Assessor's Evaluation for the IQM Flagship Project

School	Julian's Primary School 226 Leigham Court Road Streatham London SW16 2RB
Head/Principal	Alison Moller
IQM Lead	Ms Izabela Wilinska
Date of Review	8th October 2025
Assessor	Ms Fiona Robinson

IQM Cluster Programme

Cluster Group	Inclusion South East
Ambassador	Dr Kenny Frederick

Cluster Attendance

Term	Date	Attendance
Autumn 2023	16th November 2023	Yes
Spring 2024	19th March 2024	Yes
Summer 2024	21st May 2024	Yes
Autumn 2024	10th November 2024	Yes
Spring 2025	7th February 2025	Yes
Summer 2025	30th April 2025	Yes

Evidence

- Inclusion folder
- Enhanced Learning Provision (ELP) document

Meetings with:

- Executive Headteacher
- Heads of School for both sites
- Inclusion Manager

- Year group leader for Year 2
- Year 6 classroom teacher
- Year 4 teacher
- Teaching Assistant in the Base
- Year 6 Teaching Assistant
- ELP Lead- The Base
- ELP Lead- The Hub
- Pupil group
- Parents

Additional Activities

- Tour of the school – both sites
- Learning walk with time spent in the Base and the Hub

The Impact of the Cluster Group

The Inclusion Manager spoke highly of the Cluster group meetings, explaining that Julian's Primary had very much benefitted from the programme. The Cluster meetings are now attended by a variety of people instead of just the Inclusion Lead, depending on what the agenda for the day is.

Julian Primary School staff really appreciate the opportunities afforded by other schools in their cluster group to learn and develop. The visits around Resource bases have been particularly helpful especially in supporting leaders in establishing the ELP model. One of the sessions focused on Colourful Semantics and Julian's staff have now introduced this.

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Evaluation of Annual Progress towards the Flagship Project

Julian's Primary School has made excellent progress towards its Flagship Project which continues into a second year this year. I was very impressed with how quickly and efficiently leaders were able to take what was just an idea all the way through to a concept achieving so much so quickly. School leaders meticulously researched the proposal to develop enhanced learning provisions (ELP's) across both sites. They consulted with and visited a number of schools with existing ELPs which enabled them to see what was working well and how the model could be used at Julian's. Leaders also used schools from Julian's Cluster Group with existing ELP's to gain a deeper understanding of what would work for them. They conducted a thorough assessment of the targeted children's needs; it was identified that the group presented with varied and distinct requirements. This led to the decision to establish two separate ELP classes, one on each site thus ensuring fully tailored support.

The school undertook a strategic project to develop and implement Enhanced Learning Provisions (ELPs) to improve outcomes for pupils with Special Educational Needs and Disabilities (SEND). The aim was to ensure high-quality, tailored support that meets the diverse needs of our pupils while aligning with best practice and national expectations. Following a successful bid for capital funding from the Local Authority the school was awarded a sum to build a purpose-built ELP on the Streatham site. Julian's Primary School operates across two sites and has an ELP provision at both:

West Norwood Site -The Base**-**This class accommodates up to eight Key Stage 1 pupils whose primary needs are in the areas of Social, Emotional and Mental Health (SEMH) and Communication and Interaction.

Streatham Site -The Hub**-** This class supports up to twelve pupils within lower KS2 and is specifically designed for children whose primary need lies within Cognition and Learning.

I was given the opportunity to see The Base and The Hub in action and to examine the curriculum which has been carefully crafted. Each ELP is led by a Phase Leader and supported by two highly experienced and well-trained Teaching Assistants, ensuring high-quality provision and specialist support.

The first year of this project was very much a trial year, seeing what works well in terms of transitions and knowing which pupils need to be in the base. Staff have the autonomy to adapt the curriculum and its implementation as they go along to suit the differing needs of pupils. The ELP model is very inclusive. Pupils can work at their own pace and develop in their own way. It is really quite a fluid model. When I observed The Hub, I was able to see how independent this provision was making pupils. Pupils who had struggled in the mainstream were now excelling in the nurturing environment of The Base classroom.

I spoke to a parent who had nothing but praise for the ELP model. She explained that her daughter had spent time in The Base, entering it as a non-reader and within a few months was able to read fluently.

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Agreed Actions for the Next Steps in the Flagship Project

Project Title:

Year 2 of the project -To establish a comprehensive and strategic approach to inclusion throughout the school including the introduction and development of Enhanced Learning Provision (ELP) which ensures that identified children receive specialist and targeted support for their individual needs and reduces underachievement in all areas.

It is clear that the ELP provisions across both sites are having a positive impact on the pupils who attend. Teachers and leaders now fully understand how to best operate the current model and pupils who attend the provision are making excellent progress. The model is working. Year 2 will focus on further embedding best practice and ensuring that the transition element of the ELP model is working effectively. The targets are comprehensive and encompass the work that needs to be done. I am very confident that these will be achieved.

This is at the core of leader's vision and is embedded in the School Development Plan. Leaders are delighted at the success of the first year of the project and are keen to expand the idea given the variety of needs presenting across both sites. Obviously, the fire has slowed down the ability to be able to expand at pace, but leaders are working through alternative spaces. The ultimate aim is to have the ELP spaces formalised by the Local Authority to ensure that there is ongoing commitment to meeting the wide range of needs of a small number of children and that the provision is adequately funded.

Leaders want to develop a range of bespoke inclusion opportunities for ELP pupils, in line with strategic planning, which will ensure that each child is able to access the afternoon sessions effectively. I spoke with staff about the logistics and preparation of pupils to transition into class after lunch. The plan is that 95% of children will return to the mainstream classrooms in the afternoon. The wider curriculum is taught in the afternoon so is far more accessible for The Base and The Hub pupils. The TAs from the ELP's will go with pupils in the afternoon.

The LA has been supporting leaders in developing the right assessment tools for pupils attending the ELP. The plan is to have a set of assessment tools which give a better overall and more accurate picture of pupil development.

The aim is to have a more detailed and defined set of criteria around which pupils will be offered a place in one of the ELP's. Leaders are evaluating key areas such as:

- Staffing structure
- Pupil eligibility
- Programme length
- Inclusion opportunities in mainstream classes – what will this look like in practice?

- What specialist resources are available for pupils in the ELP?
- How will parents and carers be informed of the decision for their child to be educated in the ELP?
- What CPD opportunities are needed for staff in the ELP's and for staff with pupils who will transition back to the mainstream?

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Overview

Julian's Primary School is a very large five form entry primary school set across 2 sites in the London Borough of Lambeth. There are almost 1,000 pupils on roll. A high proportion of pupils have SEND needs and 34 pupils have an Education and Health Care Plan. The school also caters for a higher-than-average number of pupils with English as an Additional Language (EAL) and pupils who have refugee status. 20% of pupils are pupil premium.

Unfortunately, at the end of the summer break, a fire broke out at the Streatham site of Julian's Primary School, just as building work for the new Enhanced Learning Provision (ELP) was nearing completion. The combination of fire and water damage from the sprinkler system rendered the building unusable and meant it could not reopen to pupils at the start of the September term. The site will not be ready to be occupied until the end of this academic year at the earliest.

In response, school leaders worked swiftly and collaboratively with the Local Authority to identify an alternative site to accommodate just over 400 pupils. A suitable location was secured in early September, after which the complex logistics of transporting pupils to and from the new site were carefully planned and implemented. I started my day at this temporary site, and everything was running incredibly smoothly. Thanks to the extraordinary commitment and hard work of the entire Julian's Primary School team, the transition to the temporary site was managed with remarkable efficiency, with some pupils missing as little as five days of school. I am completely in awe of how brilliantly everyone involved has managed to make things happen.

I met with the leadership team at the start of my assessment, and I was given a very thorough and engaging presentation about the school. Inclusion is a key priority area and was threaded through all of the documents I was given and the presentation I saw. Julian's Primary School has a set of core values which are embedded across both sites. The values are:

- Respect
- Integrity
- Creativity
- Excellence
- Resilience

It was very clear during my Learning Walks that the values are lived by the whole school community. I was given a fabulous tour by a group of Year 6 pupils who left no stone unturned, showing me the entire Norwood site. They showed me the Zones of Regulation in every classroom, the calm corners and the maps showing pupils' heritage. Pupils had an excellent understanding of the Rights Respecting award and were very keen to tell me how proud they are of their school being so inclusive with one pupil telling me 'We celebrate where people are from.' This group of pupils were also keen to

tell me about how pupils with additional needs are supported, explaining 'we have quite calm corners in every classroom, a place where you can go if you are needing time out.' This was a truly wonderful group of young people, and I really enjoyed meeting them. I observed some great teaching with pupils fully engaged in their learning. Behaviour was exceptional.

With school funding being an issue across the UK, leaders have had to be creative in how they provide therapeutic interventions for pupils outside of The Base and The Hub. Consequently, the school has introduced Hero Self as a way of providing therapy for pupils. Hero Self is a non-profit organisation dedicated to providing mental health support to young people through teaching the power of self-talk to help build resilience, confidence, and self-esteem. The ultimate aim is to reduce self-doubt and anxiety, boost academic performance, improve emotion regulation, and enhance social interactions. The school also has links with NHS support teams and pupils can be referred to these.

The commitment to inclusion is remarkable and so much thought has been given to ensuring that every single child at Julian's Primary School is a successful learner. The Inclusion Team is integral to this. The team consists of an Inclusion Manager and 2 Inclusion Leads with Admin support. This team works as part of the Enhanced Learning Provision (ELP) offer which consists of The Base (Key Stage 1 pupils) and The Hub (Key Stage 2 children). The inclusion framework is set out over three tiers:

- Tier 1 is adaptive, quality first teaching.
- Tier 2 has more targeted interventions including Speech and Language intervention.
- Tier 3 is the school's own provision with a Base and a Hub with its own curriculum as well as specialist intervention provided by internal and external staff.

I had the opportunity to see the ELP curriculum in action which has been very well planned to meet the needs of pupils. I was also able to see the impact of the ELP's and see the progress made by pupils as well as hear from staff about how pupils have been successfully reintegrated into mainstream classes following time spent in the Base and The Hub. All pupils with SEND have an Access Passport. These passports can transition with the pupils. These allow the progression to be seen through the year.

I had the pleasure of being able to meet with a group of Teachers and Teaching Assistants who spoke with pride about working at Julian's Primary School. "We really are a team," one person told me. Teachers are very focused on working collaboratively with the inclusion team regarding transitions from The Hub and The Base. The teachers are very proud of the diversity of the curriculum, and it was clear that curriculum design and implementation have been a priority. Teachers and TAs told me about the range of training on offer for staff. Teachers in particular feel that there is a lot of scope for progression at Julian's Primary School and I had some clear examples of this in practice. I was told 'they recognise talent here.' Teachers talked about the weekly planning meetings where staff can assess the curriculum and ensure it meets the needs of all pupils. Teachers share planning across classes and year groups which really helps with workload. Additionally, staff have the time to prepare resources to meet the needs

of pupils. Teachers are also given one day of PPA every two weeks which they can do from home which was incredibly well received.

I could feel the supportive ethos from the staff members I spoke to. Staff work together to ensure pupils are placed correctly. Staff can really see the progress pupils are making in the Base and the Hub.

My meeting with a pupil group from across a range of year groups was very informative (and fun!). Some were keen to share with me that they had special education needs with one telling me 'My teacher knows all about my needs.' They love being pupils here. 'I like that you get to help other pupils,' one said. 'It's just fun' was the overall response from pupils. Pupils enjoyed sharing their learning experience and I heard about how pupils learn about electricity and make circuits and do a visit to support this element of the curriculum. Pupils told me about bullying, and they all said that teachers deal really well with bullying.' 'There is absolutely no lying allowed,' explained one pupil. The pupils feel very safe at Julian's Primary School. Trips and visits support the curriculum, and these are extremely popular, and I was impressed with how pupils could link the trips to their learning. They told me about going to the recycling centre, churches, and the theatre. There is also a PGL trip in Year 6. Pupils thoroughly enjoy their clubs and were able to tell me about them. There are a very impressive number of clubs including:

- Dance Club
- Football Club
- Breakfast Club
- After School club
- Lego Club
- Drama Club
- Animation Club
- Science Club
- Multi sports

I was moved when pupils told me about how amazing the school is and what an incredible achievement it was for the school to get up and running despite the fire.

I felt privileged to be the IQM assessor for Julian's Primary School and I appreciated the thought and the time given to me over the course of the assessment; despite all of the difficulties the school is going through. Staff all share the vision of inclusion and for pupils there is a true sense of belonging. Their work towards their IQM project over the past 12 months has had a meaningful impact on pupils and the plan for the next 12 months is clear and concise. I have no doubt that the Enhanced Learning Provision on both sites will embed and grow.

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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 Fiona Robinson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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