



Assessor's Evaluation for the IQM CoE Award

School Name Ashmole Primary School
Ashmole Street
London
SW8 1NT

Head/Principal Cordelia Cooper

IQM Leads Ms Shelly Griffiths; Ms Rebecca Coombs

Date of Review 8th July 2026

Assessor Ms Kerry Cowmey

IQM Cluster Programme

Cluster Group Four Seasons

Ambassador Ms Debra Joyce

Next Meeting 23rd Sept 2026

Cluster Attendance

Term Date Attendance

Autumn 2025 11th Nov 2025 Yes

Spring 2026 23rd Jun 2026 Yes

Summer 2026 25th Jun 2026 Postponed

The Impact of the Cluster Group (with details of the impact of last three meetings)

The Autumn term Cluster Group was held at Northfleet Technology College and focused on transition and inclusive classrooms. During the meeting, attendees visited a sensory room, which prompted Ashmole Primary to review how it could provide a similar space for pupils who require sensory regulation support. Following discussion with the Premises Manager, who is highly committed to creating inclusive spaces, an underused reading shed in the playground was identified and repurposed. With funding from the Ashmole Parent Staff Association (PSA), the shed has now been converted into a sensory space with resources that can be used both inside and outside.

The Autumn meeting also included discussion around supporting Year 6 pupils with transition to secondary school. Ashmole had already developed pupil profiles which were shared internally with staff and peripatetic teachers. Following the Cluster Group, leaders extended this practice by supporting current Year 6 pupils to complete their



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own personal profiles, which have now been shared with their receiving secondary schools. This work has been further strengthened by staff training on neurodivergence, where the value of pupil profiles in supporting transition and pupil voice was reinforced.

The Spring term Cluster Group was held at Bursted Wood and focused on fostering positive relationships and curriculum development within a specialist setting. The key message for Ashmole was the importance of relationships and relational safety for both adults and pupils. This resonated strongly with the school's existing work on trauma informed practice and helped leaders refine the focus for their proposed Flagship Project. As a result, Ashmole has placed pupil belonging and pupil voice at the centre of its next stage of development, ensuring that pupils are not only heard but that their views are responded to meaningfully by adults in school.

Ashmole Primary was due to host the Summer term Cluster Group in 2026 however, this was postponed until September 2026 due to the heatwave. The planned focus will be on oracy and creativity, with particular emphasis on the school's music offer and how this supports inclusive practice. Music teachers will present a lesson to attendees, demonstrating adaptations which enable all pupils to participate successfully. The planned learning walk will focus on oracy practice across the school, allowing Ashmole to showcase how spoken language is being developed as a key tool for inclusion, confidence and pupil participation.

Evidence

- Meetings with a range of stakeholders – Senior Leadership Team (SLT), parents, Governors, Pupil Ambassadors, teachers and support staff
- Learning walks – Year 1 to Year 6 and an Early Years Foundation Stage (EYFS) walk • IQM portfolios – demographics of school, IQM paperwork, School Development Plan (SDP), photos of ambassadors and events, Oracy project work, pop-up language shops
- Evidence log for inclusion and diversity in financial education.
- Curriculum review Summer 2026
- Subject Leader Portfolio – PHSE curriculum and development plan, Diana Award, Anti-bullying Ambassadors work, NSPCC workshop information, Rail Safe Friendly (RSF) programme
- Twitter/X account @AshmolePrimary
- <https://get-information.schools.service.gov.uk/Establishments/Establishment/Details/100556>
- 6 • <https://www.ashmoleprimaryschool.org.uk/>
- Science subject leader portfolio – year group overviews, vision and principles, photos, work samples, Primary Science Quality Mark certificate.
- Spanish subject leader portfolio – year group overviews, half term projects, Spanish day, standards and progress report, presentations



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Evaluation of Targets for last 12 Months

Target 1: All pupils will develop and demonstrate strong oracy skills across all subjects, using spoken language confidently and effectively for a range of purposes including reasoning, explaining, questioning, and collaborating.

Ashmole Primary School has made strong progress towards its target that all pupils develop and demonstrate strong oracy skills across the curriculum. Leaders recognised that high-quality spoken language is central to inclusion, confidence, learning and participation. All staff attended Speech and Language UK training, which strengthened their understanding of language development and the barriers some pupils may experience when communicating. Staff reflected thoughtfully on children who may lack confidence because they cannot yet fully articulate their thinking, access challenging vocabulary or explain their ideas clearly. One member of staff reported: "We now use strategies like peer talk and scribing ideas between peers on whiteboards and bouncing ideas off of each other. We have developed knowledge organisers with key vocabulary and visuals which children are encouraged to look at as lessons start and end to help them with their oracy."

The appointment of the English Lead as Oracy Lead has provided clear strategic direction. The Oracy Lead has worked closely with the Senior Leadership Team to ensure that oracy is understood as a whole-school priority rather than an area confined to English lessons. This has included ongoing professional learning, the development of the Ashmole Principles of Talk, presentations to external audiences, peer review with two other schools and liaison with external professionals. During the assessment visit, children were able to describe the Principles of Talk and explain how these support their learning. One child reported: "We have a minute to think about how to answer a question, we pair with our partner and talk to them and then share to everyone. I like that you get time to think and that everyone doesn't shout out. I also like the talk as your partner might have other ideas."

Ashmole worked as part of a peer review network this year with Charles Dickens Primary and St Bartholomew's. Senior Leadership Teams from each school visited one another with a shared focus on inclusion and good practice. At Ashmole, the focus was on oracy as a tool for inclusion. The Oracy Lead reported: "This review helped as to take a step back and look at our next steps but also helped us to see what we have already achieved." This reflective approach has helped leaders to evaluate what is already working well and to identify where further development is needed. It was evident that oracy is increasingly seen as a tool for independence, enabling pupils to reason, explain, question, collaborate and participate more confidently across subjects.

Parents and governors spoke positively about the school's focus on oracy and the impact they have seen on pupils' confidence. One parent reported: "My child has made huge progress in reading fluently and out loud with confidence. In assembly's children been included and encouraged to read the reflections out loud and they can now recite them by heart clearly and confidently." There are regular and purposeful opportunities for pupils to practise their oracy skills throughout the school day. These include reading with parents during assembly time, Reception children presenting during show and tell, pupils talking about their learning and weekly buddy reading sessions, where younger



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and older pupils read together. These opportunities support not only speaking and listening but also confidence, relationships and social development. A parent also described the support their child received when staff identified speech sound difficulties, reporting: "Putting us in contact with a speech and language therapist was the best thing as it gave us strategies and confidence as parents on how to access other services and to ask any questions and queries, we had."

Ashmole staff have also worked with Lambeth and received training on Talk Matters, an early intervention and oracy programme designed to improve children's speech, language and communication skills. Staff have taken aspects of this work on board, while also thoughtfully developing an approach that best fits the needs of Ashmole pupils. This has led to the development of the school's own Principles of Talk. The Oracy Lead reported: "We visited a school in North London who have developed their own oracy approach and visited a local school who are working with voice21. The local school had a similar demographic to us and so it was helpful in that respect." The school has now joined Voice 21 to further strengthen its commitment to high-quality oracy education. Leaders are clear that the approach must be practical, sustainable and manageable for staff, whilst having a meaningful impact on pupils' communication, participation and confidence.

The impact of the school's focus on oracy is already evident. Senior Leaders are considering carefully how best to measure impact and capture both formal and anecdotal evidence. The Oracy Lead has attended an event within a group of federated schools where leaders explored how schools might develop approaches to recording anecdotal evidence beyond the Early Years Foundation Stage. This reflects a thoughtful and evaluative approach to measuring progress, particularly in an area where confidence, communication and participation are not always easily captured through traditional assessment methods.

Ashmole is also working with Speech Bubbles, a weekly drama programme delivered during the school day. This programme gives young children opportunities to tell stories, act them out and develop both physical and verbal communication skills in a supportive and creative context. Leaders anticipate that this work will support improvements in learning, speaking, confidence, emotional regulation and conduct. The evidence gathered during the assessment visit demonstrates that oracy at Ashmole is not an isolated initiative but a developing whole-school culture. It is being used to strengthen inclusion, increase participation and ensure that pupils are equipped with the language, confidence and communication skills they need to succeed across the curriculum and beyond.

Next Steps:

Ashmole Primary School recognises that developing high-quality oracy is a long-term commitment and leaders are determined to build upon the excellent foundations already established. Ongoing professional development will continue to be a priority, ensuring that all staff further develop their understanding of effective classroom talk and remain confident in embedding oracy across all areas of the curriculum. Leaders will continue to evaluate and refine the school's *Principles of Talk*, using monitoring



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activities, learning walks and pupil voice to ensure that approaches remain consistent and have maximum impact on pupils' confidence, communication and participation.

A significant next step is the school's recent membership of Voice 21, which will provide access to nationally recognised expertise, professional networks, research-informed training and a structured framework for whole-school oracy development. Through this partnership, staff will continue to strengthen their classroom practice, sharing effective strategies and reflecting collaboratively on how purposeful talk can further improve learning, inclusion and pupil outcomes. Leaders are keen to ensure that oracy is not viewed as a discrete initiative but becomes fully embedded within the school's teaching and learning culture. Ultimately, the school aims to ensure that every pupil develops the confidence to express themselves clearly, reason effectively, ask thoughtful questions and participate fully in school life. By continuing to invest in staff development and evidence-informed practice, Ashmole intends to further strengthen a culture where every child feels that their voice is valued, their contributions are respected and they have the communication skills to succeed both within school and beyond.

Target 2: Pupil Leadership in every subject.

Ashmole Primary School has made excellent progress towards its target of developing pupil leadership across every subject area, ensuring that leadership opportunities are accessible to an increasingly diverse range of pupils. Leaders recognise that pupil leadership is a powerful vehicle for developing confidence, responsibility, communication skills and a strong sense of belonging, whilst simultaneously strengthening the school's inclusive culture. Rather than viewing leadership as the responsibility of a small number of pupils, Ashmole has thoughtfully created a wide range of meaningful opportunities that enable children with different interests, talents and strengths to contribute positively to school life. Senior Leaders have even purposefully renamed the school's council, Team 12, to reflect the values that underpin this work. A Senior Leader reported: "We want all our leadership positions to work together as teams and we wanted to capture our Rights Respecting Gold Stage work and Article 12 establishes a child's right to be heard and to express those opinions freely in all matters affecting them." This simple but significant decision reflects the school's wider commitment to ensuring that pupil voice is authentic, valued and central to decision-making.

Over the course of the academic year, the range of ambassador roles has expanded considerably and now includes MFL, Maths, Science, Computing, Wellbeing, Eco Team, Team 12, School Tour and Anti-Bullying Ambassadors. This deliberate broadening of opportunities has enabled a greater number of pupils to undertake meaningful leadership responsibilities whilst developing important personal and social skills. It was evident during the assessment visit that these roles are highly valued by pupils and are embedded within the daily life of the school rather than existing as tokenistic positions. Parents also spoke enthusiastically about the breadth of opportunities available. One parent reported: "My child sometimes attends Wellbeing Club and she said that children can sit and talk about their feelings or have some quiet time. Wellbeing Ambassadors have presented at a parent café. They told us about visits they had been on to other schools and we did some activities that they do at Wellbeing Wednesday lunchtime



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club.” This demonstrates how pupil leadership extends beyond the classroom, enabling children to influence both their peers and the wider school community.

A particularly significant achievement this year has been the Anti-Bullying Ambassadors receiving the prestigious Diana Award, recognising the quality of their work in promoting kindness, inclusion and positive relationships. This national recognition reflects the genuine ownership pupils have of their leadership roles and the trust placed in them by staff to influence the culture of the school. The ambassadors themselves spoke with pride about the programme and their future aspirations. One Anti-Bullying Ambassador explained: “There are three different badges you can earn by completing activities. We got the wellbeing badge by raising money for Mind charity with a bake sale, carrying out assemblies and running Wellbeing Wednesday with the Wellbeing Ambassadors. We now need to get our next badges for community and inclusion.” What is particularly noteworthy is that pupils clearly understand leadership as an opportunity to serve others and improve their community, rather than simply holding a title.

The school's commitment to broadening aspirations is equally evident within subject specific leadership. The Science Lead works closely with the Science Ambassadors, with one important focus being the promotion of girls within STEM subjects. Leaders have carefully considered representation and actively encourage pupils who may not traditionally see themselves as scientists to take on leadership roles. One parent reflected on the impact this had on her daughter, stating: “I had no idea she was interested in science. She was encouraged to apply by a member of staff who recognised her interest in science. When I came to a parent café and saw her explain experiments, I could see her passion and love of STEM.” During discussions, the Science Ambassadors confidently described their responsibilities, including leading assemblies, presenting at Parent Cafés and participating in visits to explore science beyond the classroom. One Science Ambassador reported: “We have been to Lilian Bayliss school to do science activities and one involved a metal coat hanger, with strings tied to both ends. When you put your fingers in your ears and the coat hanger touches the table it makes a loud boom noise.” These authentic experiences not only deepen pupils' understanding of science but also develop their communication skills, confidence and enthusiasm for learning.

What is particularly impressive is the strategic approach leaders have taken to ensuring that leadership opportunities are equitable and inclusive. Enrichment and participation tracker logs are used to monitor which pupils access clubs, enrichment activities and leadership roles, enabling staff to identify patterns and proactively remove barriers to participation. This reflects the school's commitment to ensuring that leadership opportunities are representative of the diversity of the school community rather than being accessed repeatedly by the same pupils. A member of staff explained: “We use a robust tracker system which means that we can always prioritise which children have not had any/many opportunities. We also consider information shared at parent cafés for example, thinking about how many opportunities children get in their home life.” This thoughtful approach demonstrates that leaders are continually evaluating participation and making informed decisions to ensure that every child has opportunities to flourish.



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Pupil leaders are also provided with authentic platforms to showcase their work and influence others. They regularly lead assemblies, present at Parent Cafés and contribute to whole-school events, ensuring that their leadership has a visible and meaningful impact. Their achievements are celebrated through the school's social media platforms and within The Ashmole Argus, the pupil-led half-termly newsletter, where children report on leadership initiatives, community projects and the impact of their work. These opportunities further strengthen pupils' presentation, communication and organisational skills whilst celebrating their achievements with the wider school community.

The evidence gathered during the assessment visit demonstrates that pupil leadership has become firmly embedded within the culture of Ashmole Primary School. Leadership is viewed not simply as an additional responsibility but as an integral part of the school's inclusive ethos, enabling pupils to develop confidence, independence and a genuine sense of belonging. Through careful planning, rigorous monitoring and a commitment to ensuring equitable access, leaders have successfully created a culture where children are empowered to lead, influence and contribute meaningfully to the life of the school. This work is making a significant contribution to pupils' personal development and exemplifies the school's commitment to developing confident, compassionate and socially responsible young people.

Next Steps:

Ashmole Primary School is committed to building upon the success of its pupil leadership programme by providing ambassadors with increasingly authentic opportunities to influence both the school and the wider community. During the coming academic year, the Anti-Bullying Ambassadors will continue working towards achieving the Community Badge as part of the Diana Award programme. This will involve planning and leading initiatives that promote kindness, inclusion and positive relationships beyond the school gates, enabling pupils to understand the wider social impact of their leadership and develop a strong sense of civic responsibility.

Leaders also intend to strengthen the role of pupil voice within the school's governance structures. Ambassadors will be given the opportunity to present directly to the Governing Body, sharing the work they have undertaken and demonstrating how pupil leadership contributes to creating a positive, inclusive and supportive school community. This will provide governors with first-hand insight into the impact of the school's inclusive ethos while giving pupils valuable experience of presenting to a wider audience, responding to questions and articulating the difference their work is making. Leaders hope that these opportunities will further develop pupils' confidence, communication and leadership skills, whilst reinforcing the message that children's views are valued and can genuinely influence school improvement. Ultimately, the school aims to continue embedding a culture where leadership is accessible to all, where pupils recognise their ability to create positive change and where leadership opportunities contribute meaningfully to personal development, inclusion and a strong sense of belonging.



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Target 3: Develop and embed a whole-school Equality Impact Assessment (EIA) process to ensure that all policies, practices, and new initiatives are actively reviewed for their impact on pupils and staff with protected characteristics.

Ashmole Primary School has made excellent progress towards its target of developing and embedding a whole-school Equality Impact Assessment (EIA) process, ensuring that inclusion and equality are considered proactively whenever significant decisions are made. Senior Leaders recognise that genuine inclusion extends beyond classroom practice and requires policies, initiatives and strategic decisions to be considered through the lens of equity, accessibility and impact. A member of staff referred to a phrase often shared by the Headteacher: "She says 'A rising tide lifts all boats' which means that changes or improvements we make as a school for one child will undoubtedly benefit lots more. What we tweak or change often feels seamless and isn't something specifically targeting one child or adult". This captures the school's philosophy that thoughtful adaptation frequently creates wider benefits for the whole community.

The Equality Impact Assessment process has been introduced as a structured framework to support leaders in evaluating the potential effect of new initiatives, policies and procedures on pupils and staff, particularly those with protected characteristics. A Senior Leader reported: "It has supported us in considering the impact of policies, initiatives and activities on different groups within the school community, promoting equitable access and inclusion". Leaders explained that Equality Impact Assessments are now considered whenever significant developments take place, including curriculum changes, new teaching initiatives, enrichment opportunities and wider school improvement priorities. This systematic approach ensures that equality considerations are embedded within strategic planning rather than treated as a separate or retrospective exercise.

The first substantial piece of work undertaken through this process was led by the Equality Lead, focused on reviewing, and developing the PSHE curriculum. Pupil voice informed the changes made, including the addition of a new module entitled Digital Lives, introduced in direct response to an issue pupils had experienced. This demonstrates how the EIA process is beginning to influence curriculum design in a meaningful and responsive way. Senior Leaders now intend to share this approach with Phase Leaders so that, as curricula and policies are reviewed, the same process is consistently applied to ensure that provision remains relevant and accessible to all groups within the school community. Senior Leaders reported: "We will want to make parents aware of this process and approach we're adopting and are considering sharing this information at the parent café at the beginning of the new academic year".

Leaders have approached implementation in a thoughtful and measured way. An Equality Lead has been appointed to oversee the process and support consistency across the school. Awareness of the approach is also beginning to develop amongst wider stakeholders. A Governor reported: "The Senior Leaders have been working on equality and protected characteristics. I'm a parent and a new governor and have been very impressed to hear what the school do around inclusion". This growing understanding amongst governors is important, as it strengthens strategic

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accountability and ensures that equality remains visible within governance discussions and decision-making.

Rather than relying solely on professional judgement, leaders are developing an increasingly evidence-informed approach. This draws upon pupil demographic information, attainment and progress data, attendance figures, participation in enrichment activities, behaviour information and stakeholder voice. By bringing together these different sources of evidence, leaders are able to identify patterns, recognise groups who may be underrepresented or disadvantaged and consider how proposed decisions may affect different members of the school community. This reflects an understanding that equality work must be grounded in both data and lived experience.

The impact of this approach can already be seen within classroom practice. One member of staff reflected on how the school's oracy work, initially introduced to support pupils with processing difficulties, has benefited a much wider group of learners: "We started introducing oracy work in English but now this is across all subjects. When we first started the work, it seemed to benefit those who had slow processing speed but now it is embedded across the school day and you see all adults and children using and benefitting from that additional thinking time". This is a clear example of how an adjustment designed to meet a specific need can become an inclusive whole-school strategy with benefits for all pupils.

The school's Enrichment Log has become an important source of evidence within the EIA process. Leaders explained that the log enables them to monitor participation across clubs, educational visits, leadership opportunities and wider enrichment, ensuring that pupils from all backgrounds have equitable access to the broader life of the school. Where patterns emerge, these can be addressed proactively through targeted support and careful planning. This shows that the Equality Impact Assessment (EIA) process is not simply a compliance exercise but a practical mechanism for improving participation, representation and belonging.

Parents also recognise the school's adaptive and inclusive approach. One parent reported: "The school have an adaptive approach in everything they do. They tailor it to each child and family. Even staff interactions after school for example, you see how staff speak to parents with a variety of approaches. It all helps to ensure that children and parents feel comfortable". This reflects the consistency with which inclusion is experienced across formal systems, classroom practice and day-to-day relationships.

A further strength of the school's approach is its emphasis on collaboration. Equality Impact Assessments (EIA) are not completed in isolation but involve discussion between leaders and relevant stakeholders, ensuring that a broad range of perspectives informs decision-making. Once completed, outcomes are reported to governors, strengthening accountability and enabling governors to challenge and support leaders in ensuring that equality remains central to school improvement. Leaders also recognise that Equality Impact Assessments (EIA) should remain live documents, reviewed over time as further evidence is gathered and the actual impact of decisions becomes clearer.

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The evidence gathered during the assessment visit demonstrates that Ashmole Primary School has embraced the Equality Impact Assessment (EIA) process as a meaningful driver of inclusive practice rather than an administrative requirement. By embedding equality considerations within strategic planning, curriculum development and wider school improvement, leaders are ensuring that decisions are informed, equitable and responsive to the needs of their diverse community. This work reflects a mature understanding that inclusion is achieved not simply through good intentions, but through systematic reflection, robust evidence and a willingness to adapt practice. A pupil captured the impact of this culture clearly, reporting: "I feel I belong at school as there are different core values like being respectful, being fair, being honest, being the best. I like how teachers tell us we're all unique and all different".

Next Steps:

During the next phase of development, leaders intend to monitor the impact of decisions made through the EIA process using the school's implementation model, ensuring that planned actions translate into measurable improvements for pupils and staff. Rather than viewing the EIA as a one-off exercise completed when policies are written, leaders are committed to making it an ongoing cycle of implementation, review, evaluation and refinement.

Senior Leaders will continue to gather evidence from a range of sources, including pupil outcomes, attendance, behaviour, participation in enrichment, stakeholder voice and curriculum monitoring, to evaluate whether decisions are achieving their intended outcomes for all groups within the school community. Regular review points will enable leaders to identify emerging patterns, celebrate successful practice and respond quickly where further adaptation is required. A particular emphasis will be placed on sharing learning across leadership teams and subject leaders so that effective practice becomes embedded consistently throughout the school.

The implementation model will also provide opportunities for professional dialogue and reflection, enabling staff to consider how equality and inclusion can be strengthened within their own areas of responsibility. Ultimately, this work will help create a sustainable culture where every significant decision is informed by evidence, guided by equity and focused on ensuring that all pupils and staff can participate, belong and thrive.

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Agreed Targets for next 12 Months

Project Title: Developing Pupil Belonging and Inclusive Classroom Participation through Pupil Voice Strategies

Target 1: To strengthen inclusive practice by ensuring all pupils feel heard and valued.

Comments

Ashmole Senior Leadership Team (SLT) will establish a robust baseline of current practice during the Autumn term. Senior Leaders will design and implement a pupil belonging survey to gather pupils' views on whether they feel listened to, respected and able to influence school life. This will be complemented by detailed analysis of attendance and achievement data using the school's newly acquired Insight tracking system, alongside existing work with the Lambeth Attendance Officer, enabling leaders to identify patterns and correlations between belonging, attendance and pupil outcomes. Behaviour and engagement information will also be reviewed using the school's existing systems, while staff will complete a confidence questionnaire to evaluate current understanding and use of pupil voice strategies within the classroom. Together, these baseline measures will provide a clear starting point from which future progress can be evaluated. Leaders expect the findings to demonstrate that the majority of pupils already feel valued, listened to and respected, while also identifying specific groups or areas where further development is required. This evidence will inform the next stages of the Flagship Project, ensuring that subsequent actions are targeted, measurable and responsive to the needs of the whole school community.

Target 2: To increase participation and confidence amongst vulnerable

groups. Comments

Ashmole will move into the 'intervention phase' of the project in Spring 2027 by implementing the agreed pupil voice strategies across the school. Senior Leaders will facilitate half-termly reflective staff meetings, providing dedicated opportunities for staff to revisit the project, evaluate its impact, share effective practice and refine approaches collaboratively. Progress will be monitored through the collection of pupil case studies, including anecdotal evidence, alongside regular learning walks with a specific focus on inclusive participation, engagement and the consistent use of pupil voice strategies within classrooms. Leaders anticipate that these actions will lead to increased participation by vulnerable pupils in clubs, pupil leadership roles, classroom discussions and wider school activities. By Spring 2028, staff reflection meetings are expected to demonstrate the consistent use of a wider range of pupil voice strategies across all year groups, while pupil case studies should evidence increased confidence, self-advocacy and engagement amongst identified vulnerable groups. Learning walks will provide further evidence that inclusive practice has become more consistent across the school, resulting in pupils participating more confidently and feeling an increased sense of belonging within the school community.

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Target 3: To develop staff understanding of effective pupil voice

approaches. Comments

Ashmole will enter the evaluation phase of the project during Summer 2028, using an implementation model to compare baseline and end-point measures. Leaders will evaluate changes in pupils' perceptions of belonging, levels of engagement and participation, attendance trends, staff confidence and reflections, and parent feedback where appropriate. Evidence-informed professional learning, including the school's continued work with Voice 21, will support staff in deepening their understanding of how purposeful pupil voice influences both teaching practice and pupil outcomes. Staff will use the Voice 21 framework as a reflective tool to evaluate and strengthen their practice, enabling them to articulate clearly how pupil voice has influenced their planning, lesson delivery and adaptations for individual learners. By the end of the project, leaders expect staff to demonstrate greater confidence and consistency in embedding pupil voice strategies within everyday classroom practice, resulting in more responsive teaching, increased pupil participation and a stronger culture of inclusion across the school.

Target 4: To embed sustainable strategies that promote belonging and inclusion across the school.

Comments

Ashmole Senior Leadership Team (SLT) will ensure that pupil voice becomes an integral part of everyday teaching, learning and school improvement. Pupils will be surveyed to evaluate the extent to which they feel listened to, valued and able to influence their school experience, while regular learning walks and lesson observations will monitor participation amongst identified target groups. Staff confidence in using pupil voice to inform inclusive practice will also be evaluated throughout the project, alongside evidence of its impact on pupil wellbeing, engagement and participation. Effective strategies identified through the project will be incorporated into the school's agreed Teaching and Learning Principles, ensuring that inclusive practice is consistently embedded across all classrooms. By July 2028, leaders expect at least 90% of pupils surveyed to report that they feel listened to and valued within school, learning walks to demonstrate increased participation amongst targeted pupils, and all staff to report greater confidence in using pupil voice to shape their teaching. The production of an agreed Teaching and Learning Principles document will provide a sustainable legacy for the project, ensuring that effective approaches to pupil voice and inclusive practice continue to inform high-quality teaching across the school for years to come.

Assessor's Evaluation for the IQM CoE Award Overview

It was a pleasure to return to Ashmole Primary School, having first visited in 2023 as the school embarked upon its Inclusion Quality Mark (IQM) journey. Reflecting on the school's development over the past three years, one member of the Senior Leadership Team (SLT) reported: "We have brought the whole team together to have an inclusive approach to everything we do. Not just in terms of adapting lessons but making sure that all children can take part in all aspects of school life in a genuine and non-tokenistic manner." Discussions with a wide range of stakeholders, alongside two learning walks, demonstrated that this philosophy permeates every aspect of school life. There is a relentless commitment to ensuring that every child can access not only learning, but also the wider experiences, opportunities and relationships that make school such an important part of childhood.

Senior Leaders explained that their focus has become increasingly refined over the last three years and this was consistently reflected in conversations with staff, pupils, governors and parents. For example, recognising that some children were reluctant to extend their school day by attending after-school clubs, leaders introduced a range of lunchtime clubs to remove this barrier to participation. Timetables and signposting are displayed prominently around the school, ensuring all pupils are aware of the opportunities available. The Ludatheque Legends Club provides children with the opportunity to play board games within the beautifully curated library, whilst the Wellbeing Wednesday Club offers a calm, nurturing environment where pupils can participate in activities designed to support emotional wellbeing and self-regulation. Leaders have carefully considered how the school environment can support all learners. A nurturing play space, leading directly to the Forest School area and adjacent Sensory Shed, provides an alternative environment for pupils who may find the main playground overwhelming, ensuring that breaktimes are as inclusive as classroom learning.

This thoughtful consideration of physical environments extends throughout the school. Every classroom contains a calm corner which has been designed and adapted using pupil voice, ensuring that the spaces reflect the needs of the children who use them. These carefully planned environments positively support behaviour, emotional regulation and successful transitions throughout the school day. Every class also has a worry box, which staff check daily, reinforcing the message that pupils' thoughts and concerns matter. A Year 6 pupil explained: "When we started in Year 6 we were asked whether we needed a calm space in our classroom and we were able to draw and write down what we thought the space should look like and what it should have in it." During the assessment visit, these same pupils were writing letters to their future Year 6 peers, sharing advice, reflections and reassurances about the year ahead before presenting them orally to Year 5 pupils the following week. This simple yet powerful activity not only supports transition but also develops empathy, pupil leadership and oracy.

Throughout the assessment visit it was evident that the culture of Ashmole Primary School is one of exceptionally high expectations combined with genuine care and respect for every member of the school community. Relationships between adults and pupils are warm, purposeful and built upon mutual trust. Pupils spoke enthusiastically about their learning and the many opportunities they have to contribute to school life

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through leadership roles including Anti-Bullying Ambassadors, Wellbeing Ambassadors, Science Ambassadors, Eco Team members, MFL Ambassadors and Team 12. Staff consistently described feeling valued and well supported by leaders, whilst parents spoke warmly of a school that is approachable, responsive and genuinely committed to working in partnership with families.

Alongside the successful delivery of its Centre of Excellence targets, Ashmole Primary School continues to demonstrate considerable strength across all eight elements of the IQM Framework. In particular, the school has continued to strengthen its local, national and international partnerships. Meaningful links exist with local libraries, secondary schools, sporting organisations and community groups. A parent reported: "The Triangle Adventure Playground which is right on our doorstep is open to children from Year 3 and with permission they are allowed to go there to do outdoor play like digging holes and filling them with water. The people who run the group have created a wonderful forum for children to mix with others of different ages." Beyond the local community, Ashmole has successfully secured a British Council partnership and has been tentatively linked with a school in East Africa. Its partnership with a school in Spain is developing through Erasmus, with long-term aspirations for staff language exchanges and eventually reciprocal pupil visits. In addition, the Welfare Lead has established links with a school in Germany, enabling Year 5 pupils to participate in regular video conferences and share aspects of their respective cultures. Most recently, pupils in Germany watched Ashmole's Year 5 Shakespeare performance, providing an authentic opportunity for cultural exchange and international collaboration.

Staff wellbeing continues to be a significant strength of the school and is a clear reflection of the supportive culture fostered by the Senior Leadership Team. Staff, parents and governors all spoke positively about the way leaders value, nurture and invest in their workforce. One member of staff reported: "I feel like I belong. I started as a TA here and am now a teacher. I was supported by SLT to progress. Whenever I have wanted to do more, it has been embraced by SLT and I have been supported and encouraged to apply for roles." Staff described open and transparent communication, regular opportunities to celebrate success through weekly staff "shout outs" and flexible working arrangements, including the opportunity to work from home during Planning, Preparation and Assessment (PPA) time. Staff who run clubs are recognised through time off in lieu at the end of each term, an initiative that is greatly appreciated. There is a genuine sense of collegiality throughout the school. As one member of staff explained: "If we move to another year group at the end of the year, we share all our planning and resources. No one operates in isolation doing things only for themselves. It is such a lovely place to work."

Senior Leaders spoke with genuine enthusiasm about the opportunity to progress to IQM Flagship Status and view this as the natural next step in the school's inclusive journey. They are excited to begin their proposed Flagship Project, *Developing Pupil Belonging and Inclusive Classroom Participation through Pupil Voice Strategies*, which builds upon the strong inclusive culture already embedded across the school. Leaders recognise that whilst pupil voice is already highly valued, there is an opportunity to make it even more purposeful by systematically capturing, analysing and responding to pupils' views so that they directly influence decision-making, curriculum development and pastoral provision. Particular emphasis will be placed on ensuring that the voices of

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vulnerable groups, including pupils with SEND, those with English as an Additional Language (EAL), disadvantaged pupils and those requiring additional pastoral support, are consistently heard and acted upon. Leaders aspire to further strengthen the school's culture of belonging, ensuring that every pupil feels listened to, respected and empowered to help shape an inclusive environment in which all learners can flourish. They are equally committed to evaluating the impact of this work rigorously and sharing their learning across the IQM network, thereby contributing to the wider development of inclusive practice.

It is evident from the documentation submitted, discussions with stakeholders and evidence gathered throughout the assessment visit that Ashmole Primary School has not stood still since achieving Centre of Excellence status. Instead, leaders have continued to reflect, innovate and influence others, developing practice that extends well beyond the school itself. The proposed Flagship Project builds naturally upon this journey and reflects the school's unwavering commitment to ensuring that every child feels heard, valued and able to shape the inclusive community of which they are a part.

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 pursue Flagship School status. I therefore recommend that the school moves to 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 Kerry Cowmey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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