



2<sup>nd</sup> July 2018

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**COE Review Date:** Wednesday 20<sup>th</sup> June 2018

## Summary

It was a pleasure to be back at Meadowside for the school's first Centre of Excellence review. I was welcomed back with such warmth and it was clear within minutes that the school has gone from strength to strength in the last 12 months. In my last report I said that Meadowside is more than a school; it is a family that works together to secure the best possible outcomes for all its children. Having returned to the school, the family has grown and more people were testifying to the support and nurturing that the school is providing both to the children and the wider community. All staff remain committed to ensuring that each child matters and is given every possible opportunity to succeed and all staff go over and above what is expected to ensure the best for every child in their care.

The school remains a vibrant learning environment and the displays showcase many of the inclusive features of the school. The growth mindset which was a strength through the IQM assessment has developed over the last 12 months and is now known to all as the 'Meadowside Mindset'. Motivational posters are all around the school and the children speak positively about the impact it has had in school. They also recognise that the school is continuing to grow and said 'we can see the school change each year. This is important because we can try new things'.

When the school had their IQM assessment last year, an impressive inclusion display in the school captured the thinking and rationale for undertaking the assessment. This too had evolved and the display still has pride of place in the school this time showcasing the wealth of activities that took place as part of inclusion week and how these supported each element of the SER. One of the stand out moments from the week was when the children received a tweet from Izzy Weall, who lost all her limbs to meningitis. She had seen the work the children had done on inspirational characters and replied to them via twitter!

The newly re-established inclusion team have ensured that the school has deepened its inclusive ethos and they have a clear commitment to support the staff in all that they do.

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The school places a huge emphasis on its investment in staff and is built on relationships. It was refreshing to see how honest and realistic they were about the challenges and opportunities that being such an inclusive setting brings.

Meadowside has continued to thrive in its first year as a Centre of Excellence. The school is giving everyone a voice and one of the key drivers for this is the Rights Respecting Award. The school are well on their way to achieving the Gold award. They are part of a cluster that meet once a term and look at M.A.D (making a difference) in the community. The school have already taken part in a number of community events such as a spring clean-up and a Christmas show. The school is one team who work together to make a difference. Children are also hugely involved in the award and talk spontaneously about 'rights'. Class rules are now based on the different rights and the class charters that were started last year have led to the children thinking more deeply about their rights and adopting specific ones for their own classes. The culture and ethos as a rights respecting school was tangible. It has been embedded from the SLT right through the school. It has also linked in with the Meadowside Mind-set with a common goal to develop perseverance and resilience. The children live and breathe this, and I am sure it will not be long before the Gold award makes its way to Meadowside!

The school has also continued to have other external validations such as an SEN review that concur with the fact the school values teaching and support staff who have a wide range of skills and expertise. There have been some very successful interventions that have made a big difference to pupils' progress and self-confidence. Support staff are also involved in the appraisal system and whole-heartedly feel supported by the school. The Head, SENDCo and welfare team are diligent in their approach to SEND within the school and have ensured that robust procedures continue to be in place. C-Poms is well-embedded and I witnessed first-hand what a vital tool this is in improving communication and timing of how things can be acted upon.

The learning environment has continued to evolve both internally and externally. The newly formed 'Friends of Meadowside' have been instrumental in some of these changes. The Froggy Forest has been re-developed and has a real community feel. The group provide ongoing maintenance of the site building a new fire-pit and clearing access for ease of use. There are also plans in place to develop part of the outdoor playground. Internally, the physical layout has changed with the reception class having moved to allow the nursery and 2-year olds to have their own designated space. There has been the development of an intervention space with a class being used more as I also got to see the area that has been designated for the new sensory room and the exciting plans that are in place for this.

The school is a reflective community where staff CPD and outreach support is a very important aspect and another strength evidenced in this assessment. The SENDCo is providing school to school support for other local schools and is relentless in her drive to increase parental opportunities. There remains a strong programme of parent workshops and indeed during my visit the school was hosting a 'ready for school' workshop for Nursery parents. Community events are increasing, the school had just finished hosting an art gallery in school which was inspired by the primary arts project that the school are involved with. I could continue with the many more opportunities that are on offer here and all are shining examples of how the school is outward facing and there to support and guide.

Governors continue to play an important role in the school, both in a supportive and challenging capacity. Their role is much more than governance; they live and breathe the ethos of the school and are so proud of what they are achieving here. Their knowledge of the action plan review and future developments is more evidence that inclusion is everyone's responsibility.

It was a pleasure once again to visit the school. One of the children, when talking about the Meadowside Mindset said 'if you think you can't do something, don't give up. Keep trying'. This is indeed the ethos that is allowing the inclusive practice here to grow from strength to strength. Staff, pupils and parents don't give up and they are constantly trying make a difference each and every day.

Having discussed the progress made since the IQM assessment and the school's drive to keep moving forward with the support they provide to the community, 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 closely at how the school continues to develop its facilities to share its inclusive practice, promoting links with other settings and agencies. Further evidence of working with its inclusion cluster will also be included as the school are keen to host a cluster meeting and disseminate the outstanding practice here at Meadowside.

**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



## Sources of data:

Discussions with the Headteacher, the SENDCo, staff, parents and children, an evaluation of the progress and impact of IQM Action Plans, a tour of the school and documentary scrutiny informed the review. The school has a thorough action plan for the coming year and has accounted for all the actions undertaken since the original IQM assessment.

In its IQM assessment, the following areas for development were identified:-

- 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.
- 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.
- To work towards the successful completion of the Rights Respecting Award, so that children embed this in their ethos and culture.
- For the school to look for further opportunities to develop parental engagement lead by the welfare co-ordinator and family liaison officer.
- School to look at how the nurture programme can be used to greater effect to ensure children accessing this support do not miss out on their learning through the curriculum.
- 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.
- To seek ways of gaining parental voice through use of questionnaires and surveys so that they can actively input their ideas into whole school improvement.
- For Governors 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.
- Explore opportunities to develop the community garden.
- The school SENCO has a wealth of experience that she wants to use for CPD for other schools, such as disseminating ADHD training to parents from other 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.



## Progress with targets:

Since the IQM assessment the following actions have been taken:-

- The group 'Friends of Meadowside' have been established from the existing PTA. They are determined to make an impact on the school and the local community. The Welfare Donation Room that has opened this year has had a profound impact. I had the privilege of meeting the couple who were instrumental in its opening and was overwhelmed by their passion and dedication to ensuring its success. They are ensuring that no family will go without and are intent on growing this resource to even providing housing opportunities for families coming to the school from outside the area. Throughout our discussion, there was one clear message; 'this could not have been possible without the backing of the school. They are so behind us and the Headteacher is a breath of fresh air'.
- The school has started to develop its involvement with IQM Cluster meeting days. The first meeting looked at forest school provision and Meadowside are keen to further develop their own practice in this area. The school willingly volunteered to hold the next cluster meeting to show how impactful the nurture provision is here at school. I was able to sit on one of the sessions and the amount of children who used the room during lunch demonstrated just how valuable a resource it is.
- The SENDco continues to share her expertise and support other local SENDcos. However, she is also ensuring she continues her own professional development. Sitting on panels for reviews has given her a deeper understanding of local authority procedures that can support current practice in school. A recent trip to London to see the first ever Oracy exhibition hosted by School 21 is supporting the school's own work as it engages in an exciting project to develop speech and language and oracy.
- Significant progress has been made supporting and mentoring staff. This was evidenced through the development of the EYFS provision and the support given to staff, the work from the Deputy Head and KS2 lead in developing a more bespoke maths curriculum and the peer to peer observations which take place across school.
- The use of the Froggy forest site since the IQM cluster has increased and continues to seek new opportunities for using the area. The year 4 children in one of the provisions have helped to plant trees donated by Mersey Forest and Woodland trust. The site is regularly used and staff are also being given CPD in order that they can take their class into the area. This is such a valuable resource and the session I watched generated the following response from one child; 'This is the best day ever and I can't wait to tell my mum'.
- As mentioned earlier in the report, the impact of the Rights Respecting award across school has been integral to the inclusive ethos. Children confidently articulate their knowledge and understanding and readily accept their responsibilities saying 'anyone can speak to us. Every child has the right to be heard by parents, adults and



other children'. The next stage now is to seek ways of fully engaging the parent community in this ethos. Work has already begun on this with weekly links on the newsletter to one of the articles that the parents can learn more about.

- The Parental engagement remains a high priority and all stakeholders including the Friends of Meadowside are actively seeking ways to encourage and develop wider involvement. Parents have been invited into an assembly all about the Meadowside Mindset and the newly reformed PTA continue to arrange annual celebrations for the children. The school have also developed ways to canvass opinions and have had positive responses to questionnaires. As a result the school are virtually paperless and parents access communication through social media and texts. The welfare team ensure close liaison with families and continue to be a first point of contact.
- The school has established strong Centre of Excellence practice through a wide range of informal and formal links with other school settings in the local area which enables the sharing of good practice, strategies, and resources – including sharing school provision.
- Governor collaboration is strong and there are strong links in place with the governing body and subject leaders across school. They are certainly more visible around the school and feel confident sharing good practice in all areas, including inclusion matters.
- The school remains high profile in the local community and they continue to involve and support them in the life of the school. Opportunities for people to come into school such as 'Commando Joe' are plentiful. This resource works on team-building skills with the children and has been extremely popular. Chit Chat and Bacon Bap is still going strong and provides an opportunity for parents to meet and share experiences. Work undertaken in the Rights Respecting award has also increased further community opportunities and parents are more willing to come into school and share skills such as baking or even just give their time to listen to children read.
- The school continues with its fundraising events and supporting charities. The children are very passionate about giving back to the community and it is heart-warming to see the fine work that goes on here.



### **Developments for the future:**

- 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.
- Right Respecting Lead /DHT and SLT exploring ways we 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 Wellbeing' programme - led by Anna Freud: National Centre for Children & families.
- SLT to discuss and come to an agreement about future delivery of ADHD training – including consideration of rolling it out to more neighbouring schools.
- Work has started on a 3-year project to develop S&L and oracy within the school – with Wendy Lee and Zena Martin. 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 grounds – development of an outdoor sensory space, for example.

The school continues to be a shining light for inclusion and it has been another memorable visit to Meadowside. One child talked about the ethos of challenge and how the children always push themselves to do better. This too could be said about the inclusivity of the school. They are continuing to challenge themselves and seek further opportunities to strengthen both the support and the facilities that they have here. I only hope that as the assessor, I have the privilege of returning in twelve months' time to witness the progress.