

18th July 2018

Mrs Allison Chadwick
Headteacher
Meadowhead Community Junior School
Anglesey Street
Blackburn
Lancashire BB2 4QG



Assessment Date: 5th July 2018

Summary

Meadowhead Community Junior School is situated in Blackburn. It is a large three form entry junior school with 254 pupils aged 7 – 11. The mission statement 'High Aspirations, Bright Futures' succinctly summarises their inspirational goal for their pupils. The school is on an upward journey of improvement and committed to ensuring the best outcomes for pupils.

Significant strengths I noted included the overall ethos, the knowledge of staff regarding supporting pupils with Social, Emotional and Mental Health Difficulties (SEMHD), transition, the mentoring of pupils, positive playtimes, the provision of enriched learning experiences, sports and outdoor learning.

There is a great deal of pride in the high-quality learning environment the school has worked hard to provide. The impressive and well-stocked library fosters a love of reading and the general learning environment is one of purpose and celebration.

Meadowhead Junior School is a Forest School which offers pupils a range of exciting activities such as den building, wood whittling, mud sculpture and building campfires.

The pupils are exceptionally well behaved and proud of their school. They enjoy various responsibilities such as being a member of the School Council, librarians, monitors or Playground Leaders. The school is in the top 20% of schools nationally for numbers of pupils eligible for Pupil Premium, free school meals and SEND pupils. There are 17 pupils online with EHCPs or high needs funding. The school is situated in an area affected by high deprivation.

The children said very positive things about their school such as ...

"I like everything."

"You get a lot of support. If something is wrong, you get help straight away."

"I'm in foster care and the school has helped me a lot."

"I get help through mentoring."

"I go to mentoring for maths, not because I'm not good at it, it's to keep me at the level I can do."

"On Friday we have assemblies and we have certificates for things like persistence with our work."

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Parents and carers were equally positive about the school's commitment to inclusion and making best possible progress.

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

Assessor: Natalie Menagh

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Element 1 - The Inclusive Values and Practice of the School

Strengths:-

- All the staff at the school are committed to inclusion and creating an inclusive environment.
- The school is open to all faiths and individual differences are valued through the ongoing recognition and celebration of diversity.
- When walking around it is clear that the school has created a purposeful learning environment and all pupils were engaged and on task.
- The school actively promotes respect and courtesy towards others. Staff model appropriate behaviours at all times and the behaviour of children was excellent. The school rules are displayed in the hall and are worded in positive, present-tense language.
- The school prioritises safeguarding of pupils over everything else and is vigilant in following up concerns, intervening with early help or onward referrals and liaising with various outside agencies to ensure the best outcomes for pupils and families. Pupils are taught to keep themselves safe through the curriculum, assemblies and focused sessions which include E-safety and prevent workshops delivered to years 5 and 6.
- Pupil Premium funding is used to provide eligible pupils with additional provision such as Forest School activities, a subsidised breakfast club, individual mentoring and targeted support from a Higher-Level Teaching Assistant. The Pupil Premium coordinator had a clear direction for the use of Pupil Premium funding and outcomes that would benefit pupils.
- The school delivers a creative curriculum with many opportunities for outdoor learning in order to enhance learning experiences and build resilience. The curriculum is planned to take account of the various learning styles of individuals to ensure all pupils can access learning.
- The school ensure the transition of pupils moving from Key Stage One into Key Stage Two, involving moving from the Meadowhead Infant School to the Junior school. The SENDCo from both settings meet to plan the transition of vulnerable pupils between key stages with additional support such as transition booklets, extra visits and key members of staff working between settings during periods of transition. They also support pupils moving on to secondary school at the end of year six and engage with local secondary schools to ensure pupils receive the same level of transition support.
- The school actively promotes and rewards excellent attendance, working closely with families to ensure pupils benefit from equal access to learning.
- Meadowhead school promote excellent conduct for all. Staff model the expected behaviours for pupils and pupils are supported in their choices through the Good to be Green card system throughout school which provides 'Green time' activities on



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Friday afternoons as a reward. The school use behaviour risk assessments and reduction plans which are shared between staff to ensure consistency for pupils with social, emotional or mental health difficulties.

Areas for development:-

- To continue to build links with parents in order to improve ability to support childrens' learning.
- To continue to work with other schools in the School Improvement Group (SIG) to develop best practice in all areas of school life.
- To form ever stronger links with the infant school, including links between subject leaders to promote a consistency of approach for children in their primary years.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The learning environment is orderly, calm and well-resourced. There is a clear consistency of approach throughout each class in using working walls.
- The school is well-equipped with resources in each classroom to ensure pupils are able to make progress within lessons and access tools to support their learning.
- There is a dedicated library space and music room, with plans to also provide a dedicated art room as well when the new school year commences. Music lessons are subsidised for children with Pupil Premium funding. The library is utilised for additional reading support programmes and there are other spaces for quiet intervention.
- The school has a dedicated nurture base for pupils with SEMHD who benefit from accessing a small, structured setting with a focus on the development of social and emotional skills. The pupils spoke positively about the nurture base which is referred to as 'The Meadow' where pupils can engage in games, social activities, activities to promote emotional self-regulation skills and other life skills such as cooking etc.
- The school is well resourced with ICT equipment and provides specific programmes such as clicker 6 and IDL to accelerate the progress of pupils with SEND. Pupils also have access to laptops and iPads.
- Resources are available in school for pupils with sensory processing difficulties such as weighted lap pads, bean bags, ear defenders and fidget toys.
- A full website which provides learning links for parents to explore learning from home. The website keeps parents and carers well informed regarding news, events and the celebration of work.
- Development of provision for outdoor learning and a forest school area where pupils take part in exciting outdoor skills building activities and develop their leadership and problem-solving skills. This is led by a trained forest schools teacher.
- The school has excellent displays throughout to celebrate pupils' learning and diversity and communicate key values. Displays are coordinated through an SSA who specialises in display which enables the approach to display to remain a consistent standard throughout.
- Individual aids for pupils to support writing skills are provided for those who require this level of support. Each class display prompts for good posture for writing to ensure all pupils maintain the correct position for written work.



Areas for development:-

- Develop the nurture room so that it is used during the mornings for children who would benefit from nurture provision combined with basic English and Maths skills.
- The school is due to change from 3 form entry to 2 form entry in September. One classroom will be converted into a dedicated art classroom, managed by the PPA teacher who is the art and music subject leader.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Positive playtimes are very important at Meadowhead and the lunch period has been carefully planned to ensure that pupils gain positive experiences from unstructured times. The playground is separated into zones which children are allocated to on a rota so that areas do not become overcrowded and children experience the full range of provision. The playground includes a football and basketball zone, Tyre Park, trim trail and a poppy shelter. There is also a large stock of play equipment to ensure children are positively engaged in play at all times. Play leaders take responsibility for ensuring support is offered to young children.
- The school have consistently worked towards the established culture of mutual respect and understanding. The pupils show kindness towards others whose needs may differ from their own and therefore committed to the inclusive ethos of the school as well.
- There are a number of responsibilities given to pupils around school. Children are also encouraged to contribute to the life of the school through roles such as play leaders, librarian, register monitor, fish monitor or dinner time helper.
- School staff all completed attachment and trauma training to enable them to fully understand the difficulties faced by individual pupils and how staff can respond positively to those in need.
- The school have a vast collection of PSHE themed texts for reading engagement across school. Reading books have been carefully selected for class libraries to ensure that themes are interesting and inspirational for children from diverse backgrounds.
- The school council are engaged in various projects throughout the year regarding issues such as anti-bullying, fundraising for local groups/charities and awareness raising events. Last year the children decided to support the Rainbow Trust charity.
- Meadowhead Junior school has well established and successful links with the Meadowhead Infant school and pupils benefit from the extremely thorough and supportive transition between the two settings.

Areas for development:-

- To develop the social, emotional and mental health support available to children. Plans include having an Educational Psychologist work in the school for 1 day a week from September and also working with a wellbeing coach from "Lancashire Mind". This is a charity who aim to improve mental health wellbeing in Lancashire. The aim will be to increase resilience and mental wellbeing in individuals and groups of children, starting from September.

Element 4 - Learner Progress and Impact on Learning

Strengths:-

- In recent standardised tests for the end of key stage two, the number of pupils achieving the expected standard in reading, writing and maths was above the national average. The school caters for high numbers of SEND pupils and attainment for SEND pupils was also above average when compared with the achievement of SEND pupils nationally.
- Progress and attainment is rigorously tracked as pupils move through school through termly progress meetings. Target tracker is a system used to ensure pupils remain on track and action is taken if any concerns arise.
- SEND pupils are monitored on the SEN register and are provided with a pupil profile to outline their specific needs, strategies that support the individual and outcomes worked for. These profiles are compiled using a person-centred planning approach and involve collaboration with pupils and parents.
- A variety of teaching and learning approaches are used to provide for the different learning styles and mixed ability groupings in literacy and maths, these are valuable in ensuring pupils learn effectively.
- There is evidence of differentiation to ensure all pupils receive the scaffolding required to access the curriculum. Pre-teaching of vocabulary is well-implemented by support staff to ensure that pupils receive information and support which aids their access to the curriculum once topics are covered in class.
- Teaching staff use a coloured coded marking system, so pupils can understand and respond to next steps marking. This ensures that pupils know how to continuously improve on their learning and are aware of individual targets to focus on. This approach along with 'fix it' time allocated to respond to comments enables pupils to produce their best work and makes feedback meaningful and purposeful to all.
- Pupils with EHCPs receive significant support to reach their targets and school liaise closely with outside agencies to ensure the best outcomes for pupils.
- Pupils with significant SEMHD may require support from external agencies. Within school a behaviour risk assessment and planning is put in place. Meadowhead CJS also have links with the local Pupil Referral Unit who provide additional support and placements when required for pupils. Pupils receive support for transition when returning to the mainstream environment to ensure this is as successful as possible.

Areas for development:-

- Develop the 'Keep up not catch up' Mastery approach to learning.
- To continue training in the use of Target Tracker.
- To continue adding challenge to foundation subjects in the curriculum.

Element 5 - Teaching and Learning (Monitoring)

Strengths:-

- The appointment of Deputy Headteacher Rachel Blackledge in September brought significant literacy expertise which has allowed the school to improve on the literacy skills across the school. The school have spent a significant proportion of funding on high quality reading materials, library provision and general literacy resources across school. Changes to the structure and organisation of guided reading sessions and pre-teaching vocabulary sessions have all improved outcomes for pupils throughout school.
- The school has a clear understanding of how to achieve effective 'access' to the curriculum and appreciate the need for 'readiness to learn' in pupils. With this in mind, staff are well trained to respond to the social and emotional needs of pupils and to problem solve flexibly to find solutions. The impact is significant and many pupils who would otherwise struggle to regulate their emotions are accessing school and making progress.
- The curriculum has been carefully designed to include all learners and fill gaps in learning. The strategy of Talk for Writing is used to promote language skills in class which has a significant impact on the quality of writing.
- The school uses 'wow' starters at the beginning of topics, visits within topics and presentations to parents at the end to ensure the high engagement of pupils in their learning of different topics. The school clearly understand the need to motivate pupils and how to achieve this through enriched provision.
- PSHE is strong at Meadowhead and values are shared with children through a variety of means. The school values were decided with the children and displayed clearly in the hall using positive language.
- The teaching of PE and the varied and interesting activities available through extra-curricular sports clubs, PE sessions and competitions, is high quality and a lot of thought is given to how individual pupils access sports provision. The school has an excellent take-up of participation in the extra-curricular clubs provided and pupils spoke enthusiastically about PE. Sports Premium is planned to ensure this high engagement and participation for all.
- Teaching and support staff work together extremely well. Support staff are deployed throughout the school to direct specific support to individual pupils, support to targeted groups of pupils (any who require additional input to accelerate learning) and deliver interventions. Support staff work flexibly to respond to the needs of SEMHD pupils and are aware of sources of assistance when the pupils they support may become overwhelmed by difficult emotions.



Areas for development:-

- To continue developing the role of the subject leader. As the school moves to a 2-form entry school, some staff may change their subject coordinator role and will need support in order to do this effectively.
- To continue to develop links with subject leaders in the infant school to promote greater consistency of approach in curriculum areas.
- To develop the use of an initial assessment record sheet for children who may have SEND needs.
- To develop a 'Keep up not catch up' mastery teaching approach across school.

Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents spoke very positively about the school's approach to inclusion and how the school have ensured the best outcomes for their children. There is clearly a sense of partnership working between home and school.
- A pupil wellbeing officer has been appointed who engages families through a variety of means such as the Common Assessment Framework process, home visits, joint visits with school health and regular contact with parents regarding daily needs. Her role has been pivotal in ensuring pupils access school and families gain the support required to ensure the best outcomes.
- To enable greater understanding of systems and provision for SEND pupils, the school provide parents with a SEN support leaflet - A Parents' Guide to Special Educational Needs at Meadowhead Community Junior School which is available in school and on the school website.
- The school provide numerous opportunities for parents to engage with their child's learning and school staff beyond the formally arranged parent/carers consultation events. The open-door policy allows parents/carers to communicate on a daily basis with staff and any concerns are addressed quickly and efficiently to ensure relationships remain positive between home and school.
- Team Around the Child meetings and the CAF process ensure significant support is provided to families with additional support needs. The SENDCo and pupil wellbeing officer work closely to ensure effective support is offered.
- The school have formed a PTA group to continue to build effective relationships with parents and work together for the best outcomes for all children in school.
- Staff reported success recently at engaging parents in parent workshops through themes such as 'Harry Potter Maths' and a Michael Morpurgo event for English. A recent parent questionnaire found that more parents reported feeling more confident in supporting their child in reading.

Areas for development:-

- To continue to develop the role of the PTA.
- To continue to provide opportunities for parents to take part in workshops.
- To develop the use of social media to potentially reach a wider audience in the community and communicate more information to parents and carers.

Element 7 - Governing Body and Management:- External Accountability/Support

Strengths:-

- The Governing Body are fully committed to the inclusive ethos of school and have a thorough understanding of the school's direction through the School Development Plan and the various challenges the school face in implementing their plans. Governors offer support as a critical friend to ensure that the priorities of the school are focused on and any barriers are overcome.
- Link Governors meet with subject leaders, the PPG coordinator and SENDCO as well as attending events and engaging in learning walks around school.
- The school receive further support from a School Improvement Officer who has conducted regular monitoring visits and met with the SLT to discuss priorities for school improvement. She has also conducted a joint audit of SEND with the SENDCO in order to identify further actions to improve provision for SEND pupils.
- A review of Governance has been conducted and members of the Governing Body have attended training to further develop their understanding of safeguarding and Pupil Premium.
- Governors have a good understanding of the local context, the school's role within the community and how the school can continue to provide the most supportive measures for pupils and families. Governors are supportive of the work the school are doing in order to engage and provide for vulnerable groups of pupils.

Areas for development:-

- To continue to develop links between teacher subject leaders and relevant governors.
- To continue to strengthen the leadership and management skills of the Governing Body and its ability to have a marked impact on standards in school.
- To continue to provide up to date training for governors, strengthening the role of the Link Governor.

Element 8 - The School in the Community – How this Supports Inclusion

Strengths:-

- School staff and SLT have a good understanding of how to reach out to various groups within the community and work hard to engage local stakeholders.
- Links with local community services and engaging in community projects to ensure pupils understand how to make a positive contribution to society.
- The school take part in local and national events such as Children in Need and the Macmillan coffee morning.
- Opportunities are provided for pupils to develop their resilience and independence through residential trips and events such as the school sleep over.
- The school council have been involved in organising the school's contribution to fundraising events throughout the year and the children were consulted about charities they wished to support. The school council have been invited to see the Mayor and also worked hard on collecting contributions from the community for the local homeless charity and food bank.
- Links have been developed with ADHD North West to increase support and understanding of ADHD.
- The school have good links with local high schools and engage in MOTHS (Moving on To High School) programmes to support transition.

Areas for development:-

- Develop residential trips to include a trip to France next year.
- To continue to develop the role of the PTA.
- To continue to develop parent/child workshops creating positive links and ideas for supporting childrens' learning at home.