



## Assessor's Evaluation for the IQM Flagship Project



**School** Lambs Lane Primary School  
Back Lane  
Reading  
Berkshire  
RG7 1JB

**Head/Principal** Mrs Sharon Finn

**IQM Lead** Mrs Claire Carroll

**Date of Review** 5<sup>th</sup> March 2024

**Assessor** Ms Pam Ash

### **IQM Cluster Programme**

**Cluster Group** Inclusion Champions B  
**Ambassador** Mr Ralph Silverman  
**Next Meeting** 15<sup>th</sup> March 2024, Montem Academy  
**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	18 <sup>th</sup> March 2022	Yes
<b>Summer 2022</b>	10 <sup>th</sup> June 2022	Yes
<b>Autumn 2022</b>	14 <sup>th</sup> October 2022	No
<b>Spring 2023</b>	15 <sup>th</sup> March 2024	Yes
<b>Summer 2023</b>	23 <sup>rd</sup> June 2023	Yes
<b>Autumn 2023</b>	6 <sup>th</sup> October 2023	Yes

### **The Impact of the Cluster Group**

The Headteacher and Inclusion Lead are fully committed to the Cluster Group and last year had hosted a meeting. Going forward, the Inclusion Lead (IL) sees the breaking of the group into two smaller groups is positive. The group had become overly large which then made it more difficult to forge links between people and make the most of networking. The next meeting is due later this month.

The IL said that it is always good to visit other schools and to be able to hear about different approaches and interventions. As schools are different, practice cannot be replicated but it does start thinking about how things can be adapted to fit the needs of the schools. Visits generate good discussion back at school.



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### **Evidence**

- Meetings with Headteacher and Inclusion Lead.
- Meeting with Teachers.
- Meeting with Tas.
- Discussion with a parent.
- Meeting with pupils.
- Learning Walk.

### **Additional Activities**

- School Flagship Paperwork.
- School IQM evidence folder.
- School website.
- Ofsted report January 2022.



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## Evaluation of Annual Progress towards the Flagship Project

### Developing an Inclusion Deep Dive at Lambs Lane.

The school has made good progress in its first year of the project. The following has been completed:

- September 2023 a SEND learning walk and feedback to staff. Next one planned for February 2024.
- October 2023 teaching staff meeting led by English co-ordinator on cultural diversity and the literary diet.
- November 2023, PSHE, English and Art Co-ordinators met with IQM lead to discuss Flagship aims and to explore diversity in their respective curriculums.
- December 2023 audit and reorganisation of library books.
- January 2024 learning walk around school looking at usefulness of displays about cultural diversity.

In addition, work continued to support inclusion by:

- Therapeutic thinking.
- TA training.
- Addlington Outreach for an individual pupil.
- Parent support network meetings and coffee mornings.
- Governors' wellbeing visit.
- Nurture training.
- Attachment and trauma informed training.
- Nurture provision showcase to partner schools in Reading.

### Agreed Actions for the Next Steps in the Flagship Project

There is a detailed plan in place for the next year looking at:

- Racial literacy and global citizenship.
- Gender stereotypes.
- Language and images that uphold outdated views on SEND, poverty and other vulnerabilities.



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### Overview

Lambs Lane is a one form entry primary school in Spencer's Wood, Reading. There are 207 pupils on roll with 8 of those being part of the Special Resource Provision (SRP). One of those pupils is being educated at home because of medical need and a new pupil is in the process of joining the school. There are 10 SRP places available. Pupil Premium is at 26.3% and EAL 13%. There are 8 EHCPs in place with 2 more in process. 6 pupils are on the SEND register. There are 8 pupils with complex needs and 7 pupils have individualised programmes. The number of Child Protection cases has increased and many pupils are being monitored for mental health concerns.

The start of the day has been amended. Rather than keeping the soft start, there is now just a 10-minute slot for pupils to arrive. Senior staff are on the gate every morning for meet and greet. Parents can then pass on any information. Early Years' staff are on the classroom doors to welcome the pupils. Two pupils are walked in with an adult. It does mean that learning can start promptly. Parents come into the playground at the end of the day to collect their children and can speak to teachers if they need to.

How lunch time is being used is also being developed to support the needs of the pupils. A 20-20 club is being introduced for targeted pupils. There will a focus activity for 20 minutes, then down time and then 20 minutes of free play. This will be discussed with parents and the aim is to support those who can find lunchtimes more challenging. The TAs suggested that the bus in the playground could be used differently and now has quieter activities for the pupils. The start of the day and ideas for lunch time are clear examples of how the school constantly reviews its practice to ensure that it is meeting the changing needs of the pupils. Another example is how all the criteria for rewards and High Tea with the HT have been reviewed so that success is based on the pupils' individual progress and targets and not solely academic achievement.

Given the school's geographical location, it is quite a distance from other schools and services. Public transport is not good and this can pose problems for parents who do not have access to a car. The Family Worker signposts support for parents for example, the Food Bank as well as other support networks. Pre-loved clothing is offered at school. Coffee mornings for parents are happening on a regular basis and staff reach out to those who might benefit from attending. Babies and toddlers are welcome and this, of course, makes it easier for parents to attend.

Work is still in progress for the school to join the new Orchard Learning Alliance. Although not yet part of this Trust, the school is beginning to benefit. The Headteacher (HT) spoke about the access to training and motivational days and a teacher told me about how the school had been able to use minibuses. Year 6 had been invited to attend a theatre production about mental health and the use of minibuses helped make the trip easier.

On my Learning Walk, I was lucky enough to see pupils involved in a taster wheelchair rugby session. An outside provider had brought in 8 wheelchairs. One boy participating was a wheelchair user and when he turned around, the smile on his face lit up the hall. The outside provider had noticed how talented the boy was and so he may well be invited to join the club. Later, pupils told me how they were a bit nervous and worried



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that the chair might tip up and were yet further impressed by those children who navigate with a wheelchair daily. It was a positive experience for all.

The school is fully accessible inside and out. The classrooms are large and bright rooms that allow for wheelchair use and the additional equipment that the resource pupils need. The resource pupils are fully involved in the school and attend trips and residential. The school does not let itself become a barrier to any pupil. At break and lunch times I saw the resource pupils in the playground with their peers and depending on their need, they could be with other children or an adult may be with them to offer additional support.

There are clear guidelines in place for the use of the Sensory and Quiet rooms. The sensory room has soft play and other equipment while the quiet room has low lighting, low stimulation with bean bags and cushions. On most occasions it is the pupil who opts to use this resource. The doors are always left open so that no child is shut away. The physio room is a designated place for the physio to use when in school. Pupils have exercise programmes set up and TAs are present when the physio is there so that they know how to run the programmes. Some PE lessons are adapted so that a pupil's physio programme can take place while they are involved in the same activities as the other children. The emphasis is on everyone being included even though some may be following more bespoke timetables.

The teachers and TAs all spoke about how they are well supported by SLT and how their welfare was looked after in the same way as the children's. Their views are sought and after a recent staff stress survey, changes were made in response to their comments. The HT's door is always open to them. Staff know that they have a voice and that they are listened to. There is a real team feeling and staff are well informed about the needs of the pupils.

There is no doubt that staff know and understand their pupils. For example, for the upcoming World Book Day, it was decided that pupils could come as a word, rather than a character from a book as this might reduce the financial strain on parents, either buying or making a costume. The TAs had their target pupils and made a point of speaking with them to ensure they understood so that no pupil would come in surprised by the day. Similar support was given to parents who needed it.

Staff are well trained. TAs spoke positively about the weekly training they have from either the HT or Inclusion Lead (IL). Teachers also have a well-defined CPD programme. Staff work with staff from other local authority schools on moderation and the opportunity to work with other colleagues has been further developed with schools linked to the Orchard Learning Alliance. Outreach work takes place and colleagues from other schools visit to learn about how Lambs Lane works.

I heard about how individual pupils had developed during their time in school. Staff described one pupil's journey from struggling with clothing, being in the classroom to learning to wearing school uniform, being in the classroom with his peers and learning without needing breaks. This just exemplifies the school's approach of understanding and responding to individual need. All staff are prepared to take the time to try different approaches to support individual pupils.



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Governors are fully aware of, and supportive of, the school's approach. The Pupil Premium governor has sat in during the extra sessions for those pupils and commented on the detailed records that are kept. The Governing Body receives regular updates about inclusion. Governors are involved in book looks and speak to staff and pupils during visits. I was told how enthusiastic the teachers are and how the needs of individual pupils are paramount.

It was a real pleasure to meet with the pupils. They enjoy being at school and say how both staff and pupils are welcoming. As it is a small school, they do know each other and value knowing that the school is made up by a range of pupils with different needs. They recognise that they are given a wide range of activities, for example a group of students were off out to do orienteering, as well as the residential and other trips. They highlighted the fact that all their peers are involved. In addition, they have opportunities to be, for example, Digital Leaders, join the ECO team and run the parents' evenings. They particularly liked how they had to speak to their class to explain why they would be good in those roles. Pupils feel valued and supported.

Ofsted stated in its 2022 report that Lambs Lane was 'an inclusive and welcoming school' and I can confirm that this is still the case. The school, if anything, has only further developed and enhanced its work on inclusion. I saw and heard nothing but positivity during my day: the school is fully committed to developing individual pupils and meeting their individual needs. The work of the school embodies its motto: Reach out and Shine. Individuals matter here, whether they are adults or children and support is given so that all can be their best. I have no hesitation in recommending that Lambs Lane retains the Inclusive School Award at Flagship School status, with a further review in a year's time. 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 Flagship status.

**Assessor: Pam Ash**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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