



Assessor's Evaluation for the IQM CoE Award



School Name	Meadows First School Stourbridge Road Bromsgrove Worcestershire B61 0AH
Head/Principal	Mr Leigh Satchwell
IQM Lead	Ms Hazel Dodman, Ms Rebecca Rowley
Date of Review	20th March 2024
Assessor	Mrs Hilary Thompson

IQM Cluster Programme

Cluster Group	IDEA 2
Ambassador	Ms Hilary Thompson
Next Meeting	20th June 2024
Meeting Focus	Community links and working with parents

Cluster Attendance

Term	Date	Attendance
Spring 2023	30th March 2023	Yes
Summer 2023	23rd June 2023	No
Autumn 2023	16th November 2023	Yes
Spring 2024	7th March 2024	Yes
Summer 2024	20th June 2024	

The Impact of the Cluster Group

The school has attended three out of the last four Cluster Meetings and they find the sessions thought-provoking and very interesting. They enjoy sharing the work being completed within the other schools and seeing different types of schools in action. Following the Mental Health sessions, the school was keen to look into obtaining accreditation for the work being done at Meadows First School. Unfortunately, the provision shared during the session was no longer available to schools.

Evidence

- Self-Evaluation Report (SER) and School Development Plan (SDP).
- Tour of the school.
- Meeting with Headteacher.
- Meeting with the Special Educational Needs (SEN) Team.
- Meeting with pupils.



Summary of Targets from 2022-2023

Target 1:

Provide targeted support for identified groups of children and set small achievable targets for them through the use of a Provision Map.

Meadows First School continues to focus on meeting the needs of children with additional needs and has been focussing on ensuring each pupil can make progress and the progress be recorded. Any child identified as needing some additional support now has small step targets identified.

Staff are now setting smaller more focussed targets regularly for all children with complex needs. These small targets feed into the school's Provision Map. Support Staff are given time to meet with teachers to enable ongoing discussion and evaluation of progress, with new targets being identified as soon as prior targets are achieved. The school initially used 'ScholarPack' to record children's targets and interventions but the school did not find it user-friendly, being slow to load. As a result, leaders identified an alternative plan, adapting the targets in ScholarPack into their document. Leaders ranked all statements in ScholarPack as emerging, developing or secure and then broke these statements down into smaller steps. The school then created its own Excel spreadsheet and adapted it for more complex children. Staff now highlight these sheets to track progress and identify the next steps. The small steps tracker is closely linked to the Early Learning Goals for reading, writing and maths. Identified targets from the tracker are put on an individual target log. A flexible number of targets are identified depending on the targets and the child's specific needs with all children having at least one target for each area. Children may also have a Speech and Language target. Interventions including See and Learn, matching pictures and words, Speech and Language Therapy (SALT) support, Number Stacks, Little Wandel Catch-up, Dyslexia and fine motor interventions and resources provided by the Speech and Language Team are identified and added to the Provision Map.

Pupils are supported to achieve their small targets by the class Teaching Assistant (TA) working with children in small groups for maths and English and through phonic intervention sessions. Any small group and one-to-one interventions delivered outside of the classroom will take place during assembly time and afternoon sessions. The TA monitors progress towards each target and then sets new targets without consultation with the class teacher on a manual tracker using highlighters and dates to show when it has been partially and fully achieved. The manual tracker is then updated on the computer termly. Feedback between the TA and the class teacher is ongoing. Children who have an Education, Health and Care Plan (EHCP) have the long-term and short-term targets broken down into smaller steps and this enables clarity of progress towards the EHCP targets. The class teacher adapts class work and discusses planning with the TA. All targets are added to the Provision Map termly and shared with parents. Targets are reviewed regularly and interventions are amended should the child still be struggling to achieve. All staff have received training from the Special Educational Needs (SEN) Team regarding the setting of the smaller targets and the use of the Excel spreadsheet and TAs say they are well supported and able to discuss any concerns with the SEN Team or the class teacher.



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The school has an excellent relationship with the Speech and Language Team who are in Meadows First School for one morning every week. Staff can speak with the Speech and Language Team during their morning in school or can email the Speech and Language Therapist who is always happy to respond or arrange a meeting.

Next Step:

- To continue to use the small steps within ScholarPack this year and review in July.

Target 2:

To increase parental involvement in school to gather views.

The school refocused on the Parent Forum agenda in January when the new Headteacher took up the post. The original Parent Forum, set up by the previous Headteacher had offered half-termly sessions but had struggled to engage with parents, despite several different approaches being trialled including in-person meetings, virtual meetings and sending information home for parents to evaluate and respond to. The revised Parent Forum held its first meeting in March and recruited eight parents to the group, who all attended the meeting. The Parent Forum offers informal meetings where parents come together to raise issues, be consulted on school policy and give their views on a wide range of topics.

The school aims to use the Parent Forum to learn about their school community and parental perspectives, raise school awareness of parental views that otherwise would not be heard, consult on change, such as school improvement, projects, policy proposals and local issues in the school community, triangulate Governor, parent and staff viewpoints and gain support for school projects or goals.

The meeting had three identified discussion points on the agenda alongside a space for parents to raise any other business. The group discussed parent-school communication systems, extra-curricular provision and the 'Meadows Wellbeing Wheel'.

Communication systems were the main focus of the meeting and the meeting provided leaders with some invaluable feedback that the school has now acted upon. As a result of the feedback, the school has amended the weekly newsletter, making it more succinct, ensuring key information and dates are more easily accessible and is now considering how best to display a copy of the newsletter in public areas of the school.

Parents also felt that the extra-curricular provision had still not returned to pre-covid levels and as a result leaders in school are now consulting with the children to find out what additional clubs and extra-curricular activities they would like. The focus is on providing a greater variety of clubs rather than focusing primarily on sports. Clubs now offered to pupils include gardening, Lego Club, tennis, football, Art and multi-sports. The children I met with also suggested they would like a Gaming Club (Roblox), a Fidget Club, A Chocolate Making Club, a Rubix Cube Club, Trampolining (Accessing the Middle School facilities), Bike Riding, Sculpture and Baking Club.



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The meeting identified a general lack of parental awareness of the 'Meadows Mouse Wellbeing Wheel', which was created several years ago. The school is now planning to record a video, which will be uploaded onto the school website to explain wellbeing at the school and Meadows Mouse. They will also ensure that the wheel is explained more fully at all future new parent meetings. Leaders are also looking at the possibility of including a printed copy of the wellbeing wheel in the new school planners alongside the behaviour policy key points to support parents.

The Any Other Business (AOB) section of the Forum meeting was particularly valuable with parents raising questions about Pupil Premium (PP) Funding. Leaders are now looking to highlight eligibility and application for funding more explicitly as part of the school induction process, during new parent meetings and through written information to all parents.

Other positive outcomes from the Forum Meeting included parents volunteering to support in school, with one parent arranging to spend time in school discussing Sikhism and another parent visiting to discuss Judaism. Discussion around road safety and parking around the school site at the start and end of the day was raised and some concerns regarding Year 3 and 4 pupils sharing toilets with the Middle School pupils, which leaders are now monitoring.

The Special Educational Needs and Disabilities (SEND) Parent workshops have continued to be held every half-term and engagement has been higher this year. Sessions offered have included Autistic Spectrum Disorder (ASD), anxiety, Speech and Language, behaviour and transition.

The Nursery weekly 'stay and plays' have supported the engagement of parents in class. Leaders ensure the sessions are rotated on different days to ensure all part-time children and their parents get to access sessions across the term. All Nursery children and their parents are invited to Forest School Sessions and Christmas activities, regardless of their normal attendance days if the children are accompanied by a parent/carer to ensure pupil adult ratios are safe. The Christmas play this year involved all Nursery pupils. Nursery ran a stay and play session as part of World Book Day with all Nursery pupils invited and had leaflets printed for parents in different languages to ensure access for families with English as an Additional Language (EAL).

Reception parents were invited to take part in a walk with their child to the local library. As part of the visit, all parents were provided with the opportunity to register their family with the public library and to start taking books home to share with their child. Attendance by parents was exceptional with 90% of children having a parent/carer with them and the library visits are now taking place every half-term.

Across the school, several Parent Workshops have taken place including phonics and maths in Reception and a Phonics session in Year 1. Year 1 parents were invited to observe their child taking part in the daily phonics lesson before listening to information from the teacher on how they could support their child at home. Parents across the school were also invited into school for 'The Big Draw', where tables were set up in the playground for parents and children to be creative together and complete pieces of artwork.



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Next Steps:

- To send out the Leavers Questionnaire again in the Summer Term and evaluate feedback.
- To continue to use the newsletter to provide important information for parents and carers.
- To further develop the Family Liaison Officer Role.
- To run half-termly support workshops, to offer them within the local community and at different times, e.g. the local special school offering an ASD session for Meadows families.

Target 3:

In their role as global citizens, pupils will be empowered to affect changes that can make a difference.

Meadows First School has successfully achieved the 'Gold Rights Respecting School Award' and is the only Gold Rights Respecting School in Worcestershire. Children's rights are fully incorporated into the curriculum and the children this year have created a Rights Respecting Video which is available for parents and carers on the school website. The video highlights the depth of understanding shown by pupils of all ages across the school. The children are clearly and confidently able to articulate and explain their different rights and United Nations International Children's Emergency Fund (UNICEF) has asked the school if they can use the school's video as a promotional video on their website. UNICEF has also included a case study about Meadows First School on their website. Through being a Gold Rights Respecting School, the pupils have learned a lot about their rights and the rights of others and show great respect for each other. The children can name several of their rights, explaining how and why they are important across school, family, the wider community and globally.

Year 4 pupils this year have taken part in a social action project. Their project focussed on climate change and the impact this is having on children across the world. As part of the project, the pupils identified how climate change was causing flooding across many parts of the world and how flooding is then impacting children's access to schools and their right to an education. Through the project the children learned a song which they sang as part of a playground protest, alongside holding banners they had made, inviting parents to attend. The project also included the Year 4 pupils leading a whole school assembly for all pupils. Other social action projects this year have included a Bee Project, raising concern about the dangers of bees becoming extinct and the wider impact this will have on our countryside environment and a Year 2 project on homelessness. The Year 2 children organised a sponsored sleeping outside event, donating all money raised to a homeless charity, alongside making toiletry packs for homeless people. Leaders are currently reviewing the programme of social action projects for next year to ensure the projects remain current and relevant to pupils.

Pupil leadership has continued to be a focus within the school this year with the role of Eco Council being further developed. An Eco Council assembly was held at the start of the year, raising awareness of the Eco Council and the main focus of its work. Following the assembly, pupils across the school were encouraged to express an interest in



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becoming Eco Councillors. They recorded their thoughts in writing and these were then shared with their class peers. Pupils then voted for two Eco Councillors from each class. Reasons that pupils gave for wanting to become Councillors included, 'wanting to help protect the earth', 'wanting to reduce litter to keep animals safe' and 'wanting to tell others how to look after the world to ensure that people coming after us have a good life'.

Eco Council meets at least weekly or fortnightly during assembly time, with the meetings being used to identify ways in which pupils could improve the school environment. This year the Eco Council has reviewed and revised the school's 'Eco Code' and produced laminated posters to be displayed in all classrooms. A laminated sticker has also been provided for all light switches and computer sockets, reminding staff and pupils about switching off lights and computers when classrooms are not in use. Eco Councillors complete monitoring walks, leaving post-it reminders for classes where the Eco Code is not being followed.

Eco Council has also been involved in several projects across the year which have included, recycling old Christmas jumpers, raising money through wearing a Christmas jumper to school on Christmas Jumper Day and donating unwanted jumpers to a charity shop, collecting empty crisp packets, which the children cleaned before donating to a charity that turns crisp packets into blankets for the homeless, completing a 'big litter pick' and running an anti-idling car campaign. This involved pupils working with the wider community, informing parents of the importance of turning their engines off whilst waiting at the school gates at the start and end of the day. Eco Councillors made leaflets which they shared with parents, asking them to read and sign. Eco Councillors now regularly monitor that parents are not leaving engines idling.

Next Step:

- To continue to develop the role of councillors across the school.



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Agreed Targets for 2023-2024

Target 1:

To gain an Attachment Research Centre (ARC) accreditation.

Comments

Both Special Educational Needs and Disabilities Co-ordinators (SENDCos) have previously completed Trauma Informed training through Worcestershire County and have embedded the ethos of this in school. Worcestershire Virtual School came to audit this and IQM recognised the work with this as part of the IQM Award. Worcestershire County Council is keen to recognise Trauma Informed Attachment Aware Settings (TIAAS). Through the ARC pathway, schools and settings can gain formal recognition from Bronze, Silver and Gold through to the Hub Centre of Excellence. Actions will include:

- Complete the ARC Audit.
- Liaise with Worcestershire County Council.
- Research into Paul Dix's behaviour strategies and how school practice may change as a result.
- Implement an adapted relational approach across the school after liaising with staff.
- Link to Trauma Informed Schools UK (TISUK) to reflect on and continue to build on a positive and respectful culture.

Target 2:

To increase further pupil awareness of the range of needs that different pupils have and celebrate differences, e.g. dyslexia week.

Comments

The school has identified a need to further develop the children's tolerance of others and understand that others have different strengths and difficulties. The target will include the following actions:

- To raise awareness of differences through the Jigsaw curriculum.
- Plan for raising awareness through assembly themes.
- Plan to participate in events to raise awareness, e.g. themed weeks/days (odd sock day for anti-bullying).
- SENDCo (RR) to complete Dyslexia Level 7 to become a Dyslexia Friendly School and support learners.
- SENDCO (HD) to become a Mentor for children with ASD to enable them to understand their diagnosis.

Target 3:

Strengthen community links through trips and events, e.g. police visits.



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Comments

Leaders are looking to develop the children's awareness and tolerance of other people, regardless of age, gender religion, etc. Planned actions include:

- Increase the number of trips this year.
- Subject leaders to work with each year group to plan enrichment activities and visits.
- To re-establish links with vulnerable communities that closed to visitors during COVID-19 and have taken longer to open back up for outside visitors, e.g. care homes.
- To invite visitors to the school to enrich topics, e.g. Royal National Lifeboat Institution (RNLI).
- Celebrating Difference topic to be planned in Personal, Social, Health and Economic (PSHE) education (delivered early in the year) and referred to regularly through the year and across other subjects, e.g. Religious Education (RE).



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Overview

Meadows First School continues to focus on having inclusion at the heart of everything it does with the school motto; 'caring, sharing and preparing for life' continuing to demonstrate a 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 Code Mascot; Meadows Mouse' remains central to the vision and values of the school and drives the culture of learning and good behaviour. The new Headteacher, who took up the post in January 2024, shows the same level of dedication and drive as the established staff members and there is a desire to make a real difference in young people's lives. The staff I met at all levels were committed and passionate about meeting the needs and making a difference for every child.

Meadows First School is an oversubscribed two-form entry oversubscribed school taking pupils from Nursery to Year 4. The school also has a 12-place Mainstream Autism Base (MAB), known as 'The Den' and a discrete area in school, known as 'The Hive' to support children requiring time out from their classroom due to anxiety or a need to calm down.

The school catchment includes the second most deprived area in Bromsgrove. 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. The school continues to have a reputation within the local community as being fully inclusive and going that extra mile to be able to support children who were unable to manage in other settings.

Consistency of practice and expectations remain at the heart of leadership. The Headteacher and his team set very clear, 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 remain highly evident.

SEND provision continues to be central to the inclusion agenda at Meadows First School. Children with additional needs are well catered for and the school uses year group 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. All interventions are monitored and the impact on pupils' progress is evaluated to ensure the provision meets the needs of the children and is supporting learning well. Visual timetables are used in every class to support all children. All children can access the same objectives within the cross-curricular learning topics with careful additional scaffolding or extension as required. Children's engagement in learning during my visits to classrooms was exemplary and children with additional needs were being catered for seamlessly.

The school has a highly inclusive ethos and Meadows Mouse promotes the four key aspects of learning. 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 school. All staff treat pupils as individuals and clearly articulate the



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importance of managing pupils according to their needs, identifying how to enable children with particular needs to access and succeed in school.

Pupil and staff wellbeing continues to be well supported. Pupils have access to a wellbeing garden which was designed by the pupils and is used for whole class wellbeing time, small groups and individual calm time. Thrive continues to be delivered through a range of Thrive Groups providing social skills, turn-taking and supporting pupils as needs arise. The school's nurturing space, known as 'The Hive', includes a calming sensory area alongside a space where pupils can work one-to-one or in small groups with an adult and is used to support children with anxiety and additional behaviour needs. During the day the space can be used when behaviour time-outs are required and at lunch time 'invited' children can play games or do craft activities in a calm environment supported by adults. Leaders have implemented systems to support workload for staff, including the provision of additional time for extra workload and the school continues to have Designated Wellbeing Leads and use an annual staff survey to obtain staff feedback and check on staff morale.

The school's ongoing work with parents and the wider community is continuing to develop inclusive practice across the school. A new family liaison officer role has been taken on by the Nursery Teacher, supported by the Deputy Headteacher and Headteacher, ensuring all families are provided with appropriate support. The Nursery Teacher has run parental courses on anxiety (offered to all parents across the school). During the year parents have been successfully signposted to support available within the Local Authority and provided a 'drop-in' service for parents. The use of class emails, originally established during Covid has been implemented into general practice enabling highly effective communication between parents and the class teacher.

All staff are exceptionally proud of their achievement of gaining the Gold Rights Respecting School Award. The Rights Respecting agenda is very closely interwoven with the school's PSHE curriculum, wellbeing wheel, Meadows Mouse and the School and Eco Councils. Pupils can confidently articulate their Rights and are passionate about sharing their rights with the wider community. The Rights Respecting Video on the school's website, produced by the children demonstrates very clearly the positive impact the work on UNICEF is having in the school on inclusion.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Mrs Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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