



Assessor's Evaluation for the IQM Flagship Project



School Malet Lambert School
James Reckitt Avenue
Hull
HU8 0JD

Head/Principal Mr Patrick Sprakes

IQM Lead Ms Keri Pearson

Date of Review 10th November 2025

Assessor Mr William Pratt

IQM Cluster Programme

Cluster Group Inclusion Pioneers

Ambassador Mr Dirk Pittard

Next Meeting 3rd March 2026

Cluster Attendance

Term	Date	Attendance
Spring 2024	8 th February 2024	Yes
Summer 2024	24 th June 2024	Yes
Autumn 2024	4 th December 2024	Yes
Spring 2025	22 nd January 2025	Yes
Summer 2025	22 nd May 2025	Yes
Autumn 2025	1 st October 2025	Yes

The Impact of the Cluster Group

Malet Lambert school has demonstrated excellent commitment to their Cluster groups for an extended time. Leaders spoke about the benefits of sharing ideas and practice with schools in different settings and contexts. The IQM lead highlighted the influence of attending the Cluster groups in realising the successful implementation of their own project. The lead stated, "it makes a real difference to hear others talk about their experiences" and "to be able to visually see something in place within a school."



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Evidence

- Ofsted Report 2024
- School Website
- Observations during extended tour of the school
- Attendance analysis for current cohort of the "House" - including comparison data
- Attendance analysis for previous cohort of the "House" - including comparison data with post "House" year
- Be Well analysis document
- Inclusion Intervention Analysis report
- Malet Lambert - Literacy Action Plan 2022-2026
- International School Overview document

Additional Activities

- Extended tour of the school with IQM Lead and Headteacher

Discussions held

- IQM Lead and Headteacher
- Local Specialist provision Executive Headteacher
- SENDCo and Deputy Head (Inclusive Curriculum)
- Director of Pupil Support and Deputy Head (ACE House provision)
- Parental phone call - parent from cohort of 8 House students
- Meeting with PLT (Pupil Leadership Team)



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Evaluation of Annual Progress towards the Flagship Project

The implementation of the “House,” an alternative space providing bespoke support and an adapted curriculum for a small cohort of disengaged students, has been the focus of previous IQM reports and reviews over a sustained period. It is an indication of the strategic and sensible perspective adopted by Malet Lambert, in integrating and developing new practice, that this review brings the culmination of this extensive project. Leaders now reflect with pride on an implementation process that has been a continual learning experience and provided many moments of celebration and pride. Central to the success of the initial implementation has been the specialist expertise provided in collaboration with the Director of Inclusion for the Trust who reflected upon the importance of the staff at Malet Lambert knowing, from conception, what they wanted to achieve. He also recognised the valuable perspective he witnessed from the school in accepting they needed support in knowing how to get there.

Throughout all the conversations with staff throughout the visit, there is an established understanding of the implementation of the “House” as a process and not an event. There is consideration of necessity to reflect and review, allowing for modification and improvement of practice. This is exemplified in leaders' willing articulation that “we are not experts at this,” viewing progress as a continual learning process for review. This was substantiated by the view of collaborative alternative provision leads perspective that as a partnership they could have been “braver” in decision making and have learnt those lessons for this next cohort.

When visiting the “House” I was greeted by a warm, open, and relaxed atmosphere. The consequence of confident and competent staff, who have received appropriate and supportive professional development. I was able to witness a group of students within a lesson setting with very little disengagement. These students supported each other in communicating with an external visitor and demonstrated respectful behaviours to the staff members present. Within the classroom environment some were happy to participate in a reflective conversation about the impact of the “House” on their education and these conversations were overwhelmingly positive. It was highly encouraging to witness the student's behaviour remaining self-regulated within the unstructured time. With minimal instruction or direction by staff the interactions between the group were age appropriate and demonstrated togetherness and belonging. During this time staff and students reflected upon an ice-skating trip they attended as being formative in developing their “dependence” on each other. Staff members described the requirement to “haul each other off the ice” when they had “all fallen” created an almost immediate bond.

The school is rightfully proud of the impact the “House” has had for the selected cohort of students and provided an analysis demonstrating an average increase of 24% increase in daily attendance. This typicality was witnessed on the day of the visit when attending the House and observing 7 of 8 students within a timetabled lesson and joined at the end of the period by an enthusiastic 8th student. They returned keen and confident to engage in conversation with a visitor and full of praise for the PE lesson they had just attended in the main school.



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The alteration to the curriculum in the "House" has been thoughtfully constructed and, as previously identified, reviewed, and modified based on emerging needs. The Director of Inclusion identified that staff could be "responsive" to needs if necessary. Students benefit from a structured day which begins slightly later than the main school day. Students do experience an adapted curriculum, but one which retains appropriate breadth and shadows the curriculum within the main school, supporting integration to the next stage of education. The leadership of the school has carefully considered the teachers with appropriate skill, experience, and training to successfully deliver subject content in a smaller group setting. They have also provided staff with the "autonomy to adapt delivery where necessary." Offering staff the opportunity to volunteer to teach within the House has increased the "buy in" by staff. The curriculum is delivered in shortened 40-minute lessons. Despite the reduced lesson duration, to encourage participation and completion, students spoke of now feeling "exhausted" as they would complete full days of active learning.

Students also recognised the positive impact of praise, one Year 9 student participating in the art lesson in the "House" during the visit was keen to explain how he now benefitted from multiple praise stamps, "I get loads now". This was in direct comparison to his experience in "main school," which he indicated provided little opportunity for him to experience success. Significantly he recognised that when attending his selected lesson within main school this term from the "House" he had received stamps for his engagement. He attributed this to the success he was experiencing within the "House."

An important illustration of the impact the "House" has had in forging a more positive educational experience was provided during a phone call with one parent from the current cohort of students. It was immediately noticeable that they possessed an in-depth understanding of their child's experience in the provision, the consequence of positive parental engagement and communication. They recognised feeling "much more informed." They passionately described how it had provided her son with an opportunity "to get to know himself better," continuing that it allowed "time and space" to "dig deeper" and "explore" what was preventing him from being successful. They summarised their general feelings of gratitude as "lucky to have it as an option," indicating they were "aware ... not everyone has the choice." This parental communication was overwhelmingly positive.

With a full cohort of students now successfully completing the provision of the "House," leaders at Malet Lambert could reflect with pride on the adaptations they had made to ensure successful reintegration to mainstream education. This has included the implementation of a hybrid vocational curriculum, selected in collaboration with student voice and providing two days of vocational training within Year 10. Such is the early indication of progress that the executive leader of partnership alternative provision identified that the project could act as a "blueprint" of effective implementation for other local schools.

As this report will detail within the next section, the school has chosen to evolve its Flagship Project to focus upon a different direction of inclusive practice. Once again beginning at the embryonic stage of implementation, throughout the identification of the new project it was made explicitly clear that they would continue to review and refine the work in the "House."



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Agreed Actions for the Next Steps in the Flagship Project

It is an indication of the inclusive ethos of the Senior Leadership Team and the values that are threaded throughout every element of practice at Malet Lambert, that they once again consider embarking on another significant project. The IQM lead spoke with a balance of pragmatism and enthusiasm in explaining the wide scoping and ambitious plan in development of their new Flagship project.

Throughout the visit all the conversations I experienced communicated an appreciation of the school having an important role within the community. The school has established and embedded excellent practices and processes for promoting inclusion within its physical boundaries and has developed purposeful partnerships with other agencies to support their students. Malet Lambert now seeks to explore the supportive influence it can have shaping collaboration within the locality, for the benefit of all children within the local area. With significant courage, social consciousness and hoping to harness a collective aim they plan now to focus on "addressing the complexities within the community." The IQM lead articulated their ambition of developing their already established network of schools, families and community leaders and expanding to seek others who can support and be supported. The overarching vision is more efficient and efficacious through pooling resources to intervene earlier and more effectively with shared challenges.

It is indicative of the proactive and strategic mindset that the Senior Leadership Team has already invested in research based professional development to support the knowledge of the IQM lead in understanding how to develop a "cradle to career" model. The IQM lead now attends external CPD to develop their acquired expertise. They have also initiated primarily communications with locality primary schools interweaving the work already completed through transition and post 16 destinations to identify common challenges.

The desired outcome of the project is communicated with clarity and simplicity. The intention is to work together to identify the recurring obstacles and challenges that some young people experience throughout their education. The collective aim is to utilise the knowledge of expert practitioners and agencies who support young people from early years to post 16 to confront those challenges together and "break the cycle", through greater coherence of services and support.

The school communicated, wisely, adopting a measured and strategic approach to implementation of this new project. Identifying that its targets for this upcoming year will focus on: exploring the concerns and challenges experienced by other stakeholders in the community, identifying and engaging other partnership organisations and uniting a cross-agency partnership of professionals with a collective aim to support each other to enable meaningful change.

In a school community, supported by strong leadership, I consider it an exciting prospect to review the development of the above identified targets a year from now and anticipate, given my experience of the day, there will be significant progression evident.



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Overview

It is an indication of the commitment of leadership at Malet Lambert to inclusive practice that I had developed an understanding of the inclusive nature of the school before stepping foot through the gates. The contagious enthusiasm of the IQM lead, who provided additional time ahead of the visit to discuss elements of the day, was immediately evident. They provided a clarity of vision in what they hoped to achieve and realism of embracing the challenges that come with transformational change.

When arriving at Malet Lambert school you are greeted by the beautiful aesthetics of a 1930s building. This provides a picturesque and pleasant greeting to students each day, as they walk into their school environment and are greeted by staff. The recognition and celebration of the schools near 100-year history is reinforced by a thoughtful display of past memorabilia. This awareness of the importance of celebrating their place in the history of the community is blended with an appreciation and promotion of its international and inclusive vision. This is clearly represented by the 40 national flags that adorn the central atrium of the school building, each one representing the nation of students within the school body.

Such is the inclusive intention of the school that as a “new visitor” sometimes the rationale of why deliberate inclusive decisions have been made are not explicitly explained. It is just expected practice at Malet Lambert. The installation of classical music as a substitute to a school bell, to indicate the start and end of transition points, is an example of this. The melodic music is more palatable to a wider group of senses, providing a calm stimulus for movement. The selection of the music piece has been deliberately chosen to provide the desired length of movement time within the building. Throughout the day I was informed of the adaptations of this throughout the year and I was disappointed to have missed out on two weeks prior celebration of international week which recognised each of the 40 nationalities represented in the school with their national anthem at each transition throughout the week. The IQM lead also stated that other selections of musical choice did occur throughout the year, with more light-hearted and joyous inclusions selecting the apt “schools out for summer” for transitions on the final day of the summer term.

During an extensive and transparent tour of the entire school, which incorporated the observation of unstructured time, I was able to observe the longitudinal evidence of inclusive practice over a sustained period with a willingness to consider innovative practices to implement and invest in. The school has utilised the benefits of a large environment to create bespoke rooms of intervention and inclusion supporting different elements. This included the beautifully created inclusive space in one of the ELSA classrooms, the alternative workspace provided by the learning support centre (LSC), and the exciting introduction of the digital sensory space in the “Bloom Room.” As recognised in previous review visits, the school continues to refine these well-established spaces and ensures that students are identified and supported with a graduated approach. This impressive coordination of support sits within the Trust wide “Be Well” strategy and this has further supported its effective implementation.

As with many aspects of inclusive practice at Malet Lambert, it is tangible, visible and always underpinned by fundamental educational principles. This is embodied by the



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aforementioned celebration of internationalism which greets you with the presence of 40 flags proudly representing the 40 spoken nationalities within the school community hanging in the main atrium of the school.

The flags provide constant visibility but elements of practice such as the "International School Newsletter" encourage reflection of "tolerance-respect-generosity-empathy." Whilst presentations throughout the international week provided the opportunity for a "virtual exchange" with a partner school in India, promoted empathy through recommendation media, and enhanced cultural understanding through live musical performances. Leaders discussed being part of their immediate community but also of a positive representation in a global community. It is indicative of the inclusive ethos of Malet Lambert that the international lead teacher articulated the importance of internationalism being "highly visible" because the cohort numbers are relatively low, and the understanding that this could increase the possibility of isolation for individuals.

This is exhibited further through the carefully considered and constructed differentiated EAL intervention provision. During the visit it was possible to witness students being supported with empathy but also expected to speak confidently about their areas for development and strengths.

It is unsurprising that the school has an active Pupil Leadership Team (PLT), who are a representation of their pupil body. This group communicated the pride they feel in representing the pupil community and the impact they and previous PLT's have had in positive change within the school. They highlighted specific influence in contributing towards the praise stamps in planners' strategy and acknowledging the positivity this has had with their peers. The group also competently communicated how the "challenge it, change it" strategy had ensured a school culture where students were encouraged not to be bystanders when they witnessed discrimination. Finally, in a mirroring of the staff leadership model of the school, the group were currently considering how they could support the community outside of their gates. They were currently fundraising for the installation of a defibrillator to be placed on the external fencing of the school for community benefit.

I felt privileged to be warmly welcomed and immersed within an inclusive school culture throughout the visit of Malet Lambert school. The observations throughout the day and the conversations with staff and other stakeholders, confirmed and consolidated the instinct felt upon arrival of a school that places inclusion at the forefront of its decision making. It is a consideration based on the articulation of strategic and deliberate decisions for the improvement in life chances of all children, underpinned by inclusive principles.

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.



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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: Mr William Pratt

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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