



Report on IQM Inclusive School Award



School Name:	St John's Meads CE Primary School
School Address:	Rowsley Road Eastbourne East Sussex BN20 7XS
Executive Head	Mr Beruk Berhane
IQM Lead	Ms Lucy Pomeroy (Head of School) and Kelly Hitch SENCo
Assessment Date	5 th December 2025
Assessor	Ms Kris Wodehouse

Sources of Evidence:

This was the school's first IQM assessment. The school submitted a comprehensive self-evaluation report, along with a detailed timetable, thus enabling the Assessor the opportunity to review a broad range of evidence linked to the eight elements of the IQM framework.

Over the one-day assessment the Assessor evaluated the school's commitment to inclusion through a wide range of written evidence, including:

- IQM Self-Evaluation Report (SER)
- School Policies – Behaviour, SEND, Accessibility
- School Development Plan
- Ofsted Report March 2024
- SIAMS Report May 2025
- School Website and Newsletters
- School Vision and Values
- Pupils' Books
- Learning Walk & Observations
- Observation of Pupils' Arrival at School
- Pupil Premium Report



Report on IQM Inclusive School Award



Meetings Held with:

- Parents and Carers
- Pupils – Friendship Group and School Council
- Staff Voice – Teaching Assistant/Teacher/Site Manager and office staff
- Leadership Team – Executive Head teacher, Head of School and SENCo (Joint IQM Coordinators)



Report on IQM Inclusive School Award



Overall Evaluation

St John's Meads CE Primary School is a one form entry school for children aged 4-11 in the Meads area of Eastbourne, East Sussex. The school currently has 165 students, 23 (14.11%) of whom are Pupil Premium 24 pupils that are classified as Special Educational Needs (SEN) Support (14.7%), and 2 pupils (1.2%) have an Education and Health Care Plan (EHCP). The number on role is declining steadily due to the low birth rate in Eastbourne.

This academic year, the school has a new secure leadership team structure with an Executive Headteacher and Head of School. This follows a period (18 months) where the school was led by an interim headteacher following a period of absence and the subsequent resignation of the substantive Headteacher. The Deputy Headteacher had also been on a long-term absence prior to their departure in December 2024. A new SENCo was appointed from September 2024 and is currently completing the National Professional Qualification for SENCo (NPQSENCO).

St John's joined the Diocese of Chichester Academy Trust (DCAT) in early 2020. Providing an exciting opportunity to work collaboratively with DCAT schools to guarantee all pupils continue to receive the very best start to their educational career, getting them ready for each Key Stage and beyond. DCAT paused the Governing Body in April 2024, following an OFSTED judgement of 'Requires Improvement', and an active and supportive Transition Board are currently in place.

Inclusion is a cornerstone of St John's Meads CE Primary school's ethos, with a dedicated, cohesive team working collaboratively to meet the varied needs of its pupils. During the assessment, it was evident that the entire team is united in their commitment to inclusion, with all stakeholders speaking passionately about the school's nurturing and supportive environment.

On arrival at St John's Meads CE Primary school, the Assessor was immediately immersed in a vibrant buzz of an inclusive school, where the ethos of belonging and high expectations was evident once stepping through the school gates. A group of pupils from the 'Friendship Team' guided the Assessor on a tour around the school. A calm, purposeful, teaching and learning atmosphere is evident throughout the whole school and the behaviour for learning observed during the review day was exemplary. All adults know the pupils exceptionally well, and relationships between staff and pupils were observed to be nurturing and respectful.

There is strong leadership and leaders have worked diligently to develop a culture where everyone feels part of the team and is empowered and trusted to act.

The school's values - Love, Independence, Generosity, Honesty, and Teamwork, come together as LIGHT, guiding every child to shine brightly. These are understood by the entire school community demonstrated when a few pupils were able to explain to the Assessor that the school motto 'In Tenebris Lux' means 'Light in Darkness'. Pupils explained how they can overcome darkness.

Pupils observed during the assessment were engaged, happy and respectful. They were eager to discuss their learning and the wide range of experiences they enjoy at St Johns



Report on IQM Inclusive School Award



Meads CE Primary school. Classrooms are welcoming and purposeful, with displays that effectively support learning. All classrooms have an enable table where pupils can select tools that aid their learning. Visuals were used consistently throughout the school to aid communication.

The pupils spoke confidently about strategies the school uses to support their mental health and emotional regulation. One of the delightful pupils demonstrated the 5-finger breathing strategy which was instantly calming on the Assessor. They also described the Zones of Regulation and how this supports their emotional regulation.

The quality of teaching at St Johns Mead is high, as evidenced by pupils' work across the school. Pupils were engaged in their learning. The curriculum is carefully designed with subject intentions clear on the school website. The school takes a holistic view of each child, swiftly identifying and addressing any barriers to learning across all areas and providing high quality support and intervention. There is a strong commitment to enrichment activities that enhance personal development.

During the Assessment, all stakeholders demonstrate a clear commitment to inclusion and clearly articulated a shared vision for inclusion. Parents and carers are very complementary about the support teachers provide for their child and families.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ms Kris Wodehouse

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

.....
Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd