



## Assessor's Evaluation for the IQM Flagship Project



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

**Head/Principal:** Shella Lawrenson

**IQM Lead:** Sehnaj Patel

**Date of Review:** 17<sup>th</sup> March 2021

**Assessor:** Barry Carney

### **IQM Cluster Programme**

Cluster Group: Inclusion Champions

Ambassador: Ralph Silverman

Date of Next Meeting: 25<sup>th</sup> March 2021

Next Cluster Group Meeting Focus: TBC

### **Evaluation of Annual Progress towards the Flagship Project**

The School's progress from the previous year was based on the project focus of Forest School, mental health accreditation, social skills for non-verbal children, working with LA and other schools in developing resource based provision for autism.

Due to COVID-19 regulations, the number of visits by other schools to observe the impact of Forest School has been limited. However, ideas have been shared in virtual Science Network meetings.

The school has gained Gold Mental Health status, awarded by the Carnegie School of Excellence. A Lead Governor for Wellbeing has been nominated and meets with the Wellbeing Lead 3 times per term.

The intervention groups, for example, Attention Autism and Social Skills have been adapted so the children can continue to access while in school during the pandemic. A series of parent workshop videos have been created, showing strategies to support their child at home during period of lockdown. Learning packs with resources and ideas have been sent home to parents.

The Resourced Provision Lead plays an active part in the moderation process for RP pupil allocation within the Local Authority. Pre COVID-19, other mainstream schools



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have visited to see the RP at the school and seen how the high level of needs of children with Autism is met within a mainstream environment and how they are included in the classroom and how their progress is measured. Virtual videos of SEND-specific learning ideas shared via TFLT Facebook and Twitter.

Visits by other schools have been limited due to COVID-19 regulations, however, the school has contributed to a Local Authority strategy for a new ASD referral pathway and two schools visited pre-lockdown. In addition, Ranelagh Primary School has hosted an IQM Cluster meeting virtually showcasing inclusive practice through the use of sensory and abridged texts.

### **Agreed Actions for the Next Steps in the Flagship Project**

*'A sensory approach to an inclusive practice.'*

**To continue to create sensory stories for the English Medium Term Plan (2 year rolling programme).**

- Inclusion Team and English Lead to review the English Long Term Overview and ensuring the Texts are both culturally and socially inclusive.
- Inclusion Team to support teachers to begin to write sensory stories themselves.
- COVID-19 Recovery - to use the Talk for Writing recovery units to create sensory versions for children with ASD.

**Where appropriate (longer texts) write abridged versions of the class texts.**

- Class Texts are re-written so that all children can access the same text in the classroom but at their level rather than having separate and discrete texts.
- To ensure simple, adapted language which children with EAL and SEND, including the Conversation Partners on the SCERTS framework can easily access.
- Inclusion Team to support with planning, this includes helping teachers write abridged versions and also covering classes to give teachers additional time to write abridged versions of the class text.

**Create colourful semantics packs to accompany abridged texts to support pupils to write extended sentences.**

- Inclusion Team to use the Colourful Semantics structure to create packs to support children in creating simple 2/3 word sentences.
- To create instruction guide/template to help teachers with using the Colourful Semantics Pack – what sentences can be written/ and what are the who/what doing/what/where words in the story pack.



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- Inset on Colourful Semantics for all staff led by the English Lead.
- Inclusion Lead to organise training from the NHS SALT Service on using Colourful Semantics for children with SEND.
- Monitoring the use of the Colourful Semantics packs.
- Colourful Semantics packs to be created for texts used across the curriculum, for example, History/RE or Geography.

### **Using widget symbols and Colourful Semantics create simple comprehension packs for the Language and Conversation Partners.**

- Discuss with class teacher's ability and needs of the children in the class, refer to the SEND register and needs analysis.
- Using Colourful Semantics create questions using who/what/where/what doing for selected texts – initially this is done by the Inclusion Team then class teachers take on the leading role supported by the Inclusion Team.
- Create resources including who words/what words using appropriate colours to scaffold the structure of the sentences.
- Share packs with the staff during a phase inset/briefing.
- Monitor use of the packs by the Inclusion Team.
- COVID-19: Carousel of packs used so that resources are not shared.

### **Develop an assessment system to show the impact of sensory stories.**

- Look at the various pre-key stage assessment systems to create an assessment system that provides an accurate baseline for using sensory stories.
- Link this to MAPP/SCERTS targets, EYFS Development matters and the Engagement model to create a systematic and robust assessment system.
- Assessment system created to show progress of children using the sensory stories, including baseline, mid-year and final from their individual starting points.

### **The Impact of the Cluster Group**

Ranelagh Primary School has established itself as an active participant in their cluster group, Inclusion Champions. In January 2021, the school hosted and contributed to an excellent virtual cluster meeting on the use of sensory/abridged versions of class texts and colourful semantics. The school sent two staff to the meeting in October 2019 which was the last time the group met in a host school.



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## Overview

Despite this being an online review due to the ongoing COVID-19 pandemic, there was a palpable sense of a school that is highly successful and inclusive. Ranelagh Primary School represents all that is best about inclusive practice. There is an acute understanding of its context and a driving passion to support and have high aspiration for all of their pupils and families. The school is valued by its community and parents and children have great trust and confidence in their staff who strive to ensure that they can *"Be the best that they can be"*.

Ranelagh Primary School is situated in East London, in an area of high socio-economic deprivation. Unemployment is higher than the national average with a large number of children from single-parent families, this is also reflected in the school deprivation indicator. The school is in the upper quintile with an indicator of 0.51 which is nearly double that nationally. At the last Ofsted inspection in November 2019, the school was judged to be 'Good' under Section 8 of the Inspection Framework.

The school is larger than average primary school with currently 405 children on the school roll. The school is two-form entry and has a Nursery attached with spaces for 60 children. Over 44% of the children are eligible for free school meals (FSM) and this has remained relatively stable over a period of 3 years. It is likely that this figure misrepresents the true number eligible as all school pupils in Newham are given free school meals and so there are many families who, despite being eligible, are not claiming FSM.

In September 2018, the school became a Resourced Provision (RP) for children with Communication and Interaction difficulties, most notably children with Autism. Currently, there are 9 children who access the RP and when at full capacity, it will be 14. The total number of children on the SEN register at School Support is just above national average levels, 16.1%. As a result of how the funding process works in Newham, the number of pupils with Educational Health Care Plan is well below the national average with only 14 children with a plan. This is because Newham is an inclusive Borough and supports Pupils with Exceptional Resource Funding rather than issuing Statements of SEN.

A large proportion of the children do not speak English as their home language with 62.5%, having English as an additional language. Following on from this, a significant majority of the school roll, 93.6%, come from minority ethnic groups. The ethnic makeup of the school has changed considerably over the years with a growing number of White Eastern European children attending the school. Other significant groups are the Bangladeshi and Black African groups. There are 53 different languages spoken in the school.

The school has achieved a significant number and range of externally accredited awards, in addition to the Inclusion Quality Mark (Flagship). These hard earned awards reflect the school's inclusive practice and its commitment to a broad and balanced curriculum. These awards also stand as testament to the experience, expertise and hard work of a dedicated and enthusiastic staff. I spoke to several of them during my virtual visit and was impressed by their knowledge of the pupils, their families and the



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community. I saw examples of curriculum planning and resources including the carefully crafted sensory stories and abridged texts which have been produced by school staff over the past two years.

Despite this being an online review, the school's impressive website afforded me the opportunity to visit the school via its virtual tour. The imposing, brick built building has been recently extended to include a brand new Early Years and Foundation Stage (EYFS) space. The classrooms are well-resourced and there is a consistency to the content and quality of display. The new building has also had a lift installed which provides access to all but the top floor of the older building. The outdoor space is equally impressive and provides a good area of hard surface playground, the 'Park' which includes soft play and a variety of climbing frames and some raised beds. The Lodge Garden is accessed via a ramp from the main playground and is a peaceful, well-manicured garden area. The school has recently become a Forest School with trained staff and access to nearby West Ham Park where the children can "...saw wood, build shelters, create bug hotels and pond dip."

Since the school's last review, leaders and staff have had to adjust to coping with the impact of the COVID-19 pandemic and support their pupils and families through blended learning at home and in some cases, at school. Using Google Classrooms and Google Meet, staff provided a mix of live and pre-recorded lessons. For those families who had difficulty accessing the necessary technology, school staff provided hard copy learning packs for use at home. Every week, class teachers would contact home and safeguarding procedures were adjusted to take account of the new situation. Eventually, the school received 47 Chromebooks and other connectivity devices from the Government scheme which they supplemented with over 50 laptops from the school's existing resource. These were loaned out as required which consequently increased the accessibility of online learning materials.

For pupils with additional needs, Teaching Assistants would record interventions aimed largely at supporting parents to assist their children. The school also loaned out resources such as trampettes, rockers and pop up tents. It was clear from discussions with staff, that the capacity and capability of parents to support their children's learning was utmost in their thinking and planning. School staff hosted several drop-in sessions for parents including workshops and coffee mornings in order to support their role in home learning.

A striking feature of the school, its vision and practice, is the strength of commitment to engaging with its parents. Two years ago, the school was awarded the prestigious Leading Parent Partnership Award and it was the assessors view that *"In terms of parent partnership, as evidenced in the LPPA process it is clear that this is outstanding."* Never complacent, the school has continued to improve its engagement with parents and to this end two staff have trained in the Positive Parenting Programme (Triple P). During lockdown, a condensed version of the parental workshops were organised and following the success of this venture, the school will run the full eight week course in May, subject to the prevailing status of the COVID-19 response.

In discussion with the school's lead for Community Cohesion, it soon became apparent how much more this school does to support its families and community. The



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Community Cohesion Lead has formed many outstanding links with the local community including the East London Business Alliance and local retail businesses. Donated food, toys and equipment has been redistributed to families at a time when need has been heightened due to the impact of the pandemic on the economy. The dedication and sheer energy was inspiring as was the breadth of activity and network building. Truly impressive!

Clearly, the school recognises the importance of parental engagement but it is reciprocal. In its LPPA report, the assessor found that *"The PTA is unusually strong, effective and supportive, not only of the school but also of each other."* The report continues citing the view of staff that the PTA was *"the voice of the school"* and *"...they are key to our practice"*. From discussion with staff and Governors and reading through a variety of documents, it is abundantly clear that school and parents together have created an exceptionally strong partnership. This partnership has served the pupils and community very well and bodes well for the future.

The restrictions imposed on the school due to the COVID-19 pandemic have, amongst other things, called a halt to the usually extensive range of enrichment activities. During normal times, the school would provide opportunities and experiences for children including trips and visits both locally and further afield, including to Spain where they have formed a partnership with a school.

Governance is a strength and is fully supportive of school leaders and their vision. Governors bring a range of skills and experience and an abundance of energy and commitment. In discussion with the Chair of the Board, I became aware of many examples of how the Governors are proactive and also strike a good balance of support and challenge. There is a positive relationship between leaders and Governors which results in Governors being able to fulfil their roles successfully, whilst contributing to the life of the school. For example, the Chair of the Board has set up a Police Cadet unit at the school comprising over 50 pupils. Governors regularly attend the monthly coffee mornings and evening events (during normal times) and help to raise money and organise charity events. To this end, the Governors work well with the excellent PTA. Governors are aware of the challenges the school faces and what needs to be improved, they are also extremely proud of the support that the school has in place for families, particularly during the last year.

The school should be congratulated for the skilful way in which it navigated a smooth course through lockdown. Staff described procedures which were adapted to ensure safety and the continuation of a meaningful experience throughout the partial closure. Since September, further measures have been taken to maintain a safe environment and experience for all who work and learn at Ranelagh Primary School. The work of support and site staff to make the environment safe for teaching staff and pupils is highly commendable.

Although this has been a difficult year for the school, I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award with Flagship School status. The school has submitted an Agreement to Participate in the Flagship programme committing it to annual reviews for the next 3



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years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The school will be reviewed again in 12 months' time.

**Assessor: Barry Carney**

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

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

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