



Assessor's Evaluation for the IQM Flagship Project



School Name: Ranelagh Primary School
Corporation Street
Stratford E15 3DN

Headteacher: Mrs Shella Lawrenson

IQM Lead: Sehnaj Patel

Date of Review: 11th March 2020

Assessor: Ralph Silverman

IQM Cluster Programme

Cluster Group: Inclusion Champions

Ambassador: Jane Whitehurst

Date of Next Meeting: 19th June 2020

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

Discussions with:

- Headteacher, Inclusion Leader and SENCO.
- Parents.
- Support Staff.
- The Link Governor.
- The Senior Inclusion Team.
- Pupils.
- Teachers.

Additional Activities:

- A Learning Walk.
- Scrutiny of the Annual Review and Action Plan.



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Evaluation of Annual Progress towards the Flagship Project

Target 1 - For all schools within the Trust to implement and use Google Cloud.

There has been an increased use of Google Cloud across the Trust, staff information and organisation are now shared on the Google drive enabling staff to take ownership. There is an increase in the number of Trust shared files for leaders to access, for example, TLLT, Safeguarding and SEND.

Target 2 - To provide training on the use of J2E in schools within the Trust and across Newham Schools.

The Ranelagh IT lead demonstrated how J2E can be used as a teaching tool in the classrooms, computing leads across the Trust were then able to disseminate this to their own staff in their schools. Ranelagh's computing lead also delivered training to support staff on how to use J2E and how effective it can be to support children with their learning, reducing the need for paper-based resourcing.

Target 3 - To be an active and leading member of the CAS (Computing at Schools) Hub.

As a leading member of CAS, the school has hosted other schools in visiting and observing Ranelagh's good practice in using IT. The schools computing lead has supported other schools with their curriculum design of their teaching of IT.

Target 4 - To improve teaching and learning in schools beyond the Trust.

The school that is being supported is strengthening, the end of key stage data has improved significantly with all subjects (Reading, Writing and Maths) being above national levels. The teachers within the school are part of a rolling programme with Ranelagh teachers to observe the excellent practice. Not only is this supporting the less experienced teachers from other schools, it develops professional development for the staff at Ranelagh. Both schools improved as a result of the partnership and approaches in both schools were adapted and clarified, leading to better outcomes. Each of the projects were successful, in one school the action plan was reworked to ensure that specific groups were targeted.

Target 5 - To raise the standard in English in Year 6, especially reading.

Local libraries have been visited to ensure children have access to a wide range of books, this has helped develop their love of reading. All of the children involved were able to talk enthusiastically about a wide range of books they have read and were able to make strong comparisons between genre and authorship style. One effective strategy was to give children time to discuss set books or extracts in an informal small group, this has been disseminated to teachers in school. The sessions involved elements of the 'reciprocal reading /think-aloud' model, this is where peers lead discussions and challenge each other's understanding of books. There are many approaches to develop Greater Depth in children.



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This project found that small informal intervention groups were useful, but groups in which the children led the questioning had better impact and increased engagement. The network meetings across the Trust continue to develop each schools practice.

Target 6 - To support schools to develop a curriculum that meets the needs of the school community.

With the changing focus of monitoring from OfSTED, to ensure a curriculum that is both broad and balanced has ensured that all schools have evaluated the content of the curriculum. Trust schools have learned and adapted some aspects from Ranelagh's model. Teaching and Learning Leads along with Subject Leads, work with the subject leaders in other schools in the trust to evaluate the effectiveness of each school's curriculum.

Target 7 - To develop CPD across the Trust that raises standards in English within the Trust, especially for those children at GDS.

The programme of CPD was written and shared across the Trust schools. The Reading Project was implemented across the Trust schools which strengthened the children's love of reading, this ensured that the children who were 2a at the old NC levels attain Greater Depth when converted. Results showed, 34% of Year 6 children across the Trust attained Greater Depth in Reading which is 7% above national levels.

Agreed Actions for the Next Steps in the Flagship Project

To Improve and Embed the Inclusive Practice within the Resourced Provision

Target 1 - To develop sensory stories and abridged versions to help children with ASD to access them.

The Inclusion Team and English Lead will review the English Long-Term Overview and ensure the texts are both culturally and socially inclusive, class texts will be re-written so that all children can access the same text in the classroom however, at their level rather than having separate and discrete texts. Singalong training will be planned for all staff which can be incorporated into the reading of the class texts. Sensory activities will be planned and modelled to the staff including start/finish activities.

Target 2 - Invite SENDCOs from Newham Schools and beyond to observe excellent inclusive practice in the school and in the Resourced Provision (RP).

Continue to develop assessment procedures for children on the SEND register. Use a range of assessments for those children not operating at NC levels, including MAPP, SCERTS framework and Provision Mapping. In addition, evaluate the impact of the range of interventions and sharing these with the visiting schools.



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Target 3 - Support the Local Authority to assess children who may require access to a Resourced Provision for autism.

Attending Resource Provision Allocation panels to determine which children highlighted by mainstream schools will need access to a more specialist provision. Liaise with the Language Communication and Interaction team to discuss children on their caseload and liaise with mainstream schools to observe children who may be possible candidates for a Resource Provision placement.

Target 4 - Adapting and using social skills within the curriculum for children who are non - verbal or have very limited language skills.

Liaise with the PSHE lead to see which social skills are being used across the school and adopt the social skills from the mainstream curriculum, which are appropriate for children who are non - verbal or have difficulties with language. To create visuals of the 'adopted' social skills and create a programme of life skills and embed the social skills as appropriate.

The Impact of the Cluster Group

Staff have attended four cluster meetings and hosted one, over the past two years.

- Since visiting Honilands, Ranelagh has organised parents' courses in learning English (ESOL), this has helped parents to support the learning of their children at home.
- After visiting Hillingdon, the Community Lead has used the information gathered to run further clubs in school.
- Two HLTAs visited Curwen and were impressed with the range of provisions provided by the school, especially the language programmes for children with communication delay. Since then the school has purchased new resources that will help to motivate and engage the children.
- It has empowered and raised the TAs self-esteem and supported their delivery to the children with whom they work.

Overview

Ranelagh Primary School is in West Ham in the London Borough of Newham, it recently joined the Tapscott Learning Trust. It is a two-form entry school with 385 children on roll. A new building is being added which is nearly finished and over time the school will become three forms of entry, the existing building is not fully accessible but there will be a lift in the new building. Although most of the housing is privately owned, Pupil Premium is high at 62% and there are 8 children with EHCPs. At least 63 different languages are spoken by the children.



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The KS2 SATs results were as follows; progress in Reading was well above average, writing and maths was above average. ARE in Reading, Writing and Maths was 82% (17% above national) and greater depth was 23% (12% above national). It received a rating of 'Good' from OfSTED in November 2019.

It has a good reputation in Newham for addressing the needs of children with SEND, it is a Resourced Provision where children with ASD are mainly taught alongside their peers within their classes. Staff have been upskilled and teams of adult's work with these children to ensure they do not depend on one adult, they have personalised visual timetables so they know who will be working with them. There are several pods in the middle hall where children work in small groups and staff say that having the RP barely impacts on the other children's learning and they were glad to take it on. They feel proud that it is integrated throughout the school and stated that it benefits the other children (and parents) who see that we all have different needs however, all the children at Ranelagh share the same values, ethos, social understanding and have the same social tolerance. The school has invested a lot of time and money in CPD for all staff to increase their understanding and add to their skill set, having the RP was not an enormous change for Ranelagh as they were already providing many interventions.

The pupils think that the staff are kind and give them chances, they are given opportunities to give their opinions and to think critically about issues. There are rarely incidents of racism and if they have a problem, they can speak to the playground buddies who resolve issues. They know which members of staff they can turn to if they have a personal issue. The pupils are polite and show a great deal of mutual respect, they agree with the behaviour policy and the sanctions they could receive if their behaviour was unacceptable. They explained that they like the reward system of stickers, trophies, certificates, celebration boxes and house points and find the marking system helpful. In addition, they have enjoyed the various trips they have been on and the visitors that have come into school. Parents and children know the 'Five Rs': Respectful, Remarkable, Right Choices, Responsible and Resilient, some parents remind their children at home about these behaviours.

The staff are experienced in making reasonable adjustments to ensure all children have access to the curriculum. Ranelagh is the lead school in the Trust for computing and some of the children upgraded many of the laptops. The experienced and dedicated Support Staff come in at 8:30am to meet their teachers and discuss the day ahead. In addition, they wear pinnies which contain sensory resources they use with their children.

Progress for SEND children, working well below ARE, is measured using MAPP along with their social and emotional progress. There are many interventions used throughout the school, the SEND team will recommend which might be the most appropriate to address each individual need, for example, the personal development group or the food exploration group where children come if they have a limited diet. They will be offered different foods to sample according to colour or smell, this has been planned alongside the NHS. The Zones of Regulation are used for some children to help some manage their behaviour.



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Ranelagh is a very autism friendly school and Autism Awareness Month is celebrated every year. The SENCO runs workshops in all classes to help children feel what it might be like to have autism. In addition, money is raised for the National Autism Society through cake sales and parents can see what the children experience.

Parents are very supportive of the inclusivity, they feel that they are well informed about what is going on in school and that their concerns are addressed. Some were worried about the new SRE syllabus however, reassured once it had been fully explained. Many parents do not want to move away from Ranelagh as they believe that the school is helping their children so much and addresses their individual needs, they appreciate all the workshops that are provided.

The Governors fully support the inclusive ethos and they are proud of the progress that children make being in such a richly diverse and multi-lingual area, they understand the school's aim and encourages the leadership by being fully acquainted with all relevant information, so it can challenge and hold them to account. They have been involved in book scrutinies to further their understanding and see the range of abilities.

The school uses Google Drive, it is prepared for the possibility of closing due to the Coronavirus crisis and children will be able to access their virtual classrooms. In addition, those who may not have broadband paper copies and books will be distributed.

The Senior Management Team has been in post for some time and share the same inclusive ethos, they believe that all children should have the same access to the curriculum. With that in mind the Inclusion Team have started work on abridging texts that each class use, they call this Sensory Stories and are designed for those pupils working below ARE. They are being written very carefully to ensure the vocabulary is accessible for these children. A further text is written with few words and pictures from Colourful Semantics for those with ASD, a sensory box will go with each story. They will have start and finish activities in green and red boxes. When the team have finished this huge piece of work, they will have a resource that will be marketable for publishers so all children with ASD may one day be able to share the same text as their peers.

Having spoken to many staff, parents and children, I am in no doubt that the school fully meets the standard required by the Inclusion Quality Mark and should remain a Flagship school and be reassessed in one year's time.

Assessor:

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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