



Report on IQM Inclusive School Award



School Name Mendlesham Primary School

School Address Old Station Road
Mendlesham
Suffolk
IP14 5RT

Head/Principal Ms Tessa Sait

IQM Lead Ms Tessa Sait

Assessment Date 3rd March 2023

Assessor Ms Shirley A Young

Sources of Evidence

- Website
- Book Scrutiny
- Climate walk of the site

Meetings Held with:

- Executive Headteacher
- Head of School
- Special Educations Needs Co-ordinator (SENCo)
- Assistant Headteacher of Mulberry Unit
- Mixed group of parents
- Chair of Governors
- Mixed group of children
- Mixed group of staff - teachers and support



Report on IQM Inclusive School Award



Overall Evaluation

Mendlesham Primary School is a small rural primary school accommodating approximately one hundred children and is part of the John Milton Academy Trust. The school has recently opened a Special Educational Needs and Disability (SEND) provision, 'The Mulberry Unit' in collaboration with Special Educational Needs and Disabilities Academies Trust (SENDAT) and this enabled the school to grow in numbers and increase their provision for SEND students. The school is led by an Executive Headteacher and a Head of School. An Assistant Headteacher oversees the 'Mulberry' unit and although employed by SENDAT works closely with the school leaders to ensure there is a collegiate and fluid provision in place for children and staff.

The Mulberry unit is a cognition and learning based unit for Key Stage Two. SENDAT employs the staff and admissions are through the local authority. However, pupils are placed on the roll of the main primary school and as such the responsibilities for Attainment, Attendance and Safeguarding are for Mendlesham Primary. Children attending the unit have access to the main school curriculum bespoke to individual needs. Examples of where this currently occurs include, gym, swimming, PE, art classes and attending assemblies. At Christmas the staff adjusted the Christmas nativity to allow children to continue to have a key role and 'Mulberry' children are invited to the Key Stage Two residential. Mulberry children and staff are included within the school house teams. Staff attend the main school Continuing Professional Development (CPD) days and staff meetings.

Parents spoken to were highly complimentary of the levels the support staff at the school go to, to ensure their children can be successful. A child that had experienced significant medical issues and consequently had falling attendance had a bespoke package of support put in place which offered the child the best opportunities to attend school where she could. Parents describe multiple examples of staff who have made reasonable adjustments to accommodate an identified need to ensure children do not become disadvantaged, but an ethos that challenges barriers to learning. Parents were also keen to identify that families were supported as much as the children, they say the school is welcoming and they are never made to feel that they are a nuisance. Support in dealing with and challenging other external professionals is also greatly appreciated. Where some children could have been targeted by other children because of their needs, parents describe an accepting and supportive culture from their peers.

Transition periods are supported by additional meetings to ensure that the handover is robust. Transition to secondary school often includes extra transition days. Parents receive an interim progress report which indicates where a child is and compares it to where they need it be at. Children receive certificates in assembly for doing well and emails from class teachers on the current topics being taught to involve parents in their child's education wherever they can. The school makes good use of various communication tools such as tapestry, used in Early Years Foundation Stage (EYFS) to celebrate progress and establish communication patterns and Dojo, which is used in the Mulberry unit. A home school diary further encourages a school partnership and helps communication through a link with reading. This progresses to student planners as they move through to upper Key Stage Two. Parents can also access the Arbor app.



Report on IQM Inclusive School Award



Leaders at the school have ensured that children do not become disadvantaged through difficulty accessing additional services. As such, school leaders have stepped in and provided Lego therapy sourced by the school. An example of a child that arrived with 50% attendance is now attending 86%. This improved as a result of a bespoke personalised package utilising the local community support group which supported with providing transport to the school on a daily basis.

The school is highly active within the local community. There are regular trips to the church for Easter and festivals, a village Easter and Halloween trail. The 'Friends of Mendlesham School Association (FOMSA)' group of parents work proactively to raise additional funds and put on a summer fete. The school further supports the village Mayday with street fairs and opportunities for children to dress up.

Governor visibility is good, they are well known to parents. A Governor will attend parents evening to complete an activity, such as a questionnaire. Governors receive a school improvement report termly which describes how many children are meeting good levels of development and this is also broken down into vulnerable groups. Governors are aware that data suggests the impact of the recent pandemic on children is that they come in below expectations, particularly in EYFS. Leaders benchmark their data against 'PiXL' dashboards then Red, Amber, Green (RAG) their children according to appropriate progress. As part of their monitoring Governors complete learning walks and book looks, Governors are regularly involved in the learning community. They have recently completed a pupil perception initiative as part of monitoring the impact of the Personal, Social, Health and Economic (PSHE) curriculum. Monitoring of safeguarding includes reports of the number of Child Protection Online Management System (CPOMS) incidents, although Governors are not clear on how Governors monitor that responses are robust, this will be something for leaders to reflect upon following this assessment. Single Central Record (SCR) checks are supported by the Trust, a Governor attends this and notes the action points to follow up on. The school also has an annual review of safeguarding and the report goes to Governors. Recent challenges from Governors have included slow admissions into the unit. The Chair of Governors describes the Executive Headteacher as approachable but one who commands respect and fights for the rights of the child. This is demonstrated in the case of one child who was kept back one academic year to protect them from a Pupil Referral Unit (PRU) referral. Through doing this the child was eventually re-signposted to a therapeutic specialist provision and was able to avoid the admission to the PRU.

During the visit a book look demonstrated a school wide consistent approach to assessment. There is clear evidence of how children of all levels and abilities are supported to make progress. The use of scribing and modelling is consistent. Students consistently interact with teachers on their assessment and there is a clear feedback loop which supports progress. Books are consistently presented to a high standard from Year One to Year Six. Teachers are required to follow a rigorous lesson planning model which adheres to the electroencephalography (EEG) pedagogical approach to learning for all children, SEND or non-SEND, as such lessons are broken down accordingly. The curriculum is currently being adapted to suit the needs of the children within the Mulberry Unit. The initial approach of using a Key Stage Two curriculum pitched in a Key Stage One level has been evaluated as ineffective and leaders are currently continuing to adapt to find a curriculum that works.



Report on IQM Inclusive School Award



The school environment is calm and orderly. Children are observed to be engaged in learning and behaving respectfully towards each other. The behaviour rules are evident in all classes including EYFS and show evidence of dual coding. However, the visual prompts are not adapted in any way for younger children. It would be useful for leaders to consider how the dual coding can be used as actions in EYFS, to further support the embedding and understanding of the rules. The whole school values and ethos are less evident visually, in the environment. Children and adults are not yet able to specifically articulate the culture through the words from the Vision and Values statements. This again will be a useful piece of work for leaders following the assessment.

Leaders are aware of the need to raise the level of exposure to more diverse cultures for their children. Consequently, they have recently reviewed their curriculums to incorporate a much wider range of more diverse resources. For example, the reading destinations and art curriculums have been revised to reflect ethnic minorities and women in greater balance. There is some evidence of where this is beginning to have an impact. For example, a short film being shown in Year One used ethnic minorities children. However, leaders are aware there is more to do in this area before the full impact is evident.

Children in the school benefit from many opportunities to become active in the running of the school. There are lots of roles for them including, Eco Rangers, Play Leaders, Digital Leaders and Road Safety Officers. Children talk about opportunities to work within their school to make a difference. One child in Year Six described visiting a Year Four class to talk to them about too much fighting and being kinder to each other. A road safety officer is also visiting and works alongside the road safety officer children.

Staff describe being empowered to grow and contribute to their own wider development and to the development of the school. One staff member is currently completing her training to be a SENCo as a result of being approached by the Executive Headteacher, the staff member has been allocated some additional release time to allow her to fulfil the role. The Head of School is new this academic year and is benefiting from additional support through the Trust which includes enabling him to network across the partner schools. There is a SEND task group where there is shared practice and support in leading from a whole school perspective. Leaders are continuing to grow these links at subject levels as well and are excited to see how this grows as we increasingly move away from pandemic restrictions.

Outside agencies come into the school regularly. A mental health, local authority team uses the school as a base and supports identified children that need additional resources. This provision has also enabled the delivery of additional training for staff, including 'Trauma Informed' training. Children may be signposted to other therapeutic interventions or to online resources or invited to attend support that is delivered face to face, the nature of this provision is always including the family. There are a number of children accessing Play Therapy. The Assistant Headteacher, provided through SENDAT, has provided specialist links to further enhance access to early intervention, including access to 'Green Light' a tier one counselling service and Barnardos. The impact of this is demonstrated in a number of examples where children's behaviour and resilience has improved.



Report on IQM Inclusive School Award



Mendlesham Primary School stands for inclusion and being supportive as its core ethos. The school is welcoming and warm and there are prolific examples of bespoke packages. Opportunities for staff to grow, opportunities for children to grow and take leadership opportunities and this is allowing the community as a whole to flourish. Moving forward from the review, leaders have rightly evaluated where they are in each of the eight elements and will also wish to reflect further on how they embed the vision and values, making them easier to remember and perhaps more explicit within the school culture. Within this, leaders might also consider how they extend the use of the visual/dual coding to support this initiative.

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 Mark and be reassessed in 3 years' time.

Assessor: Ms Shirley A Young

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Leaders over recent years have worked in collaboration with the trust to clearly define Inclusion and how this looks within Mendlesham Primary. This led, with support from the John Milton Academy Trust, to work with the Local Authority to open a SEND unit for Key Stage Two cognition and Learning. Leaders have worked closely with SENDAT to staff this unit and maintain a close working relationship. The children in the unit are integrated wherever possible with mainstream pupils. This ensures an increased understanding for the mainstream pupils and further inclusivity for the unit pupils.

Next Steps:

- Further work to decolonise and extend diversity through the taught curriculum and resources.
- Work with Society of Economic Undergraduate Students (SEUS) to further develop the curriculum in the SEN unit.
- Provide additional opportunities to integrate mainstream/SEND unit pupils.
- Work closely with Mental Health Support Teams (MHST) to develop hub and have more staff trained to support pupils with mental health needs.
- Further work on clarifying the whole school Vision and Values will enable them to pull together this in a set of guiding principles, that can be articulated and adhered to by all stakeholders, allowing a greater cohesiveness across their school communities.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

The trust SENDCos are encouraged to work closely with each other with an aim to support and continuously improve all matters related to SEND and inclusion through the SEND working parties. Designated Safeguarding Leads (DSLs) also work together across the Trust to further support work on inclusion and discuss any issues around exclusions, attendance, behaviour and how this is recorded, evaluated and managed. Policies around SEN, exclusion, behaviour exist across the Trust and schools to ensure all pupils are treated fairly, including criteria for SEN registers.

Mendlesham Primary School and its partner high school, Stowupland, opened SEND units for cognition and learning in 2021. SENDAT has been commissioned to staff these units and the school team works closely with them to ensure the best provision for the pupils admitted through the Education, Health and Care Plan (EHCP) process.

The school improvement partner, provided by Hackney learning Trust, makes regular visits to school to support school improvement.

External advice and support accessed through subscription to a variety of learning schemes such as Destination reader, daily supported reading, white rose maths and Connected Education.

Next Steps:

- Utilise Education Endowment Foundation (EEF) approach to support improving attendance.
- Continue with JMAT working parties and add additional groups to include subject areas to improve subject knowledge CPD.
- Engagement with Chartered college of teaching – rolled out across the schools to support CPD and evidence based practice.
- Return to pre-COVID LAB/Trust member school visits.



Report on IQM Inclusive School Award



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Across the school place a heavy focus on Reading. In Reception and Key Stage One, the children have a thirty minute daily supported reading session. These sessions are attended by some pupils in Year Three that require the enhanced level of intensive specialised teaching the sessions provide. In Key Stage Two, classes engage with a daily forty five minute 'Destination reader' session. Both packages are designed by the Hackney Learning Trust and aim to develop a deep understanding of what is being read and actively engender a love of reading that will endure throughout a child's life. To complement the daily reading sessions, the school follows the 'Talk 4 Write' approach to enhance the teaching of writing. The learning scheme promotes the use of varied and culturally significant texts/film clips as hooks that enable a high level of multicultural and creative learning opportunities.

For maths the school follows the White Rose Maths curriculum, a mastery approach that develops and consolidates progressive skills. This ensures ample opportunities for children to develop their mastery of maths skills through using physical manipulatives and visual representations, promoting deeper thinking through daily reasoning and problem solving.

For the wider curriculum subjects there is a long term plan of units that provide a varied and engaging curriculum experience. Inclusion is built into knowledge organisers for teachers to enable them to build on pupils' learning from where they are and to better equip them to scaffold and support learning for those who need it most.

Next Steps:

- Further development of the Mulberry Unit curriculum with further integration with mainstream pupils.
- Further work to decolonise and consciously include greater diversity across the curriculum.
- Further building inclusion into pupil voice interviews to get the children's perspective on inclusion, their access to the curriculum and understanding of diversity.



Report on IQM Inclusive School Award



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

All learners access all curriculum subjects. All curriculum organisers include a section on inclusion to ensure that all learners are catered for. An adapted curriculum is in place for the school's SEND unit.

The school has adopted the EEF five a day approach to teaching in all areas of the curriculum. Lesson structures for teaching of all lesson types are in place, this includes a seven part maths lesson plan to engage learners, five part phonics plan and five part wider curriculum plan. All these plans reflect the five a day EEF approach to teaching.

Discussion/oracy is encouraged, as is paired talk, group talk and independent working. Support staff are allocated on a needs basis for children whether Social Emotional and Mental Health (SEMH), literacy, maths or other difficulty. They also support the wider class when teachers support those with additional needs. All support staff are trained in the school's approach to teaching reading, phonics and maths.

Next Steps:

- Review three documents following a year of implementation.
- Review five part lesson plan following a year of implementation.
- CPD on seven part lesson plan to build confidence in adapting lesson structure.
- Swapping elements around to promote pace and appropriateness in lesson.



Report on IQM Inclusive School Award



Element 5 - Assessment

Across the school Key Stage One and Two, including the Mulberry unit, pupils are assessed termly. In the mainstream English and maths are assessed utilising summative standardised assessments. In EYFS, pupils are initially assessed utilising the Reception Baseline Assessment (RBA), then assessed against Early Learning Goals. In the Mulberry unit, pupils are assessed utilising more specialised tools. In the wider curriculum pupils are assessed utilising low stakes “sticky knowledge” quizzes and against their learning objectives.

Pupils with additional years have targets in their Pastoral Support Plans (PSPs) and pupils with EHCPs are assessed against small steps towards their targets in annual reviews.

Next Steps:

- Further develop sharing of targets with children.
- Further develop system of assessment in the Mulberry unit.
- Refine sticky knowledge quizzes following a year of implementation.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strong attitudes and dispositions to learning are taught discreetly and embedded into the curriculum for example, destination reader. Each class has the same learning behaviour posters. There are a variety of positions of responsibility that have been developed for pupils to take on. These are graduated to increase in number as pupils reach upper Key Stage two and include, School Council, Eco-rangers, Play leaders, Digital leaders, Road Safety Officers and Librarians.

Leaders have worked hard on the curriculum to address what we see as a potential deficit in access to diversity for the children. The SEND unit (cognition and learning) learners and children from the main school work together on various aspects of their school life including play times, lunches, assemblies, forest school and PE as well as some other lessons and wider opportunities such as school disco. Leaders have evaluated the literature and art curriculums and stimulus to ensure that there is diversity represented, including women, ethnic groups, various ages and that gender stereotypes are challenged.

Next Steps:

- Working on carefully sequencing our wider/extra-curricular offer.
- Ensure there is an embedded approach to enrichment that complements and enhances our curriculum while remaining affordable for all families.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers, Guardians

As a small school, there is a close working relationship with our parents and carers. This was difficult to maintain during COVID partial school closures, although frequent welfare calls were made. Issues remained when re-opening with restrictions as to proximity of parents and when they could or couldn't come into school.

The school has worked hard to keep communication open, including utilising the school's new Management Information Systems (MIS) 'ARBOR'. Parents now have the app and so can readily receive emails. The school utilises a text service for more urgent messages. Parents are once again attending twice yearly parents' evenings face to face, as well as sports days, Christmas performances, summer fairs etc.

The website is kept up to date and is soon to be replaced by a new version which will be easier for staff to maintain. It has a dedicated parent area "virtual office" to make navigating for parents easier.

Parents have also again been able to attend classes with their children to engage in the learning and experience how their children learn. This will be further developed over the coming months.

Next Steps:

- Further development of parental engagement in class – including promotion of reading for pleasure alongside parents.
- Development of new website to further support communication.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

The leadership is very aware of the lack of diversity in the local community and has worked to ensure that pupils encounter diversity wherever possible. They have tried to embed this into the school curriculum art and literature and ethos, although still have what could be seen as “token appearance” of ethnic groups for example, visiting Ollywood dancer, Maasai warriors in order that pupils have first-hand experiences with ethnic groups other than their own.

Leaders are aware that visiting venues which may further support our children’s understanding of diversity may be unaffordable for some families, so balance visitors, trip and virtual experiences to try and overcome this.

Links with the local village and wider community are strong with close links to parish groups, partner schools and local charities, both those received from and given to.

Next Steps:

- Reintroduce the ‘send my friend to school campaign’ as a vehicle for promoting inclusion and awareness.
- Further involve the school council and other school groups in decision making around links with wider and global communities.