



Assessor's Evaluation for the IQM Flagship Project



School Ranelagh Primary School
Corporation Street
Stratford
London
E15 3DN

Head/Principal Ms Leigh Welburn

IQM Lead Ms Sehnaj Patel

Date of Review 11th February 2025

Assessor Ms Julia Ridley

IQM Cluster Programme

Cluster Group Drive to Thrive
Ambassador Dr Kenny Frederick
Next Meeting 19th March 2025
Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11th Oct 2023	Yes
Spring 2024	18th Mar 2024	Yes
Summer 2024	28th Jun 2024	Yes
Autumn 2024	15th Nov 2024	Yes

The Impact of the Cluster Group

The school have attended all of the cluster group meetings this year as they see it as a priority to see other inclusive schools.

The IQM lead visited a secondary school which is very strong in their work around community languages. Ranelagh has decided to prioritise the showcasing of community languages in response to this. The school have displays in community languages in classrooms linked to functional language.

Another school they visited has a special programme for boys with low self-esteem, Ranelagh has a 6-week long programme that is similar, but it is based around football. Different curriculum areas are addressed through the development of football skills, such as counting while playing etc. It was interesting to see the similarities and differences between the 2 interventions. Ranelagh have been able to access the ELSA programme so this will be a new development for the coming year.



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Evidence

Meetings with:

- The Head of school
- The IQM lead/AHT/Safeguarding lead
- Inclusion team
- Inclusion Ambassadors and School council (pupils)
- 3 teachers
- Governor
- 5 parents of pupils from varying year groups.

Additional Activities

- learning walk with the IQM lead and 2 Inclusion Ambassadors



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Evaluation of Annual Progress towards the Flagship Project

Develop a shared and constructive understanding of language in relation to neurodiversity.

Previously, it was noticed that there was an inconsistency in the use of language when speaking about pupils who were neurodiverse which is why this was used as a target for the year. In addition, it was part of the Trust's CPD programme.

INSET for school staff and discussions with pupils during their lessons reinforced the specific words to be used such as:

- Dysregulation
- Autism rather than using the word Disorder
- Reasonable adjustments (taken from the SEND Code of Practice)
- Self-directed rather than he wants to do what he wants.

As policies are updated, the new terminology is being added.

Children around the school use the word, dysregulation and understand the idea of sensory overload as well to describe behaviours rather than using any negative vocabulary. Pupils around the school describe them as thinking differently.

To encourage Flexible Thinking (Cognitive Flexibility)

The school have made a lot of progress within the area of self-regulation so decided to move to cognitive flexibility as their next area of focus (whole school initiative) due to the increasing number of pupils who had needs in this area. The main areas, backed up by current research were seen as:

- Flexible groupings
- Integrating technology and
- Using real-life examples

INSET sessions were delivered to staff so that they would have a good idea of what is meant by these terms and strategies that could be used to increase cognitive flexibility. These areas now form an explicit part of the Curriculum at Ranelagh.

Following on from the training and discussion, addressing cognitive flexibility will be another tool for teachers to use in their lessons when it is relevant to the current situation. It helps to stretch the more able pupils to consider different ways to solve a problem from the method that they habitually use.



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

The school places a great deal of importance on research and has used the most up-to-date findings to inform the work that has been done with teachers on the topic of working memory. Staff understand that memories are made when learning takes place in a multi-sensory setting with lots of practical, hands-on experiences.

On the learning walk around the school, I was impressed by the range and scope of the concrete manipulatives and visuals in operation. Each intervention, such as the soft play room, sensory circuits and Magic Bag was supported by visuals, start and finish boards and now/next boards.

A 5-minute timer supports a child to take his snack independently from the classroom and he is clear when he needs to return to the main classroom without needing staff support.

Two inclusion ambassadors (Year 3 and Year 6) were able to explain the purpose of the manipulatives and the benefit that was gained by pupils who accessed them. It wasn't seen as something separate from the main learning.

The idea of CPA (concrete, pictorial and abstract) which was originally a strategy in maths has now been adapted for use in other subjects. Colourful semantics is now used across all subjects for those who will benefit. Word banks and templates are available to those who would also benefit.

Continuing to evolve the Social and Cultural Inclusion Model

This is an ongoing target which will never be finished! Pupils are taught with their peers which means that teachers need a thorough grounding in how to plan effectively for a wide range of needs and interests. This is addressed in the high-quality CPD that is ongoing.

The Curriculum is driven by the children's needs and the local context of the school. A new addition to the school's already highly inclusive curriculum is South Asian Week, this is an opportunity for families from this heritage background to come to schools to talk about and celebrate their heritage.



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Agreed Actions for the Next Steps in the Flagship Project

To embed communication and oracy across the curriculum.

The school adapted this action to make it more inclusive and not just focus on spoken language. A new sequence of learning was introduced in September with all children undergoing a baseline assessment so that progress can be measured by the end of the year.

The school are going to introduce a dedicated assembly time each fortnight to focus on this area. They also want to encourage children to start to lead assemblies as well.

Individuals will be given specific communication and oracy targets, following on from focused CPD sessions that will be delivered on a fortnightly basis for all teaching staff so that they get accustomed to prioritising communication throughout the curriculum. In progress meetings, teachers will be asked what they have done to improve the communication and oracy skills of the pupils in their class and to discuss the progress.

The acquisition of new vocabulary will be emphasised as well as identifying maybe the 2 keywords that are essential for all children who are at a lower developmental level to learn. Widget will be used in all lessons.

To enhance the communication of children who are language partners under the SCERTS framework

This will be addressed and further developed through the actions explained above.

To develop a whole school culture of professional learning communities

Professional learning communities are already in place for teachers. Teachers are given dedicated time to do research and then experiment with what they have read in the classroom to enhance their practice. They share this practice with others in their group.

The big push for this coming year is to formalise these professional learning communities for Teaching Assistants as well as office staff who will meet together to identify projects that they can consider. The Senior Leadership team feel that this approach instils a feeling of ownership in the staff, and they know that the learning is relevant to their own practice.



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Overview

“We have been blessed to find this school for our daughter.”

This was said to me upon arrival at Ranelagh Primary School by a parent during the parents' meeting. Parents were very positive about the school and in particular the SEND provision. They spoke very highly about the Assistant Headteacher with SEND responsibility, who they say has a lot of empathy for them, never judges and works tirelessly on their behalf. The Headteacher and all of her staff are very invested in the children, and this shows on a daily basis.

The school has had Flagship status for several years and their inclusion ethos and practices are completely embedded within the school's day-to-day activities. The school is highly regarded by its pupils, parents, staff, and local community.

A Local Authority has just been on a visit to the school to see the Social Inclusion model in practice and has decided to replicate it within their schools, after seeing how successful it is in meeting the needs of all pupils.

Ranelagh also supports a local school who are in the same Trust; they have facilitated a strong drive towards the social inclusion model within the school.

There is a strong sense that all children deserve the same high-quality offer, irrespective of their starting point or specific needs. It is interesting to note that 27% of pupils are on the SEN register, with over 40 pupils being in receipt of an EHCP.

The school is led by an inspirational and dedicated Senior Leadership team who share their vision of social inclusion with all the staff. All staff work incredibly hard to make sure that all pupils' needs are met, and pupils make significant progress in their learning. Staff in the school reception area of the school were highly praised for being very approachable and friendly to all parents as they arrived in the school building.

Although, in common with many London schools, the school has a falling roll, the “resource provision” has increased to 21 pupils. They all access their learning within the mainstream classes with their peers, with the opportunity to access interventions. Each classroom opens onto a large, shared area on each floor that has been equipped with learning pods that are used for specific, small-group interventions such as music, phonics, or intensive interaction sessions.

Skilled support staff are proficient at judging when particular children are starting to become dysregulated or losing interest in the main class activity, they will then continue the learning in the large space, just outside the classroom. The curriculum is relevant to the pupils' abilities and interests. The EYFS curriculum is adapted for older pupils who may still be at this developmental level. All staff have an extensive knowledge of each child's needs, circumstances and interests which aid the sense of Inclusion.

All pupils are seen as having an equal right to attend assemblies and school celebrations. If they experience a sensory overload, they are seamlessly transitioned to another activity that is more suitable for them at that time.



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The Life Skills room has the Curriculum Intent displayed on the door and general targets are displayed on the tables. Pupils now have snack time in this room rather than in their classrooms. Key targets for developing independence and social skills include:

- I can point at my core board to help me make choices.
- I can sit at the table with my friends.

Displays around the school show a range of cultures. A good example of this is a display about Monarchy, which showed Monarchs from around the Globe not just the British monarchy.

The pupils I spoke to were overwhelmingly positive about the school. They spoke about exciting science lessons where they made electrical circuits, leading to making traffic lights independently. A Year 2 child was very enthusiastic about visiting the Monument in London learning about the Great Fire of London and making great artwork on her return.

The outdoor curriculum and the Forest school curriculum ensure that the inclusive ethos is ever-present.

Pupils spoke about the wide range of leadership roles that are available for everyone. They were Inclusion Ambassadors, members of the School Council, Communications Leaders, Subject Ambassadors and House Captains. Everyone was proficient in signing and explained how they were introduced to new signs during Friday assemblies as part of the whole school Singalong approach.

They use the signs they have learned to interact with peers who use signs to understand and communicate. An Assistant Headteacher teaches the signs to the children each week so that they are prepared. In the hall, there is a communication leaders' board where there are examples of the signs that are being signed by the communication leaders.

A member of the school council spoke to me about their Fundraising activities and how they had recently had a Winter Fair and Hot chocolate morning to raise money for charity.

All pupils support each other; I saw this whilst on the learning walk. Gentle encouragement from a buddy to go back to the learning setting, the other child responded perfectly. Peer support is very much encouraged, giving the children a sense of empowerment.

Some pupils have specific targets that they work on during lunchtime, such as:

- I can stand in line and be patient.
- I can eat with a knife and fork.

The children's buddies support them in achieving these targets.



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I met with a parent Governor who has responsibility for SEND and Equality. She explained how much the school and Governing Body value the voice of the community- they are willing to change systems if they are not working. She has contributed to the school newsletter and is available for parents to speak to her in the playground. Parents see her as a listening ear.

The school communicates very well with parents. We also discussed how well the school prepares Year 6 for transition to their next school. Workshops are going to be delivered for parents and Year 6 pupils to help them cope with any anxiety they may have about the changes ahead.

Thank you for showing me around the school and making me feel so welcome. The school is a shining example of a Flagship school for Inclusion.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award 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