



# Inclusion Quality Mark (UK) Ltd

18<sup>th</sup> June 2017

Mr Stuart Wright  
Head Teacher  
Meadowside Community Primary & Nursery School  
Clough Avenue  
Warrington  
Cheshire  
WA2 9PH

**Assessment Date: 13<sup>th</sup> June 2017**

## Summary

Meadowside is a community primary school (currently 275 on roll) including a nursery and two LA designated provision classes at key stage 1 and key stage 2 for children with special educational needs. These currently provide for 20 children with Educational Health Care Plans for cognition and learning. The percentage of children with SEN is above the national average. The school places itself at the heart of the community with a deep-rooted desire to serve the children and their families. 'Meadowside is a happy place' – the unanimous message from all its stakeholders. A thriving primary and nursery school that is outward facing and there for the children and their families. The headteacher, governors and staff are rightly proud of their inclusive environment. The school has embraced the philosophy of a rights respecting school and this underpins the wonderful behaviour and attitudes to learning from the children.

The school welcomes the wider community and offers support to families with their open-door policy that fosters a climate that welcomes parents/carers expressing concern for their needs as well as their child's. "The inclusive ethos goes through the school like a stick of rock" was one quote that was evident throughout this assessment visit, through the effectiveness of the school staff and their reflective practice towards school improvement. There is a sense of continual improvement and a desire to provide more opportunities for the community in which the school serves. In the words of the children, Meadowside is a place where 'no-one is alienated and everyone is there to help each other'. 'The staff are united in the passion they have for their school and as their mission statement states, have a deep-rooted desire to 'help their learners grow'.

This was the school's first assessment visit and was conducted over one day during which I had the privilege of meeting with:-

- Head Teacher, Mr Stuart Wright.
- Members of the Senior Leadership Team.
- IQM Co-ordinator.
- Welfare Co-ordinator and Family Liaison Officer.
- School Governors.

- Support staff.
- Pupils, including representatives of the School Council.
- Parents.

I also was able to verify evidence from Jean Fitzpatrick, chair of Warrington Parents and Carers, Frankie Griffiths, Specialist Teacher for Pupils with Visual Impairment, Debbie Gould, Specialist Speech and Language Therapist and Iain Macdonald, SENDIASS Co-ordinator. All talked about the great education that the school provides for the community and how committed Meadowside is to inclusion stating how welcoming and professional the school is in working with children, parents and professionals alike.

The school hosts extensive grounds and places equal importance to both learning in and out of the classroom. There is such a calm and welcoming feel to the school, as I experienced first-hand throughout my visit. I was given a full tour of the school and was able to then spend time in:-

- All teaching areas including the nursery.
- The community and learning room.
- Both designated provisions.
- The Sunshine room (used for Nurture groups).

Outside spaces included both key stage playground areas and the forest school site. The school has excellent outdoor facilities and is constantly striving for new ways to enrich the learning beyond the classroom. Both the staff and school council are proactive in seeking grants to develop the school and they are extremely keen to see through the completion of a new sensory room within the school.

The IQM Self Evaluation Report (SER) submitted by the school, is comprehensive and gives an accurate description of the truly inclusive ethos evident throughout the school. During the visit, it was undisputed that the school is whole-heartedly committed to continuing its journey being an outward facing school that supports the community. Through its own rigorous self-assessment and development planning, the school is aware of areas to develop. The evidence presented to me indicates that significant progress has already been made and will continue to be.

Governors praise the innovative and tenacious leadership of the head who is actively seeking to develop the school further. There is a strong leadership structure sitting beneath this which ensures that all members of the school community embed inclusion as part of the school ethos – it is not just an ‘add on’. All are clearly motivated and strive to offer all pupils the best possible educational opportunities.

The evidence presented to me during my visit to the school and information contained within the Self Evaluation Report, clearly demonstrates the outstanding practice in place within the school and the on-going commitment to Inclusion. The school is interested in continuing this journey further through the Centre of Excellence status having already achieved accreditations such as ‘The Committed to Inclusion’ award from Warrington Hub and being a Kaleidoscope School. The school certainly takes a holistic approach to supporting all their children and their families often going the ‘extra mile’.

It was an absolute pleasure to visit the school and to be given the opportunity to experience at first hand such an exciting, happy and motivational environment with such high-quality provision for all its learners. As an IQM assessor, I enjoyed my visit to Meadowside very much indeed. My thanks must go to everyone who generously gave their time during the IQM assessment. I hope that the children, parents and professionals I met at the school will understand that each of them contributed to a very positive IQM assessment outcome.

I am strongly of the opinion that Meadowside Community Primary and Nursery School fully meets the standard required by the Inclusion Quality Mark and in the future, certainly have the capacity to become a school that is a leader of inclusion.

**Assessor: Lynne Le Marinel**

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



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



## Element 1 - The Inclusion Values and Practice of the School

'This is a happy and friendly school, you are made so welcome as soon as you walk through the door' – a quote from the school's Facebook feed which is exactly what was experienced during the assessment visit. All stakeholders are committed to inclusion and this permeates right through the school. However, it quickly became clear during the assessment that Meadowside is more than a school, it is a family that works together to secure the best possible outcomes for all its children. There is close collaboration that shows how everyone is working together to support the individual needs of each child. An impressive inclusion display in the school is testament to the fact that this has been a shared journey. It captures the thinking and rationale for undertaking this assessment, showcasing a wealth of ideas and evidence of the truly magnificent work that has been undertaken to show just how much individual difference is valued.

### Strengths:-

- Highly effective lines of pastoral care and communication within the school including, an open-door policy for parents. All staff fully know and understand the individual needs of children, freely giving their time both before, during and after the school day.
- There is a strong emphasis on nurture in the school and this has a huge impact on the children. The Sunshine room is used as a family environment to offer nurture support in a safe and welcoming environment.
- The introduction of Growth Mindset across school has had a huge impact on the children's learning and their self-esteem. The school promotes a 'can do' attitude embracing challenge and mistakes.
- Alongside this, a clear mission statement that children live and breathe. '*Where Learners Grow*' is evident in the school rules and the way the children work and support one another.
- The school places a great emphasis on the celebration of achievements and their pupil's uniqueness. Weekly awards for academic work, attendance, being good role models to name but a few, ensure that all pupils strive to be the best that they can be.
- The well-being of all children plays a big part in the daily life of the school. The children know who they can talk to and feel that they are listened to.
- After meeting with various stakeholders during the assessment visit, it is clear that there is a strong team approach that consistently celebrates successes, no matter their size.
- There is a strong desire to maintain their outward facing ethos. The school actively seeks work with other agencies and schools and this has a positive impact on practice. Staff are highly skilled and offer their expertise across the authority.



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### Areas for Development:-

To use the skills and expertise of the Senior Leadership Team to coach and mentor staff within the school so they can seek further opportunities for collaboration with colleagues.



## Element 2 - The Learning Environment, Resources and ICT

The school has given careful thought to their learning environment and looked at opportunities to develop both the indoor and outdoor spaces. The school is currently seeking to develop a sensory room for the children and the outdoor 'Froggy Forest' has plans to be utilised to maximum effect, with the possibility of other schools in the area having access to this valuable resource.

The school received training on ADHD and this has had a huge impact on the learning environment, enabling the staff to consider how busy their classrooms can be and how this can affect the behavior of the children. The school carefully considers the needs of their children and how the learning environment can be adapted, for example, dimmer lighting is used in the afternoons to create a calmer ambience and help the children's mood. Ipad and smart boards are used in every classroom to enhance learning and apps such as Reading Eggs and Mathletics are used effectively to engage and accelerate the progress of all children.

### Strengths:-

- The learning environment is given a high priority in school and CPD is actively encouraged by the headteacher to constantly challenge the staff's thinking around the learning environment so they can further develop the warm and friendly atmosphere of the school.
- Careful consideration is given to the design of each classroom, for example, horseshoe layout of desks to help focus the children and encourage peer to peer collaboration.
- Staff think carefully about how they can adapt their teaching. Marking comments are recorded on Ipad so that children who could not normally read these can access them independently.
- The Ipad are used across the school and the school has recently purchased more so that they can be a valuable tool for differentiation within the classroom. Children who are reluctant readers/writers are encouraged to use these and their achievements are celebrated.
- All spaces within the school are used effectively from delivering intervention to creating extra provision for those children who require it.
- The school has clear signage both indoors and outdoors. The school welcomes you from the very moment you see the building and the vibrant and prominent displays inside the school showcase the talent that the pupils have.
- Displays are thoughtful in content and look at how the uniqueness of the pupils of Meadowside can be celebrated. A display containing pieces of a jigsaw that every child within the school has had an opportunity to decorate, shows how all children fit together into the family that is Meadowside.



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### Areas for Development:-

- To complete the development of the sensory room within the school and consider opportunities for the wider community to access this.
- Promote outdoor learning further through offering a structured forest school programme to challenge and develop confidence.



## Element 3 - Learner Attitudes Values and Personal Development

The school is currently working towards The Rights Respecting Award and this is at the heart of school life. The children clearly understand its significance and clearly demonstrate the values associated with this through their exemplary behaviour, impeccable manners and co-operation and respect towards others. The school places great importance on the accurate assessment of all pupils and uses this information to identify “gaps” in learning. The head and SENDCo ensure that pupil progress meetings are used effectively and that outcomes are disseminated to all staff. As a result, the timetabling of the support staff in school is ‘reactive’ to the needs of pupils, ensuring the right level of support is given. There is a special bond between staff and pupils where everyone is passionate about working together for a united vision where children, regardless of their individual needs flourish.

### Strengths:-

- ‘School is great, it helps me to learn and all of the learning that we do helps me to help others to learn’. The children speak affectionately about Meadowside and the education that it provides. It goes beyond the academic curriculum, enriching the children’s lives with extra-curricular opportunities and celebration of achievements.
- Work for the Rights respecting status ensures children recognise their responsibility towards others and the strong belief that bullying of any type, or unkind behavior, is unacceptable.
- There is no doubt about how proud the children are of their school. Children were keen to celebrate the many positive features and it was uplifting to see their understanding of children who have additional needs within school.
- Pupils feel safe in the school and are able to approach any member of the staffing team should problems arise. Signage around school promotes this extremely well and the school also utilise the services of the strategic safeguarding lead within the local authority to audit provision and help the school take on board new ideas.
- The sports premium has been spent wisely to support pupils’ health and physical well-being. Sports coaches have come into the school to provide sporting activities and provide staff with valuable CPD.
- Pupil voice is given a high priority in school and the discussion with the school council demonstrated that views are valued and acted upon. In addition to the school council, the school has a head boy and girl from year 6 who also work hard to represent the voice of pupils.
- Children talk positively about the rewards in school such as the use of raffle tickets that the children can be awarded with during lunchtime or the reading and attendance raffle. All of which seek to inspire the children in their learning both in and out of the classroom.





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- Children have a clear understanding of the school rules and the expectations of their behaviours. They believe that the rules are fair and that as a result there is no bullying within school. If any incidents do arise, the children were very clear that staff deal with it straight away and parents are brought into school at the earliest stage to ensure it is dealt with immediately.

### Areas for Development:-

The work towards the rights respecting award is clearly having a positive impact on the children and the school to work towards successful completion of this, so that children embed this in their ethos and culture.



## Element 4 - Learner Progress and the Impact on Learning

The IQM Self Evaluation document gives clear evidence of learner progress and impact on learning, which was verified on my visit. Children make at least good progress from low starting points and this is evidenced through pupil progress tracking and regular monitoring by the SLT. There are clear action plans in place from subject leaders to focus the development of teaching and learning and interventions are having a significant impact on children's basic skills.

The most recent Ofsted report also documents the following, 'The school provides an inclusive environment. Pupils in the designated provision and those with disabilities and special educational needs, thrive during their time at the school'.

The whole staff team is indeed committed to high expectations and achievement for all children.

### Strengths:-

- Pupil progress meetings are held regularly that look at the progress of the whole child.
- The learning needs of pupils are identified and acted upon and clear provision maps and planning evidence this.
- During the visit, it was clear that a variety of teaching and learning approaches are utilised and react to the individual needs of the child.
- The school uses the CPOMS system for the robust tracking and communication of concerns. The Welfare co-ordinator and family liaison officer both highlighted how effective this programme was in raising any issues enabling them to act immediately.
- Teachers are there for the pupils. Children speak about how they have overcome difficulties and know exactly what they need to do to progress.
- The focus on 'linking our thinking' across the curriculum ensures the children are given a rich, interesting and motivational curriculum that provides for their spiritual, moral, social and cultural development.
- The school offers workshops for parents to help support and educate them so they can be actively involved in their own child's learning.
- The school is involved with a cluster group within the authority. This is further evidence of how they are outward facing and actively seeking opportunities to promote the inclusive values of the school in the wider community.



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- The school promotes Gifted and Talented events within the authority enabling pupils to showcase their skills and talents in a supportive and enabling environment.

### Areas for Development:-

- For the school to look for further opportunities to develop parental engagement lead by the welfare Co-ordinator and Family Liaison Officer.
- Within the school, look at how the nurture programme can be used to greater effect to ensure children accessing this support do not miss out on their core learning through the curriculum.



## Element 5 - Learning and Teaching (Monitoring)

The school is very proud of the good standard of teaching and learning and has many external validations linked to school awards, quality marks and ECM consultants that support this. Middle leaders within the school are actively encouraged by the headteacher to take ownership and contribute to whole school improvement. A key strength of the school in this area is how staff not only support their pupils, but how they also work with parents who have their own needs. Case studies are being developed to evidence the impact of interventions and all staff are encouraged to communicate frequently with one another to share information and concerns. Staff interviewed explained that they are always involved and consulted and that they can contribute effectively to the wider life of the school to help enrich the children's learning.

### Strengths:-

- The school has a strong leadership team that closely monitor planning and pupil progress. This is constantly feeding into the school development plan and links to appraisal meetings.
- The school have developed 'Teacher on a Page' to focus their monitoring and evaluation and identify how all staff can feed into whole school improvement.
- In their lessons, pupils know and understand teacher expectations. They know how to access support and are encouraged to help each other. Parents were pleased that children have the opportunity to take part in regular trips and visits to further support learning. Examples cited included a residential to Robinwood.
- A holistic approach is evident at Meadowside. The curriculum is stimulating and engaging and the individual needs of pupils are at the center of everything the school does. Children talked positively about what they were 'learning' as opposed to what they were 'doing', saying 'we have a really great 6 hours in school because the fun never stops!'
- Support staff are deployed effectively across school and ensure that pupils are included and not excluded. They work effectively within the setting and from speaking to them, they understand the individual needs of the pupils in their care and are able to respond these accordingly.
- Staff who support the nurture programme and work in the designated provisions recognise the need for small learning tasks and ensure time is given for the children.
- Children identified in need of additional support in achieving social and emotional development have access to various members of staff who can facilitate opportunities for the children to develop important lifelong learning skills. They are on hand to support both children and their families when needed and are extremely approachable. Nurture at Meadowside provides an outstanding level of social and emotional support for identified children.



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- Transition from year group to year group is well planned so that learning and teaching remains consistent. Parents speak positively about how easy the school have made transitions from new schools and how quickly their children have become part of the Meadowside family.

### Areas for Development:-

- For the inclusion team to have a more significant role in feedback to staff to help improve the school through ideas such as co-coaching.



## Element 6 - Parents, Carers and Guardians

During the assessment visit I was able to speak to a group of parents who were unanimous in their support and praise for the school. Their comments related to how safe their children felt at Meadowside and the ability of the school to meet the individual needs of all youngsters and the support given to their families. Staff are approachable and parents felt that they could go to them over any issue. The school goes the extra mile, without question seeking to engage the parents at every opportunity in their child's learning. Lines of communications have developed since the current head has been in post and parents were quick to praise how effective he has been in recognising the individuality of the children and celebrating even the smallest of milestones. Parents have the utmost respect for the school and their staff, describing how the school is not just here for the children, but how it wants the parents to be happy too.

### Strengths:-

- Good home/school communication, parents are regularly invited into the school. The 'Chit Chat and Bacon Bap' morning every week is held in high regard by parents and is definitely the place to be! Parents enjoy the opportunity to get out and meet others.
- The school is to be praised for its 'open door policy'. Parents feel that staff know the pupils very well. They described how the Head Teacher and his staff are very accessible to both pupils and parents, his door is always open and he, along with other staff are out every day both before and after school to meet and speak to parents and children as they arrive/leave school.
- It was clear from conversation with parents and pupils, that all staff at Meadowside implicitly understand and value the concept of inclusion. Support to pupils and their families is provided in a sensitive and caring way to ensure emotional well-being. For example, one parent talked about how the school had supported her in the move here by ensuring she and her family had everything they needed in their new house so the family could settle quickly and without worry.
- Communication between home and school continues, even when a parent is unable to get to school. Staff are concerned about the well-being of the school's family, which means not only the children, but their parents/carers too. Parents spoke in abundance of how the school regularly phones if a parent is under the weather or if they haven't seen them on the playground for a few days. Little touches such as these show just how far the school is willing to go to ensure everyone is a part of the community here at Meadowside.
- School actively encourage the parents to participate in the daily life of the school. They are not just here for the children, they want the parents to be happy too.
- Due to the way the school promotes parent interaction and involvement, parents recognise that they are not alone and that the school gives them a place where they



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can share their experiences. Parents talk about how open they can be and how the school has had such a positive impact on their own lives.

- The approachability of all staff was unquestionable and the ethos of the school was evident from the children starting in Nursery. Any transition is handled sensitively and the only concern was that younger siblings would not get a school place due to the increasing popularity of the school within the community. Parents spoke fondly about the children they had seen move through the school and how it continues to evolve, stating 'there are exciting times ahead!'

### Areas for Development:-

- Whilst the parents felt that they had a voice and could go and speak to a member of staff at any time, the school would benefit from seeking ways of gaining parental voice through the use of questionnaires or surveys so that they can actively input their ideas into whole school improvement.



## Element 7: Governing Body and Management

'No problem grows here' was the message from the governors. The head is innovative and has the tenacity to change the school for the better. The school has a governing body that is fully supportive and they demonstrate a strong commitment to promoting the school vision across the school and in the wider community. They act as a critical friend who feel able to challenge and ensure the children are getting the education that they deserve. I had the privilege of meeting two of the governors during my visit and it was evident that the governing body is very well supported and is involved in school life including challenge and accountability of the senior leadership team. Governors monitor in school activities and all governors have a clearly defined link role and are working towards a subject role this year.

### Strengths:-

- The school have a pro-active governing body that are always seeking to involve parents in the life of the school through sports days, parent's evenings and other events.
- They understand and support the inclusive ethos of the school and fully support the vision held by the headteacher in taking the school forward in its journey.
- The governors are committed to school improvements and have clearly defined link roles and are taking on subject leadership roles to gain a deeper understanding of learning across the school.
- The governors are always seeking ways of becoming involved in the wider life of the school. Staff and governor relationships are key to working effectively and events such as a staff/governor barbecue are organised on an annual basis so that the partnership can continue to be a successful one.
- Governors make themselves available to parents and ensure there are regular opportunities throughout the year to meet them.
- Governors know the school and cannot praise the staff enough. They know that they have clear expectations and high standards and talk about exciting times ahead for the school under the leadership of the head and his dedicated team.
- Governors are committed to ensuring the school continues its journey towards being an outstanding school. They talked about how the headteacher is always driving forward and has a great vision for the school and that they feel part of that.

### Areas for Development:-

- The governors need to continue to embed the subject leadership aspect of their role in order that they have a clear picture of teaching and learning across the school.





## Element 8 - The School in the Community

Meadowside Community Primary school places itself at the heart of its community. The work that the school does to engage outside agencies demonstrates the school's willingness to grow and develop the well-being of all its pupils. Links with the local community through school clusters, School Improvement Alliance and other outside agencies, have helped the school to build relationships that provide positive role models for all pupils. There is a wealth of information detailed in the SER, but more so evident in practice to show how the strong sense of community is promoted by all. Meadowside Community Primary School is a beacon for inclusion and leading the way to be a future leader of inclusion, teaching the way the children learn and planning for the success of all its pupils.

### Strengths:-

- The school strives to include the hard to reach families, through a visible presence around the school at the start and end of the day and offering a wealth of opportunities to come into school.
- Work towards the Rights Respecting School award further supports the desire to embrace the wider community and make the school more accessible for its families.
- Staff actively seek grants to improve the school facilities and are hoping that they will secure one to develop the sensory room.
- The work that both the welfare co-ordinator and the family liaison officer do in promoting the school's inclusive values, is having a huge impact on the school. They have secured holidays for families, Christmas presents for children in school and continue to actively seek new opportunities to support those families in need.
- The school has strong links with their community police officers who will go relevant advice and support.
- The PTA are involved in community projects and have held a successful uniform sale swap in the summer term. They see inclusion as a high priority and will always look at ways of supporting the school through different events.
- The school uses the walking bus to get out into the community and help support those families who struggle to get their children to school.
- As part of this assessment, there was a range of supporting evidence from outside agencies, such as the speech and language team, visual impairment team, Warrington Carers association who all spoke about the fantastic working relationship with the school and how Meadowside takes things to the next level with their commitment to inclusion.



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### Areas for Development:-

- The school has a range of facilities that could be developed, such as the community garden and these opportunities need to be explored.
- The school SENDCo has a wealth of experience that she wants to use for CPD for other schools, including disseminating the ADHD training to parents from other local schools. As it has had such an impact in this setting, it would be something that would be of such a benefit to neighbouring schools.