



## Assessor's Evaluation for the IQM CoE Award



**School Name** Fawbert and Barnard Infants' School  
Knight Street  
Sawbridgeworth  
Hertfordshire  
CM21 9AT

**Head/Principal** Mr Lee Wells

**IQM Lead** Ms Esther Potma

**Date of Review** 14<sup>th</sup> May 2025

**Assessor** Mrs Kiranjeet Sokhi

### **IQM Cluster Programme**

**Cluster Group** Inclusion London

**Ambassador** Dr Kenny Frederick

**Next Meeting** 13<sup>th</sup> June 2025

### **Meeting Focus**

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2023</b>	11 <sup>th</sup> October 2023	Yes
<b>Spring 2024</b>	18 <sup>th</sup> March 2024	Yes
<b>Summer 2024</b>	14 <sup>th</sup> June 2024	
<b>Autumn 2024</b>	22 <sup>nd</sup> November 2024	Yes
<b>Spring 2025</b>	5 <sup>th</sup> March 2025	No
<b>Summer 2025</b>	13 <sup>th</sup> June 2025	



## Assessor's Evaluation for the IQM CoE Award



### **Evidence**

This was Fawbert and Barnard Infants' School's second annual Centre of Excellence Review. The Inclusion Coordinator submitted a detailed Centre of Excellence evaluation, along with a detailed timetable. The assessor had the opportunity to conduct a wide range of meetings and evidence linked to the IQM action plan, and the ongoing development of the 8 IQM elements. The assessor evaluated the school's commitment to inclusion and successful completion of the previous year's targets through a range of evidence, including:

- IQM Centre of Excellence Action Plan
- Ofsted Report 2024
- School Website
- Subject Leader plans
- Read Write Ink phonics learning walk
- School learning Walk
- Exercise books – progression evident in books
- Tour of school
- Visit to the playground during lunch time

### **Meetings held with:**

- Headteacher
- Inclusion Coordinator
- Deputy Headteacher
- Subject Leaders
- Teachers
- TA
- Parents
- Governor
- Office staff
- Informal meeting with Speech and Language Therapist



## Assessor's Evaluation for the IQM CoE Award



### Evaluation of Targets for last 12 Months

#### Target 1: Leadership, Management and Accountability

Leadership at the school is highly visible, supportive, and deeply embedded in its day-to-day life. The Headteacher is well-known to staff and pupils, regularly seen around the school, and plays an active role in supporting children when they become dysregulated. In the morning, a child became dysregulated and the Headteacher spent time with him to help him calm down. Staff spoke positively about his calm and reassuring presence, describing him as approachable, supportive, and deeply committed to pupil wellbeing. Senior Leaders are equally accessible and foster a strong sense of trust and collaboration. Their visibility contributes to a culture where staff feel supported and valued. The EYFS leader shared, "Mr Wells is such a hands-on Head. He doesn't just sit in his office. If a child is dysregulated, he is there to support the child and us."

A particular strength of the school is the Inclusion Coordinator, who has made a significant difference to the school's inclusive practices since taking up her role in September 2024. Despite working part time, she is described by staff as tireless in ensuring all children receive the provision they need. Her dedication, professionalism, and relational approach have earned her deep respect from colleagues. An early career EYFS teacher said, "she is always available to offer advice and support whenever I need it." Through her role, she provides in-house counselling for children's emotional and social needs. She described one Year 2 child with early trauma who needed to feel safe to thrive. As we entered the classroom, the child immediately acknowledged her and gave her a hug, illustrating the depth of trust she has built.

She also plays a key role in strengthening external partnerships. The Headteachers in the Borough have established the 'Envision Partnership,' which has proven effective in delivering peer support. Through this, the Inclusion Coordinator collaborates with other SENCOs to develop her knowledge and skills. The school also benefits from its relationship with the local special school, Amwell View, by arranging teacher visits to support knowledge sharing and improve provision for pupils. Teachers also highlighted the 'Rivers Partnership,' which underpins the school's Therapeutic Thinking behaviour policy. This approach ensures that non-verbal children consistently hear and learn the same language and phrases from all staff, promoting understanding and communication. This has resulted in children beginning to speak and use phrases to communicate their needs.

Leaders place a strong emphasis on smooth transitions, both when children enter Nursery and when they leave Year 2, through communication with other settings and by building strong partnerships with parents. Before children begin Nursery, the Inclusion Coordinator works closely with families to ensure the right support is in place. One parent described how her child, who had high needs and had struggled in a previous setting, began on a half-day timetable and progressed to full days within six weeks. She praised the school's support, saying she now feels more supported than ever, regularly receiving updates on her child's progress. Most children transition to Reedings Junior School, with several visits arranged in Year 2. During these visits, they create items to be displayed in their Year 3 classrooms, helping them feel familiar when they start. The school also holds sports days at Reedings and takes the children to watch Year 6 performances.



## Assessor's Evaluation for the IQM CoE Award



All four parents interviewed spoke positively about how their involvement with the school has enhanced their understanding of how to support their children. One parent, who initially felt isolated and unsure, now feels empowered with strategies for managing needs like toileting and emotional regulation. Another described the school's support as "like getting a hug" during a difficult time. Coffee mornings have been particularly valuable for parents to connect and share challenges.

The school benefits from strong SEN Governance. The SEN Governor conducts regular termly visits with the Inclusion Coordinator, who also supports Year 2 and leads initiatives such as Lego Therapy, extended writing, handwriting interventions, and learning walks. She is involved in auditing children's needs and developing tailored plans. Despite limited funding, the school prioritises high-needs pupils, often securing EHCPs to access additional resources.

Inclusion and pastoral care are key pillars in the School Development Plan, reflecting a whole-school commitment to support. A strong PTA and generous parental involvement have enabled purchases like iPads without using the main budget. Initiatives like the 'Secret Reader' further enrich the inclusive culture. Targeted interventions and support plans have resulted in measurable progress among vulnerable pupils. The school continues to expand its provision, including the development of a sensory room to meet a wider range of needs.

### **Next Steps:**

The school has made strong initial progress in building effective partnerships that support both pupil outcomes and school improvement. These partnerships, whether with parents, external agencies, or other schools demonstrate a clear commitment to collaborative working. To build on this foundation, the next steps should focus on further embedding the learning from these partnerships into everyday practice, ensuring that all staff understand and consistently apply the strategies developed. Additionally, it is important to clearly articulate and evidence the direct impact these partnerships are having on pupils' academic progress, well-being, and overall school improvement. By evaluating and showcasing specific outcomes, the school can not only celebrate successes but also refine and strengthen its approach. This reflective practice will help sustain and scale the positive effects already being seen.

### **Target 2: Teaching and Learning: Learning Environment**

The school provides a rich and engaging curriculum that is well-planned, inclusive, and designed to maximise pupil progress. A clear strength is the breadth of opportunities available to pupils, both within and beyond the classroom, supported by subject leaders who demonstrate passion, expertise, and a strong understanding of their subjects.

The Forest School provision is a valuable feature of the school's outdoor learning offer. Led by a trained practitioner, it follows a structured timetable and is also accessible to children during lunchtime. Pupils are encouraged to grow plants, build structures, and explore nature through hands-on experiences. Learning is frequently taken outside, and staff embrace opportunities to use the outdoor environment to enhance engagement and deepen understanding across the curriculum.



## Assessor's Evaluation for the IQM CoE Award



In Year 1 and 2, the school follows Essential Maths and the Cornerstones Curriculum, both carefully sequenced to offer exciting, purposeful learning experiences. Each half-termly topic starts with a 'Memorable Lesson' to spark curiosity and engagement. For example, the Science Lead described a recent 'Scientist Day' where children dressed up as scientists and carried out experiments to launch their science learning. This immersive approach helps build enthusiasm and create meaningful learning connections. In EYFS, the school uses a Montessori approach, with specific methods carried through the school when appropriate. The outdoor learning space is stimulating and enjoyable, providing additional support for children's learning. The whole-school approach to learning is creative and fun, and termly assessments show improvement in learning.

In terms of curriculum leadership, subject leaders demonstrate clarity of vision and depth of knowledge in their areas of responsibility. They speak confidently about their subjects and are committed to ensuring continuity and progression across the phases. Cross-phase collaboration with the Junior school is a strength. For instance, the music subject lead explained how Year 2 pupils begin learning the glockenspiel, and this work is seamlessly continued at the Junior school, ensuring consistency in skills development and musical progression.

Pupil workbooks reviewed during the visit demonstrated clear evidence of progression, particularly in science. The Science Lead confidently explained how learning builds over time and how pupils are encouraged to think scientifically and apply their knowledge practically.

The Maths Lead spoke positively about the improvements in pupil outcomes over time, noting that progress in maths has steadily increased. This is attributed to the well-sequenced curriculum and the effective use of assessment data to inform planning and address gaps in understanding. Staff use data responsively to adjust teaching and ensure that all learners are supported to make strong progress. The school quickly identifies gaps in children's knowledge and uses post-teaching groups to address misconceptions. In Year 1 and 2, phonics is taught in small Read Write Inc groups. Lesson starters are often used to revisit misconceptions from the previous day, highlighted through assessment.

The school is committed to providing a wide-ranging enrichment offer that broadens pupils' experiences and supports wider development. In Physical Education, an external company, 'Premier Education' delivers high-quality lessons and runs additional clubs. Of note is the focus on engaging pupils eligible for pupil premium funding, who benefit from targeted extra-curricular PE sessions. The PE Lead highlighted the positive impact this has had on these pupils' confidence, enjoyment, and physical development.

The school also offers a music enrichment programme through 'Rocksteady', a club where pupils learn to play instruments and perform as a group. Following a period of practice, pupils participate in performances, which provide a valuable opportunity to celebrate their achievements and build confidence in a supportive environment. Overall, the school demonstrates a strong commitment to delivering a well-rounded, inspiring curriculum that supports academic progress while nurturing creativity, confidence, and a love of learning. Subject leaders play a vital role in driving



## Assessor's Evaluation for the IQM CoE Award



improvements and maintaining high standards. Through well-planned enrichment and an inclusive approach to teaching and learning, the school ensures that all pupils are given the opportunity to thrive.

The school makes highly effective use of its resources to provide targeted support for pupils eligible for Pupil Premium funding. A key feature of this provision is the deployment of an experienced member of support staff to deliver one-to-one tutoring for identified pupils. This intervention is carefully planned and monitored to maximise its impact. The Inclusion Coordinator plays a central role in identifying children who would benefit most from this support. In the Autumn Term, she undertakes a thorough review to determine individual needs, using a combination of data and professional insight. Selected pupils then receive one-to-one tutoring over a sustained six-month period, continuing until the end of the academic year. This has resulted in a significant and positive impact on their learning progress.

### **Next Steps:**

The school has already taken meaningful steps toward fostering collaboration and professional growth among staff, which reflects a strong commitment to continuous improvement and high-quality teaching. The focus on supporting staff to develop effective partnership strategies is a positive and strategic move that will help strengthen their pedagogy and enhance the impact they have on pupil outcomes. As a next step, the school should build upon the professional development opportunities offered to the staff and embed these strategies into everyday teaching to further see the impact on learning for all pupils.

### **Target 3: Behaviour, attitudes to learning and personal development.**

The school demonstrates a strong Team Around the Child approach, with behaviour support embedded within a well-structured and inclusive system. The school's commitment to nurturing positive behaviour is evident through clearly defined routines, consistent expectations, and a culture rooted in respect, responsibility, and recognition. The behaviour policy is based on Therapeutic Thinking.

A key strength is the active and visible leadership of the Senior Leadership Team (SLT), who play a central role in modelling and maintaining the school's high behavioural standards. Daily routines provide a strong foundation for positive behaviour. Pupils move around the building in a calm and orderly start to the day. In a Year 2 class, the teacher uses music to create a calming atmosphere for learning.

The school celebrates positive behaviour through a strong and motivating reward system. Weekly assemblies recognise pupils who meet daily expectations such as punctuality, attendance, and behaviour. These points lead to opportunities to take part in weekly and half-termly celebration events. Pupils who are not yet meeting these expectations are supported through a positive regards system in class and given roles and responsibilities to help them shine. This restorative approach ensures all pupils have the chance to reflect, reset, and re-engage positively.



## Assessor's Evaluation for the IQM CoE Award



The school's values of High standards, high expectations and mutual respect are woven into the behaviour framework and regularly reinforced across lessons and assemblies. These values are practical, lived expectations that help shape the school's inclusive culture and contribute to the wider personal development of all learners. The school consistently uses Colour Monsters and Zones of Regulation throughout. For example, in a reception class, children moved their names on a display to reflect their current feelings.

Parental engagement is a clear strength, with timely and positive communication supporting the reinforcement of behavioural expectations at home. The school understands the importance of strong home-school links in sustaining positive conduct and behaviour choices.

Support is tailored where necessary to ensure all students can meet expectations and engage positively with the wider school community. Regular CPD, including de-escalation training, equips staff with the confidence and tools needed to manage behaviour supportively and effectively.

The school has made effective use of its outdoor space to promote physical activity, positive play, and social wellbeing. Despite the playground being a long, narrow shape, it has been thoughtfully designed with wider sections and divided into clearly supervised zones, such as a quiet area and a climbing frame zone. This structured approach encourages purposeful play and allows children to engage in activities that suit their needs and preferences. A particularly strong feature is the Daily Mile track surrounding the grassed area. Thirteen laps of the track complete a mile, and the school has extended its use to include both parents and children each morning. This not only encourages physical activity but also strengthens home-school partnerships and sets a positive tone for the day.

Looking ahead, the school is preparing to introduce 'Friendship Leaders'—peer supporters who will help children navigate social challenges and resolve minor conflicts at playtime. This initiative, alongside the structured zoning, supports positive peer relationships and emotional development.

Overall, the thoughtful organisation of outdoor space and proactive social initiatives contribute to effective behaviour management and ensure a calm, purposeful atmosphere during playtimes.

Uniquely, the school takes an inclusive, whole-staff approach to supporting pupils' emotional and mental health. This extends beyond teaching and support staff to include office staff, who play an active and valued role in daily pastoral care. Specific children are linked to members of the office team, who provide consistent support throughout the day. Office staff are fully integrated into the wider school team, not seen as separate, but as essential contributors to the school's nurturing ethos. This whole-team approach ensures a strong network of care and connection around every child.



## Assessor's Evaluation for the IQM CoE Award



Collaboration and mutual support among all staff are hallmarks of the school culture. There is a strong sense of collective responsibility, with adults at every level committed to stepping in and helping each other to provide the best possible experience for children.

Another notable example is a child in Year 1 who has experienced significant family trauma. Recognising the importance of emotional safety, the teacher has built a trusting relationship that enables the child to feel happy and secure in school. In addition, she receives regular support from the school counsellor to help her manage her emotional needs. This wraparound care illustrates the school's deep understanding of how emotional wellbeing underpins learning and engagement.

In summary, the school's inclusive ethos is tangible, supported by a united and committed staff body. The provision for SEND pupils is thoughtful, personalised, and rooted in relationships. Emotional and mental health needs are prioritised across the school, with all staff actively involved in nurturing the wellbeing of every child. This is a highly reflective and cohesive setting, where every adult plays a part in creating an environment in which all children can thrive.

### **Next Steps:**

The school has already made commendable progress in promoting positive behaviour and fostering a respectful learning environment, which is evident during various times of the day. This demonstrates a clear commitment to pupil well-being and personal development. The next step is focusing on further improving pupils' ability to self-regulate and manage their behaviour independently, especially during less structured times.



## Assessor's Evaluation for the IQM CoE Award



### Agreed Targets for next 12 Months

Targets were thoughtfully discussed and agreed with the Inclusion Coordinator, with a clear focus on embedding the knowledge and skills gained through external partnerships into everyday classroom practice. The discussion centred on how these partnerships have supported staff development and to focus on assessment to see the impact on pupil outcomes. The Inclusion Coordinator played a key role in identifying how the strategies introduced through these collaborations could be tailored to meet the diverse needs of all learners, particularly those with SEND. This approach ensures that the positive impact of external expertise is sustained and measurable in terms of the children's engagement, progress, and overall learning experience.

#### Target 1:

Embed and extend outreach work by continuing to share expertise and build capacity across local and partner schools, ensuring sustained collaboration and mutual improvement.

#### Comments:

The school has made significant efforts to build partnerships with external schools and agencies. The next step is to embed these practices more fully and clearly demonstrate the impact of this collaborative work on outcomes. The school should actively engage with the inclusion cluster to facilitate regular knowledge-sharing sessions, enabling staff to learn from best practices and successful strategies used in similar settings. By continuing to participate in joint training and collaborative planning, staff can deepen their understanding of inclusive approaches and strengthen their ability to meet the diverse needs of all pupils.

#### Target 2:

Ensure the now well-embedded curriculum has a measurable impact on pupil outcomes by using assessment information effectively to drive improvements in attainment and progress across all groups.

#### Comments:

The school has made significant strides in developing a well-structured and securely embedded curriculum, which reflects a strong commitment to providing high-quality education for all pupils. This solid foundation now offers an excellent platform for the next phase of development: clearly demonstrating the curriculum's impact on pupil outcomes. This evidence-informed approach will guide further refinements to maximise pupil success.



## Assessor's Evaluation for the IQM CoE Award



### **Target 3:**

Ensure pupils continue to develop the skills to self-regulate and take increasing responsibility for their behaviour, both in lessons and during unstructured times, to sustain the school's strong culture of respect and high expectations.

### **Comments:**

The school has established a strong culture of excellent behaviour, creating a calm and respectful environment where pupils feel safe and supported. Building on this solid foundation, the next step is to empower pupils to take greater ownership of their conduct by developing their independence and self-regulation skills.

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

The school places a high value on collaboration and professional learning through engagement with other settings. Staff have participated in some Cluster meetings, gaining valuable insights from peer practice. As the Cluster meetings are held in London, the school values the opportunity to visit a range of settings and observe different approaches in practice. At a recent meeting, the IT lead from one school had successfully secured funding to support other schools and generously shared resources, which the school found particularly beneficial.



## Assessor's Evaluation for the IQM CoE Award



### Overview

It was a real pleasure to spend time at Fawbert and Barnard Infants' School and observe the school's inclusive values being lived out throughout the day. The belief that children should "develop their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning" was evident in every interaction. Staff showed unwavering commitment to meeting the needs of their pupils and families, demonstrating a flexible and compassionate approach, regardless of the challenges faced.

Throughout the visit, I spoke with a range of individuals who all spoke warmly of the school. The children's behaviour was exemplary in classrooms, shared spaces, and during an outdoor Sports Day practice. Every child I met was polite, enthusiastic, and confident when speaking about their experiences. One Year 2 pupil said, "I love this school because I like my teachers. They help me when I'm stuck."

The Inclusion Coordinator described the wide range of enrichment activities available to the children. The school proudly showcased its Forest School area, led by a trained member of staff, where all pupils benefit from outdoor learning. Children build structures, grow food, and develop a strong understanding of sustainability and life skills. Fawbert and Barnard invests significantly in enrichment activities. Staff run a variety of after-school clubs, such as multi-sports, Rock Steady music club, and extra PE sessions for Pupil Premium children. The school ensures that every child has access to these broader opportunities.

Family learning and community engagement are central to the school's ethos. Parents are supported in developing their knowledge of how to help their children with SEN at home. One parent shared, "I'm a better parent because of this school. The support they give you is unlike anything I've experienced before." Parents are invited into school to support their children with reading and other areas of the curriculum. They also play a key role in supporting the school financially; for instance, the PTA funded a new playground area, alleviating pressure on the school budget. These efforts help build confidence and foster strong home-school links. Pupils also have opportunities for leadership, taking on roles such as classroom helpers or playground leaders, which one child proudly explained to me.

Reception children were able to articulate how adults support their learning. "My teacher helps me when I need help," said one child. I observed a hands-on teaching approach. For example, during a Read Write Inc. session in Year 1, a teacher supported a pupil in discovering the answer rather than providing it, helping to build resilience and independence from a young age. I also saw targeted support being delivered in a small space adjacent to the classroom. When one child was struggling to engage, the teacher showed patience and gave him space until he was ready to rejoin.

The school's vision, rooted in its values, is clearly demonstrated by leaders and reflected in the diverse community it serves. The Headteacher noted that the school has become increasingly diverse over time. For example, when a Russian-speaking pupil joined the school, staff sourced appropriate Russian resources to support her learning, and she is now making good progress. Provision for pupils with additional needs is exceptional.



## Assessor's Evaluation for the IQM CoE Award



Since taking up the post in September, the Inclusion Coordinator has worked tirelessly to ensure that individual needs are carefully planned for. Staff are knowledgeable about pupils' needs and provide effective, tailored support—often in collaboration with families and external services. The school works closely with Rivers Education Support Centre and Amwell View Special School to further develop teacher pedagogy. The Inclusion Coordinator highlighted a rise in the number of pupils with SEND and the need for continued support and professional development to meet their needs effectively. Subject leaders have noted an improvement in pupil progress.

Leaders prioritise staff development. The Inclusion Coordinator has worked with various external agencies and members of the Envision partnership and is preparing to undertake a national qualification. This depth of expertise has enabled her to work effectively with colleagues to ensure that all pupils' needs are identified and supported. While the number of pupils awaiting EHCP assessments has increased, the school ensures that these children receive targeted interventions in the interim. Spaces are used creatively to provide tailored support, such as using the library for Year 2 phonics and maths interventions. Designated quiet areas in the playground and dining hall support pupils who may feel overwhelmed. One child, for example, wears ear defenders throughout lunchtime.

Leadership is shared and nurtured. Middle leaders are encouraged to develop through coaching and support. Staff explained how recent training has deepened their understanding of adaptive teaching and personalisation to remove barriers to learning. "Since I started at this school, I've received so much support. I feel more knowledgeable and better able to support the children," one teacher said.

Language development is a strong focus. Staff embed vocabulary building and communication opportunities throughout the day. The school employs a Speech and Language Therapist one day per week to work with targeted pupils. This has significantly enhanced staff confidence and the children's progress in spoken language. The Speech and Language teacher spoke enthusiastically and positively regarding the progress of the children.

Support for pupils transitioning to junior school is carefully considered. Staff ensure that transitions are smooth and that pupils are well prepared for the next stage of education. "We want the transition for our children to be as smooth as possible, so we do lots of transition activities, not just one day," explained one member of staff.

Governors remain closely involved and deeply committed to the school's inclusive ethos. "Every child is valued here," one governor told me. "The children naturally embrace difference, whether it's culture, language, or learning need." Parents also expressed their appreciation: "This school feels like family. We've seen such an improvement in our children's learning. They're happy and excited to come to school."



## Assessor's Evaluation for the IQM CoE Award



Fawbert and Barnard Infants School leads with integrity, kindness, and purpose. My visit was both insightful and uplifting, and I am grateful for the warm welcome extended by the entire school community.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

**Assessor: Mrs Kiranjeet Sokhi**

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

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