



## Report on IQM Inclusive School Award



<b>School Name</b>	Meadows First School
<b>School Address</b>	Stourbridge Road Bromsgrove Worcestershire B61 0AH
<b>Head/Principal</b>	Mrs Sue Hewitt
<b>IQM Lead</b>	Mrs Rebecca Rowley & Mrs Hazel Dodman
<b>Assessment Date</b>	25th January 2023
<b>Assessor</b>	Ms Hilary Thompson

### Sources of Evidence

- IQM Paperwork submitted by the school.
- SEND Action Plan
- SDP Summary
- Website
- Tour of school
- Visit to 'The Den'
- Visit to 'The Hive'
- Ofsted Report 2019
- SIA Report from Autumn Term

### Meetings Held with:

- Headteacher and SLT
- Inclusion Leads
- Staff including teachers and support staff.
- Governors
- County Improvement Advisor
- Parents
- Pupils
- Global Citizenship Lead
- Parent Partnership Lead



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### Overall Evaluation

I had the pleasure of conducting the IQM assessment of Meadows First School in Bromsgrove. It is a highly inclusive school, and the work leaders and staff are doing is exceptional. This is the school's first IQM Assessment and they are already demonstrating the IQM values to a high standard and easily already meet Centre of Excellence standards. The Self-assessment was completed to a very high standard and the school ensured I was able to speak to the right staff, Governors, pupils and parents during my visit who all spoke very confidently and passionately about each of the IQM elements.

Meadows First School is a 2-form entry oversubscribed, popular school taking pupils from Nursery to Year 4. The school also has a 12 place Mainstream Autism Base (MAB), known as 'The Den'. The school underwent 2 Ofsted inspections during 2019 and was successfully awarded Outstanding in December 2019.

The school catchment includes the second most deprived area in Bromsgrove and 21% of the school cohort is identified as being vulnerable. The school has developed a strong reputation across Bromsgrove for the support it provides for pupils with additional needs and as a result is seeing an increased number of applicants for pupil places for pupils with SEND from outside of its catchment area. Currently 27% of the school cohort have identified Special Needs and are on the SEND register. The on-site MAB is shared with the Middle School providing places for pupils across the First and Middle School age range. Meadows First School has recently increased its nursery intake in response to a demand for places and now takes 34 pupils. Baseline data for pupils joining Reception in September 2022 identifies a significant drop in numbers working at expected levels with 67% of the pupil premium children working below expected levels (up from 33% in September 2021).

The school prides itself on having inclusion at the heart of everything it does. What is highly apparent is the dedication and drive of the staff to make a positive difference. The staff I met at all levels were committed and passionate about meeting the needs and making a difference for every child. The school has gained a reputation within the local community as being fully inclusive, going that extra mile to be able to support children who were unable to manage in other settings.

Consistency of practice and expectations is at the heart of leadership. The Headteacher and her team set high expectations and monitor practice closely to ensure environments are fully consistent and support the learning experiences of every child. Clear expectations on presentation and behaviour are also highly evident.

I have no hesitation in recommending that Meadows School fully meets the IQM criteria and I recommend that the school be awarded the Inclusion Quality Mark's Inclusive School Award.



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I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded, the school will be subject to annual review from this point forwards.

**Assessor:** Hilary Thompson

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

A handwritten signature in black ink, appearing to read "J. McCann".

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



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

#### Strengths

The school prides itself on having inclusion at the heart of everything it does. SEND is a high focus within the School Development Plan and great effort is made to ensure that all pupils who are vulnerable or have additional needs are fully included in all aspects of the school. This was recognised by Ofsted with the report quoting,

*'The support that pupils with special educational needs and/or disabilities receive in all aspects of their education and care is highly personalised and effective'.*

The school has developed a strong collaborative approach to working with leaders working together to identify SDP targets prior to sharing with staff for feedback before the SDP is finalised for the year. Throughout the year, time is then provided for all staff, teachers and TAs to identify and review targets. Children's voice is gathered at least annually with an active school council and eco-council also providing opportunities for listening to pupils, ensuring pupils have a voice within the school. This was recognised by Ofsted who reported,

*'In every class, pupils have reflected upon their own rights, such as "the right to special care for any needs'.*

SEND provision is central to the inclusion agenda at Meadows First School and is always a focus within the School Development Plan, with an annual action plan for special needs being written and evaluated including the completion of an impact log. The SDP for this year includes Priority 3; providing targeted support for identified groups of children to give them the best opportunity to achieve ARE with a clear focus on PP and SEN children and the use of the School Provision Map, Priority 4; Focus on Global Citizenship and Pupil Leadership, Priority 5; Ensuring that the school provides a safe, comfortable and caring environment with exemplary behaviour and Priority ; looking at closing the gap for disadvantaged pupils in EYFS.

The school has a highly inclusive ethos and the school motto, 'caring, sharing and preparing for life' demonstrates the strong commitment to providing a safe learning environment enabling pupils to learn, flourish and be well prepared for their next steps in life. The school's 'Learning Mascot; Meadows Mouse' is central to the vision and values of the school and drives the culture of learning and good behaviour. Meadows Mouse promotes the 4 key aspects of learning;

- Determined
- Organised
- Enthusiastic
- Focused

These learning values are promoted across the whole school and are well understood by all pupils. Expectations of pupils and staff are clear, and the school behaviour policies ensure all pupils and staff are aware of the expectations and procedures in



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school. All staff treat pupils as individuals and clearly articulate the importance of managing pupils according to their needs, identifying how to enable children with particular needs to access and succeed in school.

Meadows First School prioritises the health and wellbeing of both pupils and staff. The school curriculum incorporates 5 key principles: unique me, positive relationships, key skills and knowledge, love of learning and global citizenship. Within this sits a wellbeing wheel, created alongside the children and a health and wellbeing curriculum. Wellbeing is addressed through the school's Thrive Provision and through being a Trauma informed school. The school also took part in the MYCATS research project run by Oxford University on anxiety. Parents of all pupils in Reception Year 1 and year 2 were invited to join the project. Those children from Reception Year 1 and 2 were then screened and highlighted that could benefit from anxiety counselling. These families were then provided with a weekly counselling session with an Oxford University counsellor and then provided with feedback and plan to continue at home. Once the project has been completed the school will be provided with resources from Oxford University to use with families in the future.

Children's wellbeing is addressed through Forest School and other outdoor learning opportunities (empty classroom day), a wellbeing week held every February, HIVE provision at lunchtime and as needed during the school day, Breakfast clubs, extra-curricular provision including clubs, visits, artists in residence and external visitors. There is also a wellbeing garden, designed by the pupils which was funded by the National Lottery. The school's wellbeing wheel is incorporated into daily learning. Ofsted commented that,

*'Children can articulate their feelings well and refer to the wellbeing wheel by talking about good choices'.*

Staff wellbeing is also high on the agenda with leaders ensuring staff are provided with additional time to complete any extra requirements, the 'wellbeing fairy' who anonymously provides little treats and a motivational note and a TA appreciation day. Staff told me that they feel highly appreciated by leaders.

Transition arrangements and information sharing are highly effective. All classes meet their new class teachers towards the end of the Summer Term and meetings are held between the old and new teachers to ensure all pastoral and learning needs are shared. Pupil Passports are also discussed. The transition information is then reinforced for pupils and shared with parents using transition leaflets for each class made available on the school website. This is followed up during the first two weeks of the Autumn Term by a pastoral meeting with the new teacher and the SEND team, discussing each child, looking at any additional or new needs that have become apparent following the move to a new class. Well planned, regular CPD sessions including; signalong, ASD and Provision Map Training ensures staff are well informed around special needs, provisions and practice. All staff are expected to keep a CPD log which should include a completed impact document for each CPD session attended. During my walk around the school, I witnessed several instances of sign language being used to support communication within classrooms.



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Channels of communication are well established enabling Governors, parents and outside agencies to work closely with the school. Parents can communicate via email, phone or arrange an in-person meeting with class teachers or leaders. Staff and Leaders are always visible on the playgrounds at the start and end of the day. The school uses parent questionnaires at least annually to ensure parent views are heard. Staff work closely with several external agencies including the school nurse team, Educational Psychology team, County ASD team, Local Authority Advisers and have employed their own Speech and Language Therapist to meet the growing communication and interaction needs within the school population. Within the staff the EYFS Lead is an SLE and a County Moderator and both SENDCos are local leaders for SEND.

### Next Steps:

- To increase further pupil awareness of the range of need that different pupils have and celebrating differences e.g., dyslexia week.
- Developing Signalong in school for children, parents and staff and to then use it more consistently.
- To give Teachers and TAs time together to input into pupil assessment and target planning for individual needs.



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### Element 2 - Leadership and Management and Accountability

#### Strengths

The leadership of the school is very strong and was recognised by Ofsted,

*'The inspirational leadership of the headteacher combined with the knowledgeable and committed team of staff and governors ensures an outstanding experience of education for all pupils.'*

The Senior Leadership Team comprising of; Headteacher, Deputy Headteacher, Assistant Headteacher and 2 part time SENDCos works very closely with the Middle Leadership Team and the whole staff and Governors.

Inclusion and SEND are both well led through having two part time SENDCos. The SENDCos work closely with the Pupil Premium Lead to ensure that gaps are narrowing and that all children have the support they require. The Headteacher is part of the county SEN development working party that meets with the SEND leads within the county.

The school actively encourages scrutiny and ongoing development from external agencies and employs, (in addition to the SIA time funded by the Local Authority) a School Improvement Advisor to ensure appropriate validation of practices is in place and the Head Teacher Appraisal process is completed. The focus of the SIA this year is on completing a series of 'Deep Dives' into key subject areas. The SIA stated,

*'Meadows First School is a highly inclusive school, which starts with leadership and then deeply ingrained in the professional learning culture of the school.'*

Leaders at all levels are highly visible in school. Senior Leaders are present on the gates and doors at the start and end of every day. The SEND needs of the school are addressed very well by the team of two part time SENDCos who attend Local Authority SEND network meetings, cascading up to date advice back to the staff in school. Both SENDCos are Local School Leaders for SEND. The SEND leads are always happy to model different approaches and to provide informal coaching when any staff request support. SEND CPD needs are driven by the SEND Development Plan as part of the overall School Development Plan.

Parents commented positively about the availability of staff to share concerns with or to pass on information and feel very well informed. Parents say they can speak to staff on a daily basis if needed.





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The school manages the demands on staff members wellbeing carefully and has implemented systems whenever possible to support workload including provision of additional time for extra workload. The school has implemented Designated wellbeing leads with one of the SENDCos successfully completing the Senior Mental Health Lead training. Both SENDCos and the SLT have completed Youth and adult Mental Wellbeing training. Staff talk very positively about the 'wellbeing fairy' who regularly leaves staff anonymous little gifts and motivational notes of thanks. Leaders use an annual staff survey to obtain staff feedback and check on staff morale. In the most recent staff survey 100% of staff reported that they are happy working at Meadows First School and 100% reported that they felt their wellbeing was supported well.

A programme of Staff CPD is in place including a focus on SEND to upskill staff in the use of sign language, provision maps and ASD to mention key areas focussed on recently. All sessions are open to Class Teachers and Teaching Assistants with Teaching Assistants being encouraged to attend. All staff are expected to complete and evaluation and Impact sheet following training with all staff keeping a personal CPD log. Weekly staff meetings are held to support staff development and the implementation of key actions. Through the appraisal system staff are encouraged to request attendance at courses and are offered professional development and within school staff are encouraged to support each other through a programme of peer observations. All subject leaders have been enrolled in professional bodies for their subject and take part in cluster reviews with local schools to help share knowledge and expertise. Staff I spoke to were highly appreciative of the professional development and training they have access to.

Governors know the school extremely well and have a clear commitment to inclusion and improving opportunities for all children. The board comprises a good range of professional backgrounds across education, finance and business. There are identified governors for Safeguarding, SEND and curriculum areas. The school successfully reintroduced the Governor morning in November 2022 which involved Governors spending time in classrooms and speaking with their curriculum subject links to see the school in action and discuss curriculum plans.

Safeguarding at the school is particularly strong led by the Headteacher as DSL and 4 deputy DSLs including the Deputy Head, SENDCos and the Family Liaison Teacher. All staff are trained in how to use My Concern and any concern raised is dealt with quickly by the team which was recognised and reported upon by Ofsted. The Headteacher is also a Safeguarding Champion for Worcestershire.

Pupil leadership is also developed at the school through school council, eco council sports leaders and digital leaders. Pupils I spoke to talked about the current focus for school council on developing the outdoor play spaces. Pupils were also keen to share the work of eco council in a project to recycle crisp packets. Pupils clearly take their roles as sports and digital leaders very seriously and enjoy the responsibilities these roles provide.



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Leaders are clear about the vision and next steps for the school and share these with staff. They have excellent reflective skills and want the best outcome for all pupils whatever their individual needs.

### Next Steps:

- Run workshops for parents with external agencies, requested by parents in the parent questionnaire.
- SDP Priority 1: - Subject leaders ensure that the curriculum intent and implementation are embedded securely and consistently across the school.
- SDP Priority 6: Enhance sustainable leadership capacity for school self-improvement.



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### Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

#### Strengths

Meadows First School aims to develop well-rounded individuals who will have the skills and aptitude to be fully prepared for life in the modern world and feel empowered to make a difference as global citizens to the world in which they live.

Meadows First School curriculum model encompasses 5 principles: ‘the unique child, positive relationships, key knowledge & skills, love of learning and global citizens’. The school motto of ‘sharing, caring, preparing for life’ is also central to the curriculum and evolves around the school’s wellbeing wheel and Rights Respecting ethos. The Wellbeing Wheel was designed by the children to illustrate elements that contribute to being happy. The wheel depicts these elements through ‘Meadows Mouse’ (clever, friendly, safe, active, calm and unique me).

Within the curriculum there is a clear focus on language development to support children’s communication skills. The school have recently employed a speech therapist for 1.5 days each week to help support the growing communication and language needs becoming evident within Early Years following the pandemic. The school uses a theme-based literature rich curriculum which embeds deep learning, ignites curiosity and broadens the children’s awareness of cultural capital whilst has a deep focus on the acquisition of progressive skills and knowledge. The curriculum is supported through a programme of visits, wow days, artists in residence and visitors that enhance the provision and motivate pupils, broadening their experiences. Ofsted reported,

*‘The Curriculum is the beating heart of the school day. ‘The child is at the heart of the curriculum’.*

The children I met with were all able to clearly articulate and discuss the 5 principles and how these impacted upon their learning. They were also confident to discuss the wellbeing wheel and how each element on the wheel is essential for their overall wellbeing and health.

Meadows Mouse encourages the children to become good learners through being organised, focussed determined and enthusiastic. Meadows Mouse is highly visible across all public spaces within the school and in all classrooms and the children talk enthusiastically about how he supports their learning.

All children can access the same objectives within the cross curricular learning topics with careful additional scaffolding or extension as required. All leaders acknowledge and understand the need for the clear sequencing of knowledge progression and are working closely with all staff to enable teachers to be able to identify both prior and future learning within subjects they are teaching. Children’s engagement in learning during my visits to classrooms was exemplary and children with additional needs were being catered for seamlessly.



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Early reading and phonics are prioritised across early years and Key Stage 1 and leaders have introduced an accredited scheme during last academic year which they have enhanced and personalised to the key needs of their pupils. Reading books are closely aligned to the children's phonics ability. From year 2 the school moves towards the 'VIPERS'; (Vocabulary, Inference, Prediction, Explanation, Reference, Sequence) approach to reading alongside using accelerated reader. All children have access to quality texts. Leaders have also introduced 'WordAware' to support the breadth of children's vocabulary and knowledge organisers have been introduced to support with vocabulary development across the curriculum alongside the key knowledge and prior learning.

PSHE, Cultural Capital and Global Citizenship are all highly developed at Meadows. The school has a specific leadership post for Global Citizenship. The Global Citizenship work is aligned very closely to the UNICEF Right Respecting Schools agenda and the school are rightly proud of their gold status. Staff make regular reference to the 54 Rights Respecting Articles, identifying those most relevant to each year group. Each class has a Rights Respecting Class Charter which focusses on their identified Rights and both the adults and children's expected actions and commitments. A Rights Assembly is held each week addressing one of the 54 Articles with Reception and Year 1 having individual year group assemblies to enable the content to be fully accessible. Alongside the Rights Respecting focus The Global Citizenship Leader has introduced 'Education for Social Responsibility which involves all year groups completing a short planned 3-day Social Action Project covering topics such as 'What is Fair Trade', 'Where is Water', 'Our Changing World' etc These have all been carefully linked to a curriculum area being covered in each year group. PSHE is taught through the 'Jigsaw' programme, Picture News Assemblies are also used weekly to highlight and discuss key issues across the world.

SEND children's needs are well catered for at Meadows First School. The school uses Individual provision maps to identify each child's specific needs and the provision and intervention required. A wide range of provisions are in place including Speech and language, Number stacks, Little Wandle Keep up, Little Wandle Catch up, Reading groups, Phonics breakfast club and many more. Visual timetables are used in every class to support all children. The school have introduced Intervention folders in each classroom this year and leaders have provided time for TAs and Teachers to meet regularly to discuss and review the targets and identifying next steps lined to the provision map. Staff are incredibly positive about the impact of this designated meeting time (either release during the day or paid overtime) on really focussing the intervention to the specific needs of each child. with individual targets linked to provision maps.



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All Interventions are monitored and the impact on pupils' progress evaluated to ensure the provision meets the needs of the children and is supporting learning well.

Extra-Curricular Clubs have all been reinstated since the pandemic and pupils are very enthusiastic about the clubs they can attend after school. These include football, gymnastics, tennis and STEM clubs. Opportunities are regularly identified for pupils to learn outside of the classroom and Forest School is used proactively to support learning across the curriculum. The school has 3 Forest School areas enabling regular use without damaging the Forest School environment. The school hold an annual 'empty classroom day' where all learning is programmed outside of the classrooms. The school also ensure opportunities for children to perform are created and children attended Young Voice at the NEC, Bromsgrove Lantern Festival, provided a virtual carol concert for the local care home and put on year group performances at Christmas and Easter for parents and year 4 performed a nativity play at the local church this Christmas.

### Next Steps:

- SDP Priority 1 Subject leaders to ensure that the school's curriculum intent and implementation are embedded securely and consistently across the school.
- Staff meetings run by each subject leader to ensure consistency for their subject through school.
- Further development of pupil voice in leadership – linked to Rights Respecting aims.



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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

#### Strengths

Teaching and Learning is at the heart of everything Meadows First School provides. A high priority for the school is around providing children with a broad range of experiences and staff are committed to providing an inclusive curriculum and adapting their teaching for all learners.

The school has a high number of support staff, many of whom are experienced teachers, they are all highly skilled in supporting children to be able to access learning independently. Leaders deploy the support staff strategically with most of them having a class-based role at times during the day alongside an intervention or SEND support role working with identified children. Wherever possible the support staff work within the same year group for both their intervention and class-based roles ensuring they have a comprehensive knowledge of the curriculum being taught and the needs and progress of the pupils they are working with. The SENDCos have created a 'school offer' that outlines a range of strategies for supporting the broad range of needs across the school.

A variety of teaching and learning styles are used to match individual pupil needs. Staff are skilled at adapting lessons through a range of different strategies supported by the adaptive teaching document within the school. Children's individual passports are used to identify additional needs and the school provision map used to identify specific strategies to support a child's access and remain engaged in their learning. Teachers use Talk Partners as a tool for retention and retrieval and endeavour to make children active learners throughout each lesson. Children have the opportunity to work with different children within the class and organisation of tables allows for the mixing of abilities and peer support. Where needed, pupils will have access to a personal workstation, learning breaks etc. Technology is used within the class as appropriate to support individual learning needs. The Hive is used to support children requiring time out from the class and interventions include music therapy, social skills and supported learning activities designed to meet individual needs.

The School's MAB (The Den) provides places for 10 children with an ASD Diagnosis. Children within the unit have personalised timetables and spend a balance of time within The Den and their mainstream class. Effective communication between The Den and the class teacher ensures consistency of provision. Children from The Den is supported in Mainstream by their familiar adult from The Den. The DEN also provides places for pupils from the Middle School on site and children across Primary and Lower secondary work together, on shared topics when appropriate.

Leaders have set clear non-negotiable expectations for the learning environment ensuring the environment supports learning effectively and is fully consistent for the children as they move through the school. The learning environment at Meadows is key to providing effective teaching and learning. Leaders regularly audit classrooms to ensure the working walls, resources and scaffolding are all in place to support the needs within the class. All the classrooms had visual reminders, a class charter, visual



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timetable, a 'helping hands box', rewards board, Meadows Mouse wellbeing wheels and Learning Behaviours. Helping Hands Boxes are customised to the needs of pupils within the class and will include a selection of items including ear defenders, fiddle toys, pencil grips, adapted scissors, visual prompts etc that students can access as required, independently in Year 2 and above and with guidance from the teacher in the younger classes.

The school has a robust monitoring system in place which ensures high quality, consistent teaching and learning within the classroom. Leaders visit classrooms on a regular basis with a clear shared purpose for the visit. Staff are positive and relaxed about having visitors in their room and welcome the feedback provided. Teachers watch each other teach and are provided with reflection and discussion time. Internal and external moderation of books is scheduled throughout the year. The schools SIA is also used to complete Deep Dives across the curriculum.

The school is well equipped with technology. They recently took the decision to convert the IT room into a library and as a result have purchased laptops and laptop trolley for KS2 and iPads across the school to be used within the classrooms. All classes from Year 2 to year 4 have sufficient iPads for every child with children in Year 1 having access to iPads in pairs. The school is currently planning to increase the technology provision in Reception. SEND children are supported with accessible technology to support them with any individual needs.

Outdoor learning opportunities are identified and encouraged. The school has 3 forest school areas enabling forest school to be run throughout the year without damaging the delicate environment. Teachers are encouraged to identify curriculum links that can be covered in the forest school areas or in other parts of the school grounds. The school has a wellbeing garden that can be accessed by classes, groups and individuals and a school pond. The school organises an 'empty classroom day every year providing a full day for all pupils working outside their classrooms.

### Next Steps:

- SDP Priority: To provide targeted support for identified groups of children to give them the best opportunity to reach ARE.
- SDP Priority 7: To continue to strengthen the EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children.



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### Element 5 – Assessment

#### Strengths

The school has an Assessment Coordinator who works closely with the SEND team to monitor the progress of learners. A programme of Formative and Summative Assessment is implemented to ensure in depth and quality assessment takes place.

AFL is embedded within each lesson with a system of immediate and effective feedback to pupils. Staff know their pupils very well and form good relationships with each child and regularly analyse each child's individual needs. Teaching approaches and resources are then adapted to enable good engagement and access to learning. Clear learning outcomes are set and shared at the start of each lesson and steps of success shared verbally so children understand how to achieve. Staff give verbal feedback to pupils during lessons supporting children to understand what they have done well and to provide clear next steps in learning. Talk partners are used in class as a tool for retention and retrieval.

The school uses an assessment tracker to monitor the progress of all the children alongside Tapestry in Nursery. Summative data is added to the tracker at the end of each unit. The school have developed a SEND Tracker to enable the smaller steps of progress to be identified and recorded for SEND pupils who were not able to show the bigger steps expected on the assessment tracker in line with their year group expectations. This is tightly linked to the children's individual targets. Teaching Assistants are now given time weekly to meet with class teachers to be able to discuss the SEND tracker and individual targets and identify when targets have been achieved and jointly set the next appropriate target from the tracker.

Pupil Progress meetings are held termly to discuss the children at length. Support is then planned collaboratively during these meetings and any relevant interventions identified and put in place for the child. Wellbeing is also discussed in the pupil progress meetings with pupils being identified for wellbeing interventions and support alongside academic support. Data is analysed at the end of each year and informs the focus within the SDP for the following year. Individual children and groups, including PP are carefully monitored for progress and improved attainment. Findings are fed back to the Subject Leader teams and SEND who write action plans accordingly.

Meadows have implemented a robust provision map to enable close tracking of individual pupils. This tool is now provided for staff in paper form with each class having a provision Map folder. TAs and Teachers report how this helps them work together to discuss individual children's progress in their weekly meetings.

Alongside the pupil progress meetings staff hold termly Pastoral meetings. SEND and vulnerable children all have a Passport clearly identifying their needs and the appropriate strategies that are in place to support them. SENDCos log everything that is implemented for consistency and communication.





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Moderation takes place across the school and through the links with the Bromsgrove First School Alliance.

Pupils' needs and progress is regularly fed back to parents. Parents receive a yearly report at the end of the academic year. These are written by the class teachers and sent home to parents. Review meetings are held with parents at least twice during the year. SENDCos meet individually with parents with Special Needs every September and are available for parents at each parents evening in addition to the formal SEND review meetings during the year. As a result, parents report that they are well informed about their child's provision and progress and feel they are consulted appropriately regarding their needs and provision.

### Next Steps:

- To continue the implementation of the SEND Tracker.
- New target setting and tracking system for SEND being worked on more regularly by TAs and teachers.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

#### Strengths

The school's motto: 'caring, sharing and preparing for life' highlight the emphasis the school places on nurturing and supporting children. To this end behaviour support at Meadows First School is extremely well managed using a 'positive behaviour approach'. Behaviour around school during my visit was exemplary. As a Trauma Informed School every behaviour in school is seen as a form of communication and staff work hard to unpick any elements of poor behaviour to understand the causes and develop strategies to support the child. The school has two members of staff who have completed the Trauma Informed Training and these staff are now working to fully embed a Trauma Informed approach in school.

The school has a clear Positive Behaviour Policy for all pupils acknowledging the specific needs of this age group and followed consistently by all staff. Leaders and staff fully recognise that for some more vulnerable children the behaviour policy will need adapting and adjustments made to enable the pupils to succeed. Staff take time to get to know each pupil well in order to build good relationships. Positive behaviour is encouraged through many different ways, the behaviour code is displayed in all classrooms and around school. Staff explicitly teach/revise the rules with pupils at the start of each academic year and reinforce the rewards and consequences. Pupils have a good understanding of the behaviour policy and stated that it is applied fairly. Pupils reported that behaviour in school is generally good and that anyone struggling with behaviour is supported and managed by staff. Pupils are consulted in the drawing up of class rules and parents involved in establishing appropriate behaviours. Children are helped to understand what acceptable behaviour is and to understand the consequences and effects of their behaviour on others. Children are taught how to resolve conflicts with other children. Children are encouraged to take responsibility in caring for others and the environment.

The school, in consultation with staff and pupils created a 'Behaviour Code'. This comprises 5 key behaviours that are designed to be brief and easy to learn. An expanded version of these rules is specifically taught to the children and made visible around school and in all classrooms. Alongside this the school created a list of playground rules to support behaviour in less structured parts of the school day.

The 5 behaviour code rules are:

- Show good manners and behave sensibly.
- Treat others as you like to be treated.
- Always keep hands and feet to yourself.
- Follow instructions straight away.
- Strive to work hard and do your best.



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The school has a special nurturing space, known as the Hive, which is used to support children with anxiety and additional behaviour needs. The room includes a calming sensory area alongside a space where pupils can work 1:1 or in small groups with an adult using a range of resources. The room is used for a nurture breakfast club on a daily base to support any child struggling to come into school due to anxiety. During the day, the space can be used when behaviour time outs are required and at lunchtime 'invited' children can play games or do craft activities in a calm environment supported by adults. Pupils told me they felt safe in school and well cared for. They were able to tell me what they would do should they ever feel worried or unsafe.

Alongside being a Trauma Informed School Meadows First School also has 3 trained Thrive practitioners and a range of Thrive Groups are provided including social skills, turn taking etc as needs arise. Assemblies at Meadows First are also used to support PSHE, behaviour and Global Citizenship. Assemblies this year have included ASD awareness, unique me, Kindness Day and wellbeing themes linked to the school vision and values alongside a weekly Rights Respecting Assembly and weekly Picture News assemblies.

PSHE including Mental Health and wellbeing is a high focus in school. Staff and children's wellbeing is managed well. SLT are always available to talk to for parents or staff, and leaders ensure staff have appropriate time to complete additional tasks. Leaders provide croissant breakfast days, give staff meeting time for data inputting and regular staff events including coffee and cake ensure time is available for socialising. The 'wellbeing fairy' regularly leaves little gifts and words of thanks to staff members. For pupils PSHE is covered using the Jigsaw programme which has been adapted to meet the needs of the children and is closely linked to the wellbeing wheel. The pupils also have access to the wellbeing garden which was designed by the pupils and is used for whole class wellbeing time, small groups and individual calm time. It includes a totem pole made by the children with a visiting artist during wellbeing week.

The positive behaviour system at Meadows First School encompasses a number of rewards. All pupils have sticker cards and can earn stickers/stamps for showing any of the Meadows Mouse Learning Behaviours or for good behaviour around school. The stickers lead to the award of Meadows Mouse Bronze, Silver, Gold, Platinum, Headteacher and Governor awards. Children receive badges for achieving each award which I saw proudly displayed on book bag. The Headteacher will also send postcards home to celebrate good behaviour or good learning. 2 children from each class are also awarded a Meadows Mouse Award. All badges are given to pupils in a weekly celebration assembly for work or showing an improvement in presentation of work and a good attitude and effort.



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Attendance is managed well at Meadows and is currently above 96%. The school has employed an attendance officer who works closely with the SEND Team, alongside external agencies including the welfare officer and family support as required. One family is currently being supported by the nurture breakfast club as the parent has children at different schools and is unable to get her child to school on time without the breakfast club provision. Should any pupil's attendance fall below expected levels leaders carry out timely health and wellbeing checks.

### Next Steps:

- SDP Priority 5: To ensure that the school provides a safe, comfortable and caring environment where exemplary behaviour is at the heart of productive learning.
- Researching into Paul Dix's behaviour strategies and how practice in school may change as a result.



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### Element 7 - Parents, Carers, Guardians

#### Strengths

During the visit I met with 3 parents. Parents commented very highly of the school and were incredibly positive regarding the way children and families are welcomed into the community and supported.

Parents are communicated with using a variety of methods. The website is clear and informative with an easy to find parent section. Newsletters are provided weekly and uploaded onto the website. Parents feel that the school communicates very well with all parents and that there is an open-door culture that ensures parents are well informed about their child's progress and wellbeing. All classes have a class email alongside the school's email address. Parents told me that it was easy to get access to any member of the school team through phone calls, emails or by speaking to members of the staff at the start who are always accessible at the start and end of day in the playground. The parents felt that any concern raised is always dealt with very quickly and efficiently and said teachers are happy to listen and keen to help resolve any issues.

The parents spoken to were very happy with the school and how well looked after they and their children are by the school.

The school uses Parent Voice questionnaires regularly, which are analysed by SLT. Feedback from the most recent survey was incredibly positive with 100% of parents recording that they found the staff approachable and easy to contact. 99% reported that they felt the school is well led and 99% said they would recommend the school to other parents. Ofsted also quoted,

*'Parents and carers speak highly of all aspects of the school and the difference it makes to their children. They say their children are happy, safe and making excellent progress'.*

The school have created a SEND working group/focus group this year which currently has 12 parents involved. Through this they have gathered specific feedback on the information report, SEND provision and the website. They were also contacted regarding the IQM award to ensure their views were included in the SER document. Parents appreciate the termly SEND newsletter and SEND parent questionnaire which shows 94% of SEND parents stating they are well supported by the school as a SEND parent. 88% of SEND parents reported that their concerns and views were listened to with the other 12% stating they had not had a need to contact the SEND team and so could not comment.

Parents Evenings are held twice a year with parents who are unable to attend on the identified day being encouraged to book a phone or ZOOM meeting at an alternative time to suit them. Parents can also book additional meetings throughout the year should they have any issues they need to discuss.



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Feedback from parents has identified a desire for parent workshops which would provide valuable information related to education whilst also providing opportunities for parents meet. As a result, the school has led a workshop on ASD, phonics workshops are being held in reception and year 1 and maths workshops have taken place across the school. Leaders are planning to provide further training sessions during the year. Stay and play sessions in nursery and reception have also been reinstated since Covid.

The 'Friends of Meadows' group raises money for the school through running school fetes, discos and other events. All money raised is used to support the extracurricular provision in school or to enhance resources. The school regularly buy in an 'Artist in Residence' and has recently been used to provide additional reading opportunities in EYFS through the purchase of a 'Reading Shed' for the outdoor area.

Parents are particularly positive about the visibility of leaders in school and very much appreciate how easy it is to get to speak to a staff member should the need arise. Parents did not feel that they had issues with the school but commented that any concerns raised are always addressed quickly by the school.

Parents have confidence in the school and leaders that their pupils will be nurtured, supported and enabled to grow and develop.

### Next Steps:

- SDP – for EYFS highlights the need to re-establish strong parental relationships and engagement opportunities.
- Continue with SEND Focus Group, looking at different ways to encourage engagement with this.
- Re-engaging parents following covid.



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### Element 8 - Links with Local, Wider and Global Community

#### Strengths

Meadows First School is at the heart of the wider community and has worked hard to rebuild the links lost as a result of Covid. Alongside the close working relationships that the school has with parents they also have excellent links with many external agencies and other groups within the county and local area.

Meadow First School is a member of the Bromsgrove First School Alliance with the headteacher being part of the steering group. This group comprises a diverse mix of schools with learning and teaching being central to everything that is done. The group aims to provide quality support across the Bromsgrove Cluster, through working in clusters across the town. The Alliance supports staff to keep up to date in terms of knowledge and understanding as well as pedagogy and practice. Recent activities have included moderation, shared CPD, sharing expertise and conduction school reviews. Meadows First School is also happy to welcome visits from other schools to share their excellent practice and provide help and support to another school. Leaders at Meadows also work closely with Chadsgrove, (Specialist Teaching School). Both SEND leads are Local Leaders for SEND and attend Local Leaders SEND training working in partnership with Chadsgrove.

Meadows is a 'Rights Respecting Gold School and are rightly proud of their achievements. Ensuring children know and understand their rights is central to the school's ethos. The Rights Respecting agenda is very closely interwoven with the school's PSHE curriculum and the wellbeing wheel and Meadows Mouse. School Council and Eco Council are also linked into the Rights Respecting agenda in school. As part of the Rights Respecting culture all classes have a class charter closely matched to the age of the children linked to specific articles. The school holds a Rights Respecting assemblies weekly featuring on a specific article in each assembly. Year 1 and Reception both have separate bespoke Rights Respecting assemblies to ensure the content is fully accessible to them. Topics covered in assemblies this year have included International Women's Day, Gypsy, Roma and Travellers month, All about Pride and World Mental Health Day.

Global awareness is included through Picture News Assemblies where a picture is chosen each week to discuss. Following the assembly, the picture is displayed in the corridor on a World map clearly identify where the new has been happening. The school is passionate about celebrating diversity as the school is predominantly White British and they see a significant need in broadening the children's horizons. Each class completes a Global Citizen Social Action Project. These units are designed to allow children to have a voice and make a difference within their own and wider communities. Examples shared with me were a Year 3 Bees Social Action Project and a year 1 'How Can we Tackle Poverty?' project. These are carefully planned by the Global Citizenship Lead, providing suggested activities, linked to the Rights Respecting Article. The year 1 project involved work around poverty, not being able to afford food and the need for



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foodbanks. A member of staff from the local foodbank visited the children in school and the children then wrote letters to the rest of the school asking them to donate food for the local food bank as part of a non-uniform day. The food bank collected the donations from the children in school.

Strong links have been formed with external agencies within the local community. Savid Javid, as the local MP visits school every year to meet with year 4, a local farm supported 2 children who needed some time with animals to support their wellbeing, the wellbeing garden was built with funding from the National Lottery and the whole community was involved in rebuilding Forest School when it was vandalised over a holiday period. Waitrose work closely with the school delivering a Fair-Trade project in year 4, and a healthy breakfast session in year 1.

The curriculum is supported by a range of extracurricular activities and visits with children having opportunities to visits to a range of facilities and groups including, the local park, leisure centre, museums and churches. Pupils also beginning to take part in community events again following covid with the children taking part in Young Voices and the choir singing carls for the local care home.

The following quote has been taken for the school's Gold Rights Respecting Award,

*'Global Citizenship and preparing pupils for life are core principles that underpin the ethos at Meadows School'.*

This was highly evident in my visit and links with the Local, Wider and Global Community are great strengths of this really inclusive school.

### Next Steps:

- SDP: Priority 4; In their role as global citizens pupils will be empowered to affect changes that can make a difference.
- Continue to strengthen re-engagement with the local community e.g., police visits, trips to the church following Covid.