



Assessor's Evaluation for the IQM Flagship Project



School Rosedale College
Wood End Green Road
Hayes
Middlesex
UB3 2SE

Head/Principal Ms Belishia Visser

IQM Lead Mr Matthew Hobday

Date of Review 28th March 2025

Assessor Ms Pam Ash

IQM Cluster Programme

Cluster Group Inclusion Champions A
Ambassador Mr Ralph Silverman
Next Meeting 5th June 2025, Sudbury Primary School
Meeting Focus TBA

Cluster Attendance

Term	Date	Attendance
Autumn 2023	6 th October 2023	Yes
Spring 2024	1 st March 2024	Yes
Summer 2024	7 th June 2024	No
Autumn 2024	18 th June 2024	Yes
Spring 2025	21 st March 2025	Yes
Summer 2025	5 th June 2025	

The Impact of the Cluster Group

The IQM has recently taken over this role and he said that he has learnt a great deal by attending these meetings, even though most of the schools in the group are in the Primary Phase. He would very much like to host a meeting but given, hopefully, the imminent start of the new build, he has spoken with the Ambassador, suggesting that they could perhaps do this in a couple of years.



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The meeting at Norbury covered the challenges of working in a high mobility school. Transition work was of interest as was the discussion about Zones of Regulation and Parent Ambassadors. The discussion around the work on staff wellbeing was useful.

Rooks Heath is another Secondary School and so more direct comparisons can be made. This school has high attendance. The forensic tracking of absences and the clear communication across teams was noted. The use of separate areas for girls' sport at break time and the consequent uptake in girls' sport was of interest to the Inclusion Lead as he is a PE teacher. The good enrichment for the students and residential trips is something that Rosedale also gives time to.

The latest meeting at Stanhope Primary School did inspire the IQM lead. Seeing their "Give Back Room" has made him think about how Rosedale supports students with uniform etc. He has now made an excellent link with Moss Bros and they will provide suits that can be used for the Prom and then also for any interviews. He is pursuing other links to see what else could be donated. In addition, he is thinking about how they could improve the way they present uniform etc that has been donated to them.

Information from all meetings is shared and discussed with SLT.

Evidence

- Meetings with the Principal, Vice Principals and Assistant Principal (IQM Lead)
- Meeting with staff to discuss Health and Wellbeing, Transition and Outreach
- Meeting with staff to discuss workshops, whole Trust collaboration, parental engagement and school trips
- Meeting with staff
- Meeting with pupils
- Meeting with parents and governors
- Learning Walk

Additional Activities

- IQM paperwork
- Supportive evidence provided by the college
- College and Trust website



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Evaluation of Annual Progress towards the Flagship Project

Improving parental involvement in students' learning

The College broke its work down into three main areas: Wellbeing for staff and students, being GCSE ready and improving parental engagement. The College recognises that it needs to cover a broad spectrum to support parental engagement.

A Mental Health and Wellbeing strategy has been developed as well as Wellbeing Steering groups. Another member of staff has completed the Anna Freud Senior Mental Health Lead training and has used questionnaires and surveys to gain feedback from staff to develop the work in supporting staff. This is work that will need to be maintained. Steering groups holds wellbeing café afternoons and drop-in sessions are available for staff. The College has hosted social occasions such as Summer BBQ, Christmas Meal and Easter Meal to give staff opportunities for downtime with colleagues.

Rowensbrook provide counselling and Youth Support work for the students. Parental agreement is sought for this work and so is a way in which parents can become engaged with the school. Workshops have been held and the plan is to look at vaping and self-confidence. Records of the workshops and counselling sessions are kept so that staff are aware of who is involved. Confidentiality is of course maintained.

Reward trips continue to be used for students and staff have started to attend the bowling trips to help to build positive relationships between staff and students. Achievement assemblies have been changed to make them more meaningful and enjoyable. House assemblies are going to be introduced to encourage positives within the alliances, as they are called. The aim is to create a bond and relationship within the alliances.

Both students and staff benefit from a range of sports and fixtures throughout the school year.

Year 10 parents were invited into school to discuss Y11 priorities, expectations and support, as well as looking at behaviour and trends in Y10. 40% of invited parents attended the Year 11 meeting. One focus of this was next steps after Y11. A great deal of work has gone in to create a bank of online resources that can be accessed by both students and parents. Parents are then able to support their children. I saw some of what had been developed for English. Not only are there resources pitched at different levels but also whole texts are available. This means that students can work on texts at home but the financial cost of buying these has been removed. This is beneficial for the families.

Lower down the school, parental engagement has shown signs of improvement. There was an excellent turn out at Open Evening and the Year 8 options evening. Over 200 parents attended. Over 180 parents attended the Year 7 Transition evening. Invitations to parents and the newsletter have given good responses but the College recognises the need to maintain good contact.



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However, engagement is still not as high as the College would like. For the last Academic Review, 60% of parents attended. Feedback was given around the times of the meetings and the need to make them more subject specific.

The Macmillan coffee morning was a success. Students baked cakes and sold them to parents, raising £150.

Agreed Actions for the Next Steps in the Flagship Project

The College is aware of the challenges around maintaining good parental involvement they need to consider the needs of ethnic minority groups, low-income families and the difficulty in communicating when English is not the first language. The aim is to build good relationships with parents at primary school level so that there is a strong foundation that they can build on when the students move to the College. The College does work closely with Rosedale Primary as it is on the same site. The primary pupils use the facilities and staff do teach the primary pupils. There are good links with the other primary in the Trust and Transition work takes in the other large feeder school.

The College has looked at the levels of need presented by the community and has split the work into three areas: Supporting our Pupil Premium Pupils, Tackling Attendance Issues and Improving Parental Engagement. The first two areas will of course involve parents.

For the Pupil Premium Pupils, plans are in place to organise a Breakfast Club Monday and Friday, Bi-weekly. They plan to set up links with food banks. One of the aims of the club, as well as providing nourishment, is to teach the pupils how to cook bulk food that is affordable and can be frozen. There is no doubt that this will be beneficial for the pupils, but it will provide challenges for the College to be able to support the needs of the different ethnic groups. Breakfast sport clubs will also be set up as sporting opportunities are enjoyed and welcomed by the students.

A focus on attendance and lateness will mean working with parents. From data, 22% of FSM students were persistently absent before COVID and now it is 37%. This does then need attention. The Vice Principal described the work that has been done to improve both attendance and lateness. There are meetings with students and families and the focus is very much on it being a team effort. The College uses the terminology of Emotional Based Non-attendance as it feels that is a much more positive term. Return to education plans are in place for individuals, this can include a 10am start, Time Out opportunities or being met at the gate, depending on the needs of the students. It is excellent that the background is sought through meetings so that there are real understanding of the student's and family's needs. The supportive nature of this work should help to create good bonds with parents, as well as improving attendance. One example of success already is a Y7 boy who only spent about 2 hours a day in primary and is now in school all day.

The direct focus on parents, will continue the work from last year. Parental workshops will be introduced to support challenging behaviour at home, the use of social media and exam preparation as starters. Newsletters and information to parents will be reviewed and streamlined so that communication can be effective as possible. Parents



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will be surveyed to see if anything can be done to overcome the barriers that stop parents attending. We did speak about using parents and their home language to work with different groups. This is something that has been successful in schools where there are a range of different ethnic groups.

If the focus continues with creating strong relationships early on with parents, this should help to improve engagement at Y11. The stance that is being taken regarding supporting and working as a team should also have an impact on parental engagement. This though is work that will need to be on-going as it will take time and perseverance to respond to new challenges that arise from family and community needs.



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Overview

Rosedale College is in Hayes in the London Borough of Hillingdon. It is a member of the Rosedale Hewens Academy Trust. The Trust is made up of 2 Primary Schools, 2 Colleges and 2 Studio Colleges, all of whom are located close to each other. The College is an 8-form entry for students in Years 7 -11, with a sixth form. Now it has 110 SEND students, 23 of whom have EHCPs. 335 students are Pupil Premium, and 528 are EAL. The student population comes from a diverse range of backgrounds and many families are under financial pressure. The staff come from a range of backgrounds and have real empathy for the students, as many know what it is like to arrive in a new country.

When I visited last, plans were in place for the new build to begin and some rooms had been closed. Unfortunately, no building work has taken place and the College now anticipates work may start later this academic year. The STEM building will be refurbished before any demolition takes place and temporary classrooms will be situated on the field.

My day was well organised and I was able to hear from staff about the different ways in which the students are supported. Staff are enthusiastic about their work and share the desire to deepen the students' experience as well as ensuring their emotional stability. Knowledge and understanding about the students and their backgrounds is paramount.

Rowensbrook is a resource that is shared across the Trust and the 2 members of staff that I met had been previous students at the College. They have a Youth Work and mentoring background and they spoke about how students responded positively to them because they could see that they were close in age. They provide a safe space and are safe adults for the students. They run a range of workshops and meetings covering issues like, healthy relationships and anti-bullying. They aim to respond to the needs of the students and are looking at developing knife crime workshops as well as those for self-esteem. One to one mentoring is also offered by them and they support lower needs. Trained counsellors are available for more complex needs. Sessions are offered in groups of 6 and then reviewed. Sometimes students just need to chat or this can be a mental health check in. Intervention can continue if the need is there. It was clear how well they are supervised by the counsellors and how they have good relationships with the staff. Staff can refer students to them directly and they respect their work. The team is growing and a male will be starting after Easter which can only enhance the work that they do.

The Mental Health Support team comes into the College every other Thursday and their focus on those students with low anxiety, low mood, poor self-esteem and low-level behaviour difficulties. Their focus is more medical in focus. They offer 6-week programmes but will keep students on if the need is there. Their aim is to help to provide tools to support the students' development.

Transition work is given high importance. Staff visit the primary schools, speak to staff there and have sessions with the pupils themselves. The primary teachers can signpost for support. Rosedale staff teach the pupils, the pupils are invited to Rosedale to see productions etc. The Transition team allocates the pupils into forms and runs the Transition Day when the pupils go into the College. The pupils are involved in a carousel of activities during the day and are then invited back in the evening with their parents,



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where they can hear more about the College and buy uniforms. The aim is to build an all-round picture of the pupils and to build good relationships with them. Other Transition work takes place at the end of Y8 as students decide on their options and might move to other colleges in the Trust.

Workshops are used across the College, with topics like violence against girls and the impact of Andrew Tate was highlighted. Staff focus on what is current and relevant to the students. There is a strong PSHE focus across the College, looking at topics like the local and wider community, mental health and gender identity. Staff are well supported by training and resources that they can access prior to the teaching. Form staff deliver the PSHE lessons as they have good relationships with the students. Support is always there if it is a topic that staff feel unsure about or have not taught this before. The needs of both students and staff are being met.

Discussion about the news is generated by using Picture News. Different topics are offered, as well as special days. British Values are highlighted as well as the UN Children's rights. Feelings are included as well as how to help others. These are very positive 15-minute sessions.

Student enrichment is a priority. As well as a wide range of after school activities, trips highlight cross curricular links as well as developing student knowledge and understanding. A competition is often used before hand so that the students research where they will be going and so will gain more from the trip. However, it is not always the best researcher who gains a place on the trip. That way, a range of students can take part. Real time and energy are put in by staff to ensure that the trips are affordable. For example, a member of staff will drive the minibus when going abroad and reduced tickets and free travel are sought for theatre trips. Records are maintained so that students can be tracked according to their take up of trips and extra-curricular activities.

Additional subject support is offered by staff after school and during school holidays. The Maths Lead, for example, talked to me about the Maths Booster classes that are held after school and had run during Half Term and will run through the Easter holidays. Staff are prepared to give up their time to help the students. Maths Watch is used for homework and students can use this in the computer room if they do not have access at home. Parents can become engaged in the learning. NSPCC Number Day was held across the College, with staff being involved by wearing a number that the students had to find, for example, a Prime number.

I heard numerous examples of how staff support the pupils. The Receptionist will do one to one cooking and art therapy with students. This helps to build strong relationships. The Year 7s are taught in a separate area which helps them to build confidence as they start at the College. This type of provision is part of the new build. There are the Inclusion Groups for those students with additional needs. Teachers and Teaching and Learning Assistants work together to ensure that resources are available and accessible for all. I heard about new arrivals who only spoke Arabic and so resources were sought and made for them so that they could learn English and understand what is happening. Staff listen to students so that they know what they need, whether they are more able or need extra support. They want to know and understand the students' strengths and weaknesses. The work that staff do in these areas is commendable.



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The students that I met were positive about their experiences in the College. I heard about a recent trip to be Ball Boys at Wembley at the Carabao Cup and that they might have the opportunity to go there again for other games. One student explained how he had been given permission to go to New York to take part in a basketball competition. A girl spoke about her trip to the cinema and she told me that she had not been to the cinema for 3 years. I heard that teachers are supportive and that they can always talk to them. Teachers give advice, make learning fun and think about how the students feel. The booster classes are a good opportunity to work on skills.

The parents spoke positively about the school. They said that any challenges are dealt with and that parents are kept in the loop. The College is very understanding about medical needs and I heard about how one boy was supported through his knee operations and another parent told me how confident she was that staff could manage her daughter's diabetes. It means that she can go to work without worrying. The Vice Principal met with an able Y11 boy who had only been in school for 3 months. He was scared about his GCSEs, but she put his fears at rest, added him to the Gifted and Talented group and set up support for him. Parents like the balance that the College has between rewards and sanctions. It is a welcoming place that caters for all needs.

The Governors I spoke to were relatively new in post. They spoke about the information available to them and the details of the full Governing Body Meetings. They had wanted to become Governors so that they could give back after the support their children had received. They see the College as an equal community and a model for British values.

Staff are well supported in the school both with their academic work and their wellbeing. They have access to the counsellors as well as the range of supportive activities open to them. A member of staff is available to support colleagues who are new to the country. He helps with the understanding of the education system as well as supportive for living in the community. One member of staff said his support had been invaluable for her around housing.

The College does much to support stakeholders but seems to just take this as normal everyday work. I hope that speaking to me and listening to colleagues, that staff recognised the excellent work that they do. I certainly recognised it. I would hope that they find ways to celebrate this.

The school continues to move from strength to strength in terms of its superb inclusive practice and 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 Flagship School. I therefore recommend that the school retains its Flagship 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 Flagship status.

Assessor: Ms Pam Ash

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

J. McCann

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd