



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 24th January 2025

Assessor Ms Rachel Campbell

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Emily Carr

Next Meeting 12th March 2025

Meeting Focus Careers, Curriculum and Attendance

Cluster Attendance

Term	Date	Attendance
Autumn 2023	6 th October 2023	Yes
Spring 2024	25 th January 2024	Yes
Summer 2024	3 rd July 2024	Yes
Autumn 2024	13 th November 2024	Yes
Spring 2025	12 th March 2025	
Summer 2025	25 th June 2025	



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Evidence

Over the one-day assessment the assessor evaluated the school's commitment to inclusion, and progress made against their action plan, through a range of written evidence, including:

- The school's Annual Review and Action Plan document
- School website
- Ofsted report
- School policies
- Poverty Proofing Strategy
- Headteacher's report to the Governing Body
- Trust documents

The assessor also toured the school including their 2-year-old provision and spent time in an assembly.

Meetings held with:

- Parents
- Headteacher
- IQM Lead
- Chair of Governors
- Attendance and Admission Lead



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Summary of Targets from 2023-2024

Target 1:

Poverty Proofing

- A comprehensive report and action plan from the charity Children North East has been produced.
- The report and action plan are specific to Breckon Hill School and considers the school's local and regional context.
- Leaders are passionate about ensuring that students do not face barriers to education and growth due to poverty.
- Leaders are confident that following external validation, they have poverty proofed the school to ensure students do not see themselves as living in poverty as there is no barrier to accessing curriculum or pastoral development in school.
- Students' views were obtained and show that support for students and for families is a strength at Breckon Hill.
- Students understand the key issues faced when living in poverty.
- The school have listened to students and families and have worked hard to provide additional opportunities such as extra curricular clubs and resources such as free equipment for all.
- The curriculum goes beyond the academic to provide additional opportunities.
- Additional opportunities such as 'trips' are funded by the school.
- Practical solutions have been provided to ensure students do not face barriers to school such as ensuring a bank of uniform and equipment items are available.
- The school have addressed the need for parents to contribute to school events by removing 'fancy dress' days from the timetable and choosing to address local and national events through curriculum work.
- Staff understand that not all students feel comfortable sharing what they have or have not done over the holiday periods and instead ask students to discuss their favourite moment of the school week.
- Charity work and fundraising opportunities allow students to engage with society and make a positive contribution. The children were confident in talking about these opportunities.
- Curriculum and the implementation of ability groups are planned to ensure students are not aware of 'low' and 'high' groups.



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Next Steps:

- To continue to view school from the perspective of the poorest pupils and families and build on the work already in place to poverty proof the school.
- To develop the school's *Children and Families Team* in order to offer targeted support to the children and families who need Early Help support from school.

Target 2:

Attendance and Admissions

- The school has designed a thorough implementation plan for attendance to ensure all stakeholder are aware of the issues and the steps that are being taken to achieve the long-term outcome of ensuring it is in line with national averages for the sector.
- The school have a graduated response to absenteeism which includes; first day phone calls; text messaging service; and home visits.
- Leaders have a clear approach and overview of the system which is then promoted and continuously discussed with all staff.
- Staff respond quickly as they are aware that poor attendance can be symptomatic of underlying issues.
- Whole school training and continuous coaching for staff ensures attendance is everyone's responsibility.
- The admissions meetings have been reviewed and further information on attendance is shared prior to a student joining the school so a family understand the importance of attendance and how to access support.
- Good attendance is promoted through newsletters, well done post cards home and regular rewards in school for whole class attendance.
- Attendance data is used to track patterns and respond accordingly.
- 'Marvellous Mondays' has been implemented as an initiative to recognise and encourage positive attendance following a number of absences on a Monday. Students are able to enter into a prize draw, which will be celebrated on a Friday. This encourages families to ensure attendance at the start and end of the week where historically these would have been hot spots.
- Staff visibility has increased to promote conversations with parents and students around attendance and lateness.



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- The school have employed an Education Welfare Officer who works closely with the DSL to support attendance in school through regular home visits and offers of support.
- The school have adopted a formal approach to attendance and with support of the Trust follow the DfE's guidance around attendance and when to take action involving outside agencies and other methods to discourage continuous poor attendance.

Next Steps:

- To develop the *Children and Families Team* with a clear focus on attendance.
- To monitor and reflect on the success of the Implementation Plan for attendance and adapt it accordingly.

Target 3:

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

- Breckon Hill School engages with the Trust through network opportunities.
- Recently the school have utilised the expertise in the Trust to conduct a review of Reading. The review was collaborative and supported the school in understanding what is working well and what they can do to develop this area further.
- Leaders feel they have built a strong relationship with the central Trust and also the schools within the Trust.
- Staff have attended curriculum network meetings which has allowed them to share their knowledge and expertise. These network meetings have also provided a good source of CPD for teachers to ensure they are delivering an inclusive curriculum.
- The Headteacher attends board meetings alongside the other heads of school across the Trust. This has provided support and has allowed the use of data to be shared.
- The Safeguarding network meeting has provided support and challenge and a sense of supervision.
- The Safeguard Lead for the Trust meets with leaders and is able to talk through individual cases and provide advice.

Next Steps:

- To continue to ensure attendance at networking groups and sharing of good practice within the TLLT.
- To discuss future plans for the school with other leaders in the Trust and utilise their support and expertise to benefit the Breckon Hill school community.



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Agreed Targets for 2024-2025

Target 1:

To Extend our Children and Families Team in school

Comments:

- Leaders have a clear, and well thought out approach to ensure they can effectively develop their Children and Families Team in school.
- The offer will include a range of strategies to support students and their families by removing the barriers they may face.
- The school has a strong relationship with Breckon Hill Community Centre; a place where families can now attend to meet with Citizen's Advice and confidentially discuss issues such as housing and cost of living.
- Leaders have invested in supporting children's mental health through employing a therapist in school. The therapist provides support to those who have experienced any form of trauma.
- The therapist also works with the families to ensure that support is continued at home.
- An Education Welfare Officer has been employed to work with families at home, providing much needed support around attendance and safeguarding.
- The school has invested in Thrive to provide intervention and support for students who are finding managing emotions challenging due to past traumas.
- Leaders plan to develop their links with external agencies such as EMAT to provide support for those children and families where English is an additional language.

Target 2:

Develop children's own Identity and Aspirations

Comments:

- British Values continues to be a priority in preparing students for life in modern Britain.
- Planned opportunities for outside agencies to work with students are underway.
- Students will have the opportunity to gain an insight into the world of work, raising their aspirations. This was discussed during the assessors visit, and ideas were shared around visibility in professions and how the school can ensure there is representation from a diverse range of individuals.



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Target 3:

To create a SEND Handbook outlining SEND statistics, policies, practice and approaches at Breckon Hill Primary School

Comments:

- Following ideas shared during the cluster group meetings, the High Needs Lead and SENDCo have plans to collaborate on a Breckon Hill SEND Handbook.
- The aim is to ensure staff and all stakeholders have a clear understanding of the school's SEND Strategy and can provide immediate support.



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

The High Needs Lead for Breckon Hill School attends the IQM Cluster meeting and disseminates the information to staff upon their return to school.

Spring Cluster meeting – Green Gates Primary School

Focus: SEND support

- The High Needs Lead took away understanding of the different therapy sessions offered at Green Gates Primary School.
- After discussing the use of Lego Therapy, Breckon Hill School staff who support the internal provision – Hills - have received training from the Educational Psychology Service.
- Following discussions during the meeting around the school's internal provision for students, the High Needs Lead has worked alongside colleagues at Specialist schools to create a Preparing for Adulthood curriculum for the children to access in Hills.
- Further discussions around PFA included inviting professionals into school to discuss their career. Leaders have invited Public Service members into school to speak to children about life in the police force and the fire service. Children have also visited STEM Fest to learn about the careers on offer in that industry.
- Green Gates leaders were open and honest about their journey with parental engagement. Leaders have sought to develop this in Breckon Hill through parental apps, awards assemblies and parents' meetings.

Summer Cluster meeting – Acklam Grange School

Focus: Pastoral structure

- The High Needs Lead discussed the information shared regarding pastoral structures in a secondary setting.
- The High Needs Lead was focussed on the school's presentation of PACE and how this training could support staff in school to support children's behaviour.
- Through further discussions across the day the High Needs Lead picked up on the school's use of strategies to support staff wellbeing.

Autumn Cluster meeting – High Tunstall College of Science

Focus: Journey of an Inclusive School and IQM Priorities

- The High Needs lead focused on the school's internal provisions.
- The group visited the internal provisions across the school.



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- Beckon Hills' 'Hills' provision was relaunched in moved into a new space at the start of the academic year.
- The curriculum for internal provision was discussed. The curriculum for 'Hills' has been reviewed.

The Headteacher commented about the positive impact of the Cluster groups and the opportunity to share resources. The Headteacher also spoke about the IQM conference and how they are looking forward to attending the next one.



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Overview

The Headteacher and governing body, along with their staff, strive toward ensuring Breckon Hill School is at the heart of the community – a true 'hub' school. The school provides more than academic support to the students who go there. It provides nurture to the students and their families. The school is proud of its diverse make up, and the Headteacher engaged in conversations with the assessor about celebrating diversity and bring the different communities around them together.

The staff and students thrive through the leadership provided by the Headteacher and governing body. The Chair of Governors describes Breckon Hill as 'a school for the community' and credits this to the Headteacher who the Chair says is, 'changing the story for our children.'

Support for the Headteacher's leadership can also be heard from parents. The school collects feedback from all stakeholders regularly, but during the assessment day the assessor spoke with a parent who knows the school well. The parent had attended Breckon Hill as a child and now trusts the school with her own children. The differing personalities and needs of their children has meant the parent has experienced a fully inclusive offer from the school.

During the pandemic in 2020, the Headteacher supported the family by ensuring there was a place at school for the children to attend. The parent discussed their eldest child's experience of transitioning into secondary school, and credits the school with their support in preparing their child for the future. The parent's youngest son accesses the internal provision, 'Hills.' The parent was open and honest about their concerns that the school could not meet their child's complex needs. The Headteacher was quick to act and ensured parents had access to the school so they could see how 'Hills' had been developed. No promises were made other than to do what is best for the children. This openness and compassion for parents had led to a strong bond built on trust. The parent described the progress their child had made since joining 'Hills' in September as 'inspiring.'

The assessor was able to experience the inspiration first hand after being invited to observe a weekly music focused session in the main hall. The assessor observed children from different year groups from across the school, including the 'Hills' provision, energise themselves through music and dance. The school work with outside professionals to ensure all the children at Breckon Hill take part in a weekly music and dance event. The assessor could see the impact of this as children from different year groups volunteered with enthusiasm to lead from the front and guide their peers in a musical number chosen to lift spirits. It was inspiring to see children with varying needs and abilities included in the singing and dancing.

The high energy continued in a meeting with the Chair of Governors. Breckon Hill's Chair bring with them a wealth of experience and knowledge of inclusivity. They are a champion of the school and provide the Headteacher with support and challenge to ensure the school continues to grow. The Chair is confident that the choices made by leaders at the school are all grounded in research and lived experience of what is right for the students and the community. The Chair talked with pride about the 'extra mile'



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work that is carried out by staff to ensure that the children receive the best-both at school and in the community. The strong partnership with the community centre is viewed as a success. In the current climate where the cost of living could easily provide a barrier to education, the school are proud to say parents are able to access support at all times, through the partnership between school and the community centre. 'Families are at the centre of everything we do.' Further plans to develop provision are underway and the Governing Body are in full support of the Headteacher being able to provide a fully inclusive service at Breckon Hill. As Governors, the team is filled with expertise and uses this in their roles as link Governors to 'spotlight' areas. Recently Governors have 'spotlighted' behaviour and are proud to see the positive noticing approach to supporting students with their behaviour. The Chair commented on the 'bombardment of positivity' and how from this positive noticing, students feel respected and love which helps them to make the right choices. The Chair is mindful of the demands upon leaders and ensure they provide support. Governors want to preserve the value that the Headteacher and their staff bring to the school.

Leaders are research driven and committed to working with the Trust, whilst maintaining their bonds within the community. The Headteacher is proud of their commitment to the school and their input into the Trust. Through the growing need for mental health support, leaders have invested in providing specialist counselling for pupils. The language used by staff when discussing behaviours displayed supports the positive noticing approach, and again demonstrates a whole school commitment to see beyond the behaviour.

During the tour of the school, although the growing complexity of need in pupils was evident, the sense of belonging and warmth shone through the staff and pupils. Staff all commented on the rewarding aspect of the role. The children greeted the assessor with joy and were keen to 'show and tell' what they were doing.

All staff are knowledgeable about their school and the families that attend. Retention remains high as staff fully welcome the school's ethos, 'to make the most of every day.' The school rules are very simple: 'Be kind; Work hard; Be here.' Although the school is developing their *Children and Families Team*, all staff take responsibility for promoting behaviour for life and learning. This is modelled by the Headteacher who is visible throughout the day and takes great pleasure in meeting with students and families to offer support throughout their time at Breckon Hill.

Staff strive to 'poverty proof' the school and their continued efforts have been evaluated by the charity Children North East. The school's mission to ensure that those who face disadvantage are not disadvantaged at school is great. The students at Breckon Hill do not see themselves in poverty because staff ensure they are not excluded from activities. All students, regardless of circumstances are supported to thrive and grow.

It is clear from the review process that the team continue to be fully committed to inclusive practice. The assessor discussed next steps with the Headteacher and how they could continue to successfully demonstrate the positive impact of their work, through Flagship School Status.



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The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to Flagship 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 Flagship status.

Assessor: Ms Rachel Campbell

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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