



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal Rhian Driver

IQM Lead Mr Rob Hudson

Date of Review 8th July 2025

Assessor Ms Sharon Owen

IQM Cluster Programme

Cluster Group No Limits

Ambassador Ms Siona Robson

Next Meeting

Cluster Attendance

Term	Date	Attendance
Autumn 2023	21 st November 2023	Yes
Spring 2024	2 nd February 2024	Yes
Summer 2024	26 th June 2024	Yes
Autumn 2024	9 th October 2024	No
Spring 2025	12 th March 2025	Yes
Summer 2025	23 rd June 2025	Pending

Evidence

Red Lane Primary School's Centre of Excellence review, conducted under the Inclusion Quality (IQM) Framework, was highly commended for its inclusive ethos and dedicated team. The Inclusion Quality Mark (IQM) lead submitted a comprehensive self-review, accompanied by a well – structured action plan, commending the team's resilience and commitment during a challenging year when behaviour remained a central focus. Together with the Base Trust, the school strives for educational excellence.



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The following documents provided a robust foundation for the assessor to review a wide range of evidence, demonstrating clear alignment with the IQM action plan, the school development plan, and the ongoing progression across all eight IQM elements.

- IQM Centre of Excellence Action Plan
- IQM Self-Evaluation Report (SER)
- Ofsted Report, May 2025
- National data and school data
- School Website
- School Development Plan (SDP)
- Staff meeting calendar and events
- SEND Impact Report
- Individual pupil plans
- Teaching and Learning Staff Handbook
- INSET/CPD opportunities including annual overview
- Learning Walk with Head Girl/Boy
- School policies and behaviour
- Attendance policy and messages sent to parents
- Curriculum enrichment timetable
- Picture News example

Meetings held with:

- IQM Lead
- Attendance team
- Teachers – behaviour specialist
- Pupils – prefects
- Pupils – school council
- Parent communication lead



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Evaluation of Targets for last 12 Months

Target 1: To improve attendance and reduce cases of persistent absence for all pupils.

Next Step:

- Strengthening of procedures to ensure all class teachers and support staff are involved in the review and following up of attendance and punctuality concerns.

Target 2: To improve online safety provision and engagement for pupils in school and parents.

Next Step:

- Focus on educating parents in supporting their children to access the internet safely. Work with the local authority to ensure any trends in the local area are identified and used to inform school's planning and practices. Use the new CEOP resources and training to enhance the in-school delivery of online safety work to both children and parents.

Target 3: To improve community links between school, pupils, local community groups and with a diverse cross section of the local area's community.

Next Step:

- Develop a greater number of opportunities for a wider group of pupils across school to engage with community members in a variety of contexts. Strengthen relationships with schools that we have engaged with through the varied projects already this year. Continue to work to develop links with schools from other cultural backgrounds and other countries or regions of Britain.

Target 4: To improve parental engagement working with school to develop an understanding of the school curriculum and with wider school events.

Next Step:

- Review attendance data of parents at all parental events and workshops, engage directly with parents who appear reticent to engage. Deliver workshops across broader curriculum areas, whilst continuing to review the teaching approaches used to deliver maths, reading and phonics.

Agreed Targets for next 12 Months

Target 1: To improve behaviour and reduce suspensions for all pupils through the strengthening of the enhanced pupil pathway.

Comments:



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The school has established a comprehensive and strategic framework to enhance inclusive practice and support behaviour management throughout the 2025–2026 academic year. A key component involves targeted professional development, beginning with teacher introductions and a Whole Staff Twilight CPD session. Staff will also reflect on previous training to identify areas of strength and improvement.

The Inclusion Team will undertake a detailed review of the Inclusion Pathway to refine approaches and ensure alignment with pupil needs. A thorough analysis of data will identify key individuals requiring additional support, with behavioural trends—including timings and perceived triggers—carefully examined. These insights will be used to inform and share the behavioural pathway model with all staff.

Pupils will be reassessed using Thrive Online criteria, and bespoke interventions will be developed based on assessment outcomes and behavioural analysis. Termly and half-termly Thrive assessments will ensure that support remains dynamic and responsive, particularly for pupils flagged through behaviour tracking. Senior leaders will monitor behaviour weekly through logs and reviews, updating actions regularly to maintain transparency and consistency across the staff team.

Parental engagement remains a priority, with termly behaviour updates communicated directly to families. Pupils identified as at risk of suspension or exclusion will be supported through Early Help strategies, fostering collaborative intervention and prevention.

The Inclusion Team will maintain an ongoing overview of behaviour-related actions and placement within the Inclusion Pathway, ensuring continuity and targeted support. Behavioural patterns will be reviewed comprehensively each half term, providing data for strategic oversight and informing reports to Governors and Trustees at termly intervals.

Target 2: To improve overall attendance of pupils across school and improve parental understanding of its importance.

Comments:

Red Lane Primary School has developed a detailed and proactive attendance improvement strategy to be implemented across the upcoming academic year. The process begins with a comprehensive analysis of current attendance and punctuality data, allowing school leaders to identify patterns and areas requiring targeted intervention. This information will be shared with all staff to promote a whole school understanding and responsibility.

Based on this review, clear attendance targets will be established for the next academic year, forming part of the home–school agreement distributed to all families. Individual pupil attendance will be communicated to parents, along with the wider school attendance picture, fostering a culture of transparency and shared accountability. Key pupils will be identified within each class, and behavioural and attendance patterns will be passed on to new teachers to support a smooth transition and continuity of support.



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The school will revisit and refine attendance awards and recognition strategies in consultation with pupils, starting with a pupil survey and follow-up discussions through the School Council. Weekly class attendance scores will be celebrated and shared with parents to boost motivation and engagement. Parents will also receive regular updates on their child's attendance and progress towards individual and collective goals. The school will host an Inclusion Coffee Morning focused on the importance of attendance, encouraging open dialogue and collaboration with families.

Governors and Trustees will be kept informed through termly updates, including attendance goals and a breakdown of trends. The attendance team will maintain oversight of this data and share emerging patterns to support decision-making. For pupils at risk of persistent absence or chronic lateness, Early Help assessments will be initiated or reviewed to ensure appropriate support is in place. Barriers to attendance will be documented and reviewed at the class level to address underlying issues and support tailored interventions.

Target 3: To further strengthen community links between school, pupils, parents, local community groups and other schools across the local area and the UK.

Comments:

Red Lane Primary School has devised a rich and purposeful programme of community engagement projects aligned with its KS2 Enrichment curriculum, aimed at deepening pupils' connection with their local environment, fostering aspirational thinking, and promoting inclusivity. These activities are scheduled strategically across the academic year and mapped onto the Events Calendar to ensure thoughtful planning and maximum impact.

A series of termly community engagement events will feature prominently, including a Community Hub initiative focusing on finance, food access, and multi-agency support, bringing essential services directly into the school setting. The school will further build relationships with its immediate neighbours through invitations to the Winter and Summer Fairs, nurturing goodwill, and a sense of belonging.

Pupils will engage in outreach projects such as biannual choir performances at a local care home, helping to bridge generational gaps and foster empathy. Diversity Week will be enriched by visits from members of the local community sharing their varied life experiences, while Careers Week will introduce children to a range of professional paths and encourage aspirational thinking through talks and interactions with individuals from diverse fields.

Staff will be supported in delivering these community-focused enrichment experiences, which are embedded within the broader curriculum through a carefully structured study programme developed in tandem with PSHCE. The KS1 Christmas Nativity and choir performance will open doors to the community, providing opportunities for celebration and connection.

Leadership opportunities will be extended to pupils, with Prefects delivering half-termly assemblies that highlight community events and shared values. The School



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Council will collaborate with other schools on wider community initiatives, enhancing pupils' awareness of civic participation. Year 6 pupils will undertake a community cohesion project across schools in Bolton, while Year 5 will cultivate links with an inner-city London school to promote cultural exchange and mutual understanding.

All children will actively participate in visits to local landmarks, services, and heritage sites, reinforcing their sense of place and identity within the community. These experiences will not only enrich learning but also nurture empathy, confidence, and global citizenship—cornerstones of Red Lane's inclusive and aspirational ethos.

The Impact of the Cluster Group (with details of the impact of last three meetings)

Unfortunately, the first cluster meeting was not attended as it fell on the same day as the IQM celebration event at Goodison Park.

At the second cluster group meeting at Millwood Specialist Provision, exploration of alternative communication and behaviour management strategies within specialist settings, like Millwood, has significantly informed the development of inclusive practices at Red Lane Primary School. This work has provided valuable insights into the nuanced needs of pupils with Special Educational Needs and Disabilities (SEND), acting as a catalyst for further research and the refinement of adaptive methodologies.

The findings from Millwood have directly influenced the planning and evolution of future behaviour policies at Red Lane, with emphasis on empathy-led responses, personalised communication systems, and emotionally attuned interventions. These approaches are designed to create environments where pupils with complex needs feel understood, regulated, and empowered.

As part of this progression, adaptive planning now includes differentiated behavioural pathways, integration of tools like the Thrive Approach, and bespoke professional development for staff working closely with SEND pupils. The intention is not merely to manage behaviour, but to understand the communicative intent behind it—shifting the school's ethos from reaction to relationship.

The IQM lead shared an in-depth discussion following the NorthWest collaborative event workshop. These offered a rich and multifaceted exploration of inclusion, wellbeing, and pupil leadership. Sessions began with a powerful unpacking of the *Show Racism the Red Card* programme, illustrating how pupils had engaged in critical conversations around prejudice and equity through guided learning and whole-school initiatives. It was evident how this had fostered not only awareness but also a strong sense of responsibility and advocacy among the children. This is something for reflection at Red Lane with a mainly White British community.

Mental health emerged as a key focus area during the day, with the Bounce initiative highlighted for its role in identifying pupil wellbeing needs. Discussions acknowledged Thrive as the school's current primary tool, while Bounce was recognised as a valuable exploratory investment that may complement future developments in mental health support and early identification.



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Inclusion was further supported by TA-led Allyship workshops, which provided staff with the knowledge and confidence to act as allies within an LGBTQ+ positive action group. Participants spoke enthusiastically about their involvement in organising town-wide Pride celebrations, and how this visibility project had created space for genuine pupil voice and intergenerational understanding.

Creative cultural celebrations, such as Diwali pattern workshops, were celebrated as both joyful and meaningful. They created opportunities for pupils to reflect on their personal identities and how these intersect with broader community experiences. One powerful theme echoed throughout the day: empowering children to recognise that they can make a tangible difference.

The workshop also spotlighted best practice around attendance, showcasing how data was creatively presented to parents using visual aids. In every conversation, what resonated most was the shared belief that when children feel valued, heard, and included - they thrive.



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Overview

Red Lane Primary School is a proud member of BASE Academy Trust. BASE Academy Trust is a values-driven Multi-Academy Trust committed to educational excellence founded on moral purpose. Its overarching vision is to deliver outstanding education for all children across its schools, ensuring equitable access to high-quality teaching, resources, and learning experiences. Through this, BASE aims to empower every child to reach their full potential and enhance their life chances and future opportunities. Serving a stable community of Breightmet, Bolton, that spans generations, Red Lane fosters deep-rooted connections with families who have long-standing ties to the school. This intergenerational stability helps create a culture of continuity, trust, and mutual respect.

Each year group comprises two classes of 30 pupils, providing a structured and nurturing learning environment. The school also offers a well-established pre-school nursery with capacity for up to 52 places during both morning and afternoon sessions. In addition, a dedicated provision for two-year-olds supports early development through tailored, age-appropriate care and education.

Guided by its motto, *"Believe, Achieve, Succeed"*, Red Lane works tirelessly to help every child realise their potential and grow into confident, responsible future citizens. This mission is anchored in the school's core values, which promote resilience, collaboration, aspiration, independence, and responsibility. Strong personal development and nurturing relationships with pupils and families remain at the heart of the school's ethos.

Red Lane Primary School operates under a clearly defined and strategically layered leadership model that supports both high-level vision and daily operational excellence. As part of BASE Academy Trust, the school benefits from the oversight and guidance of the Executive Head Teacher, who leads Trust-wide educational strategy, governance, and improvement planning. This is overseen by a board of Trustees. Within Red Lane, the Head of School manages day-to-day operations and ensures alignment with the Trust's values and objectives.

Supporting the Head of School are a Deputy Head teacher, two Assistant Head Teachers. Both responsible for Teaching and Learning, focusing on curriculum design, quality assurance, and staff development. One of the Assistant Heads is also the IQM Lead and the Designated Safeguarding Lead, anchoring the school's commitment to child protection and inclusive practice.

The school's early years provision is led by a dedicated Early Years Lead, ensuring high-quality experiences for children in the nursery and two-year-old provision. The team also includes two Special Educational Needs Coordinators (SENCOs), who work collaboratively to support pupils with SEND and oversee the development and delivery of personalised plans and Education, Healthcare and Healthcare Plans (EHCPs). They work closely with the Behaviour Support Team, creating a cohesive approach for children with complex needs. This leadership structure ensures expert oversight in every area - embedding care, inclusion, and academic excellence at every level of the school community.



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The school is comprised of 18% of pupils having English as an Additional Language (EAL), and staff play a key role in supporting linguistic development and ensuring access to a curriculum across varied language backgrounds. The fact that 42% of pupils are identified with Special Educational Needs, including 26 pupils with Education, Healthcare and Healthcare Plans (EHCPs), reflects the complexity and scale of specialist provision within the school. This underscores the vital importance of adaptive teaching, therapeutic interventions, and staff expertise in supporting individual learning journeys.

A 62% Pupil Premium figure highlights the socio-economic challenges faced by a significant portion of the pupil population. It also indicates how crucial targeted interventions, enrichment opportunities, and family engagement strategies are in closing attainment gaps and promoting equity.

Taken together, these figures serve not only as indicators of need but as evidence of the school's inclusive purpose and moral drive. They validate the school's strategic priorities around behaviour, mental health, pupil voice, and community partnerships - each one designed to lift barriers and cultivate confidence.

During the IQM assessment day, the Head Girl and Head Boy played a pivotal role in showcasing Red Lane Primary School's inclusive ethos by leading a tour and exemplifying the principles of the "Red Lane Way." This demonstrated the school's core belief that every pupil should "Believe, Achieve, Succeed", and their confident tour reflected the depth of understanding and pride cultivated across the school community.

The pupil voice discussion provided a heartfelt and enlightening glimpse into pupil leadership, learning culture, and aspirations at Red Lane Primary School. Central to the discussion were the roles and experiences of the school's Prefects, who spoke passionately about the opportunities they have been given to help others, welcome visitors, and represent the school with confidence. Prefects described themselves as role models - leading assemblies for younger children, assisting with classroom routines, and contributing to community actions like litter picking and distributing kindness cards. Their involvement at Robinwood was particularly impactful, fostering independence, resilience, and collaboration.

Pupils reflected on the supportive environment of the school, describing teachers and friends as "kind" and noting how adults helped them feel safe even during tough times at home. They expressed a desire to spend more time with Early Years and KS1 children - helping them make friends, playing together, and acting as "mini me" buddies to model positive behaviour.

Red Lane's school Council embodies the values of collaboration, responsibility, and independence. Pupils involved in the council have played a meaningful role in making the school a better place, taking part in a range of fundraising and awareness-raising activities. Through events such as the sweet shop sale, friendship bracelet stand, crazy hair day, and a sponsored silence, the council successfully raised funds for the Rainbow Trust to support terminally ill children, demonstrating empathy and a drive to make a difference beyond the school gates.



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Team-building initiatives with other schools, such as Masfield and Gaskell, have nurtured inter-school relationships and culminated in a memorable visit to the Mayor's Parlour in Bolton. Pupils embraced the experience of merging ideas and goals, even planning joint ventures such as a community car wash. These efforts highlighted the importance of civic engagement and widened pupils' understanding of local governance and responsibility.

School Council members have also embraced creative expression, developing and sharing a pupil podcast on platforms like Spotify. This initiative allowed them to discuss topics they are passionate about, amplifying pupil voice and encouraging digital literacy. The process of becoming a council member is both democratic and reflective. Pupils apply by expressing why they would like to join, participate in interviews, and are voted for by peers within their classrooms. The system ensures that members are chosen for their enthusiasm, thoughtfulness, and desire to help others.

Throughout their roles, council members have grown in confidence and empathy. They described themselves as friendly, supportive peers who are learning to listen, speak up, and be available when someone needs help, including knowing when to talk to a teacher or a member of the Senior Leadership Team about safeguarding concerns. Whether solving problems in school or raising hands when something feels tricky, pupils are encouraged to share and be heard.

Throughout the day, all pupils demonstrated fluent knowledge of the school rules, actively applying them in varied contexts. Pupils consistently modelled positive learning behaviours, including active listening and emotional regulation. The pupils showcased impeccable manners, a clear understanding of the uniform policy, and emphasised the importance of good attendance and punctuality, all of which reflect the school's commitment to holistic development.

Red Lane Primary School continues to prioritise personal development through a highly responsive and nurturing provision designed to meet the diverse needs of its pupils. At the heart of this approach is a broad enrichment programme, which includes experiences such as a residential trip to London and outdoor survival learning at the Anderson Centre. These opportunities not only build resilience and independence but also offer pupils a sense of adventure and aspiration beyond the classroom.

Central to this work is *The Hub*, a dedicated space where the school's *Thrive in Mind* programme is delivered. This area supports pupils with emotional regulation and social readiness, offering before-school decompression sessions and providing breakfast to pupils who find the morning transition challenging. In addition, a whole-school breakfast is distributed directly into classrooms, ensuring a calm start to the day and helping to remove barriers to learning.

In January, the school launched a tailored Inclusion Unit for pupils who accessed alternative provision outside of school two days a week. The *Squirrels* group, which includes three staff members and a Team Lead, supports up to eight pupils with complex needs, operating as a self-contained unit when required. Through this model, pupils gradually express readiness to rejoin the main classroom, with carefully planned transitions that include in-class support and structured time in and out of class as



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needed. A parallel curriculum aligned to their main class, supporting both academic and social development. For pupils in EYFS, Years 1 and 2 showing daily behavioural concerns, individual pathways are identified, incorporating behaviour plans, personalised risk assessments, and use of the Boxall Profile to set developmental targets. This is skilfully lead and managed by the knowledgeable and experienced behaviour and pastoral support teacher. This layered and compassionate approach enables children to thrive emotionally, socially, and academically, reinforcing Red Lane's commitment to inclusive excellence and long-term pupil success.

Red Lane Primary School has crafted a comprehensive and engaging curriculum that spans from the early years to Year 6, carefully designed to make learning relevant and purposeful. By anchoring subject content to the local environment, the curriculum provides pupils with meaningful contexts that deepen understanding and encourage curiosity about the world around them.

Essential knowledge has been clearly mapped across each subject area, with thoughtful sequencing that supports progression and retention. Staff employ a variety of effective strategies to assess learning - including purposeful questioning and activities that allow pupils to demonstrate their understanding. This responsive approach ensures that misconceptions are addressed promptly and that pupils consolidate and build on prior knowledge. Through this well-structured curriculum and reflective teaching practice, pupils develop the confidence and skills needed to thrive in future learning. The school's commitment to connecting content with real-world experiences and the local context empowers children to become active, informed learners who see relevance in what they study each day.

The Scholars Project at Red Lane has provided a truly enriching experience for pupils through a collaborative partnership with university students. Over the course of eight weeks, selected pupils engaged in bespoke one-to-one mentoring sessions, exploring storytelling through the medium of art. This innovative project bridged academic disciplines and personal expression, allowing participants to reflect, create, and communicate ideas in deeply meaningful ways.

Each mentoring pair produced a dissertation-style piece of work, capturing the narrative journey and artistic development from both pupil and student perspectives. The dual-authorship model elevated pupil voice and ownership, while nurturing critical thinking and self-expression. The project culminated in a graduation ceremony at The University of Manchester, offering pupils a celebratory taste of academic life and reinforcing aspirations for further education.

Notably, one pupil demonstrated exceptional commitment, extending their research independently beyond the project's scope. This illustrated not only the project's inspirational impact, but also the transformative potential of mentorship and creative inquiry when tailored to individual strengths. This initiative embodies Red Lane's ethos of high aspiration, inclusion, and personal development, leaving a lasting legacy for both the young scholars and their university partners.

Red Lane Primary School's attendance strategy reflects a deeply integrated and proactive approach, underpinned by strong pastoral care and community engagement.



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During the latest Attendance Team meeting, staff reviewed the wide-ranging strategies being used to improve punctuality and reduce persistent absence across the school. A whole-school commitment was evident, with all staff contributing to the attendance improvement drive. The team initially prioritised pupils with the lowest attendance before expanding support to others, ensuring no child was overlooked. Regular meetings, personalised communication with families, and use of visual tools like routine charts have helped establish consistency and transparency. Early Help plans and medical support are provided where needed, and recent updates in guidance have strengthened follow-up on unauthorised absences, including discussions with families about the longer-term impact.

The introduction of a termly point system through the Attendance Shop has been warmly received by pupils. Every child can earn and either save or spend points on desirable rewards such as discos, movie afternoons, non-uniform days, football with a friend, VIP experiences, or acting as a prefect for the day. These incentives are designed to build motivation and create positive associations with regular attendance.

Staff engagement with families is a central strength. Communication via Class Dojo, coffee mornings, and events with external agencies has helped build approachability and trust. The school offers breakfast in classrooms to support a settled start to the day, and its knowledge of individual family circumstances enables tailored interventions - whether that means providing an alarm clock for punctuality or arranging short-term support with pupil collection.

The school's response to Emotionally Based School Avoidance (EBSA) includes partnerships with the early intervention team and bespoke strategies for individual pupils. Of the 26% of pupils with persistent absence (PA), each has an individual plan, often supported through home visits and sibling link observations. To ease transition for new starters, EYFS induction packs include practical attendance information, equipping families with the guidance they need from the outset.

Attendance features prominently in whole-school routines and celebrations, with weekly class awards shared in Star Assembly. All pastoral staff are aligned with attendance targets across categories of need: Child Protection, Child in Need, Looked After Children, and Early Help. Each Early Help plan incorporates attendance as focused goals.

For Safeguarding, staff Continuing Personal Development (CPD) is comprehensive, delivered via the Bolton Safeguarding in Education team. Training covers CME, EBSA, neglect, and more - with staff sitting on multi-agency panels addressing poverty, abuse, and family safeguarding. The safeguarding lead delivers Level 1 training using real-life case studies, ensuring practical application, while supervision through Bolton Council's Team Around the School provides accountability and reflection.

Staff wellbeing at Red Lane Primary School is supported through a multi-layered framework that combines external governance with internal care initiatives. As part of the service level agreement with the local authority, staff benefit from access to professional services including HR guidance, occupational health support, and safeguarding supervision. These provisions offer both reassurance and practical



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assistance in managing wellbeing within the workplace. Staff are encouraged to share concerns, participate in wellbeing activities, and contribute to shaping a workplace ethos rooted in compassion, respect, and trust.

Red Lane Primary School has made significant strides in rebuilding and strengthening parental engagement since the impact of COVID. A key shift has been the restoration of trust, with families increasingly comfortable reaching out through word-of-mouth and established channels for support. Engagement levels are particularly high among families facing challenges, highlighting the school's role as a trusted anchor in the community.

The school's pursuit of Leading Parent Partnership Award (LPPA) accreditation has further formalised this commitment. Following the submission of the self-evaluation, which included "What Went Well" and "Even Better If" reflections, actions have already begun to take shape. These are communicated clearly through platforms like Class Dojo, which serves as a well-used, central communication hub equipped with translation features to ensure accessibility for all families.

Parents' evening attendance has risen sharply from 40% to 80% since targeted action plans were introduced, while Knowledge Showcases now reach 90% participation. Responsive changes such as extending appointment slots, cancelling staff meetings to accommodate earlier bookings, and offering phone consultations have made communication more accessible and inclusive. A renewed interest in restarting the PTA signals a positive shift in confidence and collaboration.

The school's presence in the wider community is also growing. From choir visits to care homes and collaborations with Bolton Wanderers and Greater Goal Sports, families are increasingly involved in events and celebrations. Prefects help host and guide these events, and performances like *Oliver with a Twist* include parent audiences, fostering school pride and connection.

Staff are actively working to shift interactions from reactive to reflective, encouraging more constructive responses during challenging conversations - for example, using events like Easter Bingo as a soft entry point to build rapport. Looking ahead, the PTA is expected to take a lead role in events like the Summer Fair, with improved understanding and collaboration at its core.

Beyond cultural events, Red Lane has fostered practical and collaborative links through regular Community Hub meetings, including partnerships with local services such as the police. A standout example of this outreach is the Family Fun and Food Event, which provided families with the opportunity to connect with all available support services and sign up for assistance in a relaxed, welcoming environment. With attendance reaching around 200 participants, the event underscored the school's dedication to being a responsive and accessible centre for its families.

This layered approach, blending celebration, creativity, and support, reflects Red Lane's core value of fostering strong relationships with pupils and families, building a sense of community, and belonging.



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It was a pleasure to undertake the IQM assessment at Red Lane Primary School. The IQM lead, staff and pupils have obvious commitment in their work and the improvements that have been made. I would like to thank the IQM leader for their dedication to inclusion, a concise timetable, and a very memorable day.

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 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.

Assessor: Ms Sharon Owen

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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