1 and KS2)
- Writing Lead to provide support where required
- Celebrate success



Assessor's Evaluation for the IQM Flagship Project



Target 3

To continue to raise the profile for all children with English with an Additional Language (EAL) so they can be supported to develop their language skills and make expected progress in all key areas.

- EAL lead, SENCo and SLT to continually review and monitor what is currently in place to support EAL children across the school
- Discussion with class teachers and support in place
- Ongoing research into evidential based EAL support and provision
- Ongoing support from SALT across the school (training delivered)
- Makaton and visual to promote and support language development as well as various information translated into home language
- Families provided with contact services support for language support

Target 4

To continue to engage with parents and families to develop knowledge and strategies to support writing at home for children with and without SEN.

- Continue to run coffee mornings/afternoons to support families
- Leaders to informally gather parent feedback linked to what information parents feel they may need extra support with
- In person/school workshops for parents to come in and engage with strategies used in school. Include coffee mornings and themes linked to key strategies required
- Parents provided with various contact information for support around these areas (Wandsworth Council/WAAS)
- Invite parents into school to attend classrooms and lessons galleries with their child (interactive sessions) during the school day
- Ongoing support and discussion with parents regarding services within the Borough that can support with reading and writing



Assessor's Evaluation for the IQM Flagship Project



Overview

The school serves a community with a high proportion of pupils eligible for Pupil Premium, well above both national and local averages. Many families live in social housing, and it is common for parents or extended family members to be at home during the day. One pupil in Year 1 is currently attending a local Pupil Referral Unit (PRU) to access additional support for their needs.

Since the appointment of the Headteacher in January 2024, the structure of the Senior Leadership Team (SLT) has been reviewed and strategically strengthened. A full-time Designated Safeguarding Lead (DSL) is now in place, reflecting the complex needs and demographics of the school community. Safeguarding remains a central priority, with regular and proactive collaboration with external agencies such as Early Help services and the Education Welfare Officer.

The SENCo has been effectively inducted and has quickly developed strong relationships with families. A close and well-established link between the SENCo and the Safeguarding team ensures early intervention is timely and well-coordinated. This is maintained through scheduled monthly meetings, with additional ad hoc meetings held as required.

Attendance currently stands at 95.6%, supported by the successful implementation of a walking bus initiative introduced four months ago. This targeted strategy benefits ten pupils and has already had a measurable and positive impact on attendance. The initiative is managed by DSLs and senior leaders, with full risk assessments in place. It has also helped strengthen the school's visibility and presence in the local community, an approach that was initially developed and led by the school's Emotional Literacy Support Assistant (ELSA).

The ethos of the school now prioritises the induction and development of emerging leaders, with clear routines and expectations established. The full-time ELSA, previously a learning mentor, remains a central figure in the pastoral and wellbeing support offered across the school.

The school is proudly inclusive, catering to a wide range of pupils with varying stages of learning. There is a strong emphasis on supporting both lower-attaining pupils and those working at a higher level. This inclusive ethos is celebrated through whole-school events such as International Day, where pupils wear traditional clothing and showcase their national flags and colours. These events promote a strong sense of identity, belonging, and pride within the school community.

Strong routines and behaviours are firmly embedded from the earliest years. In Reception, for example, children confidently follow tidy-up routines and delight in participating in the "tidy-up song." Staff have commented on how well pupils understand expectations, skills that continue to develop and are clearly visible as pupils move through the school.



Assessor's Evaluation for the IQM Flagship Project



Community links are another strength of the school. Year 6 pupils receive talks from community police on important topics such as gang awareness, public transport safety, and the appropriate use of mobile phones and travel passes. In Reception, a school nurse visited to teach children about hygiene and handwashing. The school also offers specialist enrichment opportunities, such as coaching from Wimbledon tennis coaches for pupils identified as showing sporting potential. Local businesses actively support the school, often donating prizes for school fairs and events.

Chelsea Football Club works in partnership with the school to support pupils through a range of enrichment opportunities. Thanks to the headteacher's strong networking skills, representatives from the club deliver after-school sessions focused on sports skills, computing, and personal development, offering valuable experiences that go beyond the classroom.

Parental engagement has also strengthened significantly. Events such as the Easter Bonnet Parade have been well received and are increasingly driven by parental input. Parents feel listened to and valued, and their suggestions are taken on board by school staff.

As one HLTA, who has been at the school for 16 years, stated: "I have been here a long time, but I am at my happiest at the moment." This reflects the current positive staff morale and culture of inclusion and teamwork.

The Headteacher summarised the school's ethos well by saying, "class teachers are the face, but teaching assistants are the backbone," and "we empower all staff and involve all staff."

Parental engagement has shown clear improvement, with families demonstrating a strong willingness to become more involved in school life. The school has hosted multiple events to build relationships, including regular coffee mornings, such as a recent session with the local SEND officer, which have helped foster trust and collaboration. These sessions have served a variety of purposes, from offering informal conversations to more targeted support, including outreach work with the Educational Welfare Service. Importantly, the school has been responsive to parental input, as seen in initiatives like the Easter Bonnet Parade, which originated from parent suggestions.

A range of after-school enrichment clubs are well attended and enjoyed by both pupils and parents. Engagement in these activities is driven by interest and enjoyment rather than necessity, contributing to the school's broader goal of building a strong, inclusive community.

The school features a video on its website that powerfully reflects its values and identity. The video captures an engaging and inclusive learning environment, showcasing enthusiastic, happy pupils who clearly take great pride in their school. It communicates the school's motto, "Proud to Belong," highlighting the commitment of both staff and students to go above and beyond in all aspects of school life.



Assessor's Evaluation for the IQM Flagship Project



Central to the school's ethos are the 5Rs values: Resilience, Responsibility, Reasoning, Resourcefulness, and Reflection. These values are not just words, they are deeply ingrained in the school's culture and "lived" by staff and pupils alike. The school effectively illustrates pupils' deep understanding of the 5Rs and how these principles will benefit them in the future.

The school demonstrates a deeply embedded inclusive ethos, with a clear commitment to meeting the needs of all pupils. One key element of this is the provision for pupils with autism spectrum disorder (ASD), with 19 children currently placed in a designated specialist class. Integration into mainstream lessons, particularly in subjects like PE, music, and art, is actively encouraged and supported, ensuring all pupils can access a broad and balanced curriculum while benefiting from social and academic interaction with their peers. A powerful example of successful inclusion is a Year 6 pupil from the ASD provision who now attends mainstream full-time. He has been elected as head boy, a testament to his exceptional progress and the school's ability to foster confidence, independence, and achievement.

Within the specialist Cherry Class, the curriculum is thoughtfully adapted using scaffolding techniques, spoken language, and sensory-based activities, ensuring access for all learners. Learning environments across the school are tailored to meet diverse needs. For instance, a multi-faith prayer room, initiated by the Spanish teacher and developed with the school council, offers a calm, respectful space for reflection, used and appreciated by pupils of all faiths. Clear guidelines for its use have helped ensure this space is maintained with care and respect.

The celebration of children's achievements is evident throughout the school. Displays showcase pupils' work, and weekly assemblies recognise success through 'Star of the Week' awards. The school also prioritises staff well-being. The staffroom is well-resourced and inviting, with a warm and collegial atmosphere, the Headteacher shared that food is often provided at tables, promoting positive morale.

External partnerships further enhance the school's inclusive approach. The school works closely with agencies such as Place2Be, who provide tailored emotional support. For example, during a recent visit, a specialist was going to lead circle time activities with Year 5, supporting pupils' social and emotional development.

The school's commitment to the arts is evident through its high-quality visual displays and the provision of a specialist art teacher. Artwork celebrates cultural diversity and allows pupils to engage with creative expression from around the world. The school is currently part of the Disney Schools Programme, preparing for a production of Aladdin. This initiative includes coaching for staff and students, and care has been taken to ensure the chosen production is relevant and accessible to the school's cohort. Pupils have actively engaged in the process, including designing posters for a school-wide competition, these are proudly displayed throughout the site.

Pupils consistently demonstrate high levels of engagement and positive learning behaviours. Community links are well developed, including a partnership with a local playgroup that provides free sessions for families with young children. This serves not



Assessor's Evaluation for the IQM Flagship Project



only as an outreach opportunity but also as a potential pathway for future enrolment, helping to build relationships from the earliest stage.

Facilities across the school are inclusive and purposeful. There are breakout spaces, a well-equipped computing suite, and a creative, welcoming library managed by Year 6 librarians. Every class visits the local library once per term, further embedding a culture of reading and curiosity. Outdoor spaces are also a strength, including a pond area currently under development for educational activities such as pond dipping. The headteacher has engaged governors in supporting these developments, with plans in place for them to contribute through gardening, painting, and jet washing areas of the school site as part of their commitment to community involvement.

During parent meetings, feedback was overwhelmingly positive, with particular praise for the school's communication, ELSA provision, and support for pupils with ASD. Parents expressed gratitude for the school's commitment to individual progress and staff dedication. Additionally, the Magic Breakfast initiative was highlighted as a valuable support for learning readiness, offering structured roles for pupils, and benefiting working families.

Teachers reported that they felt well-prepared to teach writing following staff meetings and training videos. The opportunity to observe the writing lead model lessons was particularly valuable. Detailed resources supported lesson delivery, and a consistent structure across the school has helped pupils clearly understand expectations.

The pupils feel a strong sense of belonging and pride in their school. They described the environment as welcoming and inclusive and appreciated learning about children's rights during assemblies. Rights such as the right to relaxation are actively discussed and displayed throughout the school.

Pupils take on roles and responsibilities such as monitors, head boy, and head girl, supporting staff with tasks like assemblies and helping younger children. They noted frequent opportunities for discussion and collaboration, particularly during writing tasks, where they can share ideas out loud or on the board.

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 Lynne Dando

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

.....
Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd