



Assessor's Evaluation for the IQM CoE Award



School Name Red Lane Primary School
Red Lane
Bolton
Lancashire
BL2 5HP

Head/Principal Mrs Rhian Driver

IQM Lead Mr Rob Hudson

Date of Review 4th July 2023

Assessor Ms Louise McCallion

IQM Cluster Programme

Cluster Group TEAM NW

Ambassador Ms Sarah Linari

Next Meeting TBC

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Summer 2022	14 th July 2022	Yes
Autumn 2022	24 th November 2022	Yes
Spring 2023	17 th March 2023	Yes
Summer 2023	23 rd June 2023	No

The Impact of the Cluster Groups

The IQM spoke passionately about the impact of the Cluster Group. They have fully engaged in the sessions and feel they are extremely valuable.

24.11.2022 – Newfield School – Disability Awareness and The MOVE Programme.

The MOVE programme identified the importance of tailoring the curriculum to the specific needs of pupils, recognising that some pupils may not access the mainstream curriculum, but that setting specific targets is important. The staff at Newfield exemplified the importance of altering steps to success to specifically meet the needs of an individual pupil and enabling all pupils to achieve success.



17.03.2023 – Trinity Church of England School

The session focussed on attendance was particularly purposeful. It highlighted the importance of working with families. Staff shared a variety of ways that they have managed to engage parents from an early stage, almost before pupils begin attending school, to improve working relationships and highlight the importance of attendance. This is an area of constant development at Red Lane, and this provided some specific approaches to attempt to implement.

23.06.2023 – Baines Endowed Church of England Primary School

Unable to attend.

Evidence

- Meetings throughout the day with Inclusion Lead.
- Meeting with teachers.
- Meeting with Head of School and Chair of Governors.
- Meeting with pupils.
- Meeting with Teaching Assistants (TAs).
- Website information.
- Social media posts.
- Scrutiny of a wide range of documents including:
 - 'The Red Lane Way'.
 - Personal, Social, Health and Citizenship Education (PSHCE) Overview.
 - Promoting Positive Behaviour leaflet for pupils and parents.
 - PowerPoints from staff training events.
 - Events and monitoring calendar.
 - Staff Meeting agendas.



Summary of Targets from 2022-2023

Target 1:

To improve the skills, knowledge and approaches of all staff to support the social and emotional development of all pupils.

- There has been a clear, whole-school, strategic focus on personal, social and emotional development of all pupils.
- Key policies and practice have been reviewed to reflect 'The Red Lane Way', to create greater consistency and coherence.
- A bespoke whole-school vision/blueprint 'The Red Lane Way' has been drawn up and shared with all stakeholders - a holistic approach to supporting pupils to 'Believe, Achieve and Succeed'.
- Staff reported that there has been an immediate impact and that this is already making a difference for their children.
- A series of Continuing Professional Development (CPD) opportunities have been planned to support and develop staff understanding of Trauma-Informed Approaches and clarity around behaviour expectations and practice.
- Pupils I talked to clearly understood the principles of 'The Red Lane Way' and were able to discuss how this would help them not only at Red Lane but outside school and into adulthood.

Next Step:

- IQM lead to further support staff to embed 'The Red Lane Way' using strategies such as co-coaching and team teaching to secure understanding and sustain continuous improvement.

Target 2:

To develop the knowledge and approaches of parents in relation to how to support the emotional and social development of their children at home.

- Staff are going above and beyond to support parents; they work hard to maintain positive and warm relationships with them.
- The staff I spoke with were knowledgeable about local services and where to signpost parents for further support if needed.
- Opportunities for parent training has been planned and offered both on a universal level as well as more targeted group or one-to-one training. This has included training in-house as well as from external practitioners.



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- The Family Thrive sessions have been well received and parent feedback has been positive.
- Parents have had access to quality training around 'online safety' which they were able to participate in with their children.

Next Step:

- To further review and develop strategies to support improved parental engagement, member of Senior Leadership Team (SLT) leading.

Target 3:

To develop the knowledge and understanding of pupils in relation to how they can develop social and emotional understanding and support their own positive mental health.

- At Red Lane there has been a whole-school commitment to developing their provision for Personal, Social and Emotional Development (PSED).
- The school has witnessed a shift in its context, with greater numbers of pupils having experienced trauma and an increase in those with complex Special Educational Needs and Disabilities (SEND) needs.
- School leaders have responded to this change with several initiatives including reviewing key policies such as Personal, Social, Health and Citizenship Education (PSHCE) and behaviour policy and developing their whole-school 'The Red Lane Way' document.
- The school offers a graduated response to supporting pupils' social and emotional needs. Universal high-quality teaching and curriculum supports all pupils and those with more complex needs receive targeted bespoke support.
- Children have engaged in a highly successful Mental Health Awareness Week where they took part in a range of events and activities to support their mental health.
- Pupils are encouraged to use calming strategies that can support their mental health and well-being.
- Opportunities for relaxation and mindfulness are built into the school day.
- Therapeutic approaches such as peer massage have been reintroduced.
- The newly reviewed PSHCE curriculum includes a greater focus on mental health and well-being.

Next Step:

- To develop Key Stage 1 (KS1) nurture provision to support pupils with complex Social, Emotional and Mental Health (SEMH) needs in Year 2.



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Agreed Targets for 2023-2024

Target 1:

To improve parental engagement and develop their capacity to support their child's holistic development.

Comments

- An experienced senior leader has been given responsibility for improving parental engagement.
- Parental questionnaires to be sent out to identify key areas that parents would like support and information in.
- The Inclusion Team page on the website will be developed to include more extensive information for parents including signposting them towards further support.
- Family workshops, coffee mornings and other events are planned for the forthcoming year.
- The Family Thrive programme will be rolled out to more families.
- Half-termly events will be held to provide parents with opportunities to meet staff from other agencies and to learn about the support available to them.
- Information about key events, local services and support will be regularly shared on social media.
- Parent-friendly documents to explain 'The Red Lane Way' will be designed and issued.

Target 2:

To improve pupil behaviour including learning behaviours, providing strategies and expectations.

Comments

- The school have developed and introduced their blueprint 'The Red Lane Way' and this has been rolled out during summer term 2023.
- The plans are to fully establish and embed this, ensuring consistency across the school.
- IQM lead will be non-class based to enable them to work closely with all staff members across the school.
- There are plans to have a whole-school themed week early autumn term to "re-introduce and refresh" knowledge and understanding of the new behaviour policy and 'The Red Lane Way'.
- Senior leaders to continue to prioritise behaviour as a theme for discussion during Inclusion Team Meetings.



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- Inclusion Lead to monitor whole-school behaviour closely and support colleagues using co-coaching strategies - striving for a fully consistent approach.
- The school are dedicated to implementing trauma-informed practice to support pupils whose behaviour is affected by wider risk factors.

Target 3:

To develop and establish collaborative opportunities other schools in the local area and in the IQM Cluster Group.

Comments

- The IQM lead is passionate about plans to develop a range of inter-school activities for pupils – both competitive and non-competitive.
- The aim is to develop a programme of inclusive events accessible to all pupils regardless of their needs.
- The IQM lead has links with a school in London and aims to establish a pen pal programme.
- There are plans for the school council to be engaged with development projects working with 'Bright Leaders'.
- The school plans not only to host but to attend a range of events in the local community over the forthcoming year.
- The school has established links with Panathalon – a charity that provides sporting days, competition and training for pupils with additional needs.
- The IQM lead has established great links with colleagues in the IQM cluster to develop opportunities for collaborative events.



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Overview

It was a pleasure to revisit Red Lane Primary School for their Year 2 Centre of Excellence review and witness firsthand the progress the school has made over the past twelve months.

One of the key messages that reverberated throughout the day from all stakeholders, was that everyone is proud to be a part of the team at this school. There is a true sense of 'togetherness' and family – a nurturing and supportive learning community with the needs of the pupils at the forefront. Staff enthused about how they really do work together as a team, "everyone liaises really closely together to make sure we are all aware of the needs of the children". One staff member described how, "there is a real TEAM feeling, a sense of togetherness and support". Pupils described how, "everyone is welcomed here, no one is left out," and how, "the teachers always encourage us and there's always someone you can go to if you have a worry".

Red Lane's commitment to offering high-quality provision for pupils' Personal, Social and Emotional Development (PSED) ensures that they can learn in a supportive and nurturing community where they feel safe and valued. This, alongside a well-planned and continually evolving curriculum, drives their 'holistic' approach to pupil development. At Red Lane they strive to ensure that their children can 'Believe, Achieve and Succeed' not only during their time at the school but as they continue throughout their education and in preparation for adulthood.

During a learning walk, I was able to observe engaged and motivated pupils who demonstrated excellent behaviour and attitudes to learning. They spoke enthusiastically about their learning and about the help and support that their teachers provide for them. The learning environment has been carefully considered and the Head of School has invested heavily to ensure that the environment provides a calming atmosphere conducive to learning. There is a 'natural' theme to displays throughout the school, which has been recently decorated in muted tones. Softer lighting has been installed in classrooms to further support the calming ambience. There have been enhancements to the outdoor learning environment since my last visit too, with the installation of an outdoor learning classroom. The Red Lane bus supports lunch time calmness with a space for pupils to eat their packed lunches. Various initiatives and projects to further improve the outdoor space are underway.

Pupils in the Early Years Foundation Stage (EYFS) are given opportunities to develop, consolidate and deepen their current knowledge, understanding and skills across all areas of learning. The curriculum is designed to enhance the pupils' experiences to provide opportunities that pupils may not have access to outside school. From the onset, staff strive to establish solid relationships with parents and carers. Parents can participate in Stay and Play sessions and have access to a range of resources and workshops to enable them to support their children's learning. There is a real 'partnership approach' to working with families and external practitioners to ensure that pupils meet their potential and receive the necessary foundations to enable them to succeed.

During their time at Red Lane pupils experience a wide range of enrichment activities. The pupils I met were very keen to tell me about their trips to Robinwood and to London, where they were able to visit many of the top attractions in the capital as well as enjoy a meal in a restaurant and take in a West End show, 'The Lion King'. There are many other opportunities offered to enhance their learning and provide cultural capital, opening new worlds and opportunities for them to get the best possible start. The school ensures that every pupil can access these experiences by providing subsidies to ensure a high take-up; they take advantage



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of the richness of their local environment as well as places further afield. Red Lane's commitment to enrichment is further evident in their drive to provide the pupils with weekly opportunities to become involved in a range of experiences including gardening, rambling, resilience programmes and activities to support collaboration skills and teamwork with Commando Joe. At Red Lane, pupils are given many leadership opportunities and have been involved with 'Bright Leaders' projects which support the development of a wide range of skills and personal attributes helping them to find their inner strengths!

Throughout the day many conversations took place around the concept of 'The Red Lane Way'. This is a 'blueprint' that explicitly outlines the behavioural and cultural expectations for children and adults across the school. This piece of work has been research driven and since its rollout, over the course of this summer term, staff and pupils are already seeing and feeling the impact. Pupils I met with described how 'The Red Lane Way' helps them to, "work together to be calm". They eloquently described their four rules which teach them to be respectful and kind. One pupil I met with described how the four rules "help them to know how to treat everyone with respect and talk to someone how you would expect to be spoken to". They described how 'The Red Lane Way' will, "help them in the future to know how to treat people". The children treated me to a recital of the Red Lane Mantra:

"Each day is a new beginning; we work together to reach our goals. Friendship and fun create happiness. We all play our special roles. Teachers, parents, and children unite to help us learn the things we need. Together we can make a difference and ensure we all succeed. Believe, Achieve, Succeed."

'The Red Lane Way' will be further consolidated and embedded over the forthcoming year, defining the behaviours and values expected from all members of the school community. The aim is to, "support the pupils to grow into adults who are polite, respectful, grateful and who put others before themselves". Leaders believe that 'The Red Lane Way' will lay the foundations for successful learning and future success.

Alongside the development of 'The Red Lane Way', the Personal, Social, Health and Economic Education (PSHCE) curriculum has been reviewed and updated to ensure it 'fits' the context of the school and meets the needs of its pupils in the context of their lived experiences. The curriculum has been carefully audited to identify areas for development and elements such as 'Money Sense' and a greater focus on mental health and wellbeing. Daily opportunities for mindfulness have been built in to support transition from lunch time to afternoon learning. At Red Lane there is a huge emphasis on meeting the Social, Emotional and Mental Health (SEMH) needs of the pupils. The Hub is central in this work. The Hub is a dedicated space in school that has been carefully planned and equipped to provide high-quality social and emotional provision. It is staffed by a dedicated team of Thrive Practitioners who plan, prepare and deliver programmes of work in consultation with the inclusion team and the curriculum leader. From the moment you enter The Hub, you can feel the calming ambience start to work; it is magic!

All staff at Red Lane are trained in Thrive approaches; all pupils are assessed half-termly using the Thrive assessment toolkit. This enables them to accurately identify where to target support for individuals or small groups, as well as any whole-school trends that can be built into their universal high-quality teaching. Some pupils will receive target group support delivered by trained staff. The Thrive practitioners have set up resource boxes to support the



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delivery of these sessions and are always on hand to provide support and give advice to colleagues delivering the sessions. The overall aim of this whole-school Thrive approach is to help the children to become more emotionally resilient and better placed to engage with life and learning.

The Hub, as its name suggests, is at the heart of Red Lane's commitment to supporting pupils' SEMH needs. Pupils know that they can always go to the Hub for support if they are struggling. The Hub offers a safe space in the morning for pupils who find the transition into school a challenge and for those who find the lunch time arrangements too overwhelming. In discussions with pupils, one of them described how The Hub has helped them during some very challenging times. He stated that, "the Hub is where you can have a relaxing time, if you feel mad or sad you can go there, and the teachers will help you. You can talk to someone and express how you feel." Parents recognise that The Hub is a safe place and that the staff there are always on hand to help them. Family Thrive sessions run weekly and are well attended.

It was an absolute pleasure to be able to spend time at Red Lane Primary School again; it is clear there is a whole school commitment to inclusive practice at this school. Every decision and initiative are based on the needs of their pupils in the current context. There is a true sense of community and support among the staff and pupils. The IQM Lead is passionate about driving forward the inclusion agenda at Red Lane and he is supported in doing so by a proactive leadership and staff team.

Having reviewed all the evidence available to me on the day and discussed the progress made since their last review with various stakeholders, I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status. The IQM lead has expressed an interest in moving to Flagship status at the next review.

Assessor: Ms Louise McCallion

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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