



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR RED LANE PRIMARY SCHOOL

<b>Name of School:</b>	Red Lane Primary School
<b>Headteacher/Principal:</b>	Rhian Driver
<b>Hub:</b>	Aspire Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	BASE Academy Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	19/03/2025
<b>Overall Estimate at last QA Review</b>	This is the school's first review
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	09/07/2019



## **1. Context and character of the school**

Red Lane is a two-form entry, larger than average-size primary school with 490 pupils on roll, including a 52 place Nursery and a ten place two-year-old setting. The school is one of two schools in the BASE Multi Academy Trust and also has a strategic partnership with Forward as One Academy Trust. The school is located in an area of high deprivation in Bolton and over 60% of pupils are disadvantaged and in receipt of free school meals.

The proportion of pupils with special educational needs and/or disabilities (SEND) is well above the national average, with a high proportion of pupils with speech, language and communication needs. The percentage of pupils with education, health and care plans (EHCPs) is well above the national average. Eighty percent of pupils are white British, with a variety of different heritages making up the remaining twenty percent. The proportion of pupils who speak English as an additional language (EAL) is broadly average. Pupils have varying language needs.

The philosophy of the school is that all pupils can 'believe, achieve and succeed'. The school is an Inclusion Quality Mark Centre for Excellence and regularly shares practice with other schools. One assistant headteacher is an NCETM Mastery Specialist and an NCETM PD Accredited Lead.

### **2.1 Leadership at all levels - What went well**

- The headteacher is an exceptional leader who unites the school community with vision, purpose and deep emotional intelligence. Her calm authority, clear values and unwavering belief in her pupils are echoed throughout her team. Together, they lead with heart and strategy, inspiring trust from staff, pupils, and parents alike. They know their school inside out, and every decision is rooted in a deep understanding of the pupils and the families they serve. They balance strategic drive with humanity, creating a school where excellence and empathy go hand in hand. The impact is evident in every corner of the school.
- The 'Red Lane Way' is more than a behaviour system, it is a unifying ethos that shapes every part of school life. Staff and pupils alike understand and embody its principles, which promote responsibility, kindness and community. It is so embedded that phrases like 'That's the Red Lane Way' are part of everyday dialogue, reinforcing a shared identity.
- Leadership shows an astute understanding of the challenges many pupils face, building a school culture centred around compassion, regulation and emotional safety. The daily 'soft start' in the Hub, for example, provides a lifeline for vulnerable pupils, greeting them with warmth, food, and a safe space to settle before learning begins.
- Subject leaders are confident and well-supported, with clear roles in monitoring the delivery of training for staff and curriculum design. They know their subjects in depth and can articulate the rationale behind sequencing and

content choices. Their work improves standards across the school, ensuring that each subject has depth, clarity and ambition at its core. Their expertise is valued, their voices heard and their contributions directly shape curriculum content. Monitoring and review are ongoing and responsive. For example, a history leader adapted units based on research and delivered staff training, showing ownership, insight and impact.

- The school recognises that many pupils arrive carrying emotional weight from home, so the day begins with warmth and structure. The breakfast provision is not just about food, it is about being seen, valued and welcomed. Pupils are reminded, 'We're really glad you're here', creating belonging before they even step into class.
- Despite the challenges of parental engagement, leaders have developed a diverse range of strategies to draw families in, often by cleverly reframing events to feel more welcoming. Initiatives like 'Family Fun' sessions and 'Coffee and Inclusion' mornings provide informal, supportive entry points. Over time, trust builds and parents begin to see school as a place for them too.
- Leaders and staff do not avoid difficult topics, they lean into them with honesty, warmth and clear values. Whether addressing racism, diversity or protected characteristics, the school teaches pupils to be respectful citizens of modern Britain.
- Staff wellbeing is not an afterthought, it is embedded in the culture. Leadership is deliberate about managing workload, spacing monitoring and providing high-quality continuing professional development (CPD) without pressure. Staff feel safe, supported and trusted. Additional wellbeing services are available and there is a strong sense of camaraderie and care. As one leader said, 'We don't waste time, every meeting moves us forward'.

## 2.2 Leadership at all levels - Even better if...

... None identified.

## 3.1 Quality of provision and outcomes - What went well

- Personal development is a golden thread that runs through every layer of school life. From assemblies to curriculum to pupil voice, there is a conscious effort to build pupils' confidence, character and understanding of the wider world. The school gives them opportunities to lead, reflect and contribute, preparing them not just for secondary school, but for life.
- Teachers are empowered to respond in real-time to pupils' needs, supported by strong assessment practices and a no-ceiling mindset. Staff adapt tasks mid-lesson, use fluid groupings and plan with inclusion in mind. Even the most complex needs are met with dignity and ambition, ensuring that all pupils feel capable, included and successful.

- Staff build strong, trusting relationships with pupils, underpinned by a deep understanding of individual needs. In a Year 3 English lesson, a pupil independently used the cloakroom as a regulation space before later, calmly re-engaging with learning. The teacher's intuitive, nurturing response supported both his emotional wellbeing and academic focus without disrupting the wider class.
- High expectations and consistent routines support all pupils in accessing the curriculum. Across lessons, well thought through scaffolding strategies, including sentence starters, partner talk and manipulatives, were deployed to maintain independence and engagement. In particular, support was proactive and allowed for equitable participation, even in more complex tasks, such as in Year 5 mathematics, where pupils spoke clearly about the rules of rounding up and down following a discussion in pairs. Good use of 'rounding strips' supported pupils in developing their skills, one pupil said, 'We know where to put our paperclip on the rounding strip so 12.68 rounds up to 12.7 and not 12.6; 5 or more we raise the score'.
- Subject-specific vocabulary is prioritised, with staff modelling and consolidating key terms well. In a Year 3 mathematics lesson about perimeter, pupils confidently used precise language, such as 'perimeter goes around the outside', supported by clear teacher-led vocabulary routines. This enabled all pupils, including those with SEND, to explain their learning clearly and accurately.
- Teachers respond swiftly to assessment in the moment. In a Year 1 design technology (DT) lesson, the teacher paused the planned sequence after recognising gaps in understanding. She revisited prior content based on pupil responses to targeted questions, ensuring that they were secure before moving forward. This exemplified a strong culture of adaptive, responsive teaching.
- There is a visible culture of positivity, pride and encouragement. In a Year 3 lesson, a pupil became overwhelmed and said the task was 'too hard', only to be gently reassured by a peer. Moments of joy, such as pupils celebrating longer word challenges or excitedly showcasing their work, reflected the school's emotionally safe learning environment.
- The school makes innovative use of retrieval strategies, like knowledge days and daily low-stakes quizzes, to ensure that key knowledge is revisited and embedded. This approach also helps address missed learning due to absence. Assessments are bespoke, sharply focused and drive responsive teaching. As one leader put it, 'We know exactly what the children don't know, and what we'll do about it'.
- Year 2 were measuring lengths and height of objects. Some were adept at measuring their rods and ascertaining the length in centimetres. They could order the rods and talked to their partners about the differences in length. Because the teacher had modelled how to record the information efficiently, pupils were able to undertake the task successfully. The teacher's question, 'Why are we not measuring in metres?', was answered when one pupil

explained clearly that the rods were too small, he was able to show a metre with his arms.

### **3.2 Quality of provision and outcomes - Even better if...**

- ... subject leaders of the wider curriculum subjects talked confidently and articulately about how their subject aligns with the school's vision and values from the Early Years Foundation Stage (EYFS) through to Year 6.
- ... all teachers enabled pupils to strengthen their disciplinary knowledge in order to work as geographers, historians and scientists.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- The school benefits from a highly committed and passionate SENCo who demonstrates strong relationships with parents and a deep sense of care for pupils with SEND. Her approachable presence and proactive communication help improve parental confidence, ensuring that families feel supported and involved in their children's learning journeys.
- The school demonstrates a deeply embedded culture of inclusion. Children with SEND access learning in a highly supportive environment where quality-first teaching is strong. Tailored adaptations, such as visual timetables, sensory spaces and assistive technology, enable all pupils to experience success and fully participate in lessons, ensuring individual needs are carefully met without compromising expectations.
- The early identification of SEND in the EYFS is a clear priority. Staff observe children closely to differentiate between developmental delay and more complex needs, enabling tailored support from the outset. Strong awareness of speech and language needs allows the school to implement targeted strategies from the earliest stages.
- The school's in-house alternative provision for Reception to Year 2 pupils offers a structured, needs-led response for children struggling to access mainstream class routines. Pupils follow the same curriculum with carefully tailored pathways, including phonics, speech and language support and structured re-integration plans. Staff expertise, including a behaviour specialist, underpins its clear impact on progress and regulation.
- Enrichment opportunities are fully inclusive, with all SEND pupils accessing the school's wide-ranging programme. Tailored support, such as at sports events, after-school clubs and residential visits, ensures that every pupil can participate meaningfully. Staff make thoughtful adjustments and work closely with families to remove logistical and emotional barriers to access.

- The school demonstrates a strong commitment to equity by ensuring that disadvantaged pupils are fully supported to access all aspects of school life. Enrichment activities are free of charge and staff go above and beyond to remove barriers, such as arranging transport or flexible collection times, to ensure high participation rates.
- Disadvantaged pupils make strong progress across the curriculum. Rigorous tracking, regular pupil progress meetings and a focus on foundational knowledge help to ensure that gaps close over time. Leaders are clear that success is built on secure understanding, not short-term gains, and are rightly proud of the outcomes disadvantaged pupils achieve as a result.
- The school's alternative provision model is highly effective in meeting the complex needs of its most vulnerable pupils. Expertly designed and led by a specialist with experience in behaviour support and alternative settings, the provision balances structure, therapeutic input and curriculum access. This has resulted in significantly improved engagement and learning outcomes since its introduction in January 2025.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... None identified.

#### **5. Area of Excellence**

Not submitted for this review.



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#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)