



## Assessor's Evaluation for the IQM CoE Award



**School Name** Breckon Hill Primary School  
Breckon Hill Road  
Middlesbrough  
North Yorkshire  
TS4 2DS

**Head/Principal** Mrs Joanne Smith

**IQM Lead** Mrs Helen Chapman

**Date of Review** 31st January 2023

**Assessor** Ms Susan Firth

### **IQM Cluster Programme**

**Cluster Group** Inclusivators

**Ambassador** Ms Rachel Campbell

**Next Meeting** 16<sup>th</sup> March 2023

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	24th March 2022	Yes
<b>Summer 2022</b>	4th July 2022	Yes
<b>Autumn 2022</b>	6th October 2022	Yes
<b>Spring 2023</b>	16th March 2023	

### **Evidence**

#### **Meetings held with:**

- Headteacher
- SEND Governor
- SENCo/ Inclusion Lead
- EYFS Lead and Staff
- Therapist
- Deputy Headteacher
- Representatives from Hills, Little Hills and THRIVE

### Summary of Targets from 2021-2022

**Target 1 - Due to delay in support from the service, provide targeted support for children with needs around SALT to positive outcomes for children and reduce the need for further referrals.**

Senior leaders are confident in the use of the assessment tools, particularly regarding the use of the WELL COMM resources, thus supports the school well in targeting pupils as individuals, who are admitted to school at a range of levels of language, particularly from an EAL aspect. The procedures in place allow senior leaders, and teaching members of staff, to succinctly plan for progression for these pupils. From these assessments, precise planning points are identified clearly on SEN support plans, to allow for clear, targeted progression for pupils. This method of assessment and planning for the future is well embedded in the practice of the school.

#### **Next Step:**

Continue to evaluate and plan for the future, using this increasingly evolving practice.

**Target 2 - Support EAL pupils with no English to develop skills through the Learning Village support package.**

The support that is on offer in school regarding the Learning Village support package is having a significant impact on the progression of these pupils. The addition of an EAL lead in school has supported the school's practice and ensured that this high level of support has been fully utilised in the most appropriate ways. An increasingly diverse population of pupils, with rising numbers daily, includes pupils from a wide range of ethnic minority backgrounds, including recent additions from Nigeria and Eastern Europe. A focus on these pupils learning through active lessons, as well as a focus on grasping the basics of English before expecting immersion in the curriculum allows for these pupils to feel confident and happy, before formalised learning can take place.

#### **Next Step:**

Evaluate at the end of the academic year, to plan further for September, as part of an ongoing ethos of self-evaluation and improvement.

**Target 3 - Develop the use of THRIVE as a class approach to wellbeing.**

The school has embraced the concept of THRIVE, as a vital part of their educational offer, regarding supporting their pupils in being happy, emotionally stable and confident. The mental health agenda in school is clearly a priority, as well as a deep understanding of the impact that levels of low self-esteem and poor mental health can have on the ability of their pupils to learn successfully. The introduction of a therapist for five days a week has really supported this and demonstrates the school's level of commitment to this crucial part of the school curriculum. Regular reviews are carried out to allow planning for progression in a timely manner.



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### **Next Step:**

Evaluate at the end of the spring term, to allow for planning for the summer term, allowing time for pupils to be emotionally prepared for the long summer break from their routine.

### **Agreed Targets for 2022-2023**

**Target 1 - Develop a whole school approach to Active Learning.**

**Target 2 - Engage with South Tees Mental Health programme for schools to access swift support for children with SEMH.**

**Target 3 - Build on ongoing, holistic understanding of the school's pupils and their needs.**

**Target 4 - Develop a provision for children who may find the busy, pen plan environment too challenging.**

## Overview

From entering the school building, it is clear that inclusion is at the very heart of the school's ethos and everyday life. Senior leaders talk with confidence about their vision for the school and are fully committed to ensuring that their pupils all feel valued, important and part of the jigsaw of the school. The school roll is highly diverse, with pupil mobility proving a challenge, which the senior leaders of the school embrace with positivity and commitment. From discussions with several staff members, they all share the same goal - providing the best possible opportunities for their children, that suit their individual needs. The Hills classroom is a highly inclusive area, with the freedom for pupils who need a more relaxed, early years approach to learning on an afternoon. This is a super example of the adaptations that the school are willing to make to meet the diverse needs of their pupils.

The Headteacher of the school shares her vision for inclusion throughout the school, through her knowledge of the pupils, staff and her own vision for the future of her pupils. It is her vision that 'every child feels like they belong' through everything that is planned for, carried out and embraces in school. The school SENDCo demonstrates a firm grasp of the needs of all the pupils that she supports through teaching and learning, support plans, referrals to agencies and ongoing assessment of their progression. The leading THRIVE practitioner was immensely proud of the ethos that has been created and talked with passion about her appreciation of the 'trust given to them as professionals to make decisions for themselves'.

The school curriculum is diverse and embedded well throughout the school. Pupils are taught from their own starting points, and that the curriculum is designed in a way that directly meets the needs of the pupils. Learning across the whole curriculum is clearly a priority, with a focus on pupils being able to access their learning at their own level. Colourful displays and artwork across school, including maps of the world, significant individuals on display, chronology of historical events and many other inspirational types of display, demonstrate their commitment to a wider curriculum, and the impact that it has on developing the life chances and experiences of their pupils.

When pupils join the school, staff members assess them promptly to ensure that the teaching and learning that is planned for them will be appropriate and tailor-made to their own individual needs. The organisation of the school allows for pupils to be taught in smaller groups, with similarly achieving pupils, to allow for targeted provision that suits each and every pupil. The approaches that the staff use are varied, including a drive on active learning, which works very well for pupils with diverse needs.

The Hills and Little Hills rooms, utilised on mornings for KS1 pupils, and nursery and reception pupils respectively, are testament to the commitment to pupils being taught at an appropriate level. The teachers from these rooms talked about the concept of simplifying the curriculum for their children, with a slower pace of learning which focuses on basic skills and confidence building. It is also clear that this provision is ever-changing, and this is to meet the diverse needs of the pupils in school.



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The EYFS (Early Years Foundation Stage) lead confidently talked about her ethos of 'everybody has a place in our space' and the commitment of the staff in EYFS towards ensuring that pupils are accepted as being unique, and that there are many different approaches to their teaching and learning. The staff were keen to discuss their passion of the pupils in EYFS, which includes the culture of looking in detail at how they can ensure that all pupils can thrive in their own way. When an approach to teaching or learning is less successful for a child, they will look at how they can make changes to provision succinctly to ensure that children are confident and happy to allow development to continue.

The many different approaches to assessment in the school are proven to be successful and provide the necessary information to allow planning for progression. Senior leaders ensure that pupils are assessed regularly, are planned for, and that there are detailed plans, including SEND (Special Education Needs and Disabilities) support plans, for pupils with additional needs. There is a strong understanding that assessing pupils on a regular basis provides vital information to support the development of the whole child.

The Deputy Headteacher and the EAL lead have worked hard on a bespoke assessment for pupils with EAL. The assessment is beginning to be used in school, as a tool to map out the starting points, small steps of progress and the overall picture of pupils with EAL, as they enter the school as a pupil. The 2 senior leaders have great ambition for their pupils and are keen to plan for them in a succinct way which will allow them to begin from their own starting points.

It stands out in the learning areas within school, that there is a real sense of calm, productivity and interest in learning from the pupils. They understand what is expected of them and show that they are keen to learn. Pupils also seem very accepting of the diverse needs of some of their peers and embrace this as part of the everyday culture of the school. Pupils were actively engaged in their learning throughout school and were proud of the work that they were producing.

Parents and carers are involved in their children's development, through meetings with senior leaders who are responsible for their additional needs, and the staff team have shown that they support the families of their pupils effectively. This may be through resources, activities and meetings or family learning opportunities.

The community centre is attached to school and plays a fundamental role in the development of relationships with parents and carers. The centre is run by a community leader who has developed a pre-loved uniform system, a food bank and other vital community services, all in an approachable manner. Senior leaders of the school explained that many parents and carers are more likely to access these services when the centre is attached to school but ran separately to school.

A 'free to all' culture in school has led to all pupils being able to access both in school trips and experiences, as well as in the wider community. School trips, including residential trips are free for all pupils, to ensure that they can all access the same opportunities.



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One of the school projects is 'Creating Active Schools' which has involved CPD (Continuing Professional Development) for staff on being active, with a focus on the benefits of movements and physical activity for 11 children, not just pupils who enjoy sport. The school have engaged in this opportunity well through the development of their outdoor areas, and the purchase of equipment including balance bikes, scooters and other core stability enhancing tools.

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor:** Ms Susan Firth

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

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