



Assessor's Evaluation for the IQM CoE Award



School Name Meadowbank Primary School
Councillor Lane
Cheadle
Cheshire
SK8 2LE

Head/Principal Ms Janine Appleton

IQM Lead Ms Victoria Megram

Date of Review 25th February 2026

Assessor Mrs Sandie Isherwood

IQM Cluster Programme

Cluster Group Northwessians

Ambassador Ms Siona Robson

Next Meeting Spring 2026

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Summer 2025	06-23-2025	Yes
Autumn 2025	21-10-2025	Yes

The Impact of the Cluster Group (with details of the impact of last three meetings)

The school values being an active and supportive member of its cluster, Northwessians. The school and staff who have attended have benefited from membership in the group. The ethos of Meadowbank and how they are open to everyone, sees the staff enthusiastically wanting to work together with others, and values the sharing of practice others have presented. Having experienced these ideas in practice they have returned from cluster group meetings reflecting on their own practice and offering, so as to enhance it further. It was discussed that they themselves have much to offer their partner schools and should offer to host a meeting in the near future.



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Sources of Evidence

The school submitted, prior to the assessment documentary evidence, their Centre of Excellence Action Plan Self Review, this was reviewed and was highly detailed.

Strategic Discussions Held with:

- The Head Teacher, who is also the Safeguarding Lead.
- Deputy Head Teacher, who is also Curriculum Lead and Teaching and Learning Leader and Foundation Stage Leader.
- Assistant Head Teacher, who is also the Deputy Safeguarding Lead.
- SENDCo, who is also the Inclusion Quality Mark Lead.
- Class Teachers of which some were Phase Leaders and some held a Subject Lead role.
- Teaching Assistants.
- Governor who held the link responsibility for Inclusion and SEND.
- Representative from Outside Agencies, specifically, NHS Mental Health Support Team and representative.
- Deputy Head at another Academy Trust School.
- Parents, Carers and Guardian representatives.
- Children - representatives from various cohort groups.

Additional Activities:

- Scrutiny of key documentation and reflections of next steps in the COE Action plan.
- Scrutiny of the school website gaining further information support the school's inclusive approach.
- Parent Newsletters.
- An Impressive tour of the school environment was given by two Year 6 children.
- Experience of parents and children arriving at the school in the morning.



Evaluation of Targets for last 12 Months

Target 1: Work cooperatively to research, develop and embed a new approach to supporting EAL leaders during transition.

The highly dedicated and knowledgeable Inclusion Lead shared that the first target in the school's action plan this year was to work cooperatively to both research, develop and embed a new approach to supporting EAL leaders during transition. It was planned to be achieved through purposeful collaboration within the trust and the result would be the implementation of shared documentation and practice across the trust schools. As the assessor, I spoke at length with staff who had been members of the Inclusion and Diversity Community of Practice and responsible for implementing the action research with the wider school team. The group involved professionals from all the trust schools and through the collaborative working it was explained and evidenced how they had collaborated together to research current educational thinking in this area, undertook audits of current practice within the trust schools that identified strengths and weaknesses and then the team planned an action research informed approach across all the trust schools to improve practice and bring a consistent approach for the trust schools.

It was clear that Meadowbank staff clearly valued sharing expertise and how they were able to access high quality professional development as part of this group. The team spoke of now recognising and understanding how their EAL learners have a dual task at school; one of learning English and one of how to learn through English. Therefore, with this knowledge it was important for the group to ensure these children were given strategies and support that ensured taking account of this. It was also vital that as individuals they would be supported with the specific teaching strategies and resources necessary to access the curriculum so as to feel more included, leading to higher self-esteem and better academic outcomes. The group valued multilingualism as an asset and aimed to ensure that encouragement would be given to the learners to use and develop their full linguistic repertoire. They established high expectations of themselves as they developed documentation. One such documentation was entitled 'My First Half Term at School', now in place, an overview that would enable staff in their schools to have the knowledge to adapt provision to meet individual needs.

Staff shared a child's profile and their journey over the past year and how during their action research they were able to separate cognitive and academic abilities from English language abilities. Working with the child they saw how they may be fully capable of the cognitive and academic demands of curricula in their home language but due to their English language barrier could not show their skills in the classroom. As such there was a need to review assessment practices and refine these to be more effective and holistic so as to be purposeful, supporting early identification of individual needs and therefore allow them to plan effective targeted intervention. The profile shared further explained how the young person was assessed as a fluent reader but their understanding of what they were reading was not secure. Therefore, it was necessary to change practice and support so that they could give them specific 'language understanding' sessions. Regular, short and sharply focused activities were delivered with the individual, allowing conversation and discussion so the individual developed understanding of the meaning of words in the English language. They were encouraged



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to share their own home language word, in effect teaching others their language. The staff shared how their own ability to listen, speak, read and view, and/or write in the child's own language put them in a position of understanding the learning that takes place for EAL pupils.

The group, monitoring and evaluating individual schools action research were able to use the findings to promote inclusion and belonging, creating a resource for staff entitled 'Languages Spoken in My Classroom' resource. This resource was introduced to staff by the leads in the schools and has developed staff awareness of linguistic diversity and how to value this in a classroom environment, giving clear supportive strategies that can be used to support individual learners. It also became clear that the research group understood the importance of building strong reciprocal relations with families so that they could actively promote family involvement and mutual understanding, and built this into the project. The passionate staff were proud of the success that they had achieved at Meadowbank working on this target and their impressive case study displayed how active they were as members of the group. The Inclusion Lead shared how the trusts Inclusion and Diversity Community of Practice work has resulted in improved trust wide documentation and pedagogy, delivery of staff training, a staff resource bank for go-to support, and case studies that show how this sustained positive outcomes for EAL learners transitioning into the trust schools. The assessor deems this target to have been fully met and is now being enhanced.

Next Steps:

- To continue to evaluate and refine assessment and support strategies which will further embed this approach and sustain positive outcomes for EAL learners across the school.
- To adapt long-term and medium-term plans to seek opportunities to make cultural links within the curriculum.
- Seek further opportunities to seek parent voice so as to continue to improve the school offerings for EAL children.



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Target 2: Implement and embed new 'Assessment Blueprint' across all subjects.

Last year the team at Meadowbank had reviewed its assessment practices and captured a bespoke 'Assessment Blueprint' which supports teachers to implement assessment tools and approaches throughout a cycle of learning across all subjects. Therefore, the implementation and embedding of this blueprint was set as a target for this year. It had a clear outcome, to ensure that this coherent and consistent framework that underpins assessment continued to support high expectations of all children to achieve exceptionally well. This was to be achieved through comprehensive monitoring and reviewing activities and where necessary, assessment methods to be adapted to ensure consistency across assessment, reporting and professional dialogue. This whole school embedding of the 6 A's of assessment within the blueprint has seen staff working in coaching pairs to implement the new approaches and observe teaching within paired cooperative working. Progress has been evidenced and teaching teams can now identify the knowledge pupils are expected to have acquired in curriculum subjects and there has been a strengthened alignment between curriculum design, teaching and assessment.

With these assessment blueprint processes being seen to now be impacting working practices for teaching and learning, it is becoming increasingly visible within classroom practice. Therefore, this year a second arm of the target was set; to ensure children would know how they are progressing, have a good knowledge of their own achievements, and therefore be able to celebrate their progress on a regular timeframe. This work was undertaken by the strategic leadership communities partnership group of Deputy Heads within the trust. Meadowbank's Deputy Head and a peer from another of the trust schools, presented their work to the assessor. Their passion and enthusiasm for the reciprocal learning that had taken place and how they had developed the children's version of the assessment blueprint, and introduced this within school, was inspiring to listen to. They spoke of the explicit teaching opportunities that had been delivered across the school to support children's articulation of the 6 A's, enabling children to confidently discuss how they are progressing. This child-friendly version of the assessment blueprint is referred to with pupils within cycles of learning, further strengthening ownership and self-awareness of assessment. They shared how this ensures that 'assessment is collaborative', and throughout the assessment, the assessor was privileged to meet a number of children who could articulate the introduction of this blueprint. The leads spoke about how the children were not passive recipients in the process, but were empowered individuals who were engaging with feedback to fully understand their progress and what their next steps of learning were.

Following the discussion with the leads, a group of children confidently spoke and shared examples from their books. Impressively they shared how they understood why assessment was vital in their learning and not just the teacher's responsibility. How their teachers regularly planned using the 6 A's of assessment within their teaching and how they supported them to use their child's assessment blueprint so they could track their own journey of learning and achievement. It was delightful watching the children reflect back within their books and see the joy in their faces when they realised what they had learnt through the topic, how it had been revisited and secured over time. They also shared how assessment informs them and how they were expected to



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respond to the comments made by teachers, who where necessary, had modelled what a good one looks like or given scaffolding steps for them to improve.

Not being complacent, the Inclusion lead who also holds the role of SENDCo, shared how SEN support plans have also been adapted to align with the 6 A's. Seeing how the strategic and pragmatic analysis and articulation of practice improvement was working for their children, they had gone further still and reviewed pupil reporting formats. These are for parents and designed to effectively share with them the progress of children at the end of the year, not just academically but also their personal development and attitude to learning. This cohesive approach has been regularly reviewed and stakeholder voice taken into account to constantly improve practice as well as ensuring consistency and clarity for children and families. It has ensured that assessment reporting remains inclusive, positive and meaningful for all. The assessor deems this target to have not just been met but also enhanced.

Next Step:

Following completion of Embedding Formative Assessment project, ensure that we continue to align Assessment Blueprints with new approaches seen through the continuing reciprocal learning opportunities within the trust and its schools.



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Target 3: Further embed the Rosenshine exemplars of excellence, so that the teams' pedagogical knowledge consistently continues to build, and impact positively on teaching and learning within Meadowbank.

In line with the school development plan and following the school's 2023/24 whole school research project into the Rosenshine principles, the third target for the action project this year was to further embed the Rosenshine exemplars of excellence, so that the teams' pedagogical knowledge consistently continued to build, and impact positively on teaching and learning within Meadowbank.

The assessor spoke firstly with a group of teachers, Phase leaders and a Governor. It became instantly clear how all have been active participants in ensuring this target continued to have a high focus in their day-to-day practice. They explained how they had, now being 18 months into the use of these methods, valued how leaders had given time for the team to establish the methods and how they were now in a developing stage. They have been well trained and well supported to introduce the principles through a well-designed consistent approach into classroom practice, appreciating how the strands were modelled by senior leaders.

Following this they were given time and structures to work together undertaking peer observations, using the Rosenshine Maturity Model to evaluate their teaching practice and identify their next steps. The Governor responsible for overseeing this area of the school's work spoke of how regular reports were given to them, how they had been involved in learning walks and monitoring activities to see how this project is working, ensuring it was consistent within all classes, being progressively built upon within each cohort and having a positive impact on achievement.

Evidence shows the work has been rigorous at all levels. Those who were a subject lead spoke about how they have been given time to systematically evaluate progression documents to identify key milestones across year groups to ensure clarity and coherence in curriculum design and planning, and how they have introduced children to now undertake pre and post assessments. During the tour of the school the introduction of this was evident with pupils enthusiastically sharing their current 'Big Question' and how they were encouraged to retrieve and apply their knowledge across subjects. A group shared with the assessor a PowerPoint presentation entitled 'How the teachers at Meadowbank help me learn' and they could expertly use the Rosenshine vocabulary, giving excellent examples of how they use this in their everyday learning.

The impact of the introduction and embedding of the Rosenshine principles have been monitored and measurable impacts have been seen. The lead shared the impressive End of Key Stage 2 data from 2025, where Maths, English, Writing and SPAG results were all being above national averages. Staff share how Meadowbank is now a constantly professional learning team and how, "We all are constantly discussing with each other what is working well or what needs improvement."

From the tour there were calm, accessible and flexible classrooms where effective communication was central to teaching and where the teaching was adaptive, scaffolded and evidence-informed, as children were independently and confidently on their given



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tasks. There is truly a culture of trust, and all recognise that they are responsible to work together to remove the barriers to learning for children.

All professionals spoke with passion about getting it right for their children and how it is the theirs and the school's responsibility to adapt - not the child's responsibility to confirm. All children were accessing learning, and understanding what was expected of them, being able to express themselves with confidence when spoken with.

The assessor deems this target as fully met and also recognised how it is frequently revisited and reflected upon through the school's continual professional development programme to continue to enhance further.

Next Step:

To ensure Rosenshine Maturity Model is revisited regularly to continue to measure progress and continuity in teaching approaches between Foundation Stage, Key Stage 1/2.



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Target 4: Create and facilitate opportunities to engage parents about support on offer across the academic year.

Target 4 aimed to facilitate a breadth of opportunities for parents across the academic year. The Inclusion lead shared how a clear plan was put in place which offered a range of opportunities to engage parents, particularly those parents of recognised SEN and vulnerable children so that they were well informed as to what opportunities and support were on offer.

After a detailed and comprehensive discussion of how this target was approached with the Inclusion Lead, the assessor met with staff and outside partnership representatives. These professionals outlined in detail a number of the offers given to both children and parents through their effective working and delivery of the target actions. For example, a Well-being and Inclusion Fair was held at school which involved a number of wider agencies, such as Primary Jigsaw, Digital Inclusion and the Mental Health Team, showcasing their offers. This was met positively with a large number of parents attending.

The Mental Health Support Lead for Stockport area spoke about how effective this was and how they attend the school weekly to work with children and families. Sessions offered are both formal and informal, commenting on how well the staff at Meadowbank know their families and how they facilitate strong relationships and this in turn helps support outside agencies to plan and deliver focused sessions relevant to the families they serve. Examples of this were given as the recent parent training session held on 'parenting anxious children', SALT sessions, School Nursing and Family Help. Speaking with a group of parents they shared how the opportunities to get involved with school are well communicated.

Parents shared how they are kept informed of what the termly learning plan is, have Class Dojo as a communication tool, regular newsletters and are invited to parent's evenings. One shared how the children had been introduced to breathing and grounding strategies, and how this had been also introduced to them as parents. Another shared how impressed they were with the schools "open door, where concerns are dealt with quickly." They continued to share how all key staff are visible and approachable. Senior leaders meet and greet children each morning and are available to speak with them. Class teachers dismiss children at the end of the day and are available after school. All staff take time with them and this builds trust, which enables a more meaningful and trusting dialogue can happen.

On the day of the assessment, there was a Wellbeing assembly taking place where the children were encouraged, with support from adults, to lead it and was focused on sharing the schools recent project with the Mental Health Lead entitled 'My Place'. Here the children had created maps of places they belong to and places they feel safe. Parents speak positively on how many clubs are on offer to the children, the visits out and workshops brought into school such as the residential to Robinwood. Children confirmed this by sharing how they are encouraged to get involved, take responsibility for themselves and others. There is a culture of ambition at Meadowbank, sharing, possibility and building self-belief. The message to all is clearly that of being "You can be whatever you dream to be."



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The assessor deems this target to be fully met and work has already started to enhance this next year.

Next Steps:

- Further utilise parent forums and working parties to gain parent voice.
- Continue to establish training and parental engagement sessions that are purposeful and respond to the needs of parents and families.



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Agreed Targets for next 12 Months

Please note that all these targets have been clearly cross referenced to ensure the continuing enhancement of the eight elements found in the Inclusion Quality Mark criteria.

Target 1: Leaders to establish a systematic approach to monitor participation in extracurricular opportunities, assess the uptake from all groups and ensure access to all groups of children. Identify gaps to the offer and focus on any groups that need further development such as Disadvantaged Pupils.

Comments

The target was discussed showing how this was chosen and linked to the school development plan. Clear actions are planned and identification of when and by whom to achieve this. These had a clear focus on both the SEND and Disadvantaged children. There was a discussion with the assessor and Inclusion Lead which focused on the 'all groups,' following which, further groups were to be added. Groups were then discussed as to include: disadvantaged, double disadvantaged - that which included SEND and PP children, boys, girls, EAL and those children who may be financially disadvantaged in the recognised current cost of living crisis we find ourselves in as a country. Further discussion also talked about specific focus on residential uptake. All of these could follow the same actions planned and would capture full inclusion research of the 'all groups' target. The Lead will consider the suggestions as this will provide richer evidence being provided at the next review.

Target 2: To further build on the existing children's leadership pathway, implementing key roles for children across all subject areas facilitated by curriculum leads. For Upper Key Stage 2 teaching team to lead on whole school project implementing house system to encourage a sense of belonging and a shared responsibility to work towards successes through whole school collaboration.

Comments

Discussing this target, which is in fact two in one, it became clear how the Inclusion Lead was skilled in ensuring all within the school team felt involved and empowered to contribute to the continuing work of retaining the IQM award. This target has already been started and focuses in cohorts from Reception to Year 6. It aims to build in a progressive plan of leadership skills and knowledge for the children to gain over their time at Meadowbank. It will have a strong emphasis on ensuring children have a voice and become leaders of change. The children will have a passport to record their journey.

The assessor discussed how this could be enhanced by considering asking the team to build in how children's experiences beyond the school environment, such as members of Scouting, Guiding, Sports and other groups that build leadership skills and knowledge, could be celebrated on the passport and therefore reinforcing how learning is lifelong and spans beyond the school gates. The lead will discuss with the team and consider the suggestion being included in the forthcoming year's work.



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Target 3: Following the publication of the 2026 White Paper, review current parent views and voice, with a focus on those parents with children with identified needs. Make improvement where necessary that consider the recommendations made in the paper to generate new documentation that captures transition process and SEND support at Meadowbank.

Comments

This target was discussed, originally it was to continue to capture parent feedback and ensure parent friendly documenting being inclusive for all. It was felt that the wording could be changed to reflect the current educational national picture, that of the White Paper just being published. The paper will be foremost in leaders' minds this year and will align well with the chosen topic. It will also enable the work that the leaders will do at MAT level to be included in the evidence and the assessment work that the school is continuing to focus on from the success seen on this year's work. There was also a discussion with the assessor and lead of the introduction of a possible flow-chart at the beginning of the key policies for Inclusion and SEND, which can due to the comprehensive nature of these can be long, and allow a key for parents to follow a path which is more relevant for them to gain information in a more friendly way. The lead will consider this suggestion.

Target 4: To continue to ensure that our curriculum is enhanced wherever possible so as to underpin teaching and learning.

Comments

Discussions were shared on how the school is engaging with a number of different outside partners to enhance the offer to their children, such as using the IQM eight elements criteria to improve practice and their journey on the Rights Respecting School Award which they currently hold at Bronze level. The target plan has key actions which again involve the whole school team and parents that will enhance the curriculum offer in school. More importantly it links with their ethos that all differences are both accepted and equally celebrated in school. They intend to work on strengthening their inclusive practice and global connections through getting involved with local partnership projects such as food banks and children's services work. Planned activities to engage with events such as Children's Rights Week, Fair Trade Fortnight, Refugee Awareness Day, Save the Children, Water aid and UNICEF, aimed to encourage children to lead campaigns or fundraising activities, highlighting to them through everyday practice the rights of all and the importance of celebrating diversity and being equal in a global community.



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Overview

Meadowbank Primary School continues to be a large popular primary school serving 427 children and their families in the Centre of Stockport, Cheshire. It is at the heart of its broad and diverse community and moreover, one that continues to ensure that the community it serves, acts as the heartbeat of the vision and ethos of the school. The academy continues to be proud member of the Education Learning Trust, where through shared commitments to children leading learning, and research based adult professional development through collaborations and reflective practice. Since the previous assessment all staff continue to grow and be highly committed to the aims and ethos of the school, and are dedicated to developing the full potential of all, one that allows all to “flourish and inspire”. The school’s provision is expertly tailored to meet the specific needs of all pupils so that they start to make at least good or better progress from the moment they join the school. It is a “friendly, vibrant, and superbly inclusive primary school”, where pupils are challenged to be aspirational, one where they support individuals hopes and dreams and guide them as they search for their pathways to success and fulfilment.

The whole school learning environment is constantly being improved and while building work is being undertaken, this is effectively managed so as not to affect the day to day running of the school. They are now benefitting from well-designed areas that create a nurturing and inspirational learning community for their children. Areas that encourage and support all areas of the curriculum and the gaining of life skills, for example, the new home economic kitchen teaching area, where groups of children can join together to learn about keeping healthy and cooking nutritious food. Creating the environment which is calm and inspiring shows how as a staff, they are committed to removing barriers to learning and have the highest expectations of each other, recognising each pupil as an individual, celebrating the diversity of the local community, and treating everyone with the utmost respect.

Every area is superbly inclusive, demonstrating that being inclusive truly underpins everything that happens in the school. Everyone involved with the school, including Governors and parents, is actively engaged in enacting their inclusive vision, and every member of staff has a responsibility to ensure everyone is included. This is at the heart of their superb ethos and vision, where staff work tirelessly to ensure that successful outcomes happen, with interventions and strategies evolving and developing, staff continue to “know their pupils, families, and community” very well and there is a relentless drive to ensure all are helped to succeed.

The school has a committed Headteacher and School Leader. Her vision is to ignite a love of learning that enables everyone to achieve their potential. Through every action and leadership behaviour, she models her aim for all her team to provide excellent teaching and genuine nurture that will enable all the children in Meadowbank Primary School to be happy, resilient, creative lifelong learners and leaders of change who have the skills, knowledge, and passion to change the world, therefore leaving a lasting legacy.

The Governing Body at Meadowbank have clearly understood core functions, these being: ensuring clarity of vision, ethos and strategic direction, supporting and



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challenging the system within the school and ensure clear financial performance. Members hold specific responsibilities, sharing workload, and being well trained and knowledgeable. They shared how they play an active role in inclusion, receiving regular updates and are welcomed in to monitor alongside staff to provide the challenge and support necessary to uphold the inclusive values. Staff spoke how monitoring and evaluating focused on development and support, not accountability alone allows all to work with respect and trust. From speaking with leaders, it is clear that Pupil Premium and other identified funding are used creatively to support learners and ensure value for money in terms of their progress.

Meadowbank Primary School displays very strong inclusive identity that permeates all aspects of the learning environment of the school. There is a great energy across the school based upon a shared view that learning together is an adventure and through adults fostering a strong inclusive ethos, children at Meadowbank are confident and articulate and demonstrate excellent knowledge and understanding appropriate to their age and ability. Teaching is inspiring and actively engages pupils who demonstrate outstanding behaviour and a desire for learning across the school. Display boards are immaculate, and contemporary, and often contain objects that both stimulate discussion and enhance the learning going on. Throughout the assessment it was clear the pride staff feel in creating the environments and the impressive way that they role model the inclusive values, how regular CPD ensures that staff understand how to meet diverse needs and how they engage with their colleagues, the children, and their families to meet their needs, often going above and beyond what is expected of them. It is clear that this is achieved through the strong and trusting partnerships they have with families and carers, who spoke of the school providing excellent levels of advice and support.

There is a multi-generational family-oriented approach and feel within the school, where everyone understands their role but is approachable and works in collaboration to achieve successful outcomes. Parents spoken to shared how their voice is gathered in a variety of ways; discussions, parent meetings and questionnaires. More importantly they share how their voices are; "listened to, and in doing so it results in the right support, at the right time, being given for me or my child."

Sharing time with the Inclusion lead and staff, it is clear that working on the Centre of Excellence Inclusion Quality Mark project this year has further developed the mindset of the school with a range of creative and 'outward looking' ideas. They truly believe that support for each other and collaboration are key to everything that happens at the school, as is liaising with external partners and agencies to ensure all aspects of wellbeing for their children's lives are met. Meadowbank staff rightly prides themselves on the superb pastoral care they offer, actively promoting equality and diversity, they are a welcoming, superbly inclusive and extremely caring school. Everyone involved at all levels is fully committed to maximising every opportunity that networking can bring and they are a progressive and boundary-pushing school, a school who shows how they are prepared to do whatever it takes to overcome any of the barriers they see.

Discussions with the IQM key lead during the review confirmed that the school continues to successfully address all eight elements of the IQM award. They presented a PowerPoint with impressive examples on how they had continued to enhance them. Evaluating the current action plan targets, all of which have been met and continue to



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be enhanced, it was evident that all teaching and non-teaching staff feel they had contributed, feeling well supported by the leaders and feel that they have opportunities to contribute to progress. They speak how the school is extremely inclusive and is a gigantic family. The meetings with the staff demonstrated their professionalism, enthusiasm, inclusivity, and passion for teaching and education. It is clear that everyone involved with the school is highly invested in providing the best possible experience for their children. They embrace every child's identity and experience, all in the school are respectful, kind and cooperate with each other, behaving in this way has an enormously positive effect on their peers and their children and is something they are rightly proud of.

It was a pleasure to complete the assessment at Meadowbank Primary School and thank them for the impressive, professional way that they approached it. The organisation of sharing evidence was through a variety of ways, allowing a full picture of the school working to be experienced. A strength was also in the way staff confidently allowed the children to take a leading role in doing so. Meadowbank continues to move from strength to strength in terms of its superb inclusive practice.

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 Sandie Isherwood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann
Chief Executive Officer
Director of Inclusion Quality Mark (UK) Ltd