



## Assessor's Evaluation for the IQM Flagship Project



<b>School</b>	Ranelagh Primary School Corporation Street Stratford London E15 3DN
<b>Head/Principal</b>	Ms Leigh Welburn
<b>IQM Lead</b>	Ms Sehnaj Patel
<b>Date of Review</b>	21 <sup>st</sup> February 2024
<b>Assessor</b>	Ms Julia Ridley

### **IQM Cluster Programme**

Cluster Group	Drive to Thrive
Ambassador	Dr Kenny Frederick
Next Meeting	March 2024
Meeting Focus	Not known yet

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	18 <sup>th</sup> March 2022	No
<b>Summer 2022</b>	10 <sup>th</sup> June 2022	Yes
<b>Autumn 2022</b>	3 <sup>rd</sup> November 2022	Yes
<b>Spring 2023</b>	31 <sup>st</sup> January 2023	Yes
<b>Summer 2023</b>	20 <sup>th</sup> June 2023	Yes

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

The school have attended all this year's cluster group meetings and find it very beneficial to see other practice. They evaluate the good practice and then make a decision about whether it would be beneficial in their environment and compatible with their offer.

The school has offered to hold a cluster group meeting at their setting within the near future.



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### **Evidence**

#### **Discussions with:**

- A group of Inclusion ambassador children (Key Stages 1 and 2).
- Several parents.
- Executive Head.
- Head of School.
- Deputy Head (Inclusion lead).
- Inclusion team- Assistant Head (SENCO/ DDSL), and Learning support teacher (PE lead).
- 3 SEND Teaching Assistants.
- Assistant Head (Community lead).
- 3 Governors.

#### **Additional Activities**

Learning walk.

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

#### **To use different approaches to develop spoken language and communication.**

The school felt that this was a very important goal to work on due to the changing demographic of pupils, with many children with SLCN and Autism now attending the school.

The school have placed renewed emphasis on oracy and vocabulary retention. Key vocabulary for specific topics especially in Science and Ranelagh Curriculum are now displayed in the classroom and referred to by teaching staff. The widget signs are consistently used throughout the school in conjunction with the written word to help literacy and short - term memory.

The school have previously run the NELI language intervention programme and this is about to restart as the new funding has been allocated. This was very successful previously.

Staff have been trained on the implementation of Core vocabulary boards by the Speech and Language therapist and they are now being used by children who benefit.

The school are also keen to develop the language skills of parents who have said they feel anxious about their own level of English. The school run ESOL classes for parents which are very much appreciated. Some parents have increased in confidence so much that they are now active members of the PTA.



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### **To support the school community in developing their physical, mental and financial health.**

The school are very attuned to the needs of the local community. One of the Assistant Heads has the role of Community Lead which shows the importance that the school places on the families and local communities. The school have forged strong links with the East London Business Association in the local area who have supplied the school with many resources. They are also accessing a national reading scheme where two books a term are donated to each family to keep.

The school invite parents into school on a regular basis. The day before my visit, parents had found a workshop from the CAMHS team to be very informative. The school offer a wraparound service for parents from 7.30-6 each evening. This is available to all families, with parents of neurodiverse children encouraged to take up the offer. There is also a holiday service each holiday. This is a tremendous support for parents' mental health too.

Parents are signposted to other organisations who may be able to support them such as food banks. The school donated harvest food to 25 families in a confidential manner which was very helpful to them. The school is in the planning stages of having a food bank on-site.

The PE lead has started a baseball club linking with the MLB which has been incredibly inclusive and popular with the local community who have been able to attend training sessions during the holidays.

The Governors and the strong PTA make a great team with the school to support the local community and ensure the family feel to the school.

The school run two weekly police cadet groups, one for primary and the other secondary for local children. This is very popular and helps build up a positive relationship between the school and the local police.

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

The school will be starting a new three-year project on:

#### **Developing Executive Functions – Working Memory and Cognitive Flexibility**

##### **Year one tasks.**

#### **To develop a shared and constructive understanding of language about neurodiversity.**

##### **Actions**

- Deliver CPD around the use of reducing deficit language.
- Conduct learning walks to capture and share examples of inclusive language.



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Develop a shared language resource pack to be used by staff and the wider school community.

### **To develop pupils' skills in flexible thinking**

#### **Actions**

Staff to plan at least 1 drama lesson per week for any lesson.

To use music/ drama/ art as a thematic approach.

Planning to include open-ended and problem-solving opportunities in all subjects including debate.

Teachers to have more than 1 learning Objective and adapt where necessary.

### **To use a range of manipulatives (concrete and visuals) in and around the school**

#### **Actions**

CPD on the use of Sensory Stories to support the sensory-based approach.

Training on communication cues – led by the SALT.

Inclusive Crib Sheet created and shared by the Inclusion Lead - what should be seen on an inclusive Learning Walk to support children's working memory.

Maths Lead to share findings of observation/ books and pupil voice with SLT to ensure concrete objects are being used effectively to support working memory.



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### Overview

“We live and breathe inclusion.”

I agree wholeheartedly with this comment from a member of staff at Ranelagh Primary School. In my opinion, Ranelagh Primary School is at the forefront of Inclusion practice in this country. The social model is totally embedded within the culture and ethos of the school. All children, including those from the Resourced Provision, are based in a mainstream classroom, with no designated, separate room for the pupils with ASD.

This total inclusive ethos has been made possible due to an inspirational leadership team who have successfully shared their inclusive philosophy with all the staff and parents at the school. Teachers told me that the senior leadership team lead from the front. The Governing Body are very committed to the school and act as a critical friend, not afraid to ask challenging questions. Their range of skills and experience add significant value to the school's work.

The environment is used very effectively to meet all needs. The use of the new sensory and soft playrooms is carefully structured with the right number of resources, appropriate use of symbols and objects of reference to make it accessible and there is a sense of purpose as a learning space.

The model's success is partly due to the strong emphasis that is placed on everyone's professional development.

The school is a research-based school with all teachers working on a research question linked to one of three areas:

- Growth Mindset.
- The mixed year ½ class.
- The effect of neurodiverse strategies on neurotypical children.

Teaching assistants are experts in the interventions that they lead and are very responsive to the needs of their assigned pupil. They have access to focussed, relevant training sessions on a fortnightly basis. It was great to hear that these TAs lead training sessions for other TAs which show how they are valued within the school. Teaching assistants have also worked with teachers on how to best interact with children.

There is a consistency around displays, the use of symbols and learning walls in each learning space and classroom. A good example is in the life skills room which is used for cooking and other interventions. All cooking vocabulary is supported by symbols as it is understood that this benefits children with retention and helps their working memory. The use of green and red trays for some children, linked to the TEACCH methodology, gives a structure to the learning that they need.

All children in all classrooms have access to Colourful Semantics, the Zones of Regulation, visual timetables and are introduced to the metacognition visuals to help support their access to the curriculum.



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Each pupil can access the class texts. Staff may have prepared a sensory approach to the book or they may have made an abridged copy of the main text, so all work is age-appropriate but accessed at different levels. The school is operating with 24 personalised timetables, mostly divided into 15-minute sessions, which means that the school is confident that all needs are being met.

The middle floor has pods in the central area in between two rows of classrooms. The pods are used for targeted interventions and offer a distraction-free environment for more focused, small group tasks. They are fitted with symbols, resources needed and are a bright, inclusive space that is still part of the main school. Engagement for Learning reminders for staff are on display.

Five children from a range of year groups, who are currently Inclusion Ambassadors, impressed me with their knowledge about "people with different minds" and how they help support them both in class and in the playground. Parents commented on the high level of tolerance and empathy from all pupils towards their children.

Children are assigned buddies in their class who help them navigate to the playground and assembly for example and keep an eye out for them. They celebrate their success with them in assemblies.

One year 2 boy was able to say that the purpose of the Now/Next board that he helps a peer use, is so that he is not nervous about what is happening.

A year 6 pupil said that it is really important to have everyone in the same school so that when they are adults, they will be able to understand everyone's needs. This high level of understanding from young children was very impressive.

Children love the school. They told me that if they have any worries, they can put them in the "My voice matters" box and a teacher will talk to them about the concern. They said teachers make lessons fun and give them ways to remember things. They value the many educational visits and clubs that are on offer, year 6 are particularly looking forward to their trip to the Lake District later in the year.

This ethos of social inclusion is not at the detriment of academic progress. The children follow a rigorous and stimulating curriculum with a strong emphasis on the arts. One example given was learning about seed dispersion through the medium of dance. Art, drama and music are equally important as more academic subjects. Regular progress and standards meetings about all children mean that everyone is challenged at their own level with a scrutiny of their current progress.

Parents speak very highly about the support that their family receive for their child. One of the Assistant Heads runs Triple P sessions each Friday around Positive Parenting which are well-attended. Parents are welcomed into the school to see the pupils doing their maths and English in lessons as well as recently attending science workshops. One parent was quite emotional speaking about an assembly she saw where her child was on stage, with all his peers, something that she had not imagined being possible due to his significant needs.



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Parents are incredibly appreciative of the work done by the Inclusion Lead and SENCO who are always available. They mentioned that the Headteacher is very approachable.

“When I come here, it feels like part of my family. It is so important to me as I need such a lot of help with my children.”

This school is a very strong Flagship school and I wholeheartedly recommend that they continue with their next 3-year Flagship project.

It was an absolute pleasure visiting the school and engaging in so many thought-provoking conversations about Inclusion and Education in general with a wide range of committed and dedicated individuals.

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: Ms Julia Ridley**

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

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