



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	12th July 2024
Assessor	Mr Mike Bousfield

IQM Cluster Programme

Cluster Group	No Limits
Ambassador	Ms Sarah Linari
Next Meeting	9th October 2024, Barrowford Primary School
Meeting Focus	To be confirmed

Cluster Attendance

Term	Date	Attendance
Summer 2022	14th July 2022	Yes
Autumn 2022	24th November 2022	Yes
Spring 2023	17th March 2023	Yes
Summer 2023	23rd June 2023	No
Autumn 2023	21st November 2023	Yes
Spring 2024	2nd February 2024	Yes
Summer 2024	26th June 2024	Yes

The Impact of the Cluster Group

The Inclusion Quality Mark (IQM) Lead has found participation in the Cluster Group very positive. The opportunities to network with other schools are always welcome, and many good links have been formed. It is felt that the content of the meetings is always useful and has inspired the thinking of leaders in the context of developments in school.

In the first meeting of the year, at St Michaels CE Primary School, the focus was 'Enrichment Opportunities.' This was inspiring and how the structure of the Senior Leadership Team (SLT) had been designed to look at different areas of enrichment was of particular interest. A theme throughout the meetings over the year has been pupil leadership, and this has had a big impact on the plans at Red Lane Primary School for the next 12 months.



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The second Cluster Group meeting, at Oxford Grove Primary School, reinforced this thinking. The session focused on how the school used its peer buddy system. The older pupils in Years 5 and 6 played an active role in developing the language of some of the younger children in such a way that it benefited all and did not impact access to the curriculum for either group of pupils.

The third meeting of the year, at Bury Grammar School, again focused on pupil voice. Pupils had been coached and supported to act as the face of the school. The students communicated effectively, talked with knowledge and understanding about their school, and were able to field questions and hold conversations at a high level. This has inspired the introduction of Prefects at Red Lane next year, with full training and support being planned.

The IQM Lead says he has gained a huge amount from every visit, and it has shaped the changes he wanted to make in school and driven ideas forward.

Evidence

- Centre of Excellence (COE) Action Plan.
- School website.
- Documents relating to the impact of the COE Action Plan.
- Parent feedback forms for Parent Learning events.
- Learning walk around school.

Meetings with:

- Headteacher and IQM Lead.
- Chair of Governors.
- School Council (Year 3 to Year 6 pupils).
- Prefects chosen for next academic year (Year 5 pupils).
- Teachers.
- Teaching Assistants (TAs).



Summary of Targets from 2023-2024

Target 1:

To improve the skills, knowledge and approaches of parents to support their child's holistic development and improve parental engagement.

Because low parental engagement was identified as an issue, a member of the SLT was designated as Parent Liaison Leader during the past year. The two key foci for the new Leader are developing more effective communication and enhancing the offer of parental support. The new Lead told me of the need for, "a strategic approach to parental engagement which unpicks the purpose of every communication." Another new leadership role, that of Pastoral Lead, enables an offer of one-to-one parental support workshops and the ability to work with parents to develop a holistic support programme ensuring that approaches at home and school are consistent.

A review of communication with parents led to changes based on the feedback received. Identified aims were, improving the welcome so that parents feel more comfortable to come into school, developing parental capacity to support their children and promoting the understanding of parents in the curriculum and thus their ability to support their child's learning. Special consideration was given to any feedback from groups of parents who have been identified as reluctant to attend events in school. Senior Leaders developed an events calendar providing parents with a list of dates for key events and these were shared as widely as possible using several different means of communication, therefore improving the likelihood that parents would receive the information they needed. The school newsletter was one existing forum, this has been supplemented through the use of messages through Class Dojo which was identified as parents' preferred method of communication. A weekly update to the school story feed also celebrates events and features reminders for upcoming events.

Another innovation has been the development of 'Knowledge Days' and 'School Showcase Events', which are hosted on a half-termly basis focusing on different areas of interest. These take place at the end of the school day, providing parents with the opportunity to visit multiple classes if they have more than one child. Parent feedback is gathered at the end of each event and has been incredibly positive. "It is nice to be able to come into my child's class and be involved with her work. Would be brilliant to see more of what the children learn!" "As a Mum of four, being able to visit all classrooms with the times being spread out between 3:00 and 4:00 pm was greatly appreciated - thank you." "I love coming to school when I can see my child's work. His reaction is great when I come to school." "I enjoyed every minute of the event and seeing how much my child has progressed. I would not want to improve anything as you are all doing amazing."

The Inclusion Team has introduced coffee mornings for parents, in which important information and support can be given in an atmosphere which is as relaxed and informal as possible. This is proving very successful and is self-sustaining, allowing parental feedback to inform the focus of future events. A networking event for parents whose children have an Autistic Spectrum Disorder (ASD) diagnosis or, are on the pathway, has proved particularly welcome and effective. Coffee mornings have



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provided a supportive network with expert advice on hand for parents as well as support for their wellbeing. As part of its Early Help Offer, the Inclusion Team has invited specific parents to certain events to develop a better Early Support Offer. The Pastoral Lead has completed the Local Authority's Early Help training and delivered Continuing Professional Development (CPD) training to staff.

Red Lane Primary School continues to engage with parents, including through its annual parental survey which has just been conducted at the end of this academic year. A successful community event, in which the whole community has been invited to 'Run, Jog, Walk' and take part in a fun-run style event, proved a nice finale to this year of more successful parental engagement, raising money and allowing members of the wider community to come together.

Next Steps:

- Publish a new home-school agreement, setting out expectations for home and school.
- Maintain and develop the ASD parenting network.
- Analyse the results of end-of-year feedback and use them to inform plans.
- Develop a strategic approach to educating parents about online safety.
- Continue to provide opportunities to engage parents both in the education and development of their children and to strengthen community links.
- Develop a behaviour management course for parents based on the Red Lane Way.
- Train an additional member of staff to deliver the Family Thrive Programme.

Target 2:

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

Following wide consultation and review, two key documents have been produced: the new Behaviour Policy and a document entitled The Red Lane Way, which establishes clear expectations for all members of the community. These were trialled during the Summer Term last year and reviewed and modified following this trial. At the beginning of the academic year, they were sent out to parents with a clear message to all about the consistent behavioural approaches being used and the expectations for all adults to model the correct behaviour. An updated Personal, Social, Health and Citizenship Education (PSHCE) curriculum was also disseminated, which has been adapted to meet the needs of the school and in particular reinforce behaviours around learning and develop pupils' understanding of their own emotions and their ability to manage them. The Red Lane Way, British Values and Protected Characteristics are all now fully embedded into the curriculum.



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A programme of lessons and activities, repeated at strategic points through the year, alongside visual representations in the environment, reinforces and reminds pupils of the Red Lane Way. Consistency of expectations in the use of language and expectations regarding modelling are also explicit, meaning that any adults, including those who are covering classes, act consistently and predictably. The Behaviour Lead carefully collects and analyses information and small changes and adaptations are made quickly where problematic patterns are seen. One pupil told me that, “the Red Lane Way is how we behave in school and just what we do every day. It teaches people how to behave and not to be silly.” Teachers agree that there has been a marked improvement in behaviour since the introduction of the new policy and members of the Support Staff agree that there is a much calmer atmosphere in school with the tone and language being consistently set by members of staff.

A small but significant number of pupils require additional support than that provided through the universal offer. For these pupils, a bespoke plan is in place and their needs are well met and communicated. Crisis Response Templates have been developed for all identified as being of need, along with individualised one-page Inclusion Profiles. External advice has been sought and thoroughly implemented for these pupils. Regular meetings of the inclusion team take place to keep these plans under constant review, and these meetings are often attended by external partners.

The capacity of pupils to lead improvements in behaviour has been increased, with a Pupil Leadership Co-ordinator appointed during this year. A “Playground Pals” programme is now in place whereby older students help their younger friends during unstructured time. Students in Years 5 and 6 have completed a series of programmes through the structured enrichment programme, working with Bolton Wanderers in the Community to develop their leadership and communication skills. Following their training, they have been applying these skills by supporting children across the school-age phase at lunch times and break times to engage with the appropriate play. Working with the Bright Leaders organisation, a programme of study has been delivered to all Year 4 and Year 6 pupils to encourage and develop positive behavioural approaches and enhance the PSHCE offering, with a focus on the development of aspirational and leadership behaviours.

Next Steps:

- Continue to monitor, review and analyse behaviour records.
- Respond to the identified areas of greatest need with specific interventions.
- Continue to embed the new policy, procedures and PSHCE curriculum.
- Develop opportunities for enrichment to boost aspiration and positive behaviours.
- Monitor the impact of interventions and make changes in accordance with the outcomes.
- Further develop and enhance pupil leadership.
- Enhance the use of Commando Joe and other similar resources to develop particular cooperative and learning behaviours.



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Target 3:

To develop collaborative opportunities with schools within our local cluster group and with other schools in the IQM North West Cluster.

Opportunities have been created, with Red Lane taking the lead, for students to take part in many sporting competitions within the local area. This has included a football competition with a local Pupil Referral Unit (PRU). The school has worked in collaboration with the Greater Goals company, who deliver CPD and the Physical Education (PE) curriculum to staff and pupils, to develop competition opportunities and host inclusive events for children throughout the year. Additional investment in new equipment has been targeted at purchasing equipment focussed on inclusive sports including goalball footballs, eye-mask blindfolds and boccia equipment. Pupils have been able to engage in new, inclusive sporting activities.

A programme of extra-curricular clubs ensures that inclusive opportunities are created, with records showing that all children wishing to attend an extra-curricular activity have had the opportunity. Working with Bolton Wanderers in the Community, extra-curricular opportunities to enhance the engagement of specific groups in sporting and specifically football-related activities have been created.

As well as sporting events, Red Lane pupils have taken part in the Bolton Wanderers Christmas Carol Concert at the Toughsheet Stadium and the Aspirational Learning for All (ALFA) Raising Music Together Concert at the Bridgewater Hall in Manchester. Working with the specialist music provider ALFA, pupils had the opportunity to take part in concerts at major local venues, working with other schools from across Bolton and Greater Manchester. School Councillors have taken part in collaborative work across the Trust with Bright Leaders to develop their work and understanding. They have also taken part in a pupil-led podcast, sharing their work and ideas with a wider audience and the wider community.

The use of the school's minibus enables many events to take place and ensures that events are successful.

Staff welcome the opportunities that they are given to collaborate with their colleagues in other local schools, meeting together by subject and sharing good practice and common issues and taking part in moderation. The Inclusion Lead benefits greatly from his involvement in the IQM Cluster Group.

Next Steps:

- Initiate inclusive sporting events within the North West IQM Cluster schools.
- Develop further sporting opportunities, including within the local cluster of schools, for more inclusive sporting activities.
- Utilise external agency links to build opportunities across a broad range of schools.
- Create links with the school in a different socio-economic context to widen students' experience of the diversity of communities.



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Agreed Targets for 2024-2025

Target 1:

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

Comments:

A detailed strategic plan has been formulated to tackle this issue, which is part of a national trend. The plan seeks to be rooted firmly in the reality for parents and students at Red Lane Primary School, by consulting widely and analysing the available data to identify patterns and trends, specific groups of need and common barriers. As well as analysing the available data, there is a plan to gather parental voice to understand how good attendance can be celebrated and how barriers to attendance can be tackled.

On completion of the review of information, the next step is to modify the key documents in school such as the attendance policy and the Red Lane Way document. There is also a plan to publish attendance targets with very specific areas for improvement identified. Communicating the new policies and procedures is recognised as a key task and it is planned to ensure that the school's website, newsletters and additional meetings for parents are fully utilised to ensure that everyone shares an understanding of the goals and what success will look like. A new home school agreement will be launched with an increased focus on attendance, securing parental commitment to this focus. The behaviour induction, which has proved so successful during this academic year, will be repeated, again with an increase in emphasis on attendance.

After the initial launch, a planned schedule of monitoring will take place to ensure that the strategy is progressing. Senior Leaders will meet with parents of persistent absentees, both from this academic year and those identified as the new academic year progresses. Age phase teams (referred to as 'Units' at Red Lane Primary School) will review attendance fortnightly, and there will be detailed half-termly reports which will be sent out to families as well as reviewed by staff. Half-termly events will celebrate success and good attendance. The Inclusion Lead intends to liaise with the Attendance Hub to review these plans and include any suggestions for improvement. The intended outcome is clearly to reduce persistent absence and improve overall attendance, which will be straightforward in terms of assessing impact.

Target 2:

To improve provision for, and engagement with, online safety issues for pupils and their parents.

Comments:

The rationale behind this target for the Leadership Team is to ensure that the processes in place to protect children online work strategically and have maximum effect. At the intent phase, the familiar process of reviewing key data and current policy and practice



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is planned, followed by the update of key documents, including the Computing and PSHCE curriculum policies. This will ensure that these reflect the needs and context of the school community.

Promoting parental awareness of online safety issues and increasing their capacity to keep their children safe is an important area for development. Key parts of the strategy include:

- Developing a designated space for online safety updates on the school website which will alert parents to new threats and concerns.
- Holding half-termly online safety events.
- Using the established and successful knowledge day format to share information through the learning of pupils at school.
- Including a designated online safety focus area in the fortnightly school newsletter.
- Publishing curriculum documents so that parents are aware of what their children learn in school.

Incidents and concerns regarding online safety will continue to be recorded and these will be reviewed and monitored each half-term. This information will be used to assess the ongoing impact of the strategy and will be shared widely with stakeholders. At the end of the school year, a comparison should be available indicating the impact of the plan on the online behaviour of pupils.

Target 3:

To improve community links between the school, pupils, local community groups and the diverse community in the local area.

Comments:

Senior Leaders are ambitious for Red Lane Primary School to become a hub of the local community that the whole area is proud of. They want their pupils and families to be proud of their community and feel a strong connection.

A series of events are planned, both to take students out into the community to make a positive impact and to bring members of the community into school for the mutual benefit of all. Enrichment is a well-established pillar of the Red Lane curriculum and it is intended to develop community links further through this programme. For example, getting the community involved in maintaining and improving the school's extensive and impressive grounds, with pupils and members of the community working together, or similar projects within the local area. It is also hoped that members of the community will volunteer to share their experience and skills through the enrichment programme around themes such as careers. A diversity week is planned, celebrating the richness of the community in the area around the school and again it is hoped that members of the community will take part in this. It is hoped to bring members of the



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community into school for learning events, such as on finance or healthy eating, even if they have no children attending at present and an invitation will be extended wherever possible to social events such as the Summer and Christmas Fair.

It is recognised that the impact of this target will be difficult to assess and the next IQM COE review will provide a key element of the evidence of impact, through gathering the voice of stakeholders.

Target 4:

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

Comments:

Building on the success of this academic year, it is hoped to increase the knowledge and understanding of parents about the school's curriculum and how their children learn. Taking account of the feedback and other learning from events held this year, a new series of events is planned for the 2024-2025 academic year.

It is planned to establish a parental forum in which parents can share their opinions and ideas or voice concerns. Subject co-ordinators will be asked to hold subject events to share curriculum developments, ideas and teaching strategies for their subject. The successful 'Knowledge Days' will continue on a half-termly basis. Each class is to lead a sharing assembly themed around a specific area of learning to which parents will be invited and curriculum learning packs for parents will be sent out at the beginning of each term.

Publicity for the events will continue to follow the pattern already established successfully, with newsletter updates and Class Dojo reminders. Parental feedback forms will be collected at the end of each event and attendance will also be collected, and the evidence analysed to review engagement and impact. The sensitivity of this area was discussed during this review, and the Inclusion Lead is fully aware that, for some parents, recent progress has been substantial and barriers to engagement have started to diminish. It was agreed that it is therefore important to minimise any perceived threat in events aimed at parents.



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Overview

Red Lane Primary School continues to be a Centre of Excellence for inclusion, placing inclusive values at the heart of its offer to pupils and their families. 'Believe-Achieve-Succeed' is the simple message; a positive mantra which illustrates the value placed on every individual in the community and an ambitious resolve that only the best is enough. This school has a holistic approach, putting relationships at the core of everything and incorporating a family approach with eyes on the wider community and the world beyond.

Leaders are adaptable and innovative. They gather information diligently and analyse it carefully to inform planning, which is highly focused and impactful. They have responded to the many challenges faced by the school community and show great resolve to find the best solutions, however difficult the challenge is. There are many examples of this readily available to see. Leaders work together extremely well, for example in developing an Inclusion Pathway and Triage Process for students with complex needs. The Leads for Behaviour, Safeguarding, SEND, English as an Additional Language (EAL), Pastoral Care and Attendance regularly meet to ensure that plans for individual pupils are streamlined and as impactful as possible. There has been an increased emphasis on parental support, in recognition of the fact that many challenges faced by pupils have their roots in the needs of their families. A very comprehensive offer of support is available for parents and every effort is made to ensure that engagement with families is the best that it can be. There is a wide range of need within the pupil community and this is not consistently spread across the different age phases in school. The response of leaders to this has been decisive and effective, for example, an additional nurture-based group was temporarily set up in one of the younger year groups to meet the personal and social development needs of some in that cohort. The quick and effective action has enabled these pupils to access the full curriculum following this intensive intervention. Leaders have also introduced an enrichment curriculum, designed to meet the needs of the school community and to increase engagement and purpose for students. A 'Hub' area has been provided for Key Stage 2 (KS2) students, providing a calm safe space and opportunities to quietly engage in social activities and talk to adults. This provides good support for those pupils who need it.

The SLT is well supported by a Governing Body that is strongly committed and knows the school very well. The Safeguarding, Inclusion and Attendance Link Governor told me that inclusion is a focus at each meeting and very detailed reports from the leadership team are considered. She demonstrated a detailed understanding of the plans in place in school, the rationale behind these plans and how the outcomes will be measured. She told me of her recent monitoring visit to school in which she observed the behaviour of pupils over lunch time. She made this visit after doing some statutory work in school following an incident, to see for herself the way that the school's policies and procedures impact pupils. She was able to report that the principles behind the policy have a positive effect and that one pupil told her that the changes had helped their mum, "because I do not go home stressed."

The environment is well-resourced and demonstrates the inclusive values of the school. The extensive school grounds are very well maintained and used imaginatively with a nurture garden, polytunnel for growing and planting and an outdoor classroom among



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the many notable features. A big yellow bus dominates one of the hard-surfaced areas, which is used during break times as an area for reflective and quieter play and wellbeing. Pupils are fully involved in the care of their environment and the decision-making in its development. They have provided bug hotels and bird feeders for the local wildlife and the School Council asked for one area to be developed so that pupils can lock up their bikes safely during the school day. Inside, there are many attractive displays and areas to work, including the KS1 library which, as well as promoting a love of reading through its well-stocked collection of books, is the home of Sheldon the tortoise, who I was reliably informed is a very much valued member of the school community. The KS2 hall has a full-sized, permanent stage with a backstage area and a full lighting and sound studio, which must provide for exceptional school productions. The dining hall is carefully set out, with each table covered by an attractive cloth and well-spaced out. Lunch times are carefully rotated and staggered so that the dining room is never too full and pupils can enjoy a calm and pleasant dining experience, promoting their wellbeing and good behaviour. There is a strong impression that a great deal of thought has gone into every square inch of the environment so that it can be used to its maximum potential by learners.

The innovative enrichment curriculum provides opportunities for pupils to learn a wide range of skills in different contexts. One group could be observed looking after the nurture garden, while others were engaged with specialist coaches. Local partners and community groups have been well utilised within this part of the curriculum in particular. Bolton Wanderers Football Club provides support, not only in the sporting sense but also in helping with the PSHCE curriculum. Volunteers from the Prince's Trust have helped to maintain and improve areas of the outdoor environment. A group called Bright Leaders has coached some of the KS2 pupils in public speaking and leadership skills. Pupils told me how they had practised standing tall, not hiding behind their notes and looking in a mirror as they rehearsed for speaking to an audience. The school has ambitious plans to further develop this enrichment curriculum and strengthen the community links within it as part of its plan to further develop its inclusive approach.

Pupils feel a strong attachment to their school, describing themselves to me as 'Red Laners.' They rise to the challenge when they are allowed to be Community Leaders. The Playground Pals organise games for their younger friends and help them during unstructured time. The School Councillors are very proud of how they had to apply for the role and be chosen by their classes and of the decisions they have made. They have raised money to make some of these changes such as the additional equipment for play times and the 'buddy bench' they introduced. They are also very proud of the opportunities they have had to meet people like the Mayor of Bolton and fellow School Councillors from different schools. They told me that collaboration is very important, saying, "you do not know if you do not ask. It is really important to exchange ideas and help each other." There are exciting plans to extend pupil leadership within the school with the introduction of Prefects for the next academic year. A rigorous selection process has already taken place with pupils having to complete an application form and attend an interview to be considered. I was able to meet with the successful candidates and they told me how proud they were to have been chosen. "We need to show respect, teamwork and resilience because we have to help other people and treat them how we would want to be treated," one of them told me. "We have to make sure that everybody



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feels comfortable and everyone has someone to talk to, so we have to be approachable," another one added. At the interview, they were asked about changes they would like to see in school and came up with very insightful ideas, such as getting the whole community involved in a local cleanup and developing a special area for prayer and reflection in school to be used by everyone especially those with a religious faith. The team was full of enthusiasm and ideas and I am sure that they will have a great impact next year as the first group of Prefects at Red Lane.

I would like to thank the whole school community at Red Lane for inviting me to share their success in the past year and celebrate the many achievements and wonderful practice there. It is clear that inclusive values are important to everyone in the school community and inclusion is recognised as an ongoing journey. Leaders think and plan very carefully, systematically and strategically and I am sure that the current plans will continue to improve the offer in the coming year and beyond.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Mark and be reassessed in three years' time.

The school has stated that it wishes to continue as a Centre of Excellence and has submitted an Agreement to Participate which commits the school to annual reviews for the next 3 years (minimum) and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. As such the school meets the Centre of Excellence criteria and I am happy to confirm that Red Lane Primary School continues to hold Centre of Excellence status at this time.

Assessor: Mr Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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