



4th July 2019

Mr Stuart Wright  
Headteacher  
Meadowside Community Primary and Nursery School  
Clough Avenue  
Warrington  
Cheshire  
WA2 9PH

**COE Review Date: 21<sup>st</sup> June 2019**

## **Summary**

I was thrilled to be able to return to Meadowside and see the wonderful work that has continued over these last 12 months. The school staff team remains strong with the introduction of two new roles to help strengthen the SEN and welfare support that the school provides. I enjoyed my visit immensely. It was a pleasure to talk to staff and children, some of whom I had met last year who were all extremely supportive of the school and spoke about the progress made since the last review. The love and care not just for the children but also their families were clearly encapsulated in everything that happens here as a school and as part of the local community.

The school learning environment remains vibrant and is constantly refreshed to show the wonderful learning opportunities that take place in school. The inclusion display that I have referred to in past reports is still very much a prominent feature and demonstrates the schools ongoing commitment to inclusion. This year, it showcased a range of evidence against each element that included fantastic initiatives such as 'Mystery Reader' for world book day involving a wide range of people from within the school and local community.

The day began with a celebration assembly which takes place each week. Without exception, the staff, children and parents/carers who attended were all united in their passion for celebrating the uniqueness of each and every child. It was lovely for the whole school to come together and even down to the song choices you could see the pride every person in the room had for the school. The love and respect for the children was tangible and it was a privilege to share in this assembly.

The school are relentless in its drive to work very closely with its parents and involves them in the work in many ways. This year the school has continued to develop family learning opportunities through a number of workshops for parents on aspects of learning, which were very well attended and received very positive feedback from parents. One event, which is very popular is the English breakfast to support parents with EAL. There is also a thriving timetable of sessions for parents and the school remains determined to keep this engagement as a high priority. Families have

---

### **Award Offices**

#### **Inclusion Quality Mark Award**

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

### **Contact**

**Tel. 028 7127 7857**

**Fax. 028 7127 7856**

[info@iqmaward.com](mailto:info@iqmaward.com)

[www.iqmaward.com](http://www.iqmaward.com)

### **Company Registration No.**

07748285

Inclusion Quality Mark (U.K.) Ltd

Company Registered Address:

Grove House  
Lutyens Close  
Chineham  
Hampshire  
RG24 8AG

continued to be invited in on Friday mornings for celebrations after the popular 'Chit, Chat and a Bacon Bap' which has been running for a couple of years. Plans are already in place to evolve this further. Parents are also encouraged to read with their children in class throughout the school. This is also very popular and is well attended by parents. The work of two members of support staff who provide support in coordinating the work with parents is crucial in its success.

Pupils spoken to were as keen as always to describe their interactive learning, why they like their school and the opportunities it provides for them. The new initiative 'Language Legends' for children in Key Stage 2 which is part of the schools work in developing Oracy has had a positive impact on the children involved. They spoke about how it has developed more confidence in their speaking, how they believe it helps their teacher know what stage of learning they are at and how they now enjoy unlocking the meaning of new words. Indeed, the whole school approach to developing Oracy is starting to have such a positive impact and is now becoming the main focus for the curriculum intent at Meadowside.

The school still uses the Meadowside mindset which runs right throughout school. Each and every person is dedicated the education of the whole child and it is evident that the school does not just 'do' inclusion. The children are so fortunate to belong to such an inclusive school. It is clear how happy the children are and that they are highly respected and valued by all. The staff certainly have Meadowside running through them!

It was a pleasure once again to visit Meadowside. The outstanding work for the benefit of all its children and their families and the genuine care that every member of the school community has for each other should be celebrated. They certainly make a difference each and every day. The well-being of the children and the staff is a strong feature of the school that really does make you feel like part of the Meadowside family.

Having discussed the progress made since the IQM re-assessment and seeing the rigour of their self-evaluation and determination to see things through to completion, I am strongly of the opinion that Meadowside Community Primary and Nursery School continues to hold Centre of Excellence status and be reviewed again in one year's time.

The next review will look at supporting the school if they wish to continue their IQM journey through project work for Flagship status. The school has so much to offer and I look forward to continuing being a part of their exciting journey.

**Assessor: Lynne Le Marinell**

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



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



## Sources of Data

Discussions with the Headteacher, the SENDCO, Welfare Support, staff and children, an evaluation of the progress and impact of COE Action Plans and a tour of the school and documentary scrutiny informed the assessment. The school has a thorough action plan for the coming year which also looks ahead to considering Flagship status and has accounted for all the actions undertaken since the first COE review.

At the end of the first year COE review, the following areas for development were agreed:-

- To continue to facilitate colleagues to undertake peer-to-peer observations and share good practice, skills and expertise.
- To work with and support FOM to raise funds towards the indoor Sensory room.
- Explore further opportunities to utilise 'Froggy Forest.'
- Right Respecting Lead/DHT and SLT exploring ways they can work towards achieving Gold award of the UNICEF Rights Respecting award – though sharing rights with parents and the wider community.
- School to take part in a project to deliver the 'Education for Well-being' programme - led by Anna Freud: National Centre for Children & families.
- Look at further opportunities to develop parental engagement led by the Welfare and inclusion team.
- The oracy project to continue to develop across school with training and support to be developed and put in place over the coming term and academic year.
- To continue with plans to develop the school both inside and out so that facilities can be used for the wider school and community.

## Progress with targets:-

Since the COE review, the following actions have been taken:-

- The Inclusion team, re-established in the Autumn Term, has continued to monitor the support and progress of children on the SEN register – particularly those at SEN School Support. Questionnaires have been completed with pupils and parents – any issues raised are being discussed and addressed.
- The school has delivered bespoke training and embedded whole school approaches such as Talk 4 Writing and Philosophy for children (P4C). Such approaches have been tailored to meet the needs of the school for example P4C has been used to enhance the speaking and listening skills and deliver sensitive topics such as Stonewall topics and Challenging PSHE topics.



- Forest School' area (Froggy Forest) has continued to be utilised more frequently by classes throughout the year - although regular 'Forest school' sessions – as an intervention - have not yet been established. There have been training sessions to all staff; modelling a Forest school session and sharing plans.
- Y4 & Y5 teachers were trained in 'Mindfulness' by the Anna Freud team - and have been delivering mindfulness sessions within class daily. School are completing follow-up questionnaires during the Summer term as part of the trial.
- The school are maintaining their drive to achieve the Gold award for the Rights Respecting School. There are increased opportunities for pupil leadership with the school council developing into a School/ECO Council. Improving recycling has become a focus of the school. School are also accessing a 'Primary Respect' course with Cheshire Fire Service – for a group of KS2 children.
- DHT has contacted an organisation to develop links with schools in another country. School are due to have a visit from a Paralympian –Michael Churn – during the Summer Term.
- School have appointed a new Welfare Officer (following the departure, to new employment, of the previous experienced and longstanding welfare officer) who started at school after Easter. She has quickly developed good relationships with some of the vulnerable children and their families.
- Parental engagement has continued to be a strength. The 'English Breakfast' course for EAL parents has run successfully since Autumn, in conjunction with Home Start. Parents have begun to volunteer as helpers in EYFS and KS1. Parent class visits have continued termly. Parents have been invited to attend during 'History' and 'World Book' Weeks.
- The school have worked with Wendy Lee and Zena Martin to target development of S&L and oracy across school. This has included whole school and bespoke training for DHT (Curriculum lead) website.
- The Headteacher has been asked to be part of an advisory group for Voice 21. Currently work is taking place on an assessment framework. School will continue to develop Oracy/Speaking & listening throughout school during the forthcoming academic year through the Partner School scheme with Voice21.
- Assessment of individual children is strong with the introduction of Language Legends, a speech and language intervention in Y5 and Chatty Bats intervention in Early Years/DP1. The school place a huge emphasis on speech and language work prioritising this area of need and ensuring dedicated time is planned. It was lovely to speak to staff directly involved with this and see the wonderful work taking place for children and their families.
- A huge amount of work has been done in implementing greater access to our Froggy Forest area to more year groups across school; the school grounds and facilities are



being used by community groups such as 'Slimming World' and a 'Rugby team' and FOM continue to utilise a space within school for their 'Welfare shop'. Froggy Forest has continued to be maintained through support from parents and FOM. School attained a grant towards maintenance from Nature Grants for Schools.

- Finances have prevented work continuing on sensory spaces, but this does not detract from the other wonderful work taking place in this area such as the sensory circuits and a sensory pathway being created in the school corridor. The school are determined to continue to seek further funding so they can create a much sought-after sensory area either indoors or within the school grounds.
- Meadowside have been highly engaged in the IQM clusters having led one all around their nurture provision. As always, it was a pleasure to see this first-hand spending lunchtime in the Sunshine room with some amazing children and staff. The cluster work is strengthening the inclusive practice and ideas have been shared and utilised, which can be seen through things such as the new Families and Community Engagement (FACE) book and there is still so much to share here.

### Developments for the future:-

- To develop the Oracy project across school, in particular looking at how this can drive curriculum intent. An audit which takes place in July around this will provide school with clear development points. Voice 21 will continue to support the school.
- Further engage parents/carers through the family liaison and inclusion officer which provide the much-needed welfare support for the families.
- There has been a change in Governor personnel so an identified target is to look at the new Governor team and how they can help to support and drive the school's inclusive vision. As the school moves towards becoming an academy with the Challenge trust, their involvement will be key.
- Seek further opportunities to build on the wider community links and ensure the school can be used by the wider community as needed.
- Explore possible projects that would help the school move towards Flagship status.

The school continues to grow from strength to strength, outwardly facing and sharing its inclusive practices. Having been here for the past 3 years it is wonderful to be a part of Meadowside's inclusive journey. Thank you to everyone who continues to drive the school forward with passion, commitment and dedication.

**Assessor: Lynne Le Marinel**

**COE Review Date: 21<sup>st</sup> June 2019**