



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 10th February 2026

Assessor Ms Julia Ridley

IQM Cluster Programme

Cluster Group Drive to Thrive

Ambassador Dr Kenny Frederick

Next Meeting 22nd April 2026

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11 th October 2023	Yes
Spring 2024	18 th March 2024	Yes
Summer 2024	28 th June 2024	Yes
Autumn 2024	15 th November 2023	No
Spring 2025	19 th March 2025	No
Summer 2025	10 th June 2025	Yes
Autumn 2025	8 th October 2025	Yes
Spring 2026	20 th January 2026	Yes

The Impact of the Cluster Group

The school has attended all of the cluster group meetings this academic year, hosting the most recent meeting in Spring 2026. Different members of staff from Ranelagh have attended the cluster group days each time, to share the opportunity to meet peers.



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The visit to Oasis Academy, Pinewood was based around the theme of Zones of Regulation. Ranelagh is very proficient already in the work around ZOR, but it was good to hear the discussions and talk about their own practice around the zones. Staff at Ranelagh now carry Zones of Regulation prompt cards on their staff lanyards.

John Scurr Primary School had a focus on the curriculum for their cluster group day.

Ranelagh liked the idea of the family dining theme and have brought back some of the strategies and ideas to use at the school. Quiet areas within the dining room have been zoned off; these are supported by a TA. The children now have lunch target cards as was seen at John Scurr Primary School. The targets are placed on the table as a reminder. One example given is, "I can make a choice between a fork or spoon." The children are helped by buddies to transition to the area, as necessary.

It has had a positive impact with a reduction in children becoming dysregulated in the dining room.

Ranelagh held their cluster group day here last week. They chose the Social Inclusion model as the overarching theme to show schools that full inclusion is possible. You can have an advanced hub without needing a special hub, as long as you have a very structured approach. It was very positive. Twenty-four people attended. The IQM Ambassador advised participants to just take one strategy or piece of advice back to your setting since it has taken years for Ranelagh to get to this level of inclusion.

Evidence

- School Prospectus
- Curriculum Newsletters
- Behaviour Policy 2025-26
- Teaching and Learning policy
- Most recent Ofsted report

Meetings held with:

- 8 pupils (Inclusion Ambassadors)
- Headteacher
- Deputy Head – Curriculum
- Assistant Head- IQM lead
- Learning Support teacher
- EYFS lead



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- 2 experienced Teaching Assistants
- Specialist Speech and Language Therapist
- 3 parents

Additional Activities

- Learning Walk
- Evaluation of new personalised curriculum support packs.



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Evaluation of Annual Progress towards the Flagship Project

The school have made impressive progress this year regarding the Flagship Project.

I spoke to a wide range of staff members about the development of the new professional learning communities. Each member of staff is given CPD time to research an area of interest that pertains to their work and report back on their findings to their peers at the school. Some teachers ran small scale trials to see whether they could replicate the research in their setting. The resulting presentations led to strong intellectual discussion and the sharing of successes.

The EYFS lead spoke to me about her research project which is based on closing the language gap for pupils who start the school with lower-than-average oracy skills. Experienced teaching assistants like the idea that the topics given to them to choose from are relevant to their work and make them think in different ways about scenarios. Two topics they have researched were independent learning as well as reducing conflict in the playground. They found the feedback very useful. There has been a great sense of ownership with all staff members.

The next stage of the project involves the embedding of communication and oracy across the curriculum. The title was changed from 'Spoken Language and Oracy' as the school want to capture the pupils who are able to communicate but not yet through speech.

The school has adapted the curriculum so that there is a defined talk task for each lesson, with a big push on the use and understanding of key words from every lesson. Pupils with SEND are presented with two key words in each lesson that are relevant to the topic and useful in daily life. The words are modelled and reinforced by teachers throughout the lesson. All lessons are dual coded with a multi-sensory approach.

The specialist Speech and Language Therapist currently has 20 pupils on her caseload. She meets with parents to ascertain their child's interests, makes a highly personalised communication board (core board) for them, and then sends one copy home so that parents can communicate through the same medium. All parents are trained in its use. Part of the rationale behind this is that every child in the school is given a voice.

The school follows a social and cultural inclusion model with all pupils being class-based and learning with their peers. Participation in lessons and clubs is one of the school's non-negotiables. The Inclusion Team have made posters to remind staff how each child can take part in PE; for example by rolling a hoop, playing with a ball etc.

Packs have been developed for phonics, boards for choices, gross motor and emotional regulation, so that children who need this extra support have it. They seamlessly move into the large, shared area or pod for 10/15 minute slots, then move back to their peers. TAs have been trained on how to do this work most effectively and they have taken ownership of the packs.



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Agreed Actions for the Next Steps in the Flagship Project

Many pupils join the school with below average skills in speaking and listening, as well as not having a communication system such as signing or symbols in place if they are not yet verbal. It is for this reason that communication and oracy remain the over-arching theme for next year for all the staff at Ranelagh Primary School. This is seen as a vital area of development for the pupils at the school as it underpins all other learning and is the foundation for future success.

The school has decided that their next step is to focus on the explicit teaching and assessment of children's communication and oracy. During the Autumn term, the senior leadership team have completed the development of a sequence of learning, which is mapped out against key learning points, for all pupils from EYFS to Year 6 for in the areas of communication and oracy. The agreed action for this is that it will be rolled out for discussion and consultation with all staff next term. Once it has been agreed, it will become part of practice by the following term.

The production of a comprehensive, well-planned assessment tool that assesses progress through this sequence of learning is a key area of work for the relevant staff to complete before the end of the next Flagship year.

The school recognise that they need a more robust assessment system for those pupils who are working at a pre-KS1 level with smaller steps.

In addition to this area, the assistant Head of Inclusion has set herself and her team the task of devising an assessment tool that further breaks down the Engagement Model. They will give numerical values to the 5 key areas. In practice, this would mean that the areas of Exploration, Realisation, Anticipation, Persistence, and Initiation would be broken down to measure even smaller steps of progress.

This will have the positive effect of making observations more in-depth and precise, as well as providing parents with more tangible feedback about their child's progress.

The school were without Speech and Language Therapy support for quite a while, so the LA asked a specialist Speech and Language therapist to be at the school until the end of the Summer term to ensure pupils are all getting their entitlement. Her remit is to ensure that all SALT programmes are in place with a relevant, personalised core vocabulary board in place for each pupil.

The next step is for pupils to show understanding of at least three key words from each topic. This will be a challenging target for some pupils, but a good way to stretch learners. The school are hopeful that a new Speech and Language Therapist will be in place for the Autumn term.

The school continues to assess pupils using the SCERTS framework. They want to move more social partners to become language partners with the strategies that are going to be put in place.



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An additional focus is enhancing the communication of children who are language partners.

The school want to invite more visitors to the school and do external events to show people that full social and cultural inclusion is possible, with expert staff and the right prioritising of funding.

The overarching aim is for more schools to understand the model and that, with a lot of hard work, it can be done in all settings.



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Overview

"This school follows the children's lead and meets their needs."

Quote from LA Speech and Language Therapist.

On approaching the school, I saw a large number of parents in attendance at a session devoted to online safety, delivered by the school. This was taking place in The Lodge, a dedicated space for training and after school support. This high participation level for parental training is common for all courses offered by Ranelagh Primary School. The parents have forged strong and supportive networks for each other through the training and the PTA.

The Head and the SLT are passionate about social and cultural inclusion and are proud of the school's success. They lead by example and are highly respected by staff, parents, and the pupils. This attitude to inclusion and a problem-solving approach to issues is part of the makeup of all the school staff.

Pupils report that they all feel safe at the school and are confident to speak to their teacher about any concerns.

The number of pupils in the resourced provision has increased from 14 to 21 this year, due to the school's strong reputation and increased need. There is no physical resource provision, rather all pupils are educated with their peers in their normal classrooms.

The Inclusion Team support teachers in the best ways to engage all pupils. There are no different curricular pathways; all learn together with good role models, understanding of the needs of pupils and empathy. There is a culture in place of always wanting to do one's very best for all the pupils. Attainment is high for all pupils because the curriculum fits all. All pupils are thriving.

Currently, 182 pupils speak a different language at home to the English they hear and speak at school. Being multi-lingual is celebrated as an asset whilst being a new speaker of English is seen as language acquisition rather than a learning need. Widget sheets and objects are labelled in the pupils' own language so that they are not overwhelmed if they are new to English. New speakers of English make excellent progress due to the focus on communication and oracy in each lesson.

Functional vocabulary is highlighted and key words from each lesson means that all pupils can participate either with a sign or a symbol or the spoken word. Buddies are assigned as they also speak the pupil's first language, helping them settle into the school. Assessments take place every half term. Progress and Standard meetings will consider how much progress each child is making in their language development. A soft start to the day gives pupils the opportunity to look at the vocabulary for the coming week. This pre-teaching gives them confidence for their lessons.

Parent workshops about celebrating a home language and strategies to help with English have been very popular.



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Different cultures and religions are celebrated to promote a sense of identity within each child.

The school has designed the role of Inclusion Ambassadors for the pupils, and I was fortunate to speak to a group of them about their role and the school. They make sure that no one is left out at playtime, and everyone has someone to play with. They understand why some children need to go to the front of the queue and said that everyone is kind to each other at the school. They take a lot of pride in their school being inclusive and understand what it means.

Clubs are very popular. The Lodge is open from 7am until 6pm for working parents to access. Pupils spoke about their attendance at quiz club, arts and craft club, gardening club, colouring club and being part of the school choir. They really value the clubs.

Strong professional links with schools in the Netherlands to promote inclusive practices have been forged. A group of Headteachers make an annual visit to school in the morning and have training in the afternoon. They are on a journey to become more inclusive.

The Department of Education have asked the school to be part of the RISE fortnight. It is an opportunity for 100 selected London schools to showcase their excellent inclusive practices in the school regarding their provision for pupils who receive PP and/or are children with SEND.

The school has support from a specialist Speech and Language Therapist for 1 ½ days a week. She feels that her advice is appreciated and acted on immediately. She works closely with staff and parents and is a positive and approachable person.

Two pupils, supported by a teaching assistant, were taking part in a Gelli Baff activity with slime and plastic objects for tightening, turning, and screwing when I toured the school. This was perfectly matched to their developmental level. It takes place in a pod in the large, shared area. Relevant vocabulary for the TA to use is on the walls to act as a reminder to her. The pupils were perfectly regulated and getting a lot of enjoyment and learning from this session.

Two new learning zones have been developed this year which are used by three children at a time for short sensory sessions. A carousel of independent play, sensory circuit and 1:1 academic learning takes place. This is linked to their EHCP targets. Pupils then return to their main classroom. The rooms have been well-resourced.

Parents are overwhelmingly appreciative of the school. They value all the training that they have undertaken and the personalised support that all their children receive. One remark was, "where would we be without the TAs and the assistant Head for Inclusion?"

All their children love coming to school and have made a lot of progress. The four parents are all part of the PTA and organise events and support other parents as much as they can. Two of them are now mid-day assistants at the school.



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The school continues to be a strong Flagship school who have a true commitment to inclusion.

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