



Assessor's Evaluation for the IQM Flagship Project



School	Platanos College Clapham Road London SW9 0AL
Head/Principal	Ms Teresa Williams/Ms Angela Henry
IQM Lead	Ms Angela Henry
Date of Review	7 th July 2025
Assessor	Dr Dwight Weir

IQM Cluster Programme

Cluster Group	SHELL
Ambassador	Mrs Pat Wood Ms Debra Joyce
Next Meeting	TBC
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11-21-2023	Yes
Spring 2024	02-26-2024	No
Summer 2024	06-05-2024	Yes
Autumn 2024	11-26-2024	Yes
Spring 2025	03-31-2025	No

The Impact of the Cluster Group

Participation in the IQM Cluster Group has had a variable impact on professional learning and inclusive practice across the school. Engagement has resulted in some meaningful improvements, particularly in the area of literacy interventions and parental engagement. However, the predominance of primary schools in the cluster and communication barriers have limited the overall effectiveness of collaboration for the secondary context.

Staff demonstrated an increased awareness of inclusive strategies, especially in relation to student leadership and transition planning. Exposure to models used in primary schools has prompted reflection on practice, although the structural differences between phases have made it difficult to translate some approaches directly. One school



Assessor's Evaluation for the IQM Flagship Project



in the cluster is located nearby, offering a valuable opportunity to develop stronger relationships and explore transition-focused initiatives.

There is evidence of direct application of learning from the cluster. The introduction of Reading Wise as a reading intervention was attributed to a recommendation from the cluster and has been implemented successfully within the school. Staff report that the programme is having a measurable impact on outcomes, illustrating how focused sharing of strategies can lead to tangible benefits for learners.

Visits to other schools within the cluster have offered valuable professional learning opportunities. Staff have benefitted from observing inclusive practice in different settings and have gained a greater understanding of the challenges and successes encountered in other phases. These visits have helped foster a sense of professional community, particularly when links are formed with geographically close schools. Staff reported that collaboration with other cluster members has influenced approaches to community engagement. Inspired by strategies used in primary schools, the school trialled in-person coffee mornings to strengthen parental engagement. This was seen as a positive shift from previous online formats and contributed to improved communication with families but acknowledge that there is still more work to be done in this area. Informal exchanges within the group have also provided useful ideas around intervention and support models.

While some discussion of leadership and whole-school inclusion has taken place, the school has not yet contributed extensively to shared practice or hosted cluster events. As such, there is currently limited evidence of broader leadership development through the group. Staff expressed a willingness to become more active participants and recognised the potential value of sharing their own inclusive practices with others. Engagement with the cluster has supported refinements to literacy interventions and enabled more targeted support for pupils with additional needs. The role of keyworkers has been strengthened, with more frequent and focused goal setting contributing to improved outcomes. Staff reflected that access to different perspectives helped reframe their approach and provided renewed focus on literacy provision.

However, inconsistencies in communication and meeting invitations have hindered full participation. Some staff were not included on mailing lists, and key meetings were missed due to lack of notification. This has affected the continuity of involvement and reduced opportunities to benefit fully from the cluster's work. The Deputy SENDCo has requested to be added to the mailing list. Staff also noted that the overrepresentation of primary schools has limited the sharing of stage-specific strategies relevant to secondary settings.

Staff expressed a strong desire to engage with more secondary schools through the cluster to ensure the relevance of shared practice. They also indicated a preference for collaboration with schools in closer proximity to support ongoing dialogue and resource sharing. There is a clear appetite for continued involvement, with staff recognising the motivational benefits of seeing inclusive practices in action.



Assessor's Evaluation for the IQM Flagship Project



Evidence

- IQM Assessment documentation.
- School Website.
- School Policies.
- School Vision and Values.
- Interviews.
- Observations (lunch time).
- Learning walks.
- Documentations.
- Tour of school with IQM School Coordinator.
- Minutes of meetings.

Meetings Held with:

- Headteacher.
- SLT.
- IQM Coordinator.
- Deputy SENDCo.
- Students.
- Heads of Departments.
- Teachers.
- Learning Support Assistants.
- Heads of Years.



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Project

Platanos College demonstrates a deeply embedded culture of inclusion, underpinned by a belief that every student deserves the opportunity to thrive. Staff, students, and leadership collectively articulate and uphold values of equality, empowerment, and high expectations for all, regardless of background or ability. Inclusion is treated as central to the school's ethos and curriculum, not as an additional responsibility.

This commitment is reflected in strategic developments such as the creation of a resource base for autistic pupils, the expansion of subject options including BTEC Tourism and Food Technology, and differentiated schemes of work implemented across departments. The school's inclusive approach is exemplified through both structural interventions and the celebration of individual talents. A Year 11 pupil with limited verbal communication but exceptional artistic talent has had her work displayed throughout the school, reflecting the broader belief in celebrating all forms of achievement.

Leadership shows a strong commitment to inclusive values, with clear strategic oversight for both inclusion and numeracy. The appointment of dedicated roles such as the EHCP and EAL Coordinators, as well as the deployment of a Numeracy Coordinator, demonstrates a responsive and forward-thinking approach to meeting diverse needs. Middle and senior leaders are held accountable for inclusive practice, and line management structures, book scrutiny, lesson observations, and pupil voice are consistently used to evaluate and improve provision. Leaders operate a culture of openness and support while maintaining accountability. One leader noted..... "we don't just collect the data, we action it."

Staff demonstrate a strong commitment to tailoring provision to student needs. A nurture group model at Key Stage 3, targeted numeracy and SEND interventions, and adaptive teaching practices ensure that pupils with specific challenges are not only supported but actively empowered to progress. Schemes of work are regularly reviewed to ensure full access, with staff drawing on data and formative assessment to inform planning. There is a consistent belief in growth and progress. The school strongly believes that ability is not fixed and attitude determines altitude. Whole-school staff training on inclusion and the use of data to inform teaching ensures alignment in practice.

Platanos College is on a journey to embed numeracy as a whole-school priority through a cohesive and strategic approach. This is the first year of a two-year project. Adaptive teaching and numeracy integration have been central to CPD, ensuring consistency and relevance across the curriculum. Each department has mapped numeracy to subject content, such as data analysis in science or measuring techniques in PE, ensuring that pupils encounter mathematical concepts in meaningful contexts.

Departments work collaboratively to ensure numeracy is embedded across the curriculum. Each subject has been paired with a maths lead to support integration, and CPD has focused on improving staff confidence and consistency. The Numeracy Coordinator provides direct support to departments and champions cross-curricular



Assessor's Evaluation for the IQM Flagship Project



integration, including ensuring that key skills taught in maths are reinforced in subjects like PE and science. A whole-school numeracy booklet underpins consistency in mathematical language, while regular opportunities during tutor time and subject lessons help reinforce core skills. Careers education plays a role in demonstrating real-life application. One Year 9 pupil noted..... "I now know more about maths because of Dynamo."

The introduction of Dynamo Maths, an evidence-based programme targeting dyscalculia and low-attaining pupils, has shown measurable impact. Pupils complete a baseline and post-intervention assessment, with data carefully analysed alongside teacher observations and pastoral insights. One pupil commented..... "it helped me feel less behind," reflecting the personal impact of tailored support. Pupils' Dynamo Maths scores are compared with end-of-year performance to assess the intervention's effectiveness. A nurture group for Year 7 pupils uses Dynamo Maths baseline assessments to inform targeted provision from the outset. Maths graduate TAs work closely with these learners to help accelerate progress.

Despite staffing challenges in Maths, the school continues to make effective use of data from transition activities such as local authority-led Lambeth transition days to develop learner profiles that inform early intervention and curriculum planning. Curriculum planning is influenced by pupil voice, and departments are required to articulate how they scaffold learning to ensure full access. Adaptive teaching is not only expected but monitored and supported through training and shared curriculum resources.

The curriculum is broad, structured, and adaptive. Subject offerings are designed to meet the interests and needs of all learners, with meaningful vocational options and careers-linked learning embedded throughout. At Key Stage 3, the curriculum includes catch-up pathways, particularly in numeracy, to close gaps from primary education. Year 11 new arrivals are supported through Functional Skills qualifications, while Key Stage 3 pupils participate in national challenges such as the UK-wide Maths Challenge, which promotes enjoyment and confidence.

In numeracy, students engage with mathematical concepts across subjects from PE to science to MFL reinforcing the relevance and utility of these skills. Intervention programmes such as Dynamo Maths and bespoke 1:1 or small-group sessions support those not meeting age-related expectations. Curriculum planning is informed by robust baseline testing, and pupils' progress is tracked through clear, consistent data drops. Data is triangulated with pastoral and SEND information to ensure a holistic understanding of each learner's needs.

Teaching is informed by individual data, with staff using strategies such as modelling, scaffolding, retrieval practice, and concise instructions to engage learners. Adaptive teaching is implemented across departments. Support staff, including teaching assistants, are deployed effectively, and pupil passports guide differentiated planning. Assessment is used to identify needs, monitor progress, and inform intervention. Pre- and post-tests for interventions, baseline assessments, and digital tracking tools such as Seneca enable staff to evaluate impact at both individual and group levels. Assessment includes triangulation with behavioural and attendance data. Staff understand the purpose of data in supporting inclusion and improving outcomes.



Assessor's Evaluation for the IQM Flagship Project



Behaviour and attitudes to learning are positive. A clear behaviour system rooted in the school's CHABOP values supports a calm and respectful learning environment. Daily routines such as staff greetings reinforce the culture. Students are encouraged to take pride in their learning and see relevance through strong careers links, practical learning, and extra-curricular opportunities. Pastoral and curriculum structures work together to support wellbeing and personal development, with staff identifying and addressing emerging needs.

Pupils show engagement with numeracy and wider learning, especially when they understand its relevance. School-wide messaging, careers sessions, and interactive lessons foster curiosity and aspiration. Feedback loops between staff and students are valued, and students report feeling listened to, particularly in shaping the support and interventions they receive. Behaviour incidents are rare, and the school's focus on respectful relationships contributes to a safe and nurturing environment. One of Head of department stated..... "pupils' attitudes to numeracy have improved through careers links, STEM engagement, and whole-school messaging."

The school maintains communication with parents, carers, and guardians. Google Classroom, SMS messaging, phone calls, and in-person or virtual meetings are used to build accessible relationships. Parents are included in their child's learning journey through workshops, feedback opportunities, and welfare check-ins. Staff are proactive in reaching out, particularly to those whose children receive intervention or support. Leaders explained that they have tried several ways to engage parents through online and in-school activities. No parents were available during the visit to comment on their work with the school and the impact of the numeracy initiative on their child.

The school currently delivers Portfolio for Life and Religious Education during the first two periods on Mondays through tutor-led sessions. There was no clear evidence of numeracy being embedded within these sessions. While some lessons demonstrated high levels of student engagement, others showed noticeable disengagement and off task behaviours. Afternoon sessions, particularly in Years 7 and 12, had significantly higher levels of engagement, suggesting that the morning delivery model through tutors may require review.

Governors were unavailable for interview due to unforeseen circumstances. A review of governor meeting minutes shows engagement, although no specific reference to the current numeracy initiative was noted. Senior leaders have established a robust cycle of assessment to evaluate the impact of interventions and inform planning. Rotational support models, digital learning platforms, and small-group tuition ensure that support is targeted and flexible.

The school promotes confidence, aspiration, and resilience through its curriculum and pastoral structures. There is a clear link between wellbeing and achievement, and staff emphasise the importance of individual development. One staff member explained.... "we provide for them wellbeing opportunities through extra-curricular activities and trips. We ensure that whatever area they're good in we empower."



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project

Strengthen the collection of parent feedback on the numeracy strategy by trialling more flexible and accessible methods, such as short surveys, parent focus groups, or digital forums, to better inform future engagement and planning.

Increase parental involvement in flagship initiatives to enhance their impact on student learning, by clearly communicating their purpose and benefits and offering structured opportunities for parents to contribute.

Review and refine the delivery of RE and PSHE during tutor sessions to improve student engagement, particularly among less responsive groups, by incorporating interactive strategies and adapted materials. The appointment of a new RE teacher will support this.



Assessor's Evaluation for the IQM Flagship Project



Overview

Platanos College demonstrates a deeply embedded culture of inclusion, underpinned by an unwavering belief that every pupil can thrive. Inclusion is not a bolt-on but central to the school's ethos, curriculum, and decision-making. All members of the community leaders, staff, and pupils consistently articulate values of equality and high expectations. Strategic developments, such as the establishment of a resource base for autistic pupils to be launched next school year and the promotion of both academic and vocational pathways, reflect the school's ambition to remove barriers and celebrate a wide range of achievements. For instance, a pupil with limited verbal communication has had her artwork prominently displayed, illustrating the school's recognition of diverse forms of talent.

Leadership at all levels shows strong commitment to inclusion and accountability. Roles such as EHCP and EAL Coordinators have been developed to respond to the needs of the student body. Inclusion is a shared responsibility, with middle and senior leaders held accountable through line management, lesson observations, work scrutiny, and pupil voice. Staff are empowered by a culture of transparency and support, while leaders maintain rigorous oversight. The Numeracy Coordinator and subject leads are working together to embed numeracy across the curriculum, supported by a robust CPD offer. Leaders are clear that data is used to drive action; as one leader affirmed..... "we don't just collect the data, we action it." Curriculum planning is aligned with these values, ensuring inclusion is reflected in daily practice.

The curriculum is broad, balanced, and adaptive. Subject choices reflect a blend of traditional academic and vocational options, offering meaningful pathways for all learners. Catch-up pathways at Key Stage 3 and Functional Skills qualifications for late-arriving Year 11 pupils ensure tailored provision. Curriculum adaptation is visible across subjects, with scaffolding, modelling, and retrieval practice used to support access. In numeracy, each department has identified how mathematical concepts connect with their discipline, whether through data analysis in science or measurements in PE. The two-year whole-school numeracy strategy is in its early stages but already evidences coherence and shared ownership. Numeracy is made relevant through careers-linked content, boosting pupil engagement and demonstrating the real-life application of maths skills.

Teaching across the school is informed by individual pupil needs and supported by effective use of data. Staff plan collaboratively and adaptively, ensuring that learners receive appropriate challenge and support. Pupil data and learning profiles informs teaching, while Teaching Assistants and graduate TAs are deployed to accelerate progress, particularly in targeted interventions. There is a shared belief in growth and the potential of all learners, with staff consistently reinforcing the message that..... "attitude determines altitude." Adaptive pedagogy is monitored and enhanced through CPD and collaborative curriculum planning. The whole-school numeracy booklet ensures consistent use of mathematical language and promotes fluency across subjects. Assessment is used purposefully to identify learning needs, monitor progress, and evaluate impact. A combination of pre- and post-testing, regular data drops, and triangulation with pastoral and SEND information ensures a holistic understanding of



Assessor's Evaluation for the IQM Flagship Project



each learner's journey. Programmes such as Dynamo Maths, targeting dyscalculia and low-attaining pupils, are rigorously evaluated. One pupil reflected that the intervention.... "helped me feel less behind," underscoring the personal impact of tailored support. Staff use digital platforms like Seneca to track learning and inform classroom practice, while assessment outcomes guide both whole class teaching and bespoke intervention.

Behaviour and attitudes to learning are positive. Pupils benefit from clearly communicated expectations rooted in the school's CHABOP values. Daily routines such as morning greetings, respectful interactions, and a calm learning environment support strong behaviour. Students are motivated by the relevance of their learning, particularly when numeracy is contextualised through careers or practical applications. Staff report improved pupil engagement, especially in STEM-related sessions. Staff build strong relationships with students, using feedback to refine provision. While behaviour incidents are rare, the school continues to monitor and support students' emotional and social development through integrated pastoral and academic structures.

The school engages proactively with parents, carers, and guardians using a range of communication methods including SMS, phone calls, Google Classroom, and in-person or virtual meetings. Parents of pupils receiving support are contacted regularly, and efforts have been made to trial a variety of parent engagement strategies. Although no parents were available during the visit to offer feedback on the numeracy strategy, staff outlined the multiple ways they seek to include families in their child's learning journey. Workshops, feedback forums, and welfare check-ins form part of the school's wider inclusion strategy. There is clear recognition that strong home-school partnerships enhance student outcomes.

The school makes meaningful connections with the wider community. Pupils benefit from visits, trips, and enrichment activities designed to build resilience, aspiration, and social capital. Careers education and real-world numeracy links have been successfully integrated to highlight the utility of learning beyond the classroom. Staff support pupils' broader development by creating space for talents to be recognised and nurtured, whether through arts, leadership roles, or STEM engagement. The Head of School explained..... "we ensure that whatever area they're good in, we empower," capturing the school's holistic approach to inclusion. Governors, though unavailable for interview, are engaged in the school's strategic direction. However, minutes from recent meetings suggest that numeracy-specific developments have not yet been fully incorporated into their oversight a likely development opportunity moving forward.

The delivery of numeracy within tutor-led Monday morning sessions as part of the Portfolio for Life and RE curriculum showed variable impact. Some pupils were fully engaged, while others displayed off-task behaviours. Engagement was notably higher during afternoon sessions, suggesting that the current delivery model may require revision to optimise outcomes. Nonetheless, the school's broader approach to embedding inclusion and numeracy is coherent, strategic, and driven by a shared commitment to improving life chances for all.



Assessor's Evaluation for the IQM Flagship Project



The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Dr Dwight Weir

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann', written over a light grey horizontal line.

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