



Report on IQM Inclusive School Award



School Name: Meadowbank Primary School

School Address: Councillor Lane
Cheadle
Cheshire
SK8 2LE

Head/Principal Mrs Janine Appleton

IQM Lead Ms Victoria Megram

Assessment Date 21st and 22nd January 2025

Assessor Mrs Sandie Isherwood

Sources of Evidence:

The school submitted, prior to the assessment documentary evidence, this was reviewed and was highly detailed, demonstrating a strong rationale for undertaking the IQM assessment and commitment to achieving it.

Strategic Discussions with:

- Headteacher who is also the Safeguarding Lead and IQM Lead.
- Deputy Headteacher who is also the Teaching and Learning Lead.
- Assistant Headteacher who was also a Safeguarding Lead.
- Inclusion Quality Mark Lead who was also the SENDCo.
- Phase Leaders.
- Resource Base Lead.
- Class Teachers.
- Curriculum Development Lead and various curriculum subject leaders.
- Medical Needs Lead.
- Governors who also held link responsibilities.
- Teaching Support Professionals.
- Pupils.
- Representative from Outside Agencies, specifically, NHS Mental Health support worker.
- Parents, Carers and Guardians.



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Additional Activities:

- Scrutiny of key documentation and reflections of next steps.
- Scrutiny of the school website gaining further information supporting the school's inclusive approach.
- Staff and Parent Newsletters.
- Tour of the school environment, experiencing the lunch hall and playground.



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Overall Evaluation

Meadowbank Primary School sits just on the outskirts of the centre of Stockport, Cheshire.

The school is part of the Education Learning Trust, which has a vision as a family of schools to empower everyone and achieve. They are also committed to collaborating and supporting each other through shared commitments to leading learning and research-based adult professional development through collaborations and reflective practice.

Meadowbank was a founding school of the Trust and builds on this vision, encouraging all to 'Flourish and inspire,' to be 'Lifelong Learners, Leaders of Change and create a Lasting Legacy.' Following these key values, they are relentless in the quest to promote a fully inclusive experience for all.

Meadowbank is a large primary school with a Nursery attached, serving 434 pupils and their families. This brings a diverse range of needs for the school to provide for, and leaders and their team have an impressive and innovative belief that inclusion is a natural occurrence within the school and that their inclusive practice can always be improved upon year after year. They never sit on their laurels, and they treat all pupils individually, developing their sense of worth and confidence and encouraging unique talents to flourish in every pupil.

It is an exceptional school that, having gained an impressive reputation year after year, is now enjoying teaching children who are third generations of families. This demonstrates how well it has and continues to serve its community.

A parent said that it is: 'A wonderful school offering so much more than others in the area. Children and their families are made to feel so welcome and shown that learning really can be fun.'

As you learn more about the day-to-day experiences and opportunities offered in the school, you find that all professionals and pupils are pushing their limits to innovate the best academic practice and realise their vision for educational excellence. The school is described by a stakeholder as an 'engine of opportunity where everyone supports each other and as a team, we discover what's possible.'

There is no doubt that the passion and determination of the professionals in the team to work as one shines through, creating a totally inclusive and nurturing environment. Through this big-hearted approach to ensure that there is equality and diversity for all, pupils are learning to be brave learners who are inspired to lead remarkable lives.

When the Headteacher introduced her team, they were described as a 'talented team, pioneers in ensuring that everything they do is effective.' This became obvious, as throughout the assessment day, there were meaningful conversations with talented professionals all working to ensure their pupils were excited and well-supported to learn. They show pride and enthusiasm, appreciation of being given the opportunity to lead an area and did so displaying a great passion.



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All pupils, regardless of their needs attending the school, are offered a wide range of experiences, broad and meaningful, that celebrates their individuality, with challenge that inspires them to be the best that they can be. Enjoyment from all, at all levels thrives in this school, which allows them all to see a view of the whole world and different cultures; they have created links with global communities in New Zealand and pupils writing to share experiences with pen pals in France.

Staff morale is high, and all professionals feel well supported and empowered to lead their areas of responsibilities; they have strong aspirations for the school to succeed. During this year, the Inclusion leads have ensured that there was attention to detail within the Inclusion Quality Mark project and its self-evaluation. They have ensured that all 8 elements of the IQM award were implemented and evidenced to an impressive standard. The whole team was well prepared and totally dedicated to supporting the school to pursue achieving the award and show how doing this aligns with the goal of 'every individual child or adult at Meadowbank is supported to meet their potential.'

Diversity and uniqueness are celebrated as focused attention is paid to the needs of specific groups of pupils. It was impressive to see that curriculum materials in all subjects show positive images of disabled people, women and men in non-stereotypical gender roles and of people from a wide range of ethnic, religious and cultural backgrounds. This is well supported by impressive international links being planned within the curriculum, 'Big Questions' posed to the pupils.

All pupils, regardless of their needs attending the school, are immersed in a wide range of experiences based on the Big Question and these broad and well-planned meaningful experiences celebrate their individuality. This in turn brings challenge that inspires them to be the 'best leaders of learning and change' that they can be. Enjoyment of learning and leading is at every level thriving in this school, allowing all to see themselves as someone who can, through their knowledge and actions, change things and leave a lasting legacy for others within Meadowbank, its community and the wider world.

Pupils say that learning and teaching at Meadowbank is amazing and fun. They speak of how the adults in school are helpful, not strict, but firm and fair. They talked about how they are encouraged to be 'big-hearted', a comment given from a pupil was that: 'Everyone is included here; we are kind and caring to each other, and if anyone needs help, we tell a teacher and we all help them; we believe in everyone.'

They spoke of the wide variety of trips, such as the visit to Robin Hood, to the theatre to see War Horse, visits from authors, scientists and other experts to school, developing physical skills with SHAPES sporting opportunities and events and how everything is connected in their learning.

They develop good leadership skills in various roles, for example as Wellbeing Champions. They spoke highly of how their grounds included different areas for games and areas for reflection and meditation.



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During discussions with the pupils, their confidence, insight, maturity and pride in their school shone throughout. It was humbling to hear how much they loved the school and how many memorable experiences they have had from being a pupil there. It is obvious that pupils and staff at Meadowbank appreciate and have a capacity to listen to each other. A number of pupils, when asked what could be better, commented: 'Meadowbank is just perfect.'

While they are within the Education Learning Trust, a local Governor board supports Meadowbank. Speaking to representatives of the board, it is clear that they are highly knowledgeable and play a full and active part in the life of the school, all having link roles allowing them to speak with passion and commitment to their belief that the voice of their pupils is integral to the ongoing development of their vision. Monitoring is planned and robust; they each take responsibility for their own particular focus areas and work as a team to ensure every area within the school is reported on at meetings and constantly challenged to improve.

A Governor who had been involved with the school for several years spoke highly of the journey the school is always on and how they see clearly how school self-evaluation and monitoring is robust and multi-layered. Meadowbank lives and breathes 'inclusion'. There is a strong, inspirational, cohesive group of professionals who continue to go above and beyond to ensure the values of the school are truly shared and not just seen on paper.

While we currently find ourselves living in an ever-increasingly hectic world, with all the associated pressures, it is clear that at the heart of Meadowbank Primary School is 'inclusion'. Through their rigorous and relentless drive to provide the best experiences for their pupils to move year on year from strength to strength, allowing them to share during the assessment an exemplary approach to inclusive practice.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years.

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 would be subject to annual review from this point forwards.

Assessor: Mrs Sandie Isherwood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

At Meadowbank Primary School inclusion is evident and central to the school's ethos. They have over the time become renowned for its inclusive reputation, creating a highly inclusive ethos that is held in high regard in the local authority and more recently the Education Learning Trust community.

Every day they passionately promote their vision, the importance of collaborative and productive partnerships with all. Their vision recognises that each child is on their own bespoke journey, and this means that inclusion is a lived reality, so that every child is recognised as on their own bespoke journey and that school must enable them to thrive and succeed allowing them to flourish and inspire.

The team works tirelessly through regular, effective action research and dissemination of findings of this, to ensure that they overcome any barriers to learning, it is impressive to see all staff fully engage with this impressive inclusion agenda.

Discussions with staff saw them share that there is a holistic and collegiate approach to inclusion and any opportunity is seized to celebrate the diverse community of pupils they serve. Leaders and governors show a clear self-analysis of needs within the school that has led to detailed submission from the current Inclusion Lead of how they meet the 8 elements of the Inclusion Quality Mark.

It is also obvious that it was produced through a collegiate approach and this passion for inclusion throughout the school community is shared. The school vision and values are well understood by all stakeholders and clarity in communication and effective delegation is seen. All staff take a lead role in being effective role models for inclusion, they spoke clearly of their ownership on meeting needs of individual learners in their care.

Pupils believe strongly that their voices are heard. All within school are spoken of as leaders, encouraged to work in partnership to analyse strengths and needs across the school identify together future priorities. Once identified all are accountable for inclusion priorities and it is impressive how all recognise this responsibility. Everyone is 'walking and not just talking inclusion' in all they undertake.

It has been recognised by the leaders of the school that it is important to work with the Trust vision, that of to empower, collaborate and achieve, showing all that they are part of a bigger community while also ensuring that they retain their own autonomy. There was impressive work done with the support of a poet visitor to create a poem and visual display keeping values in mind at all times.

The vision also has a strong focus in ensuring support for both staff and pupil's Mental Health and Wellbeing and it is an integral part of the school ethos. They have developed, through consultation a Mental Health and Well-being clear proposed journey should anyone need support, a clear route through an extensive offer.



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Policies are clear and communication of the school's vision and values are regularly shared through different communication tools: displays, newsletters, leaflets and the school website. Meadowbank is meeting this element of the IQM award in an impressive way, and it is evident that their strong inclusive vision permeates through daily, the workings of the whole community. Leaders have judged the current practice to be Grade 1 on the inclusive practice grading; the assessor supports this.

Next Steps:

- To embed, utilising the relevant documentation generated through collaboration working within the trust, a new approach to supporting EAL learners with transition to an education at Meadowbank.



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Element 2 - Leadership and Management and Accountability

The strong leadership from the Head of the school and the Inclusion Lead/SENDCo is skilled and caring, and they have an ambitious and very clear vision that sees them leading a larger inclusion team. They show an impressive capacity to build strength in the skills and expertise of their staff and exude a climate of qualitative aspiration.

Vigour is evident in these leaders and this underpins action, they are opportunistic in their capacity to seize additional extended learning and involvement with its wider community. It is clear that they effectively ensure staff deployment and designation is flexible and pertinent to identified pupil needs.

Inclusion team roles and responsibilities are clearly defined and the skilled and insightful support shown to team members give those members a strong feeling of confidence and from all discussions during the assessment it was evident that staff feel valued and have a strong sense of on-going improvement, high morale and shared purpose in the school community.

Further links with schools in the Education Learning Trust enable excellent action research and dissemination of good practice to take place. The assessor during the day through discussions quickly realised how the staff are a credit to the school in the way they go around any problem that may be presented to them and build effective relationships with individuals quickly.

The Governing Body is fully involved in the life of the school: they provide appropriate support and challenge and share its high aspirations for all pupils. They have strategic vigilance to ensure accessibility to learning, for all pupils.

A committee structure functions well, with members, including parent governors, visiting the school with a specific focus according to their designation and reporting back to governors' meetings. They are able to ensure their skills are utilized appropriately while they challenge with care.

The members of the Governing body are recognised as passionate about inclusion and bring a wealth of knowledge to their role, which both endorses, upholds and supports driving the inclusive ethos of Meadowbank. Staff spoke how governors were supportive and there when needed.

Impressive policy to practice, strategy documents, self-evaluation and monitoring procedures on all aspects of school life is shared regularly with all stakeholders. This is used to both support judgements and challenge the school in its practice, to then drive improvement.

There is a clear direction known of what progress the school needs to make, and this element of the award is effective, therefore the assessor is in agreement in the school's own judgement of Grade 1 category.



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This is due to the impressive way that the school leaders have implemented the school CPD and coaching programme, how they will go 'the extra mile for those who need it', listening and realising the causes to then provide the extra that makes the difference.

Strong relationships are a strength of the school, they understand and value all and the role they have in their 'interdependent team.' They are never standing still and display high expectations of all and a strong desire to improve together.

Next Steps:

- Implement the school's assessment blueprint so that all pupils achieve exceptionally well.
- Implement the Rosenshine exemplars of excellence, so that the teams' pedagogical knowledge and content continues to build and develop overtime, impacting on learning and teaching across the curriculum.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

There has been a full redesign of the curriculum to reflect the new expectations and as such it has undergone an extensive review. There has been a need for a strong sense of teamwork within the school during this task and it has contributed to high morale amongst the staff.

The curriculum is exceptional, child-led beginning with the needs of each learner. It begins broad and is developed to be sequenced over time in each subject, taking account of the key progression of skills, knowledge and vocabulary grids that pupils need to know. It takes account of barriers pupils face, and they now enjoy learning through an inquiry-based, half termly 'Big Question.' An example of such is 'What is a Natural Disaster?'

Initial planning for learning starts using the National Curriculum, but then planning is driven by the children's questions and curiosities which are captured using the pupil agency planning guides. This enables them to use their knowledge, skills and understanding already known to develop while seeing the connectivity between their ideas and new learning. They are encouraged to apply learning to real life contexts in our ever-changing world.

Teachers facilitate the clear planning to include visits to give real life experiences and addresses the local, national and international study through impressive inclusion of global learning. All learning has been celebrated by impressive displays in and around school. Staff spoke how the 'carefully designed curriculum enables our children to become caring, critical and creative learners: their own experiences and culture is fed into all of our curriculum planning'.

This approach to offering key enquiry questions for curriculum design gives the pupils a clear purpose for learning, clear planned pathways to learn, with regular clear assessment opportunities that ensuring progress or adaptations to be made quickly should the need arise.

During the self-evaluation process it became evident to leaders that pupil's reading skills were often a barrier to their learning, so they have worked to ensure adaptations to this area was incorporated into all aspects of the curriculum in a fun way.

There is now a breath of opportunities to teach the skills of reading while promoting a love of reading. High quality reading texts are linked to the 'Big Question' and specific reading skill-based lessons allow the children to learn the 6 VIPERS reading skills from KS1, these being: vocabulary, infer, predict, explain, retrieve and sequence/summarise.

KS2 pupils are encouraged to develop to use PEE: point, evidence, explain to support their development of inference, moving onto the full PETER, point, evidence, technique, explain, reader in Year 6. If necessary, intervention and booster programmes such as the 'FFT Lightning Squad or Project X are facilitated by a skilled adult.



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This curriculum approach is also enhanced by the school 'Flourish Strategy', where motivational, inspiring and enriching opportunities are planned for each year group across the year. Risk taking is encouraged and gives challenges with care; in doing so it both inspires and prepares pupils for success in the modern world.

Enhancement through the Flourish Strategy provides a wide range of invited visitors to the school, going out on day trips to Manchester Airport, Sea Life in Manchester and engaging with internally planned events such as the school's career week.

Extra-curricular activities on offer, include sport, drama, choir, French, Kids Lingo, Archery clubs. Before and after school, HAF holiday activities and study club extends the school offer to meet the needs of working parents.

Regular self-evaluation and monitoring ensure the offer is available to all, with encouragement given if necessary to individuals who may need to break down any barriers to attending. The school grades this element as 1; this is supported by the assessor.

Next Steps:

- Leaders to establish a systematic approach to monitor participation in extracurricular opportunities, assess the uptake from all groups and ensure access is by all groups of children. If necessary, identifying gaps to the offer and focus on any groups for example the Disadvantaged Pupils and support them further.



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

The Inclusion lead shares how teaching and learning has undergone some major action research through the trust's community learning groups. She shares how the current teaching and learning focus was to consistently embed 'Rosenshine's Principles of Instruction', across all subject disciplines. There is now a strong understanding that most effective teachers ensure pupils efficiently acquire, rehearse and connect knowledge. Through an appreciation of the research work from Rosenshine, these Principles of Instruction have been introduced at the planning level and underpins pedagogy within Meadowbank.

This knowledge then means teaching and learning methods can be adapted to different strengths, requirements and learning styles and professionals model the required inclusive approaches and methodologies in each lesson. There is a focus on learners' capacities and aspirations when planning teaching activities. This holistic and social skill building is essential understandings for staff when selecting approaches to learning and teaching.

Examples seen were teachers using interactive approaches, oracy and drama, kinaesthetic and multi-sensory experiences, technology, outdoor learning and enquiry-based explorations. There was evidence of ensuring introductions in lessons bridged back to prior learning and use of metacognition strategies such as no opt out, choral response, visual indication of understanding and cold calling to ensure all learners are actively engage within lessons.

Assessment is ongoing and supportive, so this leads to leaders and staff working together to create a 'high-participation, low-shame culture environment where children feel empowered to have a go, take risks and make mistakes.' Pupils are encouraged to take responsibility for their learning as challenges are available in each lesson and planned with care for children who are working above the age-related expectations to develop their mastery further as well as those who need scaffolding to support. Achievements are celebrated in many ways, including through Class Dojo, assemblies, certificates, and display.

The learning environment is creative, inspiring and vibrant. It is consistently used to promote children's creativity and there is a consistent theme of natural resources which supports no over stimulation. Learning is enhanced through eye-catching purposeful displays and beautiful artwork throughout the school. There are examples of celebrations of work and achievements of pupils as well as displays to support learning, motivate and share expectations of what a good learning looks like, it encourages individuality to shine through.

The layout of each classroom is carefully planned to meet the needs of all pupils, adapting to meet both physical and emotional needs. The school is very well resourced, and it is clear that they are used effectively to support learning as well as engaging pupils in home learning. The range enables staff to meet pupils' additional needs, including the needs of pupils with SEND, who are extremely well provided for in mainstream classes as appropriate such as the use of support staff to provide excellent support for pupils in the classroom or in intervention groups.



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The school closely works with their support network and makes excellent use of outside agencies and specialists to enhance its work. If specialists visit and advise further resources, the school is quick to ensure they are purchased so that those who require them are swiftly supported.

Teaching and support staff are enthusiastic in their work and accept constructive criticism readily to improve their pedagogical skills through trust and confidence in the supportive monitoring and coaching timetable that they are offered. Leaders and Subject leaders take a more rigorous approach to monitoring their chosen subject. This has ensured that their subjects are being covered in school and all children are able to access the curriculum. This is done through book looks, learning walks and pupil voice. The school grades this element as 1; this is supported by the assessor.

Next Steps:

- To further embed the Rosenshine exemplars of excellence so that pedagogical knowledge and content continues to build within the teaching staff and is disseminated to support staff so as to have maximum impact on learning and teaching across the curriculum at Meadowbank.



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Element 5 - Assessment

At Meadowbank, assessment information is seen as only being accurate and valuable if it is the result of a rich and immersive learning opportunity. Undertaking a review and implementing action research the school now have captured a bespoke practice, the 'Meadowbank Assessment Blue Print'. This supports teachers to implement assessment tools and approaches throughout a cycle of learning, across all subjects. The holistic approach takes account of learning but also supports knowledge of the wellbeing of learners. It is based on utilising the '6 As of assessment: Attain, Attend, Aspire, Acquire, Apply and Approach.'

A variety of assessment tools are used to ensure that they are inclusive for all children, such as Salford and PIRA Reading assessments, emotional regulation framework, White Rose Maths assessment papers and Typical Talk at Primary School assessment tool. There is a strong belief that it is about engaging pupils and making them feel secure and that they have a say in their own learning.

It was clear during the visit that assessment observation and monitoring policy and processes are rigorous and there is a capacity to identify areas which pupils are curious to learn more about and to ensure that they avoid going over familiar learning. Staff cascade information regularly within the team being deeply passionate to give pupils their voice, as they know that this empowers them. They understand that allowing this means they can create equal opportunities for pupils to express what they have learned and continue to make progress further.

An innovative use of 'learning journey slides' are used at the start of every lesson ensure learning intentions and success criteria are understood by pupils who were keen to share these with the assessor.

This system and methodology for tracking learners is an on-going, progress and achievement is assessed during informal assessment tasks and formal weeks, this begins in the Early Years. For example, Welcome screening is used on entry and then continued with Development Matters, this is logged into Sims tracking sheets, enabling rates of progress to be colour-coded and any concerns highlighted. This continues to be built on during KS1 and KS2 and any slight dip in individual's learning is quickly identified, allowing the identification of gaps and the planning of effective learning opportunities to address them.

All senior leaders closely monitor children's progress alongside staff in the 'Pupil Progress Meetings,' to identify and track individual needs and analysis of EAL, SEN, PP and more able students takes place as a matter of routine. The strengths and weaknesses analysis details where children have been allocated to specialist intervention groups as part of a plan of support to be implemented and is continually reviewed using the Standards review meetings.

Provision maps illustrate the support and interventions each child has received and the impact this has had. Similarly, Behaviour Support Plans are shared with relevant staff and monitored. There is a commitment to ensuring bespoke timetables for individuals are in place to ensure teaching opportunities are well matched to learning needs.



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The school also works with outside agencies, which enables a wider comparative platform. Senior leader from within the multi-academy trust regularly meet to discuss the data throughout the school support given where required. An example of this may be the offering of further TA support to ensure that learners are targeted appropriately. Staff in the relevant year groups are exposed to moderation training, attend standards review meetings, sharing evidence to ensure that teacher judgments are accurate and consistent throughout the year group and schools within the trust. The lead grades this area as Grade 1 and the assessor agrees with this.

Next Steps:

- Continue to embed the school assessment initiative - 6 As of assessment and ensure that the children know how they are progressing and have knowledge of their own achievements, underpinned by the pupil version of the assessment blue print.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behavioural expectations of staff and children are encompassed within the school's vision and aims and are clearly displayed throughout the school. The school has high expectations for pupils' behaviour and conduct and the effective policy and systems in place promote this well. Behaviour throughout the visit was a strength of Meadowbank.

This is because the well-developed behaviour policy is focused on the school's four main values and not just rules for rules sake. It takes account of the diverse cohort of children who show both strong attitudes towards behaviour and some extreme challenging behaviour. All children are expected to be 'Successful, Hopeful, resourceful and Caring.' These are then broken down further into more specific detail around expectations and processes support such as reflective conversations through solutions-based approach to promote positive relationships, LEAF and CHAMPS which ensure high expectation for behaviour on the long corridors.

There is strong cross over in place to the 6 A's approach when assessing, this being children's attainment and attitude to learning in lessons. Children are leaders with clear roles and support this strong framework for the behaviour system in school. Children earn rewards through excellent behaviour attitudes and points are also given as a personal incentive. Depending on the number of points earned the children receive awards from their class teacher and other are special rewards presented in assemblies. The overall aim and focus of the behaviour system is to reward and celebrate positive behaviour whilst trying to pre-empt any poor behaviour.

Meadowbank successfully creates an environment of enthusiastic learners who take pride in what they do and strive to meet the high behaviour and aspirations which are modelled by the adults daily ensuring that they are the role models that many of their children need. There is a demonstration of a shared ethos of respect within the understanding of inclusion and the school caters for several children with recognised special educational needs expertly.

External reviews show that there is no discrimination in school and that all work and play harmoniously together. Pupils show respect for differences and are keen to talk to each other about their own experiences, they are learning how to contribute to a wider society through a well-planned PHSCE curriculum which is underpinned by the British Values and Protected Characteristics.

Pupils report that they are confident they know how to recognise bullying or harassment and 'when they see this happening in school, they tell an adult'. Anti-bullying week and e-safety assemblies are used to introduce pupils to the importance of this area of work in the school and visual displays around school give children the confidence to know they have someone they can speak to if they need to.



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Pupils shared how they can take responsibility within school with a variety of roles, wellbeing champions, eco warriors, health and safety leads speaking highly of how this allows them to be involved and more importantly have a voice. A strength of the school is how they are learning the children to understand how they too are responsible for their own learning and wellbeing and how they present to others. Healthy lifestyles are promoted across the school for all and last year the school achieved gold in the Tooth Safe Award and badges are gained for making healthy choices to walk to school.

Achievements both in and out of school are shared and celebrated and staff are very proud of their pupil's achievement. They also talk how they have supported further by seeking new ways of securing further opportunities and better support for them. All these strategies used contribute to nurturing emotionally secure and resilient pupils.

The school has great diversity amongst its staff and children. Pupils grow and learn alongside those with profound and complex needs and disabilities, showing them kindness, empathy, and friendship. Staff show that they have high aspirations for all pupils and motivate them to achieve positive outcomes.

Effective systems are in place to promote attendance, and if poor attendance is seen, then the highly effective pastoral lead is quick to step in with effective resolutions that support the pupil and families. The assessor agrees with the Grade 1 given by leaders in this element.

Next Steps:

- To further build on the existing children's leadership pathway, implementing key roles for children across all subject areas facilitated by curriculum leads.
- For the 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.



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Element 7 - Parents, Carers and Guardians

Parents and families are key partners in the development of an inclusive school at Meadowbank and all strongly believe strong relationships with them are the key to success for all. They engage well in partnership with parents and have an impressive communication system. This is an excellent feature of the work of this school, having impressively designed a single A4 sheet to share with families how they communicate with the whole school community as well as individual families.

They take time to understand individual needs of parents and families seeking to help them wherever possible. They have an 'open door at any time' ethos, are visible to parents which allows them to speak regularly and gain confidence, once this is gained, they listen and then provide advice and support. It is clear they are highly regarded in the community as many spoken to spoke how they were the now bringing the third generation of family members to Meadowbank.

Parents spoken with commented positively about the school's supportive and caring ethos, particularly valuing the attention the school gives to the individual needs of their children. Communication with the school is excellent, informal contact in the playground, regular parent newsletters, parents' evenings as well as events such as SEND coffee afternoons.

More recently the school seeks and listens to concerns raised so as to provide a consistent fair approach for parents and carers. The school website is a wealth of information, giving curriculum and school information as well as encouraging families to get involved both in the wider workings of the school and events within the local community.

A parent shared how they chose the school via visiting the website during the COVID pandemic as visits were not allowed and how they have 'delivered what they say they will to a high standard.' Another simply shared: 'This school goes above and beyond, always available and happy to help, no matter what time you ask.'

Parents shared how staff understand the dynamics of the community they serve well, adding that the sensitive way in which the school recognises those who find it challenging use their strong relationship with them to help them to engage with services and groups in the community who can support them.

The school meets the individual needs of all families, successfully, an example being that they put on learning courses which are relevant and give practical solutions to issues being faced such as the recent British Sign Language Course and the Inclusion fair. Successful regular 'Parents come and learn alongside your child in class,' is always well attended.

A strong process of: 'we asked, you said, we did,' ensure that parents are active participants in driving the school forward, they were confident to share with the assessor their positives and areas for improvement for Meadowbank.



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The Parent Association supports the school in raising funds and have provided both resources such as FS/KS1 playground seating and storage sheds, new football goals and team kit, funding coaches and also paying for Christmas parties and subsidising school trip costs and holding second hand uniform sales, all useful in this time of the recognised cost of living period.

They plan events such as movie nights, Summer Fair and Christmas Tombola and parents speak highly of the work that goes into these events and thoroughly enjoy them when they attend. The school reviewed the Parent Partnership Award last year and gives itself a Grade 1 rating which is worthy due to the work the school achieves in this element.

Next Steps:

- To strategically facilitate a breath of opportunities across the academic year for parents - coffee morning, well-being and inclusion fairs, training in co-production with outside agencies and families.
- Continue to capture parent feedback to ensure parent and carer-friendly documentation is inclusive for all.



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Element 8 - Links with Local, Wider and Global Community

The school has an impressive knowledge of the range of community both local, national and international and the resources that are available to them to enhance learning both in and out of school. They have developed a bespoke Meadowbank 'Flourish Strategy.' This strategy formalises the experiences available to all pupils to develop their cultural, academic and personal learning year on year. No opportunity is missed for pupils to access enrichment activities each term.

The school prioritises collaborations with various local religious communities as well as inviting local experts in to speak with the children such as charity representative, local businesses and charity groups. Celebration events such as Diwali and Chinese New Year are planned, and each class is expected to engage with helping others. This is achieved by each class researching and choosing a local, national or international charity to support. They are expected to take full ownership in planning to hold events that will raise funds for the charity. This aligns with curriculum learning and has involved food donation drives, community clean-ups or supporting Guide Dog.

The strategy links strongly with the curriculum provision 'Big Questions' and ensures in each question 3 are relevant connections to local, wider and global connection of learning.

The school has an impressive working relationship with their trust benefiting from high quality continual professional development 'Communities of Practice' opportunities. Leaders also know their staff well and promote staff outreach where they are able to share their expertise with other schools.

Local authority workings include SHAPES sports opportunities, close working with Music department, SEND department so as to meet the needs of individual children and providing the facility for the HAF (Holiday Activity and Food) programme delivery. Partnership working with local leisure centres, libraries, and local high school all offer enrichment, competitive, and transition opportunities for pupils into the local community.

Collaborative projects with Stockport County Football Team, Morrisons Supermarket, Kellogg's and Warburtons education departments have provided enriching experiences that resonate with pupil's daily experiences. Wider links are encouraged, and pupils take day and residential trips beyond the local area, such as visiting Manchester and RobinHood Residential centre.

Global links are found by using links with national organisations, World Wildlife Fund, Greenpeace and sharing of the weekly 'Newsround' programme. Where staff may have a family connection this is also hooked into, and children have first-hand knowledge shared with them about New Zealand and Denmark. French pen pal program is offered to Year 5 pupils and the schools Philosophy 4 Children scheme of work gives further opportunities to all to understand global contexts.



Report on IQM Inclusive School Award



Visitors comment positively on their impression of the school, for example: 'the school is very clean, spacious and welcoming. The children appear happy and supported through their learning. I was particularly impressed by the quality and presentation of children's work on display.' Many of these visitors are providing support to the curriculum and giving pupils an awareness of the careers they can aspire to. The school gives themselves a self-evaluation rating of Grade 1 and this is agreed by the assessor.

Next Steps:

- To strengthen links with local businesses to enhance our aspirational careers education offer, this will broaden the children's knowledge of the world beyond their own family's careers.