



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 19th January 2024

Assessor Mrs Susan Firth

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Rachel Campbell

Next Meeting 25th January 2024

Meeting Focus

Cluster Attendance

26/04/2023 – Carol Price (DDSL, Attendance, Admissions) Megan Ross (Class teacher and EAL lead).

04/07/2023 – Louise Moores (Nursery Lead, Thrive Practitioner). Rose Holian (EYFS Lead, reception teacher).

06/10/2023 – Louise Moores, Rose Holian

27/11/2023 – Louise Moores, Rose Holian

Overview by Assessor

Breckon Hill Primary School is an incredibly inclusive school, with a warm, welcoming feel felt on entering the school. The school's website details the ethos of the school precisely, and this is echoed in every aspect of the school building, and in the learning environment itself. Senior leaders are highly skilled, enthusiastic and dedicated in their commitment to the outcomes for their pupils, regardless of their background or culture.

Being realistic about the goals that they can set and achieve is an important part of planning at this school, but it goes without saying that there is real, heartfelt aspiration for the pupils and families of the school. They are always striving for improvement, and this is a genuine success of the school.

Although the school has recently, in October 2023, joined 'The Legacy Learning Trust', it is highly commendable that whilst they strive to become a proactive, committed part of the Trust, it is exceptionally important for senior leaders and their staff team, to maintain their uniqueness and continue to thrive and develop their own identity.

When meeting with parents and carers, it was clear that there is a real sense of community within the school, and the feedback from them was very complimentary, and appreciative of the hard work and commitment of all staff, particularly the senior leaders. The school is, without a doubt, valued by parents and carers; they feel that their views and opinions are listened to and worthwhile. A new parent to school explained that she was impressed by the time and care that her children are given; even though there are many children with EAL in the school. This has been a positive experience for her children, as they will grow up with acceptance of diversity and she believes that the school is 'fantastic'. A foster carer explained that of all of the schools that the children she has fostered over many years have attended, this is by far 'the best' and that she cannot praise the level of support here enough. She explained that there is always fast action, even over the smallest of concerns. Another parent explained that she had been supported incredibly well with her family's religious and cultural beliefs, and that the support that she has been offered by the Headteacher and Deputy Headteacher has been immense; they go the 'extra mile' on a regular basis. She explained that the way in which religious beliefs are supported and celebrated is why she will not move house, despite needing to do so - she loves the school too much!

The atmosphere of the school is wonderful. Many of the pupils were singing popular songs in the hall, which they were clearly enjoying. Subliminal messages of positivity through songs such as 'Lean on Me' and 'Happy' were clear. The classrooms and outdoor learning spaces, including Forest School, are testament to the commitment to a wholesome, active and inspiring education for all pupils.

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



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outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Mrs 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



Summary of Targets from 2022-23

Target 1:

Develop a whole school approach to Active Learning Rationale: Research based information around activity relating to all round better health and well-being and engagement in school life.

The Active Schools Agenda has been agreed to, and the school is showing positive progress towards creating an active school, showing a real commitment to their pupils having more positive outcomes as a result of this endeavour. This level of engagement has progressed well over time and shows a deeper commitment to improvement. It is great to see how pupil voice has become a part of this, and that staff training and development is also key. The active learning lead explained her vision for active learning throughout the school day, not just in dedicated exercise time. This has involved work with staff members on the importance of active learning, and how it can be embedded into lessons effectively, and the benefits of doing so. This is also starting to filter into playtimes now, e.g. providing equipment for pupils to practise their skills in PE in their free time, such as badminton. The commitment to ensuring that active learning is a teaching approach, not just a short intervention, shows that this is a key part of school practice now. Staff members understand the value of active learning, and the positive impact it can have on learning in the classroom, as well as a more strategic way of burning excess energy throughout the day. Pupils who were reluctant in PE lessons are now more keen to join in, and those who were reluctant in more structured lessons are displaying a more positive approach to their own learning.

Next Steps:

The school is continuing to develop strong community links and are attempting to really show pupils how being healthy is a key part of their own development. The introduction of a local junior park run shows the level of commitment that is embedded here for all pupils. The school are also planning to slowly introduce zones of play at playtime, as part of the development of active learning as well as active playtime. They will also continue to gather pupil voice when making changing and evolving the practice in place already.

Target 2:

Engage with South Tees Mental Health programme for schools to access swift support for children with SEMH needs.

There is commitment to working with the South Tees Mental Health Support team, now known as 'Inside Out MHST' is an impressive part of the school's agenda. They understand the importance of this in supporting children and young people experiencing mild to moderate mental health concerns, and the importance of the early identification of this. These interventions are being delivered within school by the team, which all staff are aware of and value. This work includes individual work, group work and even group sessions for parents, as part of the ever-increasing worries that we have



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in general in supporting our young people with their children's mental health, and communication difficulties. The senior mental health lead in school works well with existing service providers in mapping out what works well for their pupils, and considering the work of their schools, and what they can learn from this, as a key part of their work. The THRIVE lead talked about the support that she is offering in upper KS2 for children who may be dysregulated, and the importance of being ready emotionally to learn. The mental health lead in school has identified groups of children who need support, leading to proactive and precise support for these pupils. Part of the mental health agenda is also improving attitudes towards attendance and removing barriers to good attendance such as anxiety and worry about being in school. The attendance lead supports new families, as well as current families, on this - this support is developing a much more positive approach towards education and is allowing new families to feel secure in their transition from the very beginning. This often includes information packs for families with EAL, which are adapted to meet the needs of the individual family. Parents are very positive about this support.

Next Step:

Continue the commitment to support mental and physical health in and around school.

Target 3:

SEND and Inclusion - Build an ongoing, holistic understanding of the school's pupils and their needs - Develop a provision for children who may find the busy, open plan classroom environment too challenging.

Clearly, there is a commitment to ensuring that pupils that are falling behind, or are at risk of doing so, are identified as early as possible, to ensure that each and every child gets the support that they need to make at least good progress. SEN support plans are formulated for pupils who are not having their needs fully met, and there is clear commitment to these pupils being given the support that they are entitled to. Pupils with EAL are well supported in school; the assessment document that the EAL lead has designed is bespoke to their pupils, and the KS1 lead talked about the benefits of this assessment in regards to planning for pupils who need to develop their vocabulary further. The EYFS lead also echoed this and discussed the support that pupils are given with their communication skills, and the benefits of sensory circuits for pupils with additional needs. There are clear plans in place for pupils who need additional support, or who may need gaps filled; this is evident throughout the school. The flexibility within school is excellent; the use of different mini units within school, e.g. Little Hills, Big Hills, THRIVE shows that the provision that pupils are offered is tailored to their own individual needs, and that nothing is 'set in stone' when it comes to the provision that a child has planned for them.

Next Step:

Continue to support the most vulnerable pupils with clear plans and provision. Looking at the provision in other schools and settings may also support with this, particularly looking at how smaller schools provide support for pupils with additional or diverse needs.



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Agreed Targets for 2023-24

Target 1:

Poverty Proofing. Look at school from the perspective of the poorest pupils and their families.

Comments:

Senior leaders have completed an audit on poverty proofing and are keen to ensure that this impacts on their future practice in school, in regards to what they ask for from parents and how they can overcome barriers in school for pupils who are from homes that may be financially struggling. Continue to develop the current arrangements with the half term schemes, when the staff shares concerns about families with senior leaders, to ensure that these families have their needs met. This may be financial support, or the use of a food bank. The community centre attached to the school also facilitates the Citizens' Advice Bureau one day a week, which families are making good use of.

Target 2:

Attendance and Admissions. In line with government concerns following the pandemic. The school is focussing on making sure that all children attend daily. To make sure that all pupils and their family feel welcome, are able to access support, including language support if they don't speak English.

Comments:

The importance of attending school regularly, and the benefits that this brings to every child, are very important to senior leaders. There are many planned ways in which they intend to encourage pupils to attend school regularly, and ways in which they can promote this with parents. The support that parents are given when admitted to the school shows that there is a real commitment to improvement. The use of platforms such as Class Dojo was discussed as well, as a simple way of communicating with translation facilities already part of the system.

Target 3:

To engage with all networking groups through The Legacy Learning Trust (TLLT)

Comments:

As the school has now joined 'The Legacy Learning Trust', they plan to exploit all opportunities that they are offered in regards to networking, to share best practice, and look at ways in which they can maintain their unique school characteristics, whilst adapting their ways to fit in with the Trust.



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The Impact of the Cluster Group (with details of the impact of last three meetings)

Attendance at last meetings:

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26.04.23

Thorntree Academy

Attendance, admissions and interventions

Impact: Presentation on the host school and their journey to achieving Flagship status. Bydale School unfortunately were unable to attend the meeting; therefore, the attendance aspect of the visit didn't go ahead. There was a tour of the school and a lovely informal discussion about the inclusivity of the school and a sharing of good practice around intervention and what it looks like in each other's schools.

04/07/2023

Bishopsgarth in Stockton- on-Tees

The focus was on staff wellbeing and all schools shared different ways they had tried to improve staff wellbeing from treats in the staffroom to having PPA 1 day a fortnight and working from home. They discussed the benefits of ways that actually reduced workload and stress rather than just a one-off treat.

Impact: In the Autumn term they sent out a staff survey. The overwhelming majority of responses were positive around school and the support that is given to staff. Senior mental health lead appointed – staff governor, Deputy DSL and The staff assist program is advertised to staff via email and displayed in staff toilet cubicles.

06/10/2023

Park End Primary School

SEND

Impact: This has impacted on their practice in school and how provision supports the children with higher SEND needs and those with neurodiversity – Big Hills, Little Hills. We have implemented Attention Autism within these areas.

27/11/23

Inclusion conference - Birmingham



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Impact: It was reassuring for staff to hear that other schools are doing similar things to them and made them feel that they are on the right path. It also made them think about how they can make something like the zones of regulation into a whole school approach. Some of the sessions were more focused on secondary and the feedback to the conference was that it would be useful when selecting workshops to know what the focus is going to be so that they are relevant. The workshop on global curriculum was excellent and made sure that they are not just thinking about inclusion in terms of SEND but how they decolonise the curriculum and ensure that children are presented with information about a diverse range of people, that reflects the diversity in our schools and the wider world.