



Assessor's Evaluation for the IQM CoE Award



School Name: Meadowside Community Primary and Nursery School
Clough Avenue
Warrington
Cheshire
WA2 9PH

Head/Principal: Mr Stuart Wright

IQM Lead: Ms Jayne Worrall

Date of Review: 25th June 2020

Assessor: Lynne Le Marinel

IQM Cluster Programme

Cluster Group: The Heulfan Clan

Ambassador: Lesley Morris

Date of Next Meeting: Cancelled due to Covid-19

Next Cluster Group Meeting Focus: TBC

Summary

Meadowside has continued to grow from strength to strength on their Centre of Excellence journey and it was lovely to see the progress over the last 12 months. Since the last review, the school has developed strong practice through their cluster which has benefited a number of school staff with visits to schools beyond their local authority.

Thank you to the team for preparing so thoroughly for the online assessment day and for making representatives from the school community available to speak to. The level of evidence presented enhanced the quality of the assessment and gave a holistic picture of the journey Meadowside has continued on. It has been lovely to watch the school grow through their IQM journey and it is clear that they have no intention of standing still.

The school has found the IQM cluster groups beneficial in supporting their inclusive journey. They have implemented a new tracking system for SEND pupils which was shared at a cluster meeting and cascaded information through staff meetings and training to develop phonics and reading skills across school. Other initiatives such as the 'calm brain' training has been adapted with Meadowside strengthening their provision of sensory circuit's through the installation of a new activity path situated in the welfare corridor.



Assessor's Evaluation for the IQM CoE Award



It was exciting to hear the developments of the oracy project which has been underpinned with EEF research 'Oral Language interventions' in order to develop a shared language for oracy across the school. This is a key part of the school's plan to move forward with their Flagship application. The aim is to further develop speech, language and communication; vocabulary and oracy skills of all children within the school community – in conjunction with development of reading skills. The school will continue to build on the speech, language and oracy work started during 2019/20 as part of their ongoing work as a Centre of Excellence. Moving forward, they have plans to focus further on vocabulary development through introduction of language programmes such as 'Word Aware' throughout Early Years and Key Stage 1 and 'Word Warriors' throughout Key Stage 1 & 2. The school is also intending on introducing Makaton as an additional communication tool - introduced initially in Early Years and the KS1 Development Centre but widening to the whole school community over time.

In the past 12 months, the school has found that being involved in the Voice21 Oracy School programme has enabled school staff to undergo whole school training and Key Stage planning sessions, to better understand the value of oracy in the classroom; the oracy framework and benchmarks. Oracy skills are planned, modelled and scaffolded to enable the children to use talk effectively within the classroom to deepen and develop their subject knowledge; their understanding of themselves, other people and the world around them. They have many opportunities to further develop oracy which permeates all aspects of school life such as assemblies and home-learning activities – which has been especially relevant during the current lock-down situation.

Talk4Writing is now firmly embedded into the curriculum across the school and provides a whole school approach to interaction with a variety of genres of text. It enables children to internalise the language structures needed to write through 'talking the text' as well as close reading. This multi-sensory approach to writing; beginning with oral rehearsal of text scaffolds, the writing process and is beginning to impact on the quality and independence of the children's writing. P4C sessions are also embedded into the whole school curriculum. The curriculum for each year group is designed around a central 'Philosophical question' – such as 'What does it mean to belong?' –this 'links our thinking' and enables the children to begin to think deeply, ask intelligent questions and to debate social and moral issues.

Parents continue to play a key part in the school's inclusive practice. There were many strong examples given during the Centre of Excellence review such as the Class Dojo interaction throughout lockdown which has been invaluable to parents who said, "Sometimes I struggled with communication with the school but I have noticed that you have all worked hard and pulled together since the lockdown. I am so pleased with the way I have had communication through Dojo and being able to 'speak' to teachers has been really good."

"As a parent (and Governor) seeing how the school has been handling all of this has been another excellent example of the commitment and dedication from the school's staff to the education of the children and the health and safety of all involved."

The newly established Welfare Team have worked tirelessly to develop strong links with parents and have an open-door policy for parents. Introduction of 'You ask...we



Assessor's Evaluation for the IQM CoE Award



did' – evidences communication between parents and the Welfare Team – Parents have asked for “more coffee mornings to talk to other parents and get to know the staff” and “please get more professionals to attend coffee mornings e.g. OT/ADHD nurse.”

The relationship the school has with parents has always been at the forefront of everything they do. As a result of their continued efforts that have been embedded over time, the school is seeing a much higher-level of engagement. In January, the school ran a 'Rainbow Reflexive relaxation' course for a group of parents of children who displayed some challenging behaviours. The course taught parents how to use hand and foot massage to support their child to remain calm. The English Breakfast initiative which was set to run for a set period has been encouraged to be extended with some of the parents who attended, now coming into school as volunteers.

Linked to this is the school's community links. The Friends of Meadowside (FOM) continue to utilise a space within school to run their successful 'welfare shop' providing essential goods and uniform to parents. Plans are also in place to open a second shop on the school site to make this even more accessible for all families. The school caretaker has been part of the Helping Hands project in the community during lockdown helping vulnerable people, all of which is testament to the willingness of the Meadowside to support their wider community.

Froggy Forest is used more widely and more regularly as part of regular learning sessions. It has been extensively developed, in recent months, to support future engagement with the area. Each class has their own planter which can be used to grow things and there is also the possibility of a grant to develop this outdoor space further. It is planned that following the return to school, from lockdown, Froggy Forest will be used even more extensively for outdoor learning which will directly benefit so many children.

The reputation of the school continues to grow beyond their immediate locality. They are regularly contacted for availability to take on student teachers through their wider family of schools through the Trust they are now a part of. Meadowside are hoping to develop their SEN outreach even further to support other schools beyond their own local authority.

Governors all continue to play an active role in the life of the school and despite there being changes to governance this year, there is still evidence of an excellent knowledge of the school community and context. Governors state; “It has been inspiring to see the ways in which the staff and pupils have approached communication and inclusion. I have been impressed by the coordinated strategy adopted by all - whether it be word displays in classrooms or pupils talking about their developing communication skills.”

There have been some new changes this year with a new SEND Governor so the school is continuing to embed these so they have a deeper understanding of how inclusion permeates all aspects of school life. In terms of supporting the school's IQM journey, the 'More Able' link Governor meets regularly with the Lead Teacher to discuss progress of the Action Plan. The discussions are productive and provide an effective level of challenge. The Curriculum committee has been set up and meets on a regular basis with the Deputy Headteacher and as a result, have a stronger awareness of the curriculum.



Assessor's Evaluation for the IQM CoE Award



It was evident from this review that the school have continued to move forward with their high aspirations for all children and their commitment to move forward as a Flagship school is evident. I have no doubt that the school will be successful due to their whole school atmosphere of inclusion and aspiration for all within a warm family environment that reaches out to the community too. As always, it has been a pleasure to continue to be a part of this evolving journey and a huge thank you to all the staff and children for their ongoing commitment and dedication to their inclusion journey.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence, the team at Meadowside has established a commitment to the Inclusion Quality Mark and to continually self-reflecting to improve as one school. From discussion with leaders, it was evident that the school is ready to become a Flagship IQM school. I would recommend that Meadowside Community Primary and Nursery School moves to being an IQM Flagship School.

Assessor: Lynne Le Marinel

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Assessor's Evaluation for the IQM CoE Award



Assessment Commentary on the Flagship Action Plan

The school is committed to a project based on developing speech, language and communication, vocabulary and oracy skills of all children within the school community. This has grown from careful evaluation of the school's bespoke needs. During my last visit, work was already underway and much has already been done to move this project forward.

Underpinning this has been close liaison with professionals who have supported Meadowside's approach which was described as "truly collaborative, sharing expertise across language, literacy and inclusion for the benefit of the pupils." Speech therapist Wendy Lee (Lingo Speech) who contributed to the review said the school "has a keen and genuine drive to improve children's communication and will make changes both strategically and practically to move this forward."

As part of the review, the project was discussed in detail and the vision of the school leaders in driving this forward. It is evident that the involvement of all stakeholders is contributing to the success of the oracy work and also ensuring the overall impact. The Deputy Head has worked in collaboration with Voice21 and through EEF research 'Oral Language interventions' to develop a shared language for oracy across the school. The maths lead has completed The Power of Talk in Maths training and led training on subject specific RAG rated vocab grids to staff. In October 2019 the SENCO spoke at an inaugural Developmental Language Disorder conference at Bath University to share the journey that Meadowside has been on in developing speaking, listening and oracy opportunities throughout school and the Headteacher, as a member of the Oracy Advisory Committee, helped to establish the Oracy & Teacher Oracy Benchmarks.

A clear plan is in place to embed interventions which support this work. Expansion of oracy practice throughout school is planned along with Embedding awareness of the 4 strands of oracy. This has been and will continue to be an integral part of the project's success. Children will certainly be more confident and will be empowered to know that their voice has value. This is something that has always been evident on visits to Meadowside and through this project, will continue to ensure that all children benefit from the wonderful work that is going on.

The school continues to remain a beacon for inclusion at the heart of its community. Every year the IQM review day demonstrates the hard work of everyone within the school community and their commitment to supporting all children and their family members. Thank you again to everyone involved in making this review such a delight. I hope to be able to visit the school in the next 12 months or even sooner, to see the progress made in light of this review.

Further Developments Agreed After Discussion

- Continue the project within school and look at rolling out specific interventions such as words aware, talk4reading and reading recovery. Alongside this, look to implement training that supports listening to children read.



Assessor's Evaluation for the IQM CoE Award



- Due to current school closures, the curriculum will be carefully planned and adapted with a core element of oracy within teachers planning and also through assemblies to plug gaps and play a key role in supporting the children's bespoke needs.
- Sharing of the project with parents and the wider community. Oracy is a common thread and a key part of the school but is something that will be long term. The work that Meadowside have done here will be invaluable.
- Embed Makaton to support the oracy project. Staff are being trained and this is also being rolled out to Midday assistants. The school is also looking at how they can link it to the interventions being used such as 'word aware' and adapting the Makaton symbols to support this.