



16th March 2018

Mrs Shella Lawrenson
Headteacher
Ranelagh Primary School
Corporation Street
Stratford
London
E15 3DN

Date of COE Review: 27th February 2018

Summary:

On 1st September 2017 Ranelagh Primary ceased to be a local authority-maintained school and converted to Academy status. It is a larger than average primary and nursery school within a small but supportive Multi-Academy Trust (MAT) and is situated within the London Borough of Newham where there is a high level of deprivation. The report on Ranelagh written after its last Ofsted inspection in November 2013 and before Academy-conversion describes it as being a 'good school' with an 'outstanding leadership team.'

Ranelagh Primary School has been an Inclusion Quality Mark school for a number of years and is now an IQM Centre of Excellence with significant involvement in the support of an inclusive ethos in schools within the local area and beyond. School professionals and their governing body constantly reflect on the inclusion values and practice of the school and on how these impact on the learning environment, teaching methodology and curriculum, also the personal development and academic progress of individual pupils and the support of Ranelagh staff members, families and partners in the local community.

A high proportion of Ranelagh families are from minority ethnic backgrounds and most pupils speak English as an additional language. The percentage of children who are eligible for pupil premium funding, who are disabled or who have special educational needs is higher than the national average, nevertheless the school's most recent outcomes for mathematics are within the average range, for writing they are above the average range, and for reading they are *well* above the average range. The school has the highest attendance level in Newham and the vast majority of children at Ranelagh Primary School are doing very well indeed, even those who have needs that another school might find it difficult to provide for.

The inclusive ethos of this school is very much a living and developing thing. Every year the IQM review day is a celebration of new ideas, reflection and planning relating to the empowerment of individual children and family members. During the past year the

AWARD OFFICES

Inclusion Quality Mark Award
Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

CONTACT

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

school has become involved with NewDay, an innovative and therapeutic Newham initiative providing family support. During the IQM review day Ranelagh staff members were described by a NewDay representative as being “really good partners.”

At the heart of Ranelagh inclusion is the inspiration of a strongly cohesive group of senior leaders with shared values, and the ‘can do’ attitude they inspire in their carefully chosen staff. Evidence presented for this year’s Centre of Excellence review shows that although the school is now an Academy and part of a small Multi-Academy Trust, very little has changed in terms of the positive certainty of senior leaders and staff, that inclusion is the way to succeed as a school. It is clear that mutual support between Ranelagh and her sister schools can only have long-term benefits for all.

The Inclusion Team take advantage of the secure planning, assessment and tracking procedures that have been established to monitor and support the progress of all pupils. Interventions are described as having been ‘built on difference, rather than deficit.’ Teaching, support, and other staff work closely together, and everyone is aware that the children who are most vulnerable to academic failure may also be the most vulnerable in terms of safeguarding. Difficult conversations are managed empathetically, and parents are supported by experienced staff members who understand the concerns that must be addressed immediately.

The Assistant Headteacher (Inclusion and Safeguarding) is a reflective but dynamic and driving force within the school. Other senior leaders, her Inclusion Team and the rest of the staff body work together with the newly-confirmed Headteacher to ensure that inclusion remains a key focus of the school.

Having discussed the progress made since the IQM review a year ago and the school’s plans for the future I am of the opinion that Ranelagh Primary School continues to fulfil the criteria as an IQM Centre of Excellence. I would like to recommend that the school moves to Flagship status. The Flagship period will run until the end of academic year 2020-2021 assuming successful annual reviews each year.

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 COE status.

Assessor: Sue Rush

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data:

During the assessment day data was gathered mainly through discussions with the Headteacher, the Assistant Headteacher for Inclusion, other senior leaders, and a large group of parents. There was a learning walk taking in areas of particular interest and an evaluation of the progress and impact of IQM Action Plans during the twelve months since the last IQM assessment. The school has produced a comprehensive set of targets for the coming year, covering all IQM elements, and this document comments on many areas where targets have been on-going.

IQM Targets for the Year from April 2017 to March 2018, and Progress Toward Those Targets

Element 1 – The Inclusion Values and Practice of the School

Set up a cluster of schools with similar contexts to meet, discuss and share best practice in inclusion. SWNG group to be established.

- The school is now established as a founder school for The Tapscott Learning Trust (TTLT) with 3 other schools. Trust policies such as Inclusion, Safeguarding and Equality Plans have been written in conjunction with the other schools in the MAT and termly network meetings have been held in order to share best practice and to discuss issues that have a common theme across the MAT, also how best to overcome them. Visits across the schools have been organised and as a result a range of SEND assessment procedures have been observed.
- The SEND TTLT network meeting is led by Diane Rochford who chaired the Rochford Review of statutory assessment arrangements for pupils working below the standard of national curriculum tests. She has been able to provide a valuable insight into this field and the school has begun to create an assessment and provision map that identifies where children with SEND sit in terms of attainment including, in light of the removal of the P scales, those at the pre-formal stages of education. Further work on this has been identified and will be a key focus for the next academic year.
- An inclusive curriculum is being embedded to reflect the diverse community the school serves. Simple adaptations to the curriculum have been made, for example Ranelagh now ensures that children are taught about looking at inventors in the UK, but also across the world when the theme is on inventions.
- Using concrete objects has been a key priority for all subject leaders. In particular Maths lessons are enhanced by providing Diennes, cubes and number squares. This has supported not only children with SEND, EAL but those that are struggling with basic mathematical concepts. The process of concrete, pictorial and abstract has been key in lessons.
- The school has been recognised by the local authority as a lead in inclusive practice and as such been asked to be a resource provision placement for children with autism. This will allow children with a recognised high level of ASD to be educated



using facilities that meet their individual needs, with the opportunity to be within a mainstream setting. This is a high accolade that celebrates the inclusive practices that have been embedded in the school.

Element 2 – The Learning Environment, Resources and ICT

Extensive DDA compliant new build added to the existing building. This will include a quiet/sensory place and a lift to assist pupils with physical impairments.

- Phase 1 of the buildings plan has now been completed. This has included the construction of new toilets and playgrounds. The school is an old Victorian building with many redeeming features but there are complications when adapting to new technology!
- A second phase will be starting in late March 2018. In the meantime, the existing classrooms have now been repainted and made good to ensure the learning environment is aesthetically pleasing. The plans to become a resource provision means that there will be a soft play and sensory playroom. This will allow children with ASD and/or those who have difficulties with the regulation of their emotions to have their very specific needs addressed.
- IT continues to drive forward the children's engagement and learning. Children are able to access learning resources from home on the J2E software. Teachers can provide formative assessment on any work done by the children at home or in class, eliciting any misconceptions. Staff are now able to save and plan on Google Drive, and this has allowed sharing of resources, annotations of plans by the EAL or SEND leads, enabling all children to access the curriculum.
- The school has managed to secure a 'skills room.' This has allowed children who need additional support or booster work to catch up with their peers and has provided a quiet space where this can happen. The room has cooking equipment and other resources that help children with SEND to develop their life skills such as preparing meals, cutting and chopping. In order to support the communication of children with ASD, the room is also being used as a room where intensive interaction happens. This allows ASD children to build relationships, communicate and gesture their needs, and more importantly develop trust between themselves and their adults.
- The classrooms are rich in vocabulary, and there is an expectation that this is explained to all children including those that may have poor language acquisition or have EAL and SEND needs. This ensures children have a pre-knowledge of the new vocabulary that will be used in the topics and therefore enhanced understanding.

Element 3 – Learner Attitudes, Values and Personal Development

On site Occupational Therapist to work with identified groups of children.

- The School has successfully worked with a group of schools both inside and outside of the MAT, to train and develop a scheme of work to meet the Occupational Therapy



needs of the children.

- An Intervention Teaching Assistant has been employed to run these programmes which are overseen by the SENDCo. Children with poor gross and fine motor skills have been identified as individuals who would benefit from being on the programme. Simple things such as chalking on the ground, building up core stability and using scissors, have been some of the skills developed with the children.
- Those children with ASD, who have other challenges such as sensory processing difficulties, have also been targeted. Resources such as light sabres, Gel Baffi and chewy bracelets have been purchased so that children can fully access the curriculum including attending whole school events and assemblies.
- One of the key priorities has been the development of curriculum leaders. Children in upper KS2 support the younger children in phonics and mathematics as well as being digital leaders for IT. This is in addition to children being house captains and lunch time monitors, which is successfully embedded in the school vision.
- The marking policy has allowed children to act upon the feedback given. This has helped children to be increasingly responsible for their own learning through reflection, enabling them to make the progress needed.

Element 4 – Learner Progress and Impact on Learning

New assessment system to be implemented for children with SEND.

- All subject leaders have access to MIS which means they are able to analyse data for groups of children, including those with SEND, vulnerable children, and EAL children. Gaps in progress and attainment are identified and appropriate support and resources put in place. This robust data analysis means that no identified group of children fail to make progress. Meeting discussions allow for outside and expert support to become involved if quality first teaching is not showing impact.
- As the assessment system is new there are still tweaks that are being made to ensure the data is reflective of the progress shown by the SEND and other groups.

Element 5 – Learning and Teaching (monitoring)

Inclusion Lead to complete the Autism Education Training (AET).

- The Inclusion Lead works alongside the other SENDCOs in the Trust and is now accredited to train other SENDCOs, teachers and support staff in autism. A hub has been developed in East London and staff from across Newham and other Learning Assistants are invited to the training. This has improved the basic knowledge of working and planning for autistic children. Feedback from attendees has been hugely positive.



- Participants have also been from the non-teaching sector such as care workers, wrap around care employees as well as administrative staff not directly involved with autistic children.
- Daily walks, learning walks and termly observations ensure that both subject leaders and the leadership team are aware of the progress made by the children. Books are monitored by the year group leaders to ensure children are responding to and reflecting on the teacher feedback given. Each child in the school has personalised targets in reading, writing and maths. Although aspirational, the targets reflect the needs of the children and where they need to improve, and children can demonstrate progress. Standards meetings between the class teacher and the Assessment and Inclusion Lead every term allows for discussion and the planning of next steps for every child.
- Where children have a high level of needs the targets are much more personalized, including social and life-skills targets. These targets are much more pertinent to their needs and abilities. Autistic children have targets based on the SCERTS framework.

Element 6 – Parents, Carers and Guardians

Establish a SEND coffee morning – ‘Cake, Coffee and Conversation’

- Parents are becoming increasingly involved in all aspects of their children’s learning. Parents of children with SEND have had regular coffee mornings which have always been well attended. Advice has been provided by the Parent Partnership Team on issues such as funding, educational health care plans, transitions to secondary schools and extra-curricular activities specific to the needs of individual children. Over 95% of parents have said they would recommend the school to other parents, allowing them to have an active voice in their child’s education. Parents are keen to participate in the planning and offer an insightful perspective of their child at home and their needs. The school is sensitive to the fact that not all parents will be literate and in such cases an adult to scribe is offered.
- Parents are pivotal in the learning of their children, and are invited to workshops such as phonics, maths, positive behaviour management and ESOL. The parents have a greater grasp on what is happening across the curriculum and are empowered to support their children. Parents are also invited into the classroom to observe lessons and participate in the learning.

Element 7 – Governing Body and Management. External Accountability and Support

Safeguarding Governor Training programme to be delivered by the Assistant Headteacher for Safeguarding and Inclusion.

- The MAT Governing Body is now fully staffed and at capacity. The Governors meet with all members of the LMT, who each have a designated area of responsibility. Reports and updates are shared with at the Governors Meetings each Term.



- There is a link Safeguarding Governor who has undertaken certified training in Prevent, Safer Recruitment and Female Genital Mutilation. Training has been provided by the Designated Safeguarding Lead for all the Governors.
- As the school is now part of a Multi-Academy Trust, external services are now part of Service Level Agreements. The impact of this is yet to be seen.

Element 8 – The School in the Community

To continue to play an important part in the local community.

- Ranelagh continues to play an important part within the community. Members of the business community have been invited to help out at community events and some have provided grants and donations.
- The Parent Teacher Association goes from strength to strength in their participation in school life. They have performed at inclusive assemblies and shared knowledge of their own cultures. Many PTA members are DBS checked and subsequently run some after school clubs. In fact, the School's PTA has been recognised as the strongest across all the schools within the MAT!

School Action Plan - Developments for the future 2018 - 2019:

- Element 1: To ensure all staff are trained in and have good knowledge in support and planning for children with ASD.
- Element 2: To ensure the setting is adapted to meet the needs of children with ASD as part of being a Resource Provision for ASD.
- Element 3: Pupils to become curriculum leaders in maths and emotional resilience.
- Element 4: HeadStart Programme to be embedded within Years 5 and 6.
- Element 5: Inclusion team to become familiar and use the AET progression framework for target setting for children with ASD.
- Element 6: To ensure families are supported by the school if needed, through the creation of an Early Help Record.
- Element 7: To appoint a link Governor for SEND within the newly established MAT Governing Body.
- Element 8: The school to gain the Leading Parent Partnership Award (LPPA).



In addition to the above the Assessor suggests the following actions leading on from the Action Plan:

- During the assessment day the Assistant Deputy Head for Inclusion mentioned her idea for taking ASD training to workers from other agencies, such as transport drivers, catering staff, care workers, health workers, police officers, social workers. This would seem to be a very good idea indeed.
- The school should continue to provide a lead in terms of inclusive education to the schools within the other three schools of The Tapscott Learning Trust (TTLT), also to other schools in Newham and surrounding local authorities.
- The school should also continue to refine the newly-developed Ranelagh phonics training package and offer it to other schools who may also be looking for something with which to supplement their existing programme.
- Ranelagh staff should disseminate as widely as possible the additional information and expertise gathered through the SEND TTLT network meeting led by Diane Rochford. Other schools may find Ranelagh expertise invaluable, especially as the school has begun to create an assessment and provision map for use with children who would have been tracked using P Scales: "This way we can show that SEND children really are making progress".

I hope that Ranelagh Primary become involved with the IQM Learning Clusters that are developing within the IQM Centres of Excellence and Flagship community, perhaps offering to host a Cluster Meeting during the summer term 2018. It would be good to share some of the individual Ranelagh opportunities with colleagues, including some of the insight gained through the relationship with Diane Rochford

Assessor: Sue Rush

Review Date: 27th February 2018