



Report on IQM Inclusive School Award



School Name: Wren's Nest Primary School

School Address: Wren's Nest Primary School
Marigold Crescent
Dudley
DY1 3NX

Head/Principal Ms Sarah Parkes

IQM Lead Ms Amber Harris/Ms Hannah Smith

Assessment Date 3rd February 2026

Assessor Ms Hilary Thompson

Sources of Evidence:

- Tour of School
- Learning Walk
- Books
- Web Site
- IQM SER

Meetings Held with:

- Headteacher
- Inclusion leads and SENDCo
- Curriculum Leads
- Attendance/Behaviour lead
- Teaching and non-teaching staff
- Governors
- Parents
- Pupils (Specialist Provision and Mainstream)
- Pupil Parliament



Report on IQM Inclusive School Award



Overall Evaluation

Wren's Nest is a two-form entry school in an area of significant deprivation in Dudley in the West Midlands. Parental and family needs within the area are high and leaders ensure they are meeting needs within the community as well as within school. It is a diverse and inclusive school community that places equality, respect and high expectations at the centre of its ethos. The school is committed to ensuring that all pupils, regardless of background, ability, need or circumstance, feel welcomed, valued and supported to achieve their full potential. Inclusion at Wren's Nest is a fundamental principle that underpins teaching, learning, behaviour, attendance and wellbeing.

Leaders prioritise inclusion and the needs of all children above the budget and continue to develop and provide internal Specialist Provision to ensure all pupils in their local area are able to access and succeed in education. Current provision in school includes six separate provisions supporting 94 children across the school, all with significant additional needs. The school took over the Children's Centre from the Local Authority in 2016 and the running of the 'Time for 2s' provision, which is now a 32 place, (16 morning and 16 afternoon) provision for families in receipt of deprivation funding. Staff start analysing Speech and Language, SEN and EHCP needs and successfully develop relationships with parents and families early. This has enabled earlier intervention and has positively impacted on standards at KS2. Leaders have recently received a letter from the Secretary of State for Education, praising the outcomes for disadvantaged at the school.

The 'Sunshine Room' is a Specialist Inclusion Hub funded by the Local Authority due to the lack of specialist places across the Authority. The provision takes pre-school children between the ages of 3 and 4 (6 morning and 5 afternoon). These children have been identified as needing specialist provision once they reach Reception and statutory school age. Of the 8 children who attended Sunshine Room last year, three have remained at Wren's Nest with the rest attending mainstream hubs whilst awaiting specialist placements. Staffing levels are high with 3 staff supporting 6 children leading to the provision costing well above the Local Authority funding.

Twinkle Room was set up by the school at the end of Summer Term 2025 due to the school having 8 children with EHCPs joining Reception. Twinkle Room supports reception to Year 3 children all with complex, developmental needs, working within the birth to three curriculum. Twinkle currently supports 8 children full time, taught by 5 staff and includes children awaiting special school placements not available in Dudley. The provision is funded through the EHCP funding which fails to fully meet the costs of the provision, impacting on the school budget.

Little Stars was also created at the end of the summer term last year and provides placements for children leaving reception and Year 1 unable to manage in mainstream, with the children continuing to work on the Early Years Curriculum. Little Stars currently supports 9 children with a fluid approach providing access to additional children for key groups and curriculum areas.



Report on IQM Inclusive School Award



Shooting Stars is a KS2 Complex Learning Needs Provision set up in 2019 because of the increase in children in school with an EHCP. The provision has grown from 8 children in 2019 to 32 children this year with a fluid approach to learning enabling pupils to access mainstream lessons as appropriate. The provision has two separate rooms, one working on the KS1 Curriculum with a second group working on a KS2 programme of study in a mixed age group. Shooting Stars provides a personalised provision for each child with parents fully consulted regarding any mainstream teaching involvement for their child.

Rainbow Room has evolved from the schools Nurture Provision over the last 23 years, providing support across the whole school, currently supporting 22 children from year 1 to Year 5. The children are full time within Rainbow Room, working on an adapted curriculum alongside social and emotional elements, predominantly for children with significant SEMH needs. Children within Rainbow Room have the opportunity to join mainstream lessons, supported by a key trusted adult for any personal areas of strength.

The Nest provides support for children who need additional SEMH help alongside being in a mainstream class. The Nest will support with anxiety, attendance and school phobia concerns and other SEMH behaviour needs. These children are generally working on age-appropriate curricula but need support to come into school, manage unstructured times and manage transition between home and school. All children in The Nest have a 'meet and greet' each morning, a check-in snack time during morning break and are dismissed from the Nest at the end of the day.

In addition to the 6 Provisions the school's Safari Room provides a base for the team of 6 learning mentors who act as child advocates, support children in moments of need and support with dysregulation.

Leaders, alongside Dudley Local Authority are aware that the provisions in place at the school are all underfunded, leading to the school having a significant deficit budget. The Authority are currently working with Wren's Nest to re-evaluate the funding for Special Needs at the school and leaders are hopeful funding will increase significantly in the coming year.

A daily breakfast club is provided free of charge for all children attended daily by 120 children. Children can attend freely without pre-booking. Food is provided through the 'Magic Breakfast' scheme and bagels are also provided for all children at break times. The school provides PE kits for all children, keeping and washing them in school ensuring clothing is not a bar to accessing the PE curriculum. Uniform is kept as flexible as possible to reduce cost for parents whilst also ensuring neuro-diverse children can wear clothes comfortable to their needs. A pre-loved uniform rail is provided in the front entrance and the school also provides a food bank and a beauty/hygiene bank.

The schools New Years Resolution is based around the National Year of Reading, 'Every story counts every reader belongs', aiming to encourage children to read for pleasure. This has driven the school's whole school reading workshops for parents, tailored closely to the needs in individual year groups, with separate workshops delivered in



Report on IQM Inclusive School Award



each year group. Attendance at the workshops was high with 78% attendance across the whole school.

The school have identified three targets for next year:

- Embedding AAT assessment across all provisions in school
- Further development of Specialist Provision
- To act as a System Leader for inclusion within Dudley and Teaching Hub

Partners

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ms Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Wren's Nest Primary School's ethos centres on 'supporting every child to unlock their potential and reach for the stars.' Leaders believe every child can succeed, and focus on helping pupils, as individuals, become happy, confident, resilient learners who aim high in both academic and personal development. Pupils are encouraged to respect others, value their community, and explore the wider world around them.

The Headteacher sees the school as 'The Lighthouse within the Estate', providing an honest and open culture with parents and children to earn trust and respect.

The school ethos is highly visible through the welcoming and inclusive environment and the high expectations for learning and behaviour. Children told me they feel safe, parents spoke positively about the support they receive as families and staff shared the strength of teamwork and shared vision across the school.

The school's core aim is to ensure that no child is overlooked, excluded or limited by their circumstances. Leaders and staff work hard to identify needs quickly and efficiently, ensuring they are shared and understood by all and addressed through a graduated evidence-informed approach.

The wider school aims look to support every child to be:

- Happy, confident and resilient
- Inspired learners who want to fulfil their potential
- Respectful community members with awareness of the world around them
- Problem solvers and creative thinkers who 'reach for the stars' in all they do.

Inclusivity and support for every child, including those facing disadvantage is central to the school's provision, helping every child grow, learn and aim high through a nurturing approach to education. Barriers, (academic, social, emotional or behavioural) are viewed not as obstacles but as challenges to be overcome through thoughtful adaptation, high quality teaching and targeted support.

Leaders prioritise a sense of belonging, dignity and aspiration with all children, ensuring that pupils achieve ambitious outcomes and flourish socially and emotionally. The school is committed to keeping children in their local mainstream community wherever possible, and their breadth of internal specialist provision is clear evidence of this. The school's commitment to Specialist Provision, at the detriment to the school finances and end of KS2 achievement data highlights leaders undivided determination to meet the needs of all children and families.

Wren's Nest places great importance on helping children feel confident and secure as they move into their new year group. All children spend 5 full days in their new class during the Summer Term to meet their teachers, reducing anxiety on their return to school in September. Staff work closely together to share information, plan supportive transition activities, and ensure every child is known as an individual, with the children having their curriculum lessons with their new teacher, starting their new exercise books and getting to know their way around the new environment. The school also



Report on IQM Inclusive School Award



keeps parents well-informed so families can support the process at home, with staff providing photographs as part of a transition booklet for key children. Parents collect their children from their new classes enabling parents to also start developing a relationship with the new year group team. This nurturing approach helps children settle quickly, feel reassured, and start the new year with enthusiasm. Additional transition support is provided within the Specialist Provisions with children in Rainbow Room making a 'transition object' which they can take to their new class.

Children joining Nursery and Reception at Wren's Nest are supported through a warm, carefully planned transition process designed to help them feel safe, confident, and excited about starting school. Welcome meetings and home visits are arranged, giving families the chance to meet key adults, share important information, and ask questions in a relaxed setting and children attend stay and play sessions prior to starting. A staggered start system is used to support children to settle.

Staff work closely with local secondary schools to support transition, sharing key information about each child, including strengths, needs, and any additional support required. Children take part in transition visits, where they can explore their new school, meet staff, and experience sample lessons and the school arranges enhanced transition support, including smaller-group visits, TA support and additional meetings with pastoral staff wherever relevant.

Staff wellbeing is prioritised by leaders and staff told me that there is a real culture of looking out for each other. One staff member said; 'All staff care, they all look out for each other and there is always a good-will culture, which works two ways between leaders and staff'. Every teacher in school earns a 'pay back day' each term and everyone is given a wellbeing day in the Autumn Term. Leaders look to be flexible and family friendly with working hours and use a team approach to manage time off to attend key family events and appointments. Treats are provided every Friday in the staff room, bakery products are always available during Inset days and the staffroom contains a food basket for anyone who has forgotten lunch, with staff replenishing the basket after use. Beauty/Hygiene baskets are provided in all staff toilets. Celebration Assembly on a Friday includes a staff recognition award, chosen by Pupil Parliament. A staff 'shout out board' in the staff room celebrates recognition of staff practice. Staff at Wren's Nest rarely leave with all but one of the current leadership having started their teaching careers at the school and gaining internal promotion.

Next Steps:

- To strengthen inclusive practice through continued staff development, ensuring the whole team has the knowledge and skills to meet the diverse needs of all.
- Further development of the curriculum offer and learning environments to reflect the rich diversity of our school community, celebrating individuality and fostering understanding.
- To continue to work closely with families and the wider community, ensuring that every child's voice is heard and that parents are partners in shaping their child's educational journey, ensuring barriers to learning are identified and addressed and every child has an equal opportunity to succeed.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Leadership at Wren's Nest is strongly rooted in an inclusive ethos that places the needs of all pupils at the centre of decision-making. The Headteacher sets a clear strategic vision for inclusive practice, supported by a Deputy Headteacher with responsibility for SEND and a second Deputy responsible for safeguarding and attendance. Inclusion leadership is strong, visible and strategically distributed. The SENCo, Assistant SENCo, and SEND Team Leader all form part of the Senior Leadership Team, ensuring that inclusion influences every policy, decision and resource allocation. An Early Years SEND Lead further ensures that inclusion begins at the earliest stage of a child's educational journey. Leaders respond swiftly to emerging needs ensuring that every child receives the personalised support they require. Leaders use a graduated approach of assess, plan, do and review to ensure all needs are identified and met with provision summarised in the school's 'SEND in a Nutshell' document. A team of Curriculum Leaders, each linked to a phase within school contribute to curriculum design, assessment, and staff development.

Leaders at Wren's Nest are well supported by the Governing Body. Governors are recruited strategically, linked to their experience and the needs of the Governing Board, which includes an HR specialist, Finance Specialist and Education Specialists from Secondary and FE backgrounds. Governors meet as a Full Board every half term with the Headteacher providing a detailed report about pupils, curriculum, standards, finance and inclusion. Governors are highly involved in the school and were key to the decision to introduce life lessons into the school curriculum.

Governors are fully aware of the deficit budget situation but fully appreciate the level of funding required to meet needs of the key children at Wren's Nest who, without the Specialist Provision would struggle to be in school leading to exclusions which would not be in line with the Inclusive ethos of the school shared by Governors and Leaders. Governors are supporting the Headteacher in her work with the Local Authority to address the underfunding for Specialist Provision in the school.

The Chair of Governors prioritises the Headteacher's wellbeing, having fortnightly meetings diarised across the year alongside informal contact 3 or 4 times each week. The Chair is currently arranging a workspace within Wren's Nest, enabling her to do her day job occasionally from Wren's Nest giving additional regular drop in opportunities to chat and to build links and communication with staff and pupils.

Governor Days take place twice a year with Governors in school for the morning, seeing the school at work. Recent Governor Days have focussed on Pupil Premium spend and wellbeing, speaking to children and staff. As a result of the Governor Day the school has created a more formal induction programme for staff. Governors also meet with Pupil Parliament to hear first hand the ideas and views of pupils discussing concerns and ideas around the school menu, food theme days, and uniform. Governors I met with spoke highly about the Parliament's understanding of the needs of the school community and a recognition of the importance of keeping costs to parents low when organising any event in school.



Report on IQM Inclusive School Award



A 'Governor's Recognition Award' is presented to pupils to celebrate their achievements or positive contributions in school as part of the school's rewards system. Governors identify children for the award during their visits to school and through the Headteachers Video Newsletter.

Pupil Leadership is delivered through the school's impressive Pupil Parliament. The Pupil Parliament plays an active role in representing pupils' views and contributing to school improvement. The Parliament is made up of 20 elected representatives from across the school, with two or three members elected from each year group. Pupil Parliament meets weekly to discuss issues that matter to pupils, share ideas, and suggest improvements to school life. Parliament 'Ministers' gather feedback from peers, support decision-making around key aspects of school and the school environment, and help to promote the school's values of respect, fairness and inclusion. Pupil Parliament have organised fundraising events such as the Poppy Appeal and raising money for Bleed Control Kits with Fereday's First Response. They have also led initiatives like the Samaritans Purse: Operation Christmas Child, encouraging the school community to donate gifts for children who are in need. Additionally, the Pupil Parliament have taken part in community service activities, including litter picking in the local area, demonstrating their commitment to caring for their local areas. The Parliament are currently organising a mental health week. Pupils will have the opportunity to 'Wear something you belong to' and activities will be delivered looking at support with mental health. Donations collected for non-uniform will be donated to a Mental Health Charity.

Through these activities, pupils actively promote and uphold the school's inclusive values, fostering a sense of responsibility and community among all children, developing leadership skills, confidence and a sense of responsibility. Ministerial posts within Parliament include; Prime Minister and Deputy Prime Minister, Chancellor, and ministers for behaviour, website, community, wellbeing, sports, global environment, science, curriculum, inclusion, learning environment, attendance, recycling, healthy eating and friendship.

Next Steps:

- To deepen distributed leadership, enhancing staff ownership, and refining our data-informed practice to ensure continuous improvement.
- Further develop involvement in the Dudley SEND Strategy, the North Dudley Learning Partnership and wider collaboration with schools in the Black Country, Walsall and Sandwell.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Wren's Nest Primary School is designed to inspire, challenge, and empower pupils. It provides a strong academic foundation while nurturing the personal qualities that help children become confident, capable, and compassionate individuals ready for the next stage of their education and life beyond school. It is built around the school's core belief that all pupils can achieve highly when they feel valued, supported, and inspired and aims to equip all children with the knowledge, skills, and character needed to thrive both within school and in the wider world.

Strong emphasis is placed on early reading and language development. Phonics and writing are delivered through the 'Read Write Inc' Programme, with the children moving to the 'Get Writing Approach', enhanced by the Literacy and Language programme and the spelling programme once they have completed Read Write Inc Phonics. Oracy has been identified as a key focus and all lessons across the curriculum include an oracy target. Reading, including reading for pleasure is prioritised and highly visible across the whole school. The afternoon session in every class begins with a reading activity, which can include independent, small group or whole class reading. The school successfully applied for the Foyles Grant last year and received £7000 which has been used to create 'Book Talk' baskets in every classroom accessed during the after lunch reading time designed to encourage discussion. A book corner in every classroom provides 'levelled books' for the children to choose as home readers and inviting 'Book Hubs' are provided in corridors accessible to each key stage. Book Bingo is used to encourage children to read regularly, with children receiving a stamp on their Book Bingo card every time they complete a book and demonstrate understanding of their reading. A full Book Bingo card is rewarded by a certificate and the award of 'Reading Champion Status' and extra playtime. Three full Book Bingo Cards during the year lead to 'Ultimate Reading Champion Status', a gold badge and a special, book related prize.

Curriculum and Senior leaders have placed a high priority on developing effective 'Adaptive Teaching' practices and this has informed the core and foundation curriculum schemes purchased by the school, with subject leads adapting each scheme to the specific needs of the cohorts in school. Maths is delivered through White Rose, adapted to the needs of the children in the higher and lower sets, building in additional fluency and problem solving, adapting pace of delivery, providing challenge opportunities for the more able and breaking down learning into smaller chunks for the lower set. Wren's Nest has written its own science curriculum and uses Oak Academy for geography and history, again tailored to the Wren's Nest community. Art and DT are delivered through a bespoke art week and a bespoke DT week each term, using 'Projects on a Page' providing a key theme for each year group. German is taught as the Modern Foreign Language in KS2 with the school being fortunate to have an HLTA native to Germany able to deliver teaching to all pupils during PPA time. All children within the specialist provisions in school access the mainstream curriculum in an adaptive form.

To meet the needs of the school cohort, sitting in an area of very high deprivation, leaders have ensured a high focus on curriculum enrichment to broaden experiences and opportunities for the children. Opportunities for outdoor learning, educational visits, and community engagement are used to enrich the curriculum and help pupils connect their learning to real-world contexts. 'Wow Days' are used at the start of every



Report on IQM Inclusive School Award



topic to help pupils engage with the learning and all pupils take part in 6 trips/visits across the year highly subsidised by the school through the Pupil Premium funding. Pupils in Year 5 have the opportunity to take part in a three-day activity based residential, which pupils spoke very highly of and staff ensure that all pupils, regardless of any additional need are supported to attend if they wish to. The school makes excellent use of its Dudley heritage as a key thread, drawing on local landmarks such as Wren's Nest Nature Reserve, Dudley Castle and the Black Country Living Museum to provide real-life contexts for learning. The Wren's Nest Nature Reserve, a world heritage site, plays a central role in helping children understand the importance of the area they live in.

A broad range of after school clubs including Lego, drama, dance, TT Rock Stars, Inside Out (Feelings) are provided free of charge alongside a range of sports clubs during lunchtimes and after school, aimed at competitive engagement and sport for fun. Wren's Nest regularly enter sports competitions, providing free transport to all competitions and matches. Pupils take part in the Dudley Schools Gymnastics, Athletics competitions with the school currently 3rd best in the Black Country, Boccia, Netball, Tag Rugby, Cricket, Golf, Dodge Ball and Football (girls and boys teams) competitions.

After-school Discos take place at least once a year and three enrichment days are planned across the year including one on healthy living, one on Christmas and one around Easter.

Leaders have recently introduced a programme of 'Life Lessons' into the whole school curriculum, delivered through a 'Life Skills Day' each term. The 'Life Lessons' programme has been designed to build practical skills and confidence from an early age, delivered through three strands; Economics, Mini First Aid and Life Skills, encompassing Hygiene, Time, and Makaton. All year groups participate in a Life Skills day every year with the other two days focussing either on Mini first aid in Reception, 2, 4 and 6 and Economics in Years 1, 3 and 5.

The school is committed to inclusion and ensures that all pupils, including those with SEND or additional needs, can access and succeed within the curriculum. Adaptations, targeted interventions, and close partnerships with families help remove barriers to learning and enable every child to make meaningful progress.

Next Steps:

- Strengthen curriculum coherence and progression
- Deepen subject leadership and expertise
- Broaden enrichment and cultural capital experiences
- Enhance monitoring and evaluation



Report on IQM Inclusive School Award



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

Teaching and Learning at Wren's Nest is supported by Adaptive Teaching strategies, ensuring access to the curriculum for all students including those within the specialist provision rooms. Teachers use ongoing assessment, questioning, and observation to identify pupils' starting points and adapt lessons in real time, adjusting pace, providing scaffolding and resources, and introducing different levels of challenge to meet the needs of all learners. Leaders have introduced a number of 'non-negotiable expectations' around classroom practices which staff clearly understand, appreciate and deliver consistently. The non-negotiables create a consistent and high-quality approach to both teaching and learning and presentation, which clearly supports the calm, structured and purposeful environment I witnessed during my 2-day visit. All lessons revolve around the 'I Do, We Do, You Do' structured approach. Ensuring additional challenge is provided during the 'You Do' section of learning for those pupils requiring minimal practice and application to successfully embed learning. Non-negotiable expectations for Teaching and Learning also include; the use of Widget Symbols, provision of practical resources magazine files on every table, use of adaptive timelines in History and Art, independent access to other practical resources, focus on 'Golden Nugget' learning in each lesson and a process of clear modelling, structured support, and targeted interventions supported by highly trained and effective Teaching Assistants. Teaching Assistants work seamlessly alongside the teaching staff, viewed as equal partners, showing good understanding of the lesson being taught and mirroring the teaching being provided to the whole class. During my learning walks it was difficult to identify the Teacher from the Teaching Assistant based on the quality of interactions with the pupils. High expectations for presentation and pride in work are consistent across all subjects. Pupils follow agreed handwriting, layout, and book-presentation standards, ensuring clarity and a sense of ownership over their learning.

Teacher planning is very well supported by the Subject leaders who provide 'lesson schemas' as template PowerPoint slides to use in each lesson. The non-negotiable slides for each lesson include the target success criteria, an outcome slide, a 'big question' for oracy, Flashback 4 Retrieval start of lesson which focusses on prior knowledge, a spoken language target in every lesson, and schema webs to enable pupils to make links with other cross curricula learning. Low stake quizzes with hinge questions are provided to support assessment for learning. Teaching staff use PPA to fill in the detailed content of the lesson and to identify the adaptive approaches they will use to ensure all children can access.

Makaton is being taught across the school with a new Makaton sign being taught weekly and shared on the website. There is a clear expectation that Makaton will be used across the school and it was joyous to observe the natural way staff and students greeted each other and visitors using both speech and Makaton. Pupils are highly motivated to pick up and use Makaton and this is really supporting the acceptance and engagement of pupils from the different Provision Rooms when joining their year group at lunchtimes, becoming fully accepted and involved in friendship groups.

The learning environment at Wren's Nest Primary School is underpinned by a set of whole-school non-negotiables that ensure consistency, high expectations, and a strong



Report on IQM Inclusive School Award



sense of pride across every classroom. Consistency and high standards were evident across all classrooms, which is essential to provide the support needed for pupils accessing mainstream from their Provision Room. Teachers are expected to provide;

- Classrooms that are calm, orderly, and purposeful, with routines that allow pupils to settle quickly and remain focused throughout lessons.
- Use of displays that are current, relevant, and supportive of learning using working walls, with vocabulary prompts, Golden Nuggets and modelled examples of the learning. Colour is used consistently across all classrooms for each curriculum area, support pupils to access quickly and effectively during learning.
- Provision of easy access to resources in well organised and uncluttered learning spaces.

Inclusive practice was clearly visible around school with adaptations, scaffolds, and supportive resources being used in every class I visited. Pupil engagement and learning behaviours in all year groups including the Provision Rooms was exemplary. An inviting reading corner was evident in every room. Staff clearly appreciate the non-negotiables finding the shared expectations reduce ambiguity and workload. Staff commented that the agreed templates in place for planning and marking enabled them to focus on high quality teaching.

Next Steps:

- To further enhance the consistency of classroom environments
- To continuing to strengthen the use of questioning and discussion
- To extend opportunities for collaborative planning and shared professional discussion



Report on IQM Inclusive School Award



Element 5 - Assessment

Leaders at Wren's Nest have high expectations for all pupils and use assessment to ensure all pupils, including those with additional needs are making effective progress.

Assessment for Learning is embedded within every lesson, supported by the teaching and learning non-negotiables and the 'I Do, We Do, You Do' approach to learning and 'My Turn, Your Turn' using white boards, which enables staff to identify, throughout the lesson, pupils requiring additional adult input before moving to independent application activities.

Formative assessment is embedded in daily classroom practice, with teachers using Hinge questions and low stake quizzes to assess understanding. Retrieval activities at the start of every lesson help reinforce learning and identify gaps. Marking and Feedback is primarily delivered through live marking during lessons, providing instant feedback for pupils. Pupils confidently use the 'Tick it, Fix it' approach within lessons, marking their own work and correcting with pink pen where needed. Where teachers have provided support, pupils confidently respond using purple pen responding to the teacher intervention. Staff also use purple and green stars within the children's books, with purple stars indicating a need for same day intervention by Teaching Assistants and green stars indicating the need for a challenge, extension activity. Marking of books outside of lessons is managed through marking and feedback symbols, clearly understood by the pupils with all marking linked closely to the success criteria. More specific marking in books supporting spelling and grammar also revolves around symbols identified in the marking policy which pupils respond to using their purple pen.

Summative assessments take place regularly across the whole curriculum. Students are assessed by teachers using a colour coded system; green equating to expected, yellow for working towards and purple for greater depth, alongside summative assessments at the end of each term. These assessments provide a clear picture of attainment and progress, enabling leaders and teachers to track performance against school and national expectations.

All assessment data is recorded onto the 'Sonar On-line' tracker and pupil progress meetings are held each half term attended by class teacher, senior leaders and the SENDCo. Children requiring additional support or challenge are identified during the meetings and interventions implemented which can include; Read Write Inc 1:1, Precision Teaching, Gingers Speaking and Listening in EYFS, small group tuition after school, Times Tables Rock Stars after school and SATs based interventions including an Easter School, which includes a focus on emotional support.

Progress tracking for children with additional needs in the different Provisions at Wren's Nest is facilitated by the Ascent Assessment Tracker (AAT), a specifically developed tool aimed at monitoring the progress of SEND children. AAT was introduced this year, providing a more comprehensive and accurate method for tracking small-step progress and developmental milestones. This system provides detailed overviews of progress across key developmental areas, ensuring that achievement is accurately measured and celebrated, enabling staff to set and review meaningful, individualised targets. AAT was introduced as leaders had identified that SEND children were not able



Report on IQM Inclusive School Award



to show progress effectively through the Dudley Assessment Programme Analysis (DAPA) assessment that had been introduced in 2023. The SENDCo has worked closely with a local Special School to identify how AAT can be adapted for use in Mainstream and Wren's Nest are working closely with Dudley LA to enable all Dudley schools to use AAT with consistent language for special needs learners. Training has taken place and been cascaded back into school, and the school has created its own tracker to identify progress and small next steps using the in depth individual information AAT provides. Dudley LA will be running a moderation of AAT data in the summer term.

Leaders have produced a whole school trajectory identifying expected progress for children across each year group based on baseline data collected.

Next Steps:

- To further embed the Ascent Assessment Tracker (AAT) to monitor and celebrate the progress of children with SEND, ensuring small steps of progress is visible and celebrated.
- To continue to engage in moderation processes that draw on both Sonar and AAT data to create a holistic picture of attainment and development
- To continue to have a focus on adaptive teaching so that teachers can confidently modify teaching in response to real-time learning formative assessments.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour observed during my two days in Wren's Nest was exemplary. Pupils were polite, friendly and welcoming and delighted to demonstrate their highly inclusive use of Makaton. Staff know and understand their pupils exceptionally well, adapting procedures and expectations effectively to ensure the needs of the most challenging pupils are supported.

The learning environment within Specialist Provision includes a Sensory Circuit Room attached to 'Twinkle Room' and a Sensory Room, accessible primarily for pupils within the specialist provision but with access to other students when needed.

The Behaviour Policy at Wren's Nest is based on clear principles that promote a positive, respectful and inclusive learning environment. All behaviour management strategies at Wren's Nest emphasise a positive approach, with an emphasis concentrating on recognising and acknowledging good behaviour.

Positive behaviour is encouraged through a structured system of rewards that recognises effort, achievement and positive attitudes to learning. Rewards are used to motivate pupils, build self-esteem and reinforce behaviours that contribute to a calm and supportive school community. Daily rewards are given at staff discretion based around a smile and genuine praise and the award of team points, with each pupil being a member of one of the four school teams. Pupils also receive stickers and stamps. Class teachers send postcards home or phone parents to share good work and recognise good behaviour and attitudes. Merits are awarded to individual pupils to mark excellent achievement in academic work, effort, behaviour, creative or physical activity, with the awards being presented weekly in year group merit assemblies, where pupils are encouraged to show examples of their work and or talk about their achievement. The children work towards Bronze, Silver and Gold Merit Awards that are presented in the weekly celebration assemblies, with 10 merits needed for Bronze, 20 for Silver and 40 for Gold. All children achieving a Gold Merit badge take part in a special end of year trip. Each month every class awards two children with an 'Always Club Award', with these children invited for a tea party with the Headteacher, ensuring those children who always 'do the right thing' are noticed and rewarded across the year. A 'Class Behaviour Award' is awarded weekly to a class from KS1 and KS2 in Friday's assembly for the class who have had the best break and lunchtime behaviour. Alongside these positive awards, up to 8 children from each year group are identified as V.I.P.s and invited to a V.I.P. celebration in recognition of outstanding behaviour. There is also a Pupil Parliament Recognition Award and a Staff |Recognition Award each week.

Poor behaviour is managed through a 'staged' process using a consistent approach. Initial behaviour issues are managed through a warning with any further issue leading to the child spending 5 minutes at the class 'Thinking Table' which all classes are required to have. Any ongoing behaviour issues will lead to 10 minutes Calm Down Time (CDT) in the classes agreed CDT classroom with the children expected to 'make up' the learning time later in the day during break or lunchtime. More serious behaviours will be referred to the Learning Mentors and the DHT, with Learning Mentors where possible working with the child within their classroom or when necessary taking the child to the Safari Room for a period of reflection and restorative practice. All referrals will be



Report on IQM Inclusive School Award



recorded and form part of the behaviour monitoring system, carried out by the Learning Mentors and the DHT, to track the children who are causing concern and to ensure that appropriate strategies are being fully utilised. The Learning Mentor team complete provision maps and offer a range of support interventions including; Check-ins, 1:1 sessions, group work (girls groups, friendship groups, etc), Introduction to the Safari Room for KS1, Drawing and Talking, Lego, sand play, CHIMP to support emotional intelligence, social skills, grief and bereavement, special time and transition support. 'Morning Bootcamps', delivered before school by the PE lead for boys and girls who struggle to regulate their behaviour ensure a calm start for the day for key pupils.

To support with lunchtime behaviour the Lunchtime Supervisors, referred to in Wrens Nest as 'Class Mentors', each have a Learning Mentor assigned to them for each lunchtime. Class Mentors are paid to spend time each week in the classroom in addition to their lunchtime duties, enabling stronger relationships to develop between staff and pupils.

Attendance has become a focus for the school since Covid, with leaders still struggling to retain their pre-covid over 95% attendance. Wren's Nest Primary School is an Inclusive Attendance school, utilising the 'Inclusive Attendance Professional Development Model' to improve attendance across school.

Attendance awards including awards for Amazing Attendance, Improved Attendance, and Consistent Attendance are all celebrated as class awards in the weekly celebration assembly. In a move to reduce unnecessary absence the Headteacher has recently created a parent newsletter and video 'What's too ill for school' encouraging parents to continue to send their child to school with mild illnesses and snuffles.

Pupils 'Personal Development' is woven throughout the curriculum, with the school's values; respect, responsibility, resilience, and positive citizenship shaping expectations for behaviour and attitudes. Pupils are supported to develop confidence, independence, and emotional wellbeing through the schools PSHE programme, assemblies, pastoral support, and a strong safeguarding culture. The curriculum also promotes British Values, equality, and diversity, ensuring pupils understand and appreciate the diverse society they are part of. PSHE is delivered through the PSHE Dot Com programme, with leaders identifying the relevant units for the school community. The programme teaches children the 'Uh Oh' feeling from early on ensuring good understanding of safeguarding and protective behaviours. Lessons from the programme are adapted to meet the bespoke needs of each cohort, delivering lessons linked to three themes; Living in Wider World, Health and Wellbeing and Relationships. Protective Characteristics delivered through identified texts and Life Lessons are delivered alongside PSHE across the year.

Next Steps:

- To further develop Restorative Practices
- To enhance professional development for all staff
- To work closely with families to further develop Home-school Partnerships around behaviour and personal development



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

Parents I met with felt well supported by school and commented that communication was a real strength of the school. Leaders have an 'Open Door' policy making it easy for parents to communicate in person, putting systems in place to make school inviting and friendly. Staff and leaders have a policy of wearing more casual dress rather than formal business clothing recognising the communities reticence and lack of confidence in formal situations. Parents and families trust the staff and school, with many keeping in contact for several years after their child has moved to secondary school. Parents and carers told me that it is really easy to speak to staff on the phone, with staff returning phone calls quickly. Parents also said they use WhatsApp and email to contact school. The Headteacher Video newsletter was also popular with the parents I met with.

Leadership have two school mobile phones which parents can ring at any time, which are also manned during all school holiday periods ensuring emergency contact for all families in school. Leaders do regular phone check-ins with key families during all holidays.

Parents and carers are involved in school wherever possible. A growing programme of parent workshops, including Phonics, Reading, Maths and Wellbeing, support families in understanding how to help their children at home. Family Support Workers play a crucial role in supporting engagement and wellbeing within the school, working closely with families to provide advice, guidance and early help, supporting attendance, routines, behaviour and specific family needs. They are a key part of the pastoral team and maintain excellent relationships with parents, ensuring consistent communication between home and school. The 'Tripple P Parenting programme' is run within school delivered by the Family Support Team, a weekly, 'Move it or Lose it' parent fitness session is run by the Sports Lead and Craft and Chat sessions and ASC coffee mornings for parents of pupils diagnosed as ASC or with traits prior to diagnosis are delivered regularly. Parents evenings are held three times a year with Teachers, Teaching Assistants and Learning Mentors available for families to speak with. Staff phone all families who don't attend to ensure all parents are spoken with and leaders hold separate evenings for KS1 and KS2 parents to reduce time pressure on parents with several children in school. Parents often feel more comfortable to choose to speak with the Teaching Assistants, who they see daily at the classroom door in Parents evening.

Celebratory events are an important part of school life and are highly valued by families. Annual traditions such as Christmas Craft Mornings, where parents join their children in classrooms, and Carols Around the Crib and Christmas Market with real reindeer, which brings the community together in December, strengthen family-school relationships as well as raising money for charity.

Parent Voice is seen as a priority with leaders, and regular surveys and questionnaires are completed across the year with the school using a 'You Said, We Did' response. Comments from parents include;

'School provides a happy, stimulating and interesting environment and curriculum. You care about them as individuals and know them really well.'



Report on IQM Inclusive School Award



Parents of children within the schools array of Specialist Provision told me;

'Staff really know my child and my child is able to trust the staff.'

'The staff know my daughter's boundaries and limits and don't push too hard.'

'As a family you are introduced to every member of staff, including the caretaker. The school takes the time to get to know your whole family and always make time for you, going over and above to support the whole family. Children are not classed as naughty children but children with problems/hurdles.'

Next Steps:

- Continue to expand the programme of parent workshops, offering further sessions on Phonics, Reading, Maths, Wellbeing, Behaviour routines and SEND support so families feel increasingly confident in supporting learning at home.
- Enhance opportunities for adult learning, to build confidence and initiatives that support parents in further education or skill development.
- Further develop community-based sessions such as Craft and Chat and Move It or Lose It, ensuring families have regular opportunities to connect with Wren's Nest staff, build relationships and access support.
- Continue to build on the strong attendance partnership with families, offering targeted support, positive communication and shared strategies for helping children maintain excellent attendance.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

Leaders at Wren's Nest are actively involved in the North Dudley Learning Partnership, a collaborative network of 14 schools working together to strengthen educational provision, share expertise, and improve outcomes for children across the north of the borough. The partnership brings together leaders, teachers, and support staff to develop consistent approaches to teaching, safeguarding, inclusion, and pastoral support.

A key focus of the North Dudley Learning Partnership is on early intervention and inclusive practice, with Wren's Nest playing an active role in sharing good practice and delivering training. The school's inclusive model has been shared as best practice, demonstrating how high expectations and bespoke support can coexist to enable all children to thrive.

Wren's Nest were awarded the Inclusive Attendance Kite Mark through their work with NDLP. They have also delivered training to the schools within the cluster on Art and DT Curricula, and work together with the schools for moderation. The Partnership recently organised a 'Subject Hop' with each school within the partnership hosting a subject area. Wren's Nest focussed on Art and DT and have since been into schools to advise on developments to the curriculum. The Headteacher is also contacted for advice linked to inclusion and managing exclusion by other Headteachers and has led a number of NDLP training events alongside holding the position of Chair of the NDLP Steering Group for a number of years.

The school has also forged links with Albright PRU based in Sandwell, which provides high-quality alternative education for pupils who are unable to attend mainstream school. The provision focuses on re-engaging pupils in learning, supporting their personal development, and helping them build the skills and confidence needed for successful reintegration into mainstream education or transition to specialist settings. Leaders at Wren's Nest are looking to work alongside Albright to deliver training in Sandwell schools linked to inclusion.

Several partnerships are in place between Wren's Nest and the wider community, working with a range of local services including West Midlands Police, Dudley Children's Centres, Dudley Housing, Dudley Leisure Centre, Black Country Women's Aid, local places of worship, Black Country Food Bank and Beauty Bank, charities including Operation Christmas Child, the Royal British Legion, Children in Need, and local businesses such as Dudley Zoo and Castle and the Black Country Living Museum. Tesco Strong Start provides fruit and vegetables for our school community supporting healthy living and wellbeing. Magic Breakfast ensures that the school's breakfast club remains free of charge and accessible to all families. These connections enrich children's learning, enhance cultural awareness, support social responsibility and broaden horizons beyond the classroom.

The school's relationship with the local environment is deep. The curriculum includes opportunities to learn about the heritage of the Wren's Nest Nature Reserve, to visit historical sites in Dudley, engage in arts and cultural experiences through visits to the Art Gallery and the opportunity to contribute to local green initiatives strengthening the



Report on IQM Inclusive School Award



children's sense of place and responsibility. The schools proudly holds the Gold Woodland Trust Green Tree Award recognising their long-term commitment to environmental education and sustainability.

Leaders maintain strong partnerships with regional and national organisations including the Dudley School Sports Partnership, the Central Maths Hub, the English Hub and Dudley Performing Arts, providing staff training, curriculum enrichment and valuable opportunities for children to experience the arts, sporting and academic excellence.

Next Steps:

- Continue to expand global partnerships
- To strengthen the school's eco and heritage partnerships locally, building on the established links with the nature reserve and local industry to deliver curriculum-linked community projects.
- To engage families and the community in adult and family learning initiatives that contribute to local cohesion and well-being.
- To provide children with leadership roles within the Pupil Parliament that span local and global community activity to ensure their voices influence the school's future direction.