



Report on IQM Inclusive School Award



School Name: Breckon Hill Primary School

School Address: Breckon Hill Road, Middlesbrough, TS4 2DS.

Head/Principal: Ms Joanne Smith

IQM Lead: Ms Helen Chapman

Assessment Date (s): 18th and 19th January 2022

Assessor: Ms Victoria Cooper

Sources of Evidence:

- Comprehensive IQM Self Evaluation Report Document with associated evidence shared by Headteacher and wider staff.
- Ofsted report 2017.
- Data dashboard and national performance tables.
- School Website.
- School Policies.
- School Development Plans and School Improvement Plan.
- Learning walk.
- Lesson observations.

Meetings Held with:

- Headteacher and Deputy/Inclusion Lead.
- Subject and Team Leads.
- Teaching Assistants.
- Teachers including NQTs.
- Parents.
- Governors.
- Pupils.
- CATs and THRIVE practitioners.



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Overall Evaluation

Breckon Hill Primary School is a larger than average primary school, with a Nursery provision, for children aged 2-11 in the center of Middlesbrough. It is part of the Middlesbrough Co-Operative Learning Trust. The school serves a neighbourhood identified in the highest 5% in England for multiple deprivation factors. Currently there are 562 pupils on roll, of which 22.4% have a Special Educational Need or Disability (SEND), 60.9% of pupils speak English as an Additional Language (EAL), with forty-eight ethnic groups represented, and 37.3% of pupils are in receipt of Pupil Premium catch-up funding. Baseline assessment shows that, on entry to the school, children have low levels of literacy and related skills. There are high mobility levels amongst the school population. The percentage of children who start at the school in Nursery and complete their schooling with them until Year 6 is much lower than the national average. Attendance is an issue within school and, as such, is being targeted by Leaders. The school caters for children with a wide range of needs and vulnerabilities. Despite these challenges the school has achieved particularly good levels of progress by the end of Key Stage 2.

The school was judged as 'good' in their last Ofsted inspection in July 2017. The report recognised the effective safeguarding procedures in place. It highlighted the strong leadership evident within the school, "The Headteacher offers calm and purposeful leadership. She is dedicated to the many pupils in her care. It is this dedication that underpins the nurturing ethos of this challenging school and creates a haven for its pupils." Recognising the input of the wider Leadership Team, "The Headteacher is ably supported by the Senior Leadership Team. Collectively they acknowledge the varied and complex barriers that impact on pupils' learning. They take decisive and insightful actions to ensure that progress for pupils is good." The report particularly emphasised the quality of opportunity for pupils, "Leaders are committed to ensuring that all pupils have equality of opportunity and ensure that additional support is provided where needed, to enable all pupils to achieve their potential" and the high emphasis on pupil welfare, "At the heart of the school curriculum is a strong emphasis on developing pupils' personal, social and emotional well-being. The impact of this manifests itself in the positive relationships that exist in this happy school." This was evident in all areas during the assessment.

At Breckon Hill Primary School, there is a genuine, unwavering commitment to inclusive practice, woven into the fabric of the school and informs all systems and approaches. The school is a genuinely happy place to be. The Headteacher, and wider team, accept and welcome all children into the school, regardless of need or background. The Leadership Team described how they want all children to feel a sense of belonging, that the school is, "their place." This is achieved in the gentle welcoming way in which pupils are individually welcomed when they begin school, being provided with their own uniform and given a special welcome certificate within assembly. Families recognise the respect and care they are shown and quickly feel part of the school family.

The Headteacher and Inclusion Lead have accurately evaluated the provision and are aware of the areas which need to be developed to keep moving the school forward. The whole school community are deeply passionate about, and committed to, the inclusion agenda. The Leadership Team regard inclusion as the driving force behind the successful education of



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pupils. There are four Team Leaders in school, each being responsible for the implementation of inclusive classroom practice within their area of the school, achieved through on-going reflection, conversation and sharing of ideas and best practice. All Leaders know staff well and deploy them effectively to ensure a positive impact on pupils. They recognise the importance of continually improving the quality of teaching and learning as they want the pupils to leave with the best outcomes academically, as well as developing the wider skills they acquire through the holistic curriculum. They want to make a difference to all the children and improve their life chances. The Headteacher explained that she wants to provide children with “the Marks and Spencer’s school experience - showcasing to pupils the high standard they should expect to and can achieve.”

There is a collective responsibility, amongst the staff, to look after the children and give them the best school experience possible. The school aim of “making every day count” was continually referred to by staff who use this as their mantra for all children explaining that “no matter how long a child attends the school our ultimate aim is to make their time meaningful.” All adults who work in the school are welcoming and kind. This thoughtful and inclusive ethos permeates all staff, across all roles; all staff are valued and respected. Teachers have a good understanding of the factors which influence pupil’s mindsets and their ability to learn. They recognise that behaviour is not who that child is, they seek to identify the causes behind the behaviours and there is a strong and purposeful focus on children’s emotional wellbeing. Staff also appreciate the importance of building positive relationships and listening to the children, giving them a voice. The Headteacher believes that with the appropriate staff and personalities, you can build, and maintain, the desired ethos. You can upskill and train staff in different areas, but it is imperative that their beliefs fit into to the school’s shared vision, as such she has been proactive in training up a number of staff who have shared this ethos to take more prominent roles within the school. The Headteacher feels fully supported by her staff and they feel fully supported in return.

The school’s environment lends itself well to the inclusive ethos through its range of facilities, spaces, and equipment to enhance the learning and daily experience. Inclusion is part of the very fabric of the school, and it extends to the actual building design and layout. Pupils appear happy at school, socialise well and are confident to express their ideas and opinions. They are very friendly, and all behaviour observed during the assessment days was excellent. The schools graduated approach in supporting children’s mental health and well-being, has had a significant, far-reaching impact on their feelings of security and resultant ability to learn.

Diversity is celebrated across the school through displays, the curriculum, the representations in books and resources, and across the general culture. The school provides a safe, nurturing environment where staff and pupils show tolerance and understanding of others, supported adeptly by the Philosophy for Children (P4C) work, school of sanctuary, rights respecting, and pupil parliament work. All the excellent inclusive practice is not an add-on or gimmick, it is a fully embedded way of working, interacting and simply being.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years’ time.



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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: Victoria Cooper

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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



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Element 1 - The Inclusion Values of the School

Staff at Breckon Primary School work together to provide a cohesive, inclusive education. Each child is seen as an individual and the provision for them is based on their unique needs. Leaders are passionate about providing an education for pupils which is well rounded, informative, challenging, stimulating and fun. The school recognises and respects the diversity of their pupils and aims to provide equal opportunities for all children, hinging on the development of positive relationships. The school recognises that every child should be encouraged to reach their full potential and leave school ready for the future. The school's focus is to enable its pupils to explore education, to become creative thinkers and well-rounded learners. They have identified four broader inclusive aims which permeate the work they do. These aims are explicitly known by staff, pupils, and Governors and are woven into policy and practice.

The support provided to each family is completely personalised. They provide a safe, caring environment based on inclusive values. All children are accepted and welcomed into the school's community, regardless of background or special educational need or disability (SEND). There is no barrier considered too much of a challenge. The Leaders find a way to make the necessary adjustments to meet any need and feel strongly about including all children in mainstream educational settings. Breckon Hill Primary School is a calm, happy place where children are firmly at the heart of everything.

The whole school community feels that a strength of the school is its inclusivity. This is certainly a sentiment which, having spent two days at the school, I can agree with. Pupils' mental health and wellbeing has been a priority at the school for some time but the need to provide extra support in this area has been heightened due to the Covid-19 pandemic. Teachers focus on supporting all children with their mental health in classrooms, but for those pupils who need additional support there are targeted intervention sessions, provided as part of a graduated approach, such as the Curious Beasts Programme, Thrive intervention and CATs (Child and Adolescent Therapy Solutions) programme.

The Thrive approach is a therapeutic method for supporting pupils' social and emotional development. Through the baseline assessment, targets are then generated for the teachers to implement with the whole class. Children who require targeted intervention are also identified and assigned the support of the Thrive Mentor through 1:1 or group sessions. For those pupils in extra need a CATs practitioner has been employed for 3.5 days a week. The bespoke interventions have led to improved confidence and participation. Pupils develop their social and communication skills whilst participating in the programme which benefits them in all areas of life. The intervention is very much needs-led and there is flexibility to allow staff to respond promptly to pupils' needs. Feedback from class teachers since the introduction of the Thrive approach is highly positive; they describe how pupils are now much better at regulating their emotions and communicating socially and emotionally.

The school believes a safe, social atmosphere helps pupils of all ages to develop their social skills and confidence. As such they provide a host of extra-curricular activities for pupils were possible, as part of their poverty-proofing agenda, at no extra cost to parents. They are also involved in a number of community projects, e.g., a recent intergenerational programme at the local residential care home. Pupils have also been involved in a programme they have



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chosen to name 'Headstarters' in which they are learning about how to support their own mental health before being empowered to go back into classrooms and share this information with their peers. This was highlighted by pupils as something they felt made their school a fantastic place to be.

P4C is embedded across the school, as is the rights respecting agenda and staff describe this as a big driver for inclusive practice. Discussions using the core values of this system have allowed pupils to learn how to respect one another's opinions and challenge one another in a respectful and appropriate manner.

Next Steps:

There are no significant next steps in this area. The Headteacher has recently joined the governing body of a local alternative provision. She hopes this will widen her skill set and deepen her knowledge and understanding of how to expand the school's commitment to inclusion.



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Element 2 - Leadership and Management and Accountability

The inclusive ethos at Breckon Hill Primary School emanates from the Head and Deputy Headteacher. Through their inspirational leadership, the whole school community feels safe, respected, and encouraged to be the best they can be regardless of need or background. The school's commitment to supporting pupils is further evidenced through the role of the Assistant Headteacher SENDCo, who is also Safeguarding Lead. Her stubborn passion drives the SEND provision and ensures every child can access the support they need. Alongside the Headteacher, she is not afraid to challenge colleagues or external agencies and she is a resolute, determined advocate for the children. When waiting lists for SALT intervention post pandemic were high, she was proactive in introducing her own assessment system to ensure some level of intervention could be put in place for pupils whilst they waited for professional input.

The school has a clear leadership structure in place, Leaders consistently promote core values that underpin the work of the school. Values are embedded in the curriculum and the children's understanding of these is demonstrated in high level of engagement in school life and good conduct around school.

The school promotes confidence with parents. This was very well evidenced in annual parental questionnaires and in my discussions with parents during my visit who told me they receive information from the school regularly through e-mails, messages, newsletters, and phone calls. They felt that the school saw their children, and themselves, as individuals and that they were cared for as part of a "family."

The Governors are fully supportive of the Leadership Team and share their inclusive philosophy. They described their number one priority when advertising for the current Headteacher was, "A deeply inclusive individual" and explain that inclusion is the "base philosophy on which all aspects of school life are hinged." The work of Governors is effective. The Governors are diligent in discharging their responsibilities and have a genuine interest in the school and the achievements of pupils as well as the welfare of staff. They provide appropriate support and do not hesitate to challenge. This is reflected in FGB Minutes as well as within reports recorded following Link Governor visits.

They enjoy a good relationship with the Headteacher, and SLT, who provide them with a range of information, which then forms the basis for further analysis and debate. The outcome for pupils is their primary focus. They are ambitious for the school and consider a range of information and data in their meetings to ensure continued and sustained progress. Good use is made of the range of skills and specialisms within the governing body so that governance is provided at different levels within the FGB. This complements the school leadership, meetings with the Senior Team and Middle Leaders also enhances dialogue and clarifies school priorities. They gain an accurate view of the school's strengths and areas for further development. Governors describe the staff as "caring, passionate, and respectful". They feel the biggest strength is the school's attitude towards exclusion, in that they would never exclude. They try everything possible to resolve issues and do not believe in "giving up on any child."



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Senior Leaders hold regular pupil progress meetings with teachers and Middle Leaders. All staff are held accountable for the progress of their individual classes and through a coaching approach, staff take ownership for implementing further support or interventions to ensure all learners progress well. Deployment of staff is carefully considered, with higher levels of staff, or smaller groups of children, in place to ensure support is given where it is needed the most.

There is a culture of support and all staff spoken to feel that the Senior Leaders have an open-door policy. The Headteacher and SLT have been ambitious and clearly focused on implementing actions designed to tackle under achievement. The drive to continually improve has been relentlessly communicated by Governors, Senior Leaders and all staff have fostered a culture of high expectations, greater accountability, and aspirational improvement. Excellent progress indicators reflect the high expectations of all staff.

To look after staff's mental health and wellbeing, Mental Health Leads have been identified. Leaders also regularly e-mail staff to thank them for their work as well as a producing newsletters; "Celebrating the Good Stuff."

Next Steps:

To share practice more widely - showcasing your inclusive vales locally and nationally and sharing with others how you have achieved, and maintained, your whole-school approach.

To continue to reflect on staffing needed to support those staff involved in safeguarding within the provision.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Breckon Hill's Curriculum aim is to enable pupils to be, "resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers." They aim to promote a learning culture in which pupils love learning and every pupil has every opportunity to succeed. This is embodied in the school's philosophy, "Make Every Day Count." The school's key curriculum drivers are the core subjects of English, Maths, Science and PHSE and RE. These drivers ensure basic skills and knowledge allowing children to access the whole curriculum and ensuring diversity within the school is recognised and celebrated. Children have frequent opportunities to develop independent, critical thinking skills and opinions and develop a deep sense of belonging to the school family, to their community, and their town. The curriculum has been created around three key aims: Breadth of, Depth of Study and Cultural Capital.

Long and medium-term planning documents form a planning cycle for practitioners, who then ensure the plans are moderated to meet the needs of the individuals within their classes. Plans are reflected upon, daily, weekly, and termly. Woven into this are a range of targeted interventions, provided on a needs-basis for children, e.g., forest school or Neli Early Language Intervention. Within Literacy lessons a weekly cycle is set up, allowing children to become familiar with the format so they understand what is happening next, this supports pupils who have been absent to quickly fill gaps within their learning. Across the curriculum the carefully mapped-out progression of skills in each subject has ensured any gaps accrued due to the Covid-19 pandemic, and disruption to learning, will be revisited at future stages. This also supports the fluid nature of the school demographic due to the high mobility rates. The aim is to improve consistency of teaching and learning whilst supporting each individual pupil to succeed.

The P4C programme is embedded throughout the curriculum which gives pupils the skills to be better equipped to express themselves. The school celebrates different cultures throughout the curriculum and encourages pupils to share information about their religions and home languages to celebrate the diversity within the school community. Staff showed me the high-quality Floorbooks introduced to support topic teaching in which pupils use a range of means to record their knowledge, opinions, ideas, and challenges. These were a fantastic demonstration of the many ways the curriculum has been adapted to promote inclusion for all.

Leaders want to promote best practice and to establish consistency across the whole school; aiming to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude. As such staffing across all classes reflects need. Nurture groups containing smaller pupil numbers are used across school to support delivery of an effective curriculum. Teachers recognise that they have a responsibility to provide a caring, supportive, stimulating learning environment to allow all children to reach their emotional and academic potential. It was evident that children across the school felt safe and valued. Teachers focus on the 'essentials' of building positive self-esteem, Belonging, Aspirations, Safety, Identity, Challenge and Success.

The school building and learning environment are impressive. The school was built to be inclusive. The classrooms are open, bright, and airy. The school has breakout areas,



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intervention spaces or an additional learning spaces. All classrooms are well resourced. The school benefits from large outdoor areas, which are well-designed with a variety of play apparatus, including child-friendly gym equipment. Every area is very carefully planned and thought-out from an inclusive perspective. There are specialist rooms which can be used by all classes or small groups including the 'Little Hills' room for Thrive intervention and the newly refurbished KS2 library.

Next Steps:

To further develop systems for curriculum assessment in Foundation subjects.



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

At Breckon Hill Primary School lessons are planned to meet the needs of individuals and small groups. The curriculum provided for children is based on their 'stage' and not 'age' of learning, ensuring provision is suitable for all to succeed and develops, as a result the planning created by staff is around the needs of the children. Targeted provision maps detail additional support and its impact. Some classes have more than one TA or teacher due to the needs of the children. Some classes are much smaller than others to support inclusivity and quality first teaching. Continual reflection of the placement of children within classes ensures it reflects the needs of the pupils within each year group. This is inclusive of the whole spectrum of needs, from pupils exceeding age related expectation to those experiencing barriers to their learning. High-quality interventions are in place across the school, including Accelerated Reader, Bedrock Vocab, TT Rockstars, SeeSaw home learning. The quality of teaching and learning provided by staff is outstanding. The lessons observed during the assessment were focused, engaging and extremely well-resourced. A range of teaching approaches were witnessed.

Staff recognise that learning environments need to be calm and purposeful with agreed practice across school to ensure children know where to find things in classrooms, similar displays are monitored by subject and SLT Leaders. Leaders are also responsible for sharing good practice and ensuring staff CPD supports their teaching within the curriculum. Staff can confidently use a range of teaching approaches to meet the needs of the varied learners in their class. Less experienced members of staff spoke to me about the ease with which they could communicate with Leaders and colleagues to gain new ideas and approaches to support all pupils.

Children are active participants in the teaching and learning cycle, for example at the beginning of a topic pupils will complete a 'soap page' in which they record their knowledge thoughts and ideas. This allows teachers to effectively assess and plan for their next steps of learning, knowledge, and skills. At the end of the topic pupils will then complete a 'rope' activity in which they record what they now know to feed into teacher's assessments and next steps for planning.

Next Steps:

To continue to build curriculum guidance and subject portfolios for Foundation Subjects.

To continue to develop the recently introduced Floorbooks.



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Element 5 - Assessment

At Breckon Hill Primary School Senior Leaders promote class teacher's ownership of the progress for individual pupils. There are half termly assessments with detailed analysis at individual pupil, class, year group and whole-school level. Each term, teachers in Years 1 – 6 record the attainment in reading, writing, maths and science on the school tracking system for each individual pupil. On entry to the Two-Year-Old Unit and Nursery, children are formally assessed, and this is also recorded on the school tracking system. Results inform planning, setting of targets, and aids early identification of special needs. Children will be assessed throughout each half term to ensure that the next steps in learning are appropriately planned to help children make progress; class teachers explained that this was a continuous daily cycle. During their Reception year children will be assessed using the Early Learning Goals which are based on the teacher's on-going observations and assessments in the areas of learning. Each child's typical developments and achievements are recorded on the school tracking system and evidenced in the child's learning journal. There is a strategic focus for intervention. Teachers analyse their class data with an inclusion focus. Teachers then meet with Senior Leaders regularly to discuss assessment and to find ways to remove barriers to learning and plan additional support.

This constant reflection on data helps the staff to be proactive. Each year group's teachers have planning, preparation, and assessment (PPA) time together to reflect on prior learning and inform the medium and long-term plans. Staff spoke about the opportunities they have to share good practice and support one another with ideas they have trialled within individuals, or groups, of pupils. This is then shared with Teaching Assistants and those conducting intervention work. This collaborative approach means that Teaching Assistants and teachers are unified in their long-term and short-term aims. Communication between TAs and teachers is on-going, so that interventions and whole-class learning can be accurately tailored to need. The introduction of the Thrive approach ensures that staff are focusing on social and emotional development alongside the academic progress of all children.

A marking and feedback policy is consistently implemented. Assessment grids are placed in the front of each child's books for reading, writing and mathematics, supporting them to know, and work on, their own next steps. In addition to this learning intention/objectives are shared during each session, so children understand the purpose of the lesson. Pupils receive praise for their work and are told what they have done well and what the next steps are. Positive feedback in books, and verbally in lessons, encourages a growth mindset amongst the pupils. Children are encouraged to reflect on their learning. During my visit pupils in Year 2 proudly showed me their work and were clear on what they needed to do to make it, "even better". Floorbooks have been introduced which have had a huge impact on collaborative learning, encouraging pupils to support and challenge each other.

Teachers meet with parents individually to discuss progress, Autumn term, Spring term, and then at the end of each school year, when reports are written for each child. More recently this has been done on-line to ensure parents remain informed.

Next Steps:

Embed the use of assessment systems for Foundation Subjects.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The pupils at Breckon Hill Primary School are friendly, happy, and calm. Behaviour is excellent and pupils demonstrate good attitudes towards learning. All pupils understand the expectations for behaviour because these expectations are made simple and accessible; “Work Hard” and “Be Kind.”

The school understands the importance of addressing pupils’ social, emotional, and mental health (SEMH) needs to establish a positive mindset for learning. They have a deep and shared understanding that behaviour is the result of difficulties with SEMH and not indicative of something wrong with a child. For example, children are supported to show positive behaviour using charts where adults look for, and reward, moments in which children are achieving aspects of positive behaviour they find difficult, e.g., ‘catch me being calm.’ More experienced members of staff will coach new members of staff with positive ways of dealing with challenging behaviours displayed by children.

Through assemblies, the PSHE curriculum and the P4C programme, pupils are explicitly taught how to identify emotions and appropriately express their feelings. All pupils spoken to during the assessment visit had clear aspirations for the future. They all feel safe at school and explain that “everyone is nice to each other” and “no one is left out.” They describe their teachers as, “happy to help everyone” and state that “even if you feel you aren’t able to do something, teachers make you believe you can do it.” Pupils enjoy receiving rewards; particularly the ‘pupil of the week,” the “wobbly legs badge” (awarded when pupils have found something challenging but kept on trying,) and the “you first, me last award” for kindness.

Pupils can signpost the support which is available to them if they are feeling anxious, worried, or upset. Staff have effectively managed all aspects of the day to ensure that children have consistency and support within school to sustain their emotional and social needs. For example, lunchtime staffing was restructured to allow each class to have a Teaching Assistant who remains with them for consistency. As such lunchtimes were seamless and harmonious within the school.

The combination of the focus on the individual child and the Robust PHSE curriculum in place for children ensures the development of excellent attitudes to learning. Children are supported in developing not only a deep understanding of self but also of their place within their class, school, community, and wider Britain.

Next Steps:

School monitors the impact additional support services and external agency involvement has on pupils - school has identified the impact of the current extended waiting periods for services such as CAMHS and has already begun to reflect on what they can do to provide interim support. This is vital and needs to be a continued focus.

To continue a rigorous focus on attendance.



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Element 7 - Parents, Carers, Guardians

Building positive relationships with parents and carers is fundamental at Breckon Hill Primary School, staff recognise that they are, 'the most important people in the children's lives.' Senior Leaders are available to welcome families at the beginning of each day. Staff work tirelessly to engage and integrate families into the community (school and local) and the school has become a central pillar of support for families, especially during the Covid-19 pandemic; delivering work packs and food packages, ensuring the welfare of children and being available to support families.

Parents have positive relationships with the school. They feel supported and are clear about school expectations and the importance of behaviour to support learning for all. Parents are well informed through monthly newsletters and class newsletters to share the school's curriculum offer. Staff also communicate with parents through the Seesaw app, e-mail, and text messages; ensuring all parents have an accessible means of communication. Parents meetings and reports ensure parents are informed about their children's progress. Children with additional needs are well supported with extra meetings and conversations with staff. Pre lockdown the Headteacher held drop-in times for parents.

Sensitivity is given to the social need that families may face and through addressing the poverty proofing agenda there are fewer barriers to learning. All visits, including the Y6 residential, are at no charge to families. The Community Centre Manager works closely with the school and can discretely support families with uniform, food, courses, and jobseeker support. Charitable donations of uniform are made available to families in such a way that no stigma is attached. Discretion and privacy as well as universal offers support all families.

Lockdown proved to be challenging in terms of parental engagement. It was important for Leaders that the remote learning was equitable. They sent home laptops for families who needed them but also sent home many paper copies of resources to make sure nobody was left out. All interventions, e.g., 'TT Rock Stars' were delivered online. Staff continued to keep in touch with families via phone calls or socially distanced home visits. They kept logs of all conversations and visits. Adults were signposted to support when staff identified that they were struggling. This is just one example of how the staff went above and beyond to support their school community.

During the assessment days, I met with parent representatives. One described the school as "family" and said that "this is a place where everyone is welcomed no matter when they come or where they come from." Another parent talked about the kindness and understanding that was shown to families. Parents feel respected by all staff at school. They feel that the school will try everything to help parents and support them in every way possible. Racism and bullying are not tolerated, and any concerns raised are taken seriously. Parents commented that for the staff at Breckon Hill "care deeply about our children" and that they view "each child is special."

Daily attendance is monitored closely by the Attendance Lead, who has established close working relationships with the parents of the most vulnerable children. She is relentless in her efforts to engage the families of pupils who are persistently absent. The school has employed an Education Welfare Officer who carries out home visits and does not give up on



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the families. These staff are continually positive in their attitude to engaging the hardest to reach families and is always looking for different ways to work with them.

Next Steps:

To continue to develop links with community stakeholders, particularly with those who can provide support during holiday periods for families.

To re-introduce the many opportunities provided for parents pre pandemic in which they were welcomed into the school (e.g., drop in mornings/coffee mornings) as restrictions allow.



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Element 8 - Links with Local, Wider and Global Community

At Breckon Hill Primary School pupils' personal development, including their social development, is a fundamental aspect of education offered and underpins all other learning. Pupils' spiritual, moral, religious, and cultural development is also at the heart of the school's ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. Teachers are aware of children's family backgrounds and beliefs and will do their best to support them when learning about fundamental, but culturally sensitive, topics related to their personal development.

The PSHE Curriculum aims to develop the skills and attributes of resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Staff aim for pupils to form, and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, at school and in their community.

The teaching curriculum is mapped to the PSHE National Curriculum objectives and is delivered using a resource called Family Planning Association (FPA) Programme of Study. This enables children at Breckon Hill Primary School to become healthy, independent, and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Children have opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. For example, painting thought pebbles, community singing.

Within PHSE lessons, through Philosophy for Children (P4C) and scenario-based teaching, pupils are given opportunities to reflect on and clarify their own values, beliefs and attitudes and explore the complex and sometimes conflicting range of values, beliefs, and attitudes they may encounter in the wider world. Children are able to learn about their rights and appreciate what it means to be a member of a diverse society. The PHSE curriculum is delivered in a way which is accessible to all. There are clear structures in place to capture pupils' voice and pupils have a range of opportunities to influence decisions that affect them within school.

The community centre is on the school site and links are strong and purposeful, allowing the school to ensure families have the support they need in sustainable, effective ways. Links have also been effectively established with local businesses (e.g., one of whom provided each child within the school with an Easter egg) and MPs. This provides a means of sharing local issues. The Headteacher is a serving Governor of two local schools which provides a means of further links within the community.

Next Steps:

To continue to explore links with wider educational establishments as a means of sharing good practice.

Revisit CPD around the 'School of Sanctuary.'