



## Report on IQM Inclusive School Award



**School Name:** Barham Primary School

**School Address:** Danethorpe Road  
Wembley  
Middlesex  
HA0 4RQ

**Head/Principal** Jayshree Thakore

**IQM Lead** Ms Silvana Mazzaschi

**Assessment Date** 1st and 2nd July 2024

**Assessor** Ms Nuala McNeely

### Sources of Evidence:

- Tour of school and grounds.
- Learning walk and learning drop-ins
- Special Singing Assembly.
- Sample of books seen from learning walks across the classes.
- Review of documentation addressing the Eight Elements relating to the Inclusion Quality Mark (IQM) Self-Evaluation Report (SER).
- School Development Plan (SDP).
- Discussions with stakeholders (see list below).
- Lunch with pupils.
- Senior Leadership Team (SLT).
- School displays.
- Website.
- Newsletters.
- Governors' reports.
- Family School Partnership Award (FSPA) Plan.
- Curriculum Intents, schemes and plans.
- Individual Education Plans (IEPs).

### Meetings Held with:

- Executive Headteacher and Leadership Team.
- Interim Head of School.
- Associate Head of School/Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Year 6 Lead and Writing Lead.
- Early Career Teacher (ECT).
- Parents.
- Junior Leadership Team - Year 3 to 6 pupils.
- Range of pupils from Year 2 to 6.
- Reading Ambassador – Pupil and Sports Ambassador.
- Learning Support staff.
- Chair of Governors.
- Privileged to witness the rehearsal for Celebration of Life for the previous Headteacher.



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### Overall Evaluation

Barham Primary School is a larger-than-average primary school at the heart of a wonderful, happy and calm community. From the welcoming smile of the lollipop lady safely seeing families across the road to the Interim Head of School greeting her staff on a sunny Monday morning, the atmosphere is warm and inclusive. The school's diverse population, with 78% of pupils speaking either bilingual or multilingual, embraces diversity as a strength. Many children start school new to English, but this does not hinder their learning. Instead, the children thrive under the watchful eye of their skilled and committed staff.

Barham Primary School's values are lived out every day and can be seen and heard in classrooms, playgrounds and corridors. Staff, families and children work together with respect, reaching for the stars. Walking through the corridors, one sees displays that value the children's heritage and quotes that inspire aspirations for a better future. A Year 6 pupil pointed out their favourite quote: "Reach for the moon because if you miss, you will be amongst the stars!"

The SLT is committed to meeting the needs of all children, ensuring complete inclusion. They believe no one is anonymous; children are seen as individuals and the school's diversity is reflected in everything they do. As the previous Headteacher, the late Karen Giles, always said, inclusion at Barham is a verb, not a noun. In other words, inclusion is an action. The Chair of Governors stated, "every child matters at Barham. We ensure that every child has the same opportunity to achieve their potential regardless of their starting point. Every child needs to feel safe. Inclusion means all staff and all children matter." The Governors want children to achieve success, have respect and kindness, feel safe and be happy learners.

The school curriculum has been personalised to ensure that children see themselves and can identify with what they are learning, underpinned by the eight themes from the Global Goals. The Interim Head and Associate Headteacher/SENDCo were part of the 'Leading from the Top' project to rewrite the curriculum to make it diverse and inclusive, using handpicked sources and chosen themes.

Barham Primary School aims for accelerated learning and closing the gap, finding better ways to support pupils with Special Educational Needs and Disabilities (SEND) and those who are Pupil Premium. Using the Graduated Approach Assessment Cycle of formative assessment, Continued Professional Development (CPD) and Every Child Matters planning meetings, staff work tirelessly to engage all pupils in learning. In classrooms, one can see all pupils engaged and staff purposefully deployed to meet their needs.

The school environment is awash with wonderful inspirational quotes. Displays reflect learning and the diverse community of Barham. Year 6 pupils are proud of the heritage displays in each phase of the school. They took the time to proudly share their heritage with the IQM Assessor. Across the school, there are valuable reminders about safety and wellbeing, which are priorities for everyone, including staff. The large safeguarding team ensures children always have someone known to them whom they can talk to, alongside vibrant displays on how to stay safe. Walking down a stairwell with a vivid mural based on the planets and space, a pupil shared that this was their, "absolute favourite part of the school."



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The pupils are welcoming and confident, enjoying interactions with visitors and staff and are proud of their school. One Year 6 pupil shared their pride that their school is among the top ten best schools in the world. When asked if they would change anything, they could not think of a single thing. They shared that the best parts of school were the learning and the school dinners.

The school recognises the need to engage the community. They ensure that parents have a voice and can share in their children’s learning journey through interpreters attending parent meetings, coffee mornings, parent workshops and daily drop-ins to read with their children. It is one of the many ways the school ensures full inclusivity. Parents told the Assessor how happy they were to have chosen Barham Primary School for their children. One parent shared that after being unhappy at another school, Barham looked at how to meet her child’s needs, whereas the other school said that her child did not fit in. She knows her child is making progress and loves school. Another parent considered moving her child to a SEND provision but feels heard at Barham and her child is happy at Barham.

The Associate Headteacher/SENCo and her team work closely with parents and carers. They have built strong relationships and work as a team to ensure pupils achieve the best possible outcomes. Communication is strong and parents feel the staff will care for their children and support them, ensuring they feel safe, happy and thrive. One member of the Learning Support Team described inclusion as the colours of the rainbow, “the colours are all different, but when put together, they make a beautiful rainbow.” Another said, "it is simple, at this school, every child matters."

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark’s Inclusive School Award.

The school has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next three years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that Barham Primary School has also achieved Centre of Excellence status at this time.

**Assessor:** Ms Nuala McNeely

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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



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### Element 1 - The Inclusion Values of the School

At Barham Primary School, inclusion is not just a policy – it is a fundamental part of their ethos and values, as expressed through the school's Mission Statement and aims. They believe in high expectations for all pupils and strive to create an environment where every child can thrive.

The school aims to develop global citizens. This vision is evident in the curriculum and the vibrant displays throughout the school. As you walk through the halls, you can see where the world meets its community in the students' work and their interactions. The leaders say that, “fairness is not about treating everyone the same but about providing each child with what they need to succeed.” This principle guides all their actions and decisions.

The school Governors have high expectations not only of the school but of themselves. They possess strong skill sets and many take on specific roles, ensuring robust support for the school. New Governors are mentored by experienced members; the chair of Governors emphasises the importance of having many Governors who are local to the community. This ensures timely and effective support for the school's needs as they know the community well.

The leadership is committed to ensuring that, "nobody is anonymous" at Barham Primary. Leaders and staff foster a family-like atmosphere, celebrating the diversity of the staff, students and community. Every decision is made mindfully from choosing awareness days like Anti-Bullying Day, 'Hello Yellow' for World Mental Health Week and 'Dress Happy' for Children's Mental Health, to tailoring support for the families through the dedicated Parental Liaison Officer.

The SENCo and Learning Support Staff work closely together to understand and support every child. Staff members feel empowered and equipped to assist any student at any time, ensuring continuity and quality of care. Parents appreciate this approach, knowing their children's needs are met regardless of circumstances. Effective communication, sharing best practices and strong transitions are the cornerstones of the school's support system. As one Learning Support Staff member aptly put it, "the children are everybody's responsibility."

At Barham Primary School, inclusion is not just a goal – it is a reality that the school lives every day, ensuring that every child has the opportunity to succeed and feel valued.

#### Next Steps:

- To be awarded with the Quality Inclusion Mark and then apply for Centre of Excellence. To continue to strengthen all areas and support other schools.
- Update and improve new staff induction programme, considering large numbers of trainees/new staff within the school in September 2024.



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### Element 2 - Leadership and Management and Accountability

At Barham Primary School, leadership, management and accountability are fundamental to success and continuous improvement. Leaders take accountability seriously, implementing clear systems and adopting the Graduated Approach Assessment Cycle: Plan, Assess, Do and Review. This cycle ensures continuous improvement through regular learning walks, book looks and work sampling. CPD is also integral to this cycle, ensuring that staff consistently meet high expectations. New staff benefit from mentorship, an open-door policy and a culture of trust that encourages seeking support when needed.

Collaboration with stakeholders is key to the school's accountability at all levels. Governors conduct an Annual Review of Standards and hold regular link Governor meetings related to various school roles. The School Improvement Advisor undertakes regular focus visits, recently reviewing areas such as Reading, Writing, Science, Early Years Foundation Stage (EYFS) and SEND, to ensure leadership accountability. Additionally, termly 'Every Child Matters' meetings with teachers and Learning Support Staff focus on pupil progress, identifying gaps and implementing early interventions to secure progress for all children.

Accountability is further confirmed through collaboration with a broad range of stakeholders to secure the best outcomes in teaching, learning, leadership responsibilities and pupil progress. The SLT and school Governors analyse data together to prioritise closing gaps, engaging parents and ensuring children make progress. The school's number one priority in the improvement plan is to promote a culture of consistency and high-quality learning environments. They use a quote from Thomas Edison, "Vision without implementation is hallucination."

The new SEND Governor is supported by an experienced Governor with a SEND background, demonstrating their commitment to inclusion and a strong start for Governors in new roles. CPD is thoughtfully and strategically planned, with over 54% of one term's CPD focusing on inclusion, wellbeing and safety. This commitment to professional development fosters an inclusive and supportive environment for both pupils and staff.

Safeguarding is a priority for school leaders and Governors. Wellbeing and safeguarding displays are prominent throughout the school, reflecting their commitment to keeping each other safe. Pupil Wellbeing Ambassadors play a crucial role in supporting peers and ensuring no one feels alone. Sensory spaces provide a quiet, safe environment for children when needed.

#### Next Steps:

- Continue to develop and train Governors when required.
- Review leadership structure in September as there is an Interim Head of School and an Interim Deputy Headteacher.



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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Barham Primary School prides itself on being a fully inclusive school where everyone has the opportunity to succeed. There is a strong desire to constantly improve their inclusive practice. They want their children to become global citizens and the global goals and the 5Rs are interwoven throughout their curriculum.

The SLT is committed to innovation and educational research, ensuring their own CPD. The Interim Head of School and Associate Headteacher/SENDCo, recently completed a project titled, 'Driving Change with an Anti-Racist Approach'. This project challenged existing practices, leading to the development of an inclusive curriculum, with a diverse range of texts and a review of policies to raise awareness of prejudice and racism. The outcomes included staff In-Service Education and Training (INSET) with a focus on decolonising classrooms and the curriculum, the creation of a new Anti-racism Policy, as well as empowering staff to act and drive change. The vision for the Barham Curriculum shares the view that the fundamental goal of a world-class education is to ensure pupils make a meaningful contribution within their community and beyond for this reason Barham's Curriculum links to Oxfam's Global City Citizenship and the United Nations Sustainable Development Goals. They believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live.

The school's broad and balanced curriculum, along with the school's hard-working and motivated team, equip pupils with the physical, social and intellectual skills they will need to be happy and successful in life in modern Britain. The SLT, staff, Governors, children and parents were all involved in the process of creating their inclusive values. All members of staff, at all levels, are expected to lead as role models.

The strength of the curriculum is visible when pupils talk to you and walk around the school. One of the Junior Leadership Team, a Year 6 pupil shared that in Music they learn about Black musicians and how hard it was for them and the importance of learning about musicians from all cultures. The pupils also made the IQM Assessor stop and look at other displays such as the 'Our Heritage' displays, they shared how much they enjoyed the learning and how proud they were to share the learning.

#### Next Steps:

- To continue to tailor the curriculum to all learners.
- To integrate the Brent 'Leading from the Top' initiative to effectively decolonise the curriculum.



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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

At Barham Primary School, pupils enjoy their break and lunch times with access to quiet areas and the library. The library is a well-resourced, calm and airy space for pupils to enjoy, complemented by book corners throughout the school. Reading Ambassadors help maintain these areas and assist pupils in selecting books. The dining hall, where children enjoy their school lunches, is a lively place filled with conversation and enjoyment. Expectations are displayed and the atmosphere is calm and happy. Lunch staff, mostly familiar Support Staff, are adept at meeting children's needs during these unstructured times.

Staff and pupil wellbeing is a priority at Barham. Staff have dedicated quiet spaces and sensory spaces for pupils. Informative displays focussed on safeguarding and wellbeing are prevalent. Classroom displays showcase previous learning and celebrate children's work. Inspirational quotes and the school's 5Rs are consistently displayed, reinforcing school rules and learning attitudes. Classrooms feature constructive working walls, class charters and school rules.

Dedicated spaces such as the gymnasium and Multi-Use Games Areas (MUGA) are popular among students. Extra-curricular activities, such as Taekwondo and competitive sports, often take place here, with students particularly enjoying inter-school competitions. The Music room, staffed by a dedicated Music teacher, allows children to sign and sing inclusively during lessons. The Forest School is another exciting space where a Year 6 pupil described it as, "a space to use, explore our creativity and learn too."

The school's skilled Learning Support Staff know when to step in and when to step back, especially in the Owlett Provision for pupils with SEND. This provision helps pupils get ready to engage in class, reducing the need for regular access by year-end. During learning walks, the impact of this support is evident. Teachers are motivated and supported to adapt lessons for SEND pupils using various approaches, including online apps such as Colourful Semantics and Widget, as well as visuals and mini plenaries. In Early Years, learning focuses on engaging topics such as, 'Being in my World' and 'Where in the World Have You Been?' Children are eager to discuss their learning and ask questions. The high expectations are reflected in the calm and happy environment, with children showing prolonged engagement in their activities. Nursery children are encouraged to write their names in their work under the watchful eye of key adults. Leadership, management and accountability practices at Barham Primary School reflect a dedicated and inclusive approach, fostering a supportive environment with high expectations for both staff and pupils.

#### Next Steps:

- The school is looking to continue its work with Preston Park to develop planning across all subjects.
- The school is awaiting the Local Authority review for the next steps that it can take in this area.



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### Element 5 - Assessment

At Barham Primary School, assessment drives all activities. Termly 'Every Child Matters' meetings involve class teachers, the SENCo and year group leads to review progress and identify gaps. Each child is discussed to ensure they are making the desired progress, with plans put in place for those who are not. The school provision map is reviewed regularly based on IEP targets and adapted to support identified children. These meetings ensure that no child falls through the cracks, with clear pathways to progress established.

The school uses the Graduated Approach Assessment Cycle across the school, following four stages; Assess, Plan, Do and Review. This approach allows decisions and actions to be revisited, refined and revised with a growing understanding of each child's needs, ensuring the support provided secures good progress and outcomes.

Assessment for learning is integral to every lesson. Pupils self-mark and peer-mark using purple pens and teachers use various strategies, including clear steps to success, to support children in effective editing. From Key Stage 1 (KS1) upwards, children are set targets in Reading, Writing, Mathematics and Science, while EYFS pupils regularly review their learning journeys, which are shared with parents and staff.

The Associate Headteacher/SENCo developed the 'Barham Key Milestones' for SEND Assessment. It is a tool that effectively shows progress and impact in pupils' learning. This tool, in response to the limitations of mainstream assessment tools, is currently being copyrighted. A neighbouring Local Authority is interested in implementing it across their schools. In the next academic year, Barham will support another local primary school in introducing this assessment as part of their SEND provision.

Assessment for interventions includes simple benchmark tasks to ensure children are making the desired progress. School Governors actively engage in understanding and analysing school data alongside school leaders, increasing their capacity to support the school effectively.

#### Next Steps:

- Increase the number of children achieving the expected standard in Reading and Writing in the KS2 Standard Attainment Tests (SATs).
- Increase the number of children achieving Greater Depth in Writing.
- Imbed the Barham Key Milestones SEND Assessment this year to accurately measure progress made by those children not yet working on the National Curriculum.





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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

Positive attitudes of both staff and learners are promoted through a growth mindset and mindfulness approaches to learning. The school has two Mental Health First Aiders that assist with teaching mindfulness to children in need as well as Wellbeing Pupil Ambassadors supporting children in times of need. Through teaching the 5Rs, children learn to take risks and to be resilient in this safe, happy school.

It is a joy to walk around Barham Primary School, it is a place of calm inclusivity. The school leaders and staff promote attitudes of understanding and acceptance of individual differences, where learners and staff can thrive. High expectations, strong routines and the school rules are adhered to by staff and learners.

Pupils at Barham have a good understanding of bullying and this is taught extensively throughout Anti-bullying Week as well as throughout the Personal, Social, Health and Economic (PSHE) curriculum across the year. Cyber-bullying as well as internet safety is taught as part of their computing curriculum and supported through workshops held by external stakeholders including the local police force.

The school has successfully achieved the 'Healthy Schools' Gold Award. This is clear to see across the school, starting with school dinners that offer a varied menu with fruit and salad freely available to the pupils. Pupils eagerly queue up for seconds and the Year 6 Junior Leaders shared that they, "love school dinners." The playgrounds have a range of activities timetabled for the pupils to engage in as well as lunchtime sports clubs and the daily mile is enjoyed by children across the school, as well as an extensive afterschool curriculum. Pupils particularly enjoy taekwondo and are all immensely proud of their chess, as one pupil won a Gold Standard Award during an interschool competition.

Barham Primary School has clear school rules; they are displayed across the school. Pupils can tell you what they are and what the expectation looks like. The school has implemented Class Dojo and uses this as an incentive. Many of the pupils who spoke to the IQM Assessor spoke with great enthusiasm about this online tool. They shared that they enjoyed achieving Dojo points.

Leaders at Barham Primary take staff and pupil wellbeing seriously. They have invested in wellbeing trainers for staff, resulting in the establishment of Staff Wellbeing Ambassadors and quiet spaces across the school for staff needing a break from the bustle of school life. This support has been particularly poignant in helping staff navigate challenging times, including, more recently, grief.

#### Next Steps:

- To consider applying to be a Rights Respecting School.
- Ensure that all parents are signed up to Class Dojo to receive notifications on their child's behaviour.



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### Element 7 - Parents, Carers and Guardians

Parents say they feel staff are already readily available if they have concerns or have any questions. Parents say they like the use of the online Class Dojo parent tool as a way of messaging the school and receiving responses swiftly. Parents told the IQM Assessor they felt supported and were extremely happy with the work the school has done to support their children.

The Interim Head of School offers an open-door policy to parents, as do all of the SLT. Phase leaders meet with parents after class assemblies, as well as teachers meeting with parents daily and Learning Support Staff undertaking daily check-ins.

The school offers a range of workshops and coffee mornings throughout the year, as well as weekly 'Play Stays' for Early Years parents. The school see strong engagement from parents for workshops and meetings as well as assemblies. Any parent meeting or event that is held always includes interpreters to support the engagement of the community.

The school was recently awarded the 'SEND Family School Partnership Award (FSPA). The FSPA aims to support schools to strategically review their whole school approach to working with parents of children with SEND from the point of identification through to assessment, provision and review. The impact of the Award resulted in overwhelmingly positive feedback from parents. The parental set survey for the Award had 93% of parents saying, "teaching staff built positive relationships with me as a parent of a child with SEND" and 91% of parents also believed that, "Support Staff built positive relationships with me as a parent of a child with SEND" as well as 91% of parents stating that, "Senior staff in school build positive relationships with parents of SEND children."

Through discussions during Anti-bullying Week, pupils understand that all types of bullying are unacceptable and know how to deal with any concerns. They are confident that any bullying is rare. School records show pupils are in no doubt that the adults will help them should any problems arise. In an online parent survey, the overwhelming majority of parents who responded confirmed that their children feel happy at school.

The Early Years Team offers a wealth of support to parents of young pupils, these include 'Play Stays', well-thought-out transition and also regular coffee mornings as well as how to read with their child. The school also work with the Felix Project to share food with families that need it.

#### Next Steps:

- To achieve the SEND Family and School Partnership Award in July.
- To continue to run the Barnardo's Parenting - Cygnet Programme.



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### Element 8 - Links with Local, Wider and Global Community

Barham is an outward-looking school, dedicated to securing the best outcomes for its vibrant community. By embracing new ideas, fostering strong partnerships and continually seeking innovative solutions, the school ensures that every child and family is supported, empowered and inspired to achieve their fullest potential. Through a commitment to excellence and inclusivity, Barham Primary School creates a nurturing environment where everyone can thrive and succeed together.

Barham works closely with stakeholders. There is a wide range from the Brent Inclusion team, Speech and Language Therapists to the Early Years Inclusion Team to name a few. The work undertaken supports the school enhance its provision. The school has an Emotional Literacy Support Assistant (ELSA)-trained Support Staff member. The ELSA staff member works with pupils who have a range of complex needs. ELSA staff are warm, kind and caring people who want to make children feel happy in school and reach their potential socially, emotionally and academically.

This year the school launched Barnardo's Parenting - Cygnet Programme to support parents with children who have a diagnosis or are going through the process of getting a diagnosis for Autistic Spectrum Disorder (ASD). The Cygnet Programme is designed to guide parents and carers through practical strategies they can use with their children. It will also direct parents to relevant local and national resources and allow parents to meet with other parents who have had similar experiences, gain support and learn from each other. The success of this program is summed up by the following, "I think first and foremost the course has developed my confidence in speaking with different people and sharing my experiences about my child with other parents and guardians. It has shown me that it is okay to be on this journey and sometimes experience different emotions such as anxiety, sadness and fear."

As well as the previously mentioned 'Leading for the Top' project, the leaders have also been chosen to work with the Organisation for Economic Co-operation and Development (OECD) on a project that will focus on formative assessment. This work will further enhance the work they do in school meeting the needs of all pupils.

#### Next Steps:

- The school wants to continue to host the Barnardo's Parenting - Cygnet Programme.
- Strengthen the bond with Preston Park by enabling leaders to further work together to improve standards across both schools.