



## Report on IQM Inclusive School Award



**School Name:** Moat Farm Infant School

**School Address:** Brookfields Road  
Oldbury  
West Midlands  
B68 9QR

**Head/Principal** Mrs Deborah Walker

**IQM Lead** Ms Natalie Skidmore

**Assessment Date** 19<sup>th</sup> December 2023

**Assessor** Ms Hilary Thompson

### Sources of Evidence:

- IQM Self-Evaluation Report (SER).
- School Development Plan (SDP).
- Behaviour Policy.
- Early Years Foundation Stage (EYFS) learning walk.
- Key Stage 1 (KS1) learning walk.
- Visit to Rainbows.
- School website.

### Meetings Held with:

- Headteacher.
- Governors.
- Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Speech and Language and Inclusion Team.
- Parents.
- Pupils.



## Report on IQM Inclusive School Award



### Overall Evaluation

I had the pleasure of conducting the IQM assessment of Moat Farm Infant School, Oldbury. This is their first IQM assessment. The information from the IQM Self Evaluation Report (SER), the School Development Plan (SDP) and website and the meetings in school, were all triangulated to ensure that the standards of the Inclusion Quality Mark were fully embedded in their everyday practice. The SER was compiled to a high standard and the school ensured I spoke to the right staff, Governors and parents who spoke confidently and passionately about each element.

Moat Farm Infant School is a four-form entry Infant school taking children from Nursery to Year 2. The Nursery provides places for up to 50 children with morning sessions being solely for preschool-age children. Afternoon sessions include children with 30 hours of provision, rising three funding and two-year-olds with English Language Teaching (ELT) funding. The school has recently gained a few newly arrived pupils who are at the beginning stages of learning English and has put support in place to help with developing survival language and broadening vocabulary. Learners with English as an Additional Language (EAL) are immersed within the classroom to enable them to pick up language from the other children and adults, supported using 'Communication in Print'. The school currently has around 30% of children on Pupil Premium (PP), although they believe this figure is not a true reflection of the cohort, with many parents not completing the forms despite them being provided as part of the induction pack for Reception.

Special Educational Needs and Disabilities (SEND) within the school are above the national average at 30%. There are currently 18 children with an Education, Health and Care Plan (EHCP) and a further five awaiting a decision, taking the school significantly higher than the national average. Due to the increasing numbers of Reception children within the area presenting with quite complex additional needs, leaders decided to open Rainbows, a specialist SEND hub within the school in 2019. Rainbows cater for up to 10 children with Autism Spectrum Disorder (ASD) and other complex SEND needs. Children within Rainbows will have or be waiting for an EHCP. The hub currently has children from Year 1 and Year 2, with all children with additional needs in Reception being managed within mainstream, with the support of one-on-one provision where needed. The hub is continually being developed and adapted to meet the specific needs of the individual children. The school receives no additional funding for the unit and is very carefully managing the budget to be able to meet the needs of these pupils. Parents sign a parent/carer agreement for their child before they join the provision. Children are reintegrated gradually into mainstream classes where appropriate. Those remaining in Rainbows throughout their time at Moat Farm have very complex needs and are likely to transfer to a specialist setting or unit for Key Stage 2 (KS2).

Provision within Rainbows follows the Key Stage 1 (KS1) curriculum but is delivered with additional increased scaffolding to enable the students to access the learning, through a practical, role-play approach. Interventions including 'Dough Disco' and 'Squiggle while you Wiggle' are used daily to support the development of gross and fine motor skills needed for writing. All children in Rainbows are assessed on B-squared and the curriculum is adapted to the individual needs of each child. Mathematics is taught through Maths Mastery focussing predominantly on the Early Years Foundation Stage (EYFS) curriculum.



## Report on IQM Inclusive School Award



The school is incredibly welcoming to visitors and parents and there is a genuine caring ethos where the individual needs of all pupils are prioritised. Staff work exceptionally hard and are committed to providing an excellent experience for every child. Teamwork between all staff was exceptional, supported by excellent channels of communication and an effective 'open door policy' with leaders. Staff tell me that they regularly check in on each other and support as needed.

The school is joining Stour Vale Academy Trust in February 2024, which currently has nine schools across the Black Country, including Moat Farm Junior School which is on the neighbouring site and is the school most of the KS2 pupils transition to. Leaders have chosen the Trust strategically ensuring it meets the school's ethos and enables ongoing autonomy whilst gaining the benefits from Trust support. Leaders are also looking for the Trust to enable them to share their expertise and support other schools, particularly with the work with children with more challenging additional needs.

Leaders at school regularly use questionnaires and surveys to ensure essential feedback is obtained and acted upon. Outcomes from the surveys are extremely positive.

### **Outcomes From Surveys**

The most recent staff survey identified that staff were not confident about accessing the Employee Assistance Scheme which led to posters being placed around school and half termly emails being sent to all staff providing clear information.

Staff also raised concerns about the time spent on planning guided reading sessions which was becoming unmanageable. This was addressed by leaders introducing Little Wandle Phonics and the associated reading books. Training provided for staff on using Little Wandle, alongside the planning included with the resources has led to more effective reading sessions and reduced planning time for staff.

A further concern was raised regarding the stressful nature of teaching and as a result, leaders booked a consultant to work with staff in school looking at managing workload. Staff told me they feel exceptionally well listened to by leaders and feel their needs and concerns are always addressed. Leaders have also shared strategies with staff on 'how to switch off from work' and decided to stop using a whole staff WhatsApp group that was becoming intrusive into people's personal life. Any 'WhatsApp' groups in school are now voluntary and used only to share pertinent information linked to the group. Leaders also changed how communication channels work in school, with urgent messages being given in person and holding a weekly staff briefing where key messages are shared. This has reduced the number of emails being sent and staff are now only expected to check and respond to emails weekly.

The most recent parent survey showed an incredibly positive view of the school. A total of 98% of parents said their children are happy at school, 99% reported their child feels safe, 99% feel that behaviour is good, 98% feel concerns raised are dealt with properly, 99% feel the school has high expectations and 98% reported being confident in supporting their child at home. A total of 99% of parents would highly recommend the school.



## Report on IQM Inclusive School Award



Children at Moat Farm Infant School are incredibly confident and articulate. They know how to keep themselves safe and were able to talk at length about how they know if adults in school are okay to talk to and what to do if an unknown adult is seen in school without a lanyard and/or a member of staff. The children are very happy at school and their needs are very well met.

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 is awarded the Mark and be reassessed in three years.

**Assessor:** Ms Hilary Thompson

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

A handwritten signature in black ink, appearing to read 'J. McCann'.

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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

The school prides itself on having inclusion at the heart of everything it does. The school motto, 'At Moat Farm Infants every day; we learn, achieve, have fun and play!' fully encompasses the school's vision and ethos with the vision being embedded through the highly inclusive whole school core values; Collaboration, Respect, Creativity, Perseverance, Caring and Reflectiveness. The six values are intended to support the personal, social and spiritual development of every pupil in school and ensure every child is valued for who they are and what they contribute to school. Each term assemblies focus on one of the values ensuring children have a real understanding of the value and how they can demonstrate it in their day-to-day activities in school and at home.

Transitions at key points of a child's educational journey are met extremely well by the staff at Moat Farm Infants. Before entering the school in Reception, staff meet with each prior setting and parents to discuss individual needs. Meetings are also held with any outside agencies that are already involved with the child or family and the school uses information from these meetings to determine any additional support a child may need and to identify whether a place in Rainbows would be most suitable. Transition into Reception involves a staggered start for all pupils to enable easier settling, with children with additional needs having individual longer transition times. One parent shared the concern she initially had about moving her child with significant additional needs from an external nursery provider to a school-based Reception class. The parent spoke about how the school listened to her concerns and ensured both she and her son were well supported. The reassurance and information provided for the parent by Moat Farm on the Rainbows provision identified that this was the school that would address and meet her son's needs. During the summer term before entering Reception the SENCo and the Reception teacher made several visits to her son's nursery including meetings with two staff to discuss her son's needs and arranged several parent visits to Moat Farm to meet with the team of staff and familiarise with the environment. Her child then had a half-day introduction to school before the six-week holiday and was provided with a picture transition booklet to access during the school holiday. The start into Rainbows involved a gradual transition period over ten days, with her son completing his first full day on day nine.

The transition between year groups provides opportunities for all children to meet with their new class teacher and experience their new classroom, with transition booklets provided for any child with anxiety or additional needs. Transition discussions are held between the previous class teachers and the new class teacher and all key information is shared in a handover sheet.

Transition to KS2 is made easier due to the close links the Infant has with the Junior school on the next-door site. Meetings take place between the SENCos at both schools and all SEND pupils and those with medical needs are discussed. The needs of each child are documented on a sheet identifying the interventions and support currently in place. All pupils have one visit to the Junior School during the summer term to meet their new teacher and see their classroom. Extra transition visits to the school are provided for all SEND pupils and any children with emotional and attendance barriers. The SENCo from Moat Farm Junior School will visit the Infant School and work with the



## Report on IQM Inclusive School Award



SEND pupils alongside the Infant School staff to get to the children before starting in September. The Junior School also provides a transition booklet for all SEND children. Leaders have recently made changes to classroom environments and have begun to replace display boards with hessian, eliminating the need to use coloured backing paper, which has significantly 'calmed' the environment, and reduced over-stimulation. Due to limited school budgets, the school has been unable to replace all display boards with hessian but in these classes, staff now use hessian coloured backing paper. Staff have also focussed on all displays being 'less busy' focussing on learning-oriented content ensuring displays fully support learning and are easy for pupils to access. Phonics displays focus very highly in all classes, alongside working walls for Mathematics and English. Displays across the school show inclusivity by ensuring representation of all cultures from within the school community in subject-focused displays.

The school takes every opportunity to celebrate differences: displays around the school include representation from all cultures in the community and difference is covered regularly through the 'Jigsaw' programme. Children regularly see the range of needs across the school community and fully accept the individual needs of their peers, accepting each child for who they are and supporting them willingly. Black History Month is celebrated every year and filters through the curriculum across the year. Visitors invited into the school to support the curriculum have included a local black author to read her book to children and Black History Month filters through the whole curriculum. Autism Awareness Week is also celebrated annually. During the week the PowerPoint 'What is Autism' is shared in assembly with all pupils. Over the week all classes do specific activities from the Autism website, differentiated to the needs of each year group. During the most recent Autism Awareness Week, two children from Year 2 spent time in Rainbow class and then shared their experiences with the rest of the year group. The awareness week is concluded by the children wearing colourful clothes.

### Next Steps:

- Develop a robust transition pathway for children with EAL.
- Set up a wellbeing project in school, to lead a project informed by research overseen by the Mental Health Leads.
- Training on Lego Therapy and then setting up the intervention in school.
- New inclusion support team at the Local Authority for the year 2023 – 24, needs to build up good working relationships with these outside providers.



## Report on IQM Inclusive School Award



### Element 2 - Leadership and Management and Accountability

Inclusion lies at the heart of Moat Farm Infants and leaders are driven by their inclusive moral purpose. There has been great stability in leadership through the passion and drive of the Headteacher who started at the school many years ago as a class teacher and leadership at the school is particularly strong. The Headteacher is ably supported by the rest of the Senior Leadership Team (SLT) which includes a Deputy Headteacher, three Assistant Headteachers, a Nursery Manager and a Business Manager. The SLT drives the close-knit, united ethos, embedding close attention to detail and consistency. Staff and parents alike comment that the school is a truly welcoming and caring community, where everyone works as a close team with the children's needs and interests central to all decisions. The Senior Leaders are supported by a team of subject leaders who ensure inclusion remains at the heart of all learning.

SLT are aspirational and are always looking at ways to improve and make school a happy and inclusive environment through partnership with the school community and school staff. Practice and standards in school are evaluated constantly to ensure the needs of all children are addressed. Monitoring takes place across the school by SLT and subject leaders and all teachers receive feedback following any monitoring activity. Subject Leader monitoring focuses on staff's confidence and knowledge of the subject. SLT reviews the outcomes from all monitoring activities and uses the findings to improve the school further and identify any ongoing Continuing Professional Development (CPD) needs.

Leaders welcome feedback and use surveys and pupil voice with the staff, pupils and parents to check that the practices in place are meeting the needs of the whole community. Feedback from surveys is analysed and actions are implemented.

SEND is exceptionally well led within the school and clear practices have been embedded to enable staff to identify and raise concerns. Teachers use a concern form which they complete and send to the SENCo to address any concern about an individual child. Concerns raised by staff within Early Years will generally be followed up with a meeting with the child's health visitor to check whether any early developmental issues have been identified. Following receipt of all concern forms the SENCo spends time observing the child in class and provides strategies for the class teacher, appropriate meetings with parents will be arranged and referrals will be made to external agencies. Through careful, strategic management of the limited school budget, leaders have been able to provide one-to-two or one-to-one support for key pupils whilst awaiting assessments and external support.

Most children's needs are catered for through inclusive high-quality teaching, with teachers who are skilled in the effective inclusion of all children through using a range of teaching styles, enabling children to learn through doing things and through having rich and varied experiences. All new learning is based on previous knowledge and built upon, and all staff have high expectations of all the children. The SENCo uses Pupil Progress meetings (supervision) following every data drop to identify any child making slower than expected progress and will work closely with the class teacher to identify appropriate intervention for the child. All interventions have record sheets which are completed by staff at the end of a period of support, analysing progress made and impact.



## Report on IQM Inclusive School Award



All children who have an EHCP or receive top-up funding in Nursery or Reception follow a personalised planning approach, enabling teaching to be based on the needs and stage of the child and not their age. This ensures that the learning is appropriate and incorporates specific targets relevant for the child enabling them to have access to the curriculum at their level.

Parents of children with SEND report that they feel involved and consulted about their child's education and find the SENDCo approachable and supportive. Parents reported that all concerns are addressed speedily.

The wellbeing of staff is a high priority for leaders. There is a clear open-door policy within leadership and staff told me that leaders are approachable. The school has two trained Mental Health leaders in place who hold weekly drop-in sessions for staff and has also trained a Mental Health First Aider. Staff are also signposted to outside services for support of their mental health through access to an Employee Assistance Scheme. Workload is constantly reviewed and addressed by leaders and leaders provided specific training for staff on managing workload during November 2022. Planning, Preparation and Assessment (PPA) is provided consistently for all staff who can plan from home if they wish and all members of SLT get working from home days and one staff meeting each half term is kept free for wellbeing. Leaders have recently factored in breaks into staff timetables, following feedback from a staff survey, to ensure all staff have time to get drinks. Phased returns are discussed and implemented for staff following any lengthy absence, taking personal circumstances into account and agreeing to permanently reduce hours wherever possible, if they are requested.

Safeguarding in school is highly effective and led by the Safeguarding Lead, supported by the Headteacher and Deputy Headteacher as Designated Safeguarding Leads (DSLs) and the Assistant Headteacher/SENCo as a Deputy DSL and lead for Looked After Children. Students I met with were extremely articulate about keeping themselves safe and demonstrated a very sound understanding of the lanyard system in school to identify trusted adults. The students could all explain what they would do in school if they felt unsafe.

The school is held to account and supported by a strong, knowledgeable team of Governors. During my visit, I met with the SEND Governor who is an experienced executive Headteacher at the local Junior School and the Vice-chair who has a wellbeing focus as part of her many responsibilities. Governors scrutinise and provide challenges for leaders in several ways, with the board meeting every half term. All Governors have responsibility for at least two aspects of school or subjects and Governors visit school termly to look at books, talk to pupils and staff and meet with subject leaders. The SEND Governor is an Executive Headteacher and is knowledgeable about inclusion. The SENCo meets the Governor termly and a SEND overview report is shared with all Governors termly along with an end-of-year Governor report for SEND being shared at the end of the academic year. As a result of the Governor's scrutiny, SEND attendance was identified as an area for improvement which directly led to whole-school training and the development of a targeted approach to attendance with parents. Detailed reports on attendance of all groups of pupils are now provided to Governors as part of the Headteacher report at each full board meeting.





## Report on IQM Inclusive School Award



Safeguarding is overseen by the Chair of Governors and a detailed safeguarding report is provided for Governors by the Headteacher. The Chair is knowledgeable and fully trained in safeguarding and safer recruitment. All Governors have at least Level 1 Safeguarding Training.

Staff are well supported in CPD appropriate to their role. The school is always looking at CPD opportunities that can benefit the needs of the school and staff are encouraged to request any CPD opportunities they are interested in through the appraisal process. All staff received training for Attention Deficit Hyperactivity Disorder (ADHD), emotion coaching and trauma-informed practice at the start of the year. The school buys into Educare and all staff completed Autism training on Educare, with some staff being signposted to additional courses as appropriate. Additional training this year has included speech and language courses, autism in girls, sensory processing, complex needs in the classroom and supporting the reluctant talker. Selected staff have received diabetes training to support key children in school. The school currently has two Makaton trained staff and is looking to train additional staff. The school introduced the Little Wandle Phonics scheme last year and all staff have been fully trained in the programme. Teachers have regular staff meetings to improve their subject knowledge. Subject leaders conduct specific staff meetings on their subject and are supported by a member of SLT to further improve their knowledge. All staff new to the school have an induction by a named member of SLT. Staff are then supported by year group colleagues to ensure they are supported well in school. The Induction Lead will follow up with new members of staff over the year to address any concerns.

Mental health needs are well met in school through two trained Senior Mental Health Leads and a trained Mental Health First Aider. There are also four first aid and paediatric first aid trained staff.

### Next Steps:

- Educate all Governors regarding SEND inclusive practice.
- Develop a wellbeing committee.



## Report on IQM Inclusive School Award



### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Moat Farm Infant School is designed around the six core values that link learning together. Curriculum planning allows children to practise, apply and transfer skills across the curriculum using six strategies:

1. Dual Coding.
2. Concrete Example.
3. Retrieval Practice.
4. Spaced Practice.
5. Elaboration.
6. Interleaving.

The six strategies help children to retain information in their long-term memory. The school ensures the curriculum enables children to communicate through speaking, listening, reading and writing using several schemes including Kapow, Jigsaw and Maths Mastery. They deliver a cross-curricular approach so that reading, writing and Mathematics are always evident in lessons. All subjects have an overview for each year group. Topics are supported through all year groups taking part in one educational visit alongside several local walks, visits and several visits from authors and artists each year. Rainbow class children join their year group trips, with the visits being specially adapted for Rainbow children.

The school has created four curriculum drivers:

1. **Learning for life** – providing opportunities for children to develop skills to tackle life in modern Britain and the wider world.
2. **Possibilities** – giving opportunities for children to explore and experience learning opportunities and the provision of irresistible learning environments.
3. **Creative and expressive arts** – providing children with rich opportunities in music, art, design, dance and drama.
4. **Enterprise** – encouraging children to work in increasingly enterprising ways.

All units are planned to incorporate a 'stunning start', a 'marvellous middle' and a 'fabulous finish'.

This year the school has introduced a subject mantra for each subject to help children understand the subject coverage and this is referred to at the start of every lesson. As a result, children are now confidently able to talk about their learning in all subjects. Differentiation, including curriculum scaffolding and additional support for identified pupils, enables all children to access the learning. Retrieval quizzes are used at the start of every lesson to revise, reinforce and embed prior learning. In Early Years, play is central for all children.



## Report on IQM Inclusive School Award



Phonics and reading are clearly a priority within the school. Leaders compared several accredited phonics schemes prior to making a strategic decision to purchase Little Wandle, providing training for all staff in school. The Little Wandle Programme provides clear links to the teaching of reading and all pupils at Moat Farm have three reading sessions each week, each with a different, carefully planned focus. The Little Wandle programme is delivered to all pupils with the school using the Keep Up Intervention sessions for children who require extra phonics support.

Pupils enter Moat Farm Reception class working below national expectations and the school has introduced the use of 'Concept Cat' within the Foundation Stage to support vocabulary development. Throughout school the development and broadening of pupil's vocabulary is supported using 'Communication in Print' and the provision of pictorial or concrete objects, particularly supporting any EAL and SEND learners. Reading is further supported in school through start of day reading and phonics activities and end of day story time where staff read to the class, helping to develop pupil vocabulary alongside the enjoyment of books. Children also take part in reading for pleasure and each class has a reading ladder with children earning stickers and rewards for reading books.

The wellbeing of pupils is seen as a high priority by leaders. Concerns around the growing level of obesity amongst pupils has led to the school prioritising physical activity. As a result, a new Physical Education (PE) scheme has been introduced and a range of daily lunch time and after school sports clubs are provided by an external provider. The hall is also set up for sports at playtime which is led by a Teaching Assistant and children can choose to access hall PE at playtime with numbers being controlled by the availability of bibs. Staff closely monitor attendance at the break time club to ensure all children can participate. Pupils all spoke very positively about the PE provision with many citing PE as their favourite aspect of school. Children are also able to access the library and use the chrome books to access online books during playtime.

Learning in school is supported through thirty Chrome Books in each year group and the use of visualisers, Talking Tins and Bee Bot and online games including Purple Mash. The school website is used to support learning and has created a virtual library. Each subject leader refers to books linked to a topic for students to access.

### Next Steps:

- The school to purchase the books referenced in the virtual library.
- Review other extra-curricular activities the school can do to enhance learning apart from sports activities.
- Embed the practice for children who have passed the phonic programme.
- Word workout to be established in KS1.



## Report on IQM Inclusive School Award



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

The learning environment at Moat Farm Infants School is highly inclusive, with a 'total communication environment' being evident throughout the school through the consistent use of 'Communication in Print'. All staff have a lanyard with the main communication pictures on to support children e.g., snack, toilet, classroom. All classrooms are inclusive within school and have provisions in place to meet the individual needs of children and care is taken to make sure learning environments do not put any child at a disadvantage. Visual timetables are evident in every class.

Leaders have been developing the learning environment at Moat Farm Infants School and are in the process of converting all display boards to hessian boards. In the classrooms where traditional boards are still being used, hessian coloured backing paper has been introduced. This has led to a reduction in 'over-stimulation' caused by 'overload of colour'. Displays in classes are carefully planned by staff to ensure the environment supports learning without becoming a distraction for pupils and leaders have introduced consistency across classrooms through clear expectations being set. Displays are made accessible to all children using pictorial clues and children's voice. Pictures are always used to support the introduction of new vocabulary.

Leaders support teaching and learning well through a clear, planned CPD programme. The teachers I spoke with told me that leaders fully understand the demands of teaching and bear workload in mind whenever deadlines are set, ensuring time is allocated. PPA is viewed as a priority and staff are always given PPA time regardless of any other demands on time during a week. Staff meet as a year group either at lunch time or after school to discuss the progression of skills and the focus for each subject for the following week and allocate subjects to staff members. Staff then plan their subjects independently during their allocated PPA time, sharing planning and resources with the rest of the team. Staff particularly like having the option to take their PPA time at home during the spring and summer terms and the second half of the autumn term.

Subject knowledge is supported through the programme of staff meetings which include both phase and subject leader sessions. Each subject is overseen by the subject leader alongside a year group subject specialist.

Technology is used across the school to support learning. All classes have access to Interactive White Boards and KS1 use class books to support lessons at times. Visualisers are available and are used to enhance learning when appropriate. The school has purchased licences for both Big Cat online and Purple Mash and Bee Bots are used to support in lessons.

Teaching Assistants (TAs) are allocated strategically to meet the needs of all children. Reception classes have a full time Teaching Assistant (TA), and all Year 1 and Year 2 classes have a TA for English lessons. Additional TA support, usually on a one-to-two ratio is provided for children requiring additional support either with an EHCP or whilst waiting for an EHCP. This has led to leaders funding some additional TA support from the main school budget ensuring children with needs are fully supported whilst waiting for any diagnoses. TAs also work across school delivering a range of interventions to



## Report on IQM Inclusive School Award



support children to keep up with learning and to address any developing gaps. Interventions include Little Wandle Keep Up, Lego Therapy, Better Reading Partners, Maths Keep Up, Talk Boost (in Nursery), WellComm (in Reception) and the Sandwell Literacy Programme. TAs meet weekly with the class teacher and discuss their daily timetable which identifies which students the TA will be supporting. A weekly timetable is provided for all TAs covering the needs for each lesson. All work is differentiated by the teacher with the TA making adjustments during the lesson as needed. Feedback is provided to the teacher after each lesson, with the TAs annotating the weekly plan. Morning and after-school meetings take place daily with the class teacher.

Staff meetings include phase meetings and time for subject leadership. Subject leadership is strong with all subjects having a subject leader and a lead within each year group.

SEND support is a real strength of the school. All classes have a SEND folder with reports for individual children and quality first teaching strategies and the School Information Management System (SIMS) has a quick note of identified needs for each child. Transition meetings take place before the start of the new academic year ensuring all individual needs and strategies are shared with the new teaching team. CPD is carefully planned to ensure all staff have the skills and knowledge to support children with additional needs. Teachers find the opportunity to speak with the external professionals in school highly supportive. Additional resources are identified for key children and made available as needed, including wobble cushions, ear defenders, fiddle toys, choice boards and visual overlays. Makaton is used across the school with all adults receiving Makaton training before Covid-19. Leaders are planning to return to the 'five a day' Makaton target with all staff and will be providing further training for staff in Makaton moving forward. During my tour of the school, I observed several staff using Makaton in their daily teaching within the class.

SEND surveys with parents in school have shown that 100% feel well involved and consulted about their child's education, 100% feel the SENCo is approachable and addresses concerns immediately, 83% stated their child has been able to join in after-school clubs (the remaining 17% had children in Reception classes without access to clubs).

The number of Newly Arrived pupils has been increasing recently. The school's use of 'Communication in Print', alongside a strategy of immersing the child in the language is proving very successful in supporting these pupils to develop their use of English. All Newly Arrived pupils at the beginning of learning English do a daily language-based session in a small group working mainly on survival language and building up key vocabulary. The picture lanyards used by all staff support the survival language in class. EAL learning in class is supported by support staff working one-to-two and through the provision of an independent activity box.

Parents use translate on their phone to communicate with the school, supported whenever possible by a staff member speaking the home language.



## Report on IQM Inclusive School Award



### Next Steps:

- Makaton to be relaunched throughout the school by Makaton leads.
- Chat GPT to be used to support lessons.
- Develop the use of visualisers further.
- Develop technology to support SEND children.



## Report on IQM Inclusive School Award



### Element 5 - Assessment

Assessment for Learning takes place throughout every lesson ensuring teaching and learning continually builds upon what children already know. Teachers use previous attainment data to know where children are working and what they need to do next to achieve well and this is planned for accordingly. The school uses a range of formative and summative assessments to assess children's learning. All lessons have a 'learning ladybird' and a 'successful spider' which are shared with children so they know what they are learning and the steps they will need to take to achieve this. The ladybird and spider are referred to throughout the lesson encouraging the children to self-evaluate and identify the progress they have made. The school has a marking and feedback code that ensures consistent feedback is provided to all children during lessons and any misconceptions are addressed as a result. Teachers use a range of questions throughout lessons to assess what children know and can explain.

Summative assessment takes place three times a year to track individual children's ongoing progress. Children who are in Rainbows and some children in school will be tracked against the B-squared assessment to enable smaller steps of progress to be identified and some children follow pre-key stage assessments such as skills ladders and SEND assessment sheets where National Curriculum assessment is not appropriate.

Phonics assessments are completed as part of the Little Wandle programme with gaps being identified and staff delivering the Keep up Intervention to any child beginning to fall behind. Writing assessment is achieved through a half-termly piece of English writing linked to the genre that has been taught and a written piece at the end of the term's topic. Assessment in Mathematics takes place as part of the Maths Mastery looking at learning taking place during the lesson, during fluency activities and work completed in the application books, foundation subject assessments have been brought in line with the assessments provided through the KAPOW subjects assessing learning closely against the topic taught.

Moderation of assessment takes place termly by SLT and subject leaders every term following the data drop. Moderation takes place in pairs of staff from the year group working alongside the subject leader and either the Headteacher or Deputy. Cross-school moderation is also arranged with Moat Farm Junior and with other Oldbury schools.

Pupil Progress (supervision) meetings take place termly following each assessment window and are used to identify any new additional needs and possible interventions for each child. Parent consultation sessions take place during the autumn and spring terms for all parents. An additional parents' evening in the summer term is provided for any parent of a child on the SEND register. Due to the additional communication needs of the children in Rainbows, parents of children within the unit have a parent meeting every half term.

All children with an EHCP have their end of key stage targets broken down so that teachers are aware of their next steps and can plan for this accordingly and this is reflected in yearly reviews with parents.



## Report on IQM Inclusive School Award



Teachers use talk partners regularly in most lessons to support the children in processing their learning and sharing ideas.

SEND needs are identified as part of the assessment process. Staff complete 'child concern forms' and submit these to the SENCo. The SENCo will observe the child in class, contact health visitors for children in Reception and contact external agencies as necessary. Referrals will be made to Inclusion support if required and the SENCo will provide the teacher with a bank of strategies to use with the child in class. Pupil progress meetings regularly flag up early SEND needs.

Staff have all been trained to identify progress because of interventions. All interventions in school have record sheets to be completed by the TA or teacher after the intervention to identify impact.

### Next Steps:

- Embedding Learner progress discussions and ensuring consistency following looking through books.
- Training of staff on completing intervention sheets in more detail.





## Report on IQM Inclusive School Award



### Element 6 - Behaviour, Attitudes to Learning and Personal Development

Leaders have reviewed the Behaviour Policy this year following a move to a 'Restorative Approach' to behaviour. This behaviour approach aims to:

- Provide a safe environment where all children can learn and achieve.
- Provide a positive restorative approach towards managing behaviour.
- Outline the system of rewards and when required, sanctions for socially unacceptable behaviour.
- Encourage and support children to become well-rounded, happy, respectful and caring individuals.
- Be solution-focused and support children to understand and take responsibility for their behaviour choices.

All classrooms have a 'Behaviour Zone' displayed which has been adapted to meet the needs of specific children. Reward systems include, 'Going for Gold', Star Learner, Sports Award, School's Presentation Award and a Care Bear Award. The Going for Gold Awards has been embedded across the school and children collect special stickers on a chart for demonstrating positive learning behaviours. When a chart is complete, the child receives a sticker from the Headteacher, a prize and a message home on 'Marvellous Me'. Weekly star learner and sports awards are given in KS1, with recognition and certificates being given during the celebration assembly. Reading certificates are also given to children who have read a certain number of books throughout the year. The Care Bear Award is specific to Reception and is used to reward kindness. The School's Presentation Award is given to one child in every class each week, with the children being invited to afternoon tea with the Headteacher. Any negative behaviours are dealt with by an adult who was there at the time and will discuss what has happened, look at feelings with the child and help the children to understand and manage their anger.

Children with more extensive behaviour issues are looked at individually and parents are involved. Staff considers the whole child when looking into more serious behaviour issues, considering homelife, medical needs and SEN to help identify the cause of the behaviour and strategies to support. Staff raise concerns regarding key children with the SENCo who will advise on strategies that can be implemented.

The school rules, 'We listen, We are kind, We work hard, We are helpful, We are safe, We look after our things', help to create a positive ethos across the school and clearly define the high standard of behaviour expected from all children. The rules are agreed by the children, staff and Governors as a whole school, consistent approach and are designed to encourage the children to be positive in all they do, and help to establish a happy environment for children to work in. The rules are referred to frequently by staff and are taught explicitly and embedded with the children from Nursery through to Year 2.



## Report on IQM Inclusive School Award



Behaviour observed during my visit was exemplary and the children I spoke with were delightful and highly articulate. Children who have received awards from out-of-school events are celebrated on newsletters.

Attendance is a key focus for the school, with the SENCo and SEND Governor looking closely at the SEND attendance patterns and implementing strategies to raise the attendance of this key group of students. Children receive a 'Marvellous Me' attendance badge each half term and a certificate at the end of the year if attendance is above 96%. Children's personal development is met well using the Jigsaw curriculum which is delivered from Nursery through to Year 2. Children's wellbeing is well supported and outcomes from pupil questionnaires are analysed carefully and responded to appropriately. Parents and children are carefully signposted to other agencies and counselling services as appropriate and the Family Worker works one-to-one with identified children and their families. Worry worms are available for children to identify they need to talk to someone and 'trusted adults' are identified for any children struggling with anxiety. Modified timetables and variations to the school day are provided for key children who need nurturing. The SENCo makes Child and Adolescent Mental Health Service (CAMHS) referrals as needed and will always challenge when a child is deemed not to meet the CAMHS criteria and supports parents to challenge the decisions. Moat Farm Infants also buys into Rock Steady, an external music provider, directing key children to the provision to support personal development and wellbeing.

Pupil wellbeing is supported by a family support worker and a gorgeous school dog, Lottie, who works with identified children who find coming to school hard. Lottie will greet parents and children at the school gate. Lottie works with identified children during the day and the school shared how she is currently helping a child with Social, Emotional and Mental Health (SEMH) needs who teaches Lottie new tricks. Another example shared was of a child struggling with anxiety linked to leaving home and going outside to play ball with Lottie each day. Lottie also spends time hearing children read and helps leaders when 'picking up' any dysregulated children.

Whilst children within school understand the need for children with specialist needs to be managed 'differently', many parents question the behaviour of other children and the impact they feel this has on their child. As a result, the school prioritises working with parents to reassure them and help them to understand the importance of meeting the needs of each child.

### Next Steps:

- All adults to receive Trusted Adult Training.
- Review the positive behaviour policy – from policy to practice.
- Develop further ways to educate staff about healthy lifestyles.



## Report on IQM Inclusive School Award



### Element 7 - Parents, Carers and Guardians

Parents are particularly positive about the school. Parental comments shared as part of my visit or through a recent parental leaver survey included, "I wanted to thank you and every member of staff for the incredible job you have done". "You are an excellent school I would not want my child to have been anywhere else". "The community is lucky to have a great school like yours at our doorstep". "Staff are all very approachable and care about each child". "The staff make the school and all of them seem to love what they do". "Staff know each child as an individual". "The SENCo is always happy to give time to supporting parents through email, phone calls and meetings".

Channels of communication for parents/carers are strong and highly effective. Parents told me that any queries are responded to very quickly whether by phone, email or through the 'Marvellous Me' App. The regular newsletter produced by the school includes a section of activities happening within the local area, e.g., forest school in Warley Woods, which the parents find useful.

Parents who have children in Rainbows are particularly positive about the education and support provided by the school. Parents of children in Rainbows can speak with the staff and receive an update at the end of every day. Stay-and-play sessions in Rainbows are also valued by parents. The use of 'Communication in Print' to create communication boards and communication books has been invaluable in supporting non-verbal pupils to communicate their needs, leading to a significant reduction in frustration. Staff make additional sets of symbols for the parents to enable them to communicate their needs at home. Before Covid-19, the school taught the children Makaton. Makaton was used in assembly and children learnt and performed a Makaton song each week in Assembly. The school is in the process of relaunching its Makaton programme and staff have been trained. During my time in the school, I observed several staff using Makaton alongside speech during normal classroom activities.

Coffee mornings are held termly for different groups of parents across the year with a particular focus on the provision of coffee mornings for Rainbow parents. Visiting professionals are invited to the meetings linked to the focus for the session. Over the past year professionals attending the coffee mornings have included a dentist, representatives from Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS), Speech and Language Therapist, Complex Communication Specialist, Sandwell Parent Voice, Salop Gardens (Allotment), School Nurses, Early Help and representatives from Children's Centres. The Children's Centre will be running a parent course in school in January as a result of the coffee morning. The school's Safeguarding Lead/Family Inclusion Lead and the SENCo attend all the coffee mornings. Feedback following the coffee mornings identified that parents enjoyed speaking to other agencies and parents, like learning about support in community and 100% stated they would be attending future mornings. A total of 50% of the parents requested more handouts from the visiting professionals which the school will look to provide moving forwards.

Parents' evenings are held termly for all mainstream students and half termly for pupils in Rainbows. Many children in Rainbows are non-verbal, making regular close links with parents especially valuable. Attendance at parents' evening is exceptional across the school.



## Report on IQM Inclusive School Award



The parents I met with in school shared many examples of how the school goes above and beyond to meet the needs of their child. One parent shared how inclusive the school had been supporting her child who was diagnosed with Type 1 Diabetes during Year 1. Meetings were arranged between nurses and staff and staff volunteered to be trained to use the diabetes pumps. Frequent meetings have been arranged in school for the parent who also receives regular phone calls from staff to provide information. Another parent spoke to me regarding the support school staff have provided with toileting needs, helping to set up clear routines within school, even providing a laminated booklet using symbols for the child to use at home to help them understand toileting.

Leaders at Moat Farm Infants are committed to enable parents to be able to support their child's learning at home. As a result, several parent workshops are delivered in school including workshops on phonics, reading and a children's wellbeing course which is planned to run over a ten-week period in the new year.

### Next Steps:

- Policies to be accessible in different languages on request.
- Links made to translators to come in and speak to parents in different languages.



## Report on IQM Inclusive School Award



### Element 8 - Links with Local, Wider and Global Community

The school values the support of external agencies which improves the outcomes for children. Good relationships have been built up with Speech and Language Therapists using both National Health Service (NHS) and enhanced provision, SENDIASS, Inclusion Support, Local Authority SEND team, Early Help networks and other external providers such as Barnardos and the local police. The school buys into an enhanced Speech and Language Therapist who visits every other week to support standards in Speech and Language. The Speech and Language Therapist works closely with the SENCo who prioritises children based on need. The SENCo liaises effectively with members of Inclusion Support through email, phone and in person. The school also liaises with the School Nurses and Health Visitors

The School Advisor completes termly visits and works with leaders to support with continued development and offers feedback to leaders regarding the SDP and the actions the school are taking towards the targets.

The external providers also work closely with staff, having an 'open door' policy for when they are in school. Staff told me they very much value the access to the specialist teams and the advice and support they have access to.

The Speech and Language Therapist work very closely with the SENCo to identify and support the needs of the children within Rainbows, identifying strategies including Aided Language Displays for children with limited or no speech. A Speech and Language intervention using a 'sliding in technique' has been introduced for reluctant speakers. The child's confidence to speak is built up slowly with a trusted adult, which may, in the first instance, be a family member. Over time additional adults are introduced into the sessions, initially in an observing capacity, before being involved in any communication.

The school also makes good use of interventions recommended by Sandwell Authority including 'Sandwell Ladders', Sandwell writing and numeracy interventions and Sandwell numeracy intervention. 'The Gain', an early identification system for Year 1 to identify gaps, is also in the process of being introduced. All schools in Sandwell have access to WellComm which is used with all Reception children at Moat Farm Infants.

The external providers I met with during my visit told me that children's needs are very well met by the school and that the school is extremely good at acting on advice provided. As a result, the school meets children's individual needs very well.

Additional activities involving the wider community include an annual music festival, Christmas and summer fairs, involvement in 'National Days' including the King's Coronation, Remembrance Day, fundraising for Ukraine and the Turkey Earthquake and collecting food for local food banks as part of harvest celebrations. The Religious Education (RE) Lead is also developing links with schools in Dubai to promote the curriculum and the Geography curriculum ensures links to different areas of the world. Moderation activities also take place across other local schools.



## Report on IQM Inclusive School Award



The school's upcoming move to an academy with the Stour Vale Trust in February 2024 is seen as a wonderful opportunity for Moat Farm Infants to become more involved with school support and this will become a key focus for the school over the next year.

### Next Steps:

- Continue to build on partnerships.
- Make further links with the local community.
- Invite more visitors into school from the mental health directory.