



Assessor's Evaluation for the IQM Flagship Project



School	Breckon Hill Primary School Breckon Hill Road Middlesbrough TS4 2DS
Head/Principal	Ms Joanne Smith
IQM Lead	Mrs Helen Chapman
Date of Review	14th January 2026
Assessor	Ms Emily Greenhalgh-Stone

IQM Cluster Programme

Cluster Group	Inclusivators
Ambassador	Ms Annette Sowden
Next Meeting	23 rd March 2026

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	Yes
Summer 2025	3 rd July 2025	Yes
Autumn 2025	25 th September 2025	No

Evidence

Sources of Evidence:

- Comprehensive paperwork submission
- Previous Ofsted reports
- IDSR



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- School Website
- School Policies and procedures
- Pupil workbooks and displays
- Learning walks
- Lesson observations

Meetings/Discussions held with:

- Headteacher and Assistant Headteacher/SENCo
- Subject and Team Leads
- Teaching Assistants
- Teachers including ECTs and those undertaking NPQs
- Parents
- The Chair of the Governing Body
- Pupils
- Lunchtime staff



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Evaluation of Annual Progress towards the Flagship Project

Establish a Children and Families Team to support families at Early Help Level, enabling the school to create a comprehensive, inclusive support and development system that enhances children's identity, aspirations and well-being while providing clear, accessible support for families, including children with SEN.

The support and development system at Breckon Hill Primary School is a model of best practice, with all staff working wholeheartedly in an outcomes-focused, strategic, and reflective process to ensure every child can meet their full potential.

Breckon Hill Primary School successfully and carefully combines practical family and parenting support in a nurturing, caring and accessible format that target interventions and an enriched learning experience for all. The impact of this 'wrap around' care can be seen across the whole school in every crevice, from the friendly entrance gate, into the exuberant reception team on a morning, woven through the school day with confidence through a challenging, culturally sensitive and meaningful curriculum offer, and finally spilling into a home environment where sustained support is always, unequivocally, on offer from the staff team.

This is a school that 'thinks outside the box' when involving parents in the education of their child. Utilising the community centre next to the school building to further deepen parental and stakeholder relationships has reaped rewards: parents feel supported and empowered by strategic services that, ultimately, improve the lives of their children and the wider family. The Education Welfare Officer, along with supporting staff, can now reach the families that are most in need of support, providing signposting to specialist services such as (but not limited to) The Citizen's Advice Bureau and the NHS Health Visitor and Immunisation team, alongside a friendly 'coffee morning' approach that helps all to feel at ease.

Accessibility is key at Breckon Hill Primary School. Child and Adult Therapy sessions four days a week prove to be costly, but, as the SENCo states: 'our children are worth it.' The school go 'over and above' the core offer to provide specialist therapeutic practices such as Occupational Therapy, Music services and behaviour support.

The embedding of the THRIVE approach across all classrooms and all children ensures early intervention takes place and issues are quickly highlighted, meaning individual support can be then offered strategically and with pace. The team across Key Stage One are instrumental in providing opportunities for all parents to engage with the school at every turn, be it 'stay, play and learn' sessions, craft clubs and 'drop ins' within the school day, and beyond. Parental attendance at these events is remarkably high and with good reason; they feel part of the school family. One parent stated: 'I trust the staff completely; they always do the right thing; they've supported me through some tough times.' Parental voice is captured and articulated across the school, giving parents who previously have not had the confidence to be heard, work with school staff to be empowered in improving the life chances of their child.



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Breakfast club is well attended and free for all; pupils enjoy this part of the day where they socialise with their many safe and trusted adults, heading into the school day nourished and ready to learn, their physical needs met in an extensive playground with many outdoor activities and equipment on offer, and calming green spaces where children can engage in forest school lessons and quiet reflection time.

Staff know their children and the inhabitants of the local area incredibly well, with a number of staff having taught at the school over twenty years, teaching generations of the same families. The school, therefore, feel 'grounded' in their locality and in the community in which they serve. Close working relationships and mutual respect begin from the Headteacher's vision of an approach that is calm, full of care and significantly compassionate. This ensures that Early Help provision can be instigated quickly if a problem arises, with staff oversight monitoring safeguarding closely and, ultimately, preventing harm.

Promote Children's identity, values and aspirations including understanding the world of work and British Values.

Breckon Hill Primary School daily tackle barriers that are challenging, varied and many. They serve a community that is highly mobile, and increasingly complex, yet the school are illustrious and unwavering about what children can achieve. Raising aspirations of children have been doggedly pursued by the school's Lead for Computing, with the development of the WOW (World of Work) project. The project has, with determination, promoted careers events in school attended by local employers and organisations, introduced numerous STEM activities from visiting specialist professionals in the local and national area alongside introduced pupils to the bigger questions relating to the local labour market such as NetZero approaches, linking closely with Teesside University.

The 'World of Work' project, along with 'Aim Higher' has, unequivocally, raised aspirations for pupils and carefully listens to their voice. Staff are relentless in achieving and offering the absolute best for children. Following a discussion with a child regarding a possible career in the museum sector, staff sought out colleagues working within the locality and secured their attendance at the careers day event so that pupils could access expertise and be connected to local museums and landmarks. Pupil voice has evidenced a seismic shift in the raising of aspiration across all phases; with children sharing their wish to pursue careers in (but not limited to) marine biology, museum curating, teaching, and literature.

A recent visit made by staff and pupils to London, visiting the Palace of Westminster and the seat of the British Government, enabled pupils to experience the awe and wonder of choice and opportunity. Children reported to 'feeling part of something bigger' and could ascertain that their voice has merit, weight and is important. School staff promote this too; pupil voice is at the heart of the school and children feel they belong, matter, and can influence change for good.

Pupil engagement and confidence is high and continuing to grow. A pupil in key stage two spoke clearly, concisely and with passion of her experience in the recent 'Poetry by Heart' competition, of which she won the county award. Pupils talked clearly about their own



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identity and what made them special and worthy, whilst recognising that themselves as individuals were collectively more powerful as a team. Classroom teachers work hard to challenge misconceptions around identity, promote tolerance, respect and kindness, and their pupils know it, stating: 'Our teacher saw that there was someone being unkind to someone else, so we did a lesson, all together, on not judging or being prejudiced.' Pupils recognise the lengths staff go to, in order to keep them safe and promote collaborative working between such diverse groups, focusing on the universal human values, finding, and building on connections that promote similarity, and not difference.

Develop a SEND Handbook for staff use, providing transparent information on SEND policies, statistics and approaches for staff use, improving the quality of teaching, learning and curriculum across school by giving practical information to all staff in the teaching of children with an additional need.

The school have utilised their attendance at the cluster meetings well and with precision, drawing on the best practice of a local school in the IQM family, and adapting their approach to meet the needs of pupils at Breckon Hill Primary. Leaders have a clear vision: All teachers are teachers of special educational needs. The SEND handbook has developed a streamlined approach for staff to embed in their own classrooms, alongside the flexibility to calculated risks, where necessary, to be flexible and professionally curious, whilst maintaining high expectations.

The handbook, coupled with the continuing professional development calendar, ensures staff are kept informed of policy and guidance changes, alongside training by lead professionals on topics such as trauma informed practice, the THRIVE approach and key curriculum information. National Professional Qualifications (NPQs) are in place and strongly encouraged and supported by the Headteacher, allowing for increased disseminated leadership models across the key phases. Staff recognise the opportunities they receive from leaders, stating: 'I absolutely love working here, I am always supported to be the best I can be.'

Specific and targeted support for in-class support staff has also shown improved outcomes for all children. By harnessing the skills of teaching assistants (not to mention the significant number of languages spoken by support staff across the school) alongside providing a 'best practice' guide to work from, teaching assistants state they feel much more informed of the school's procedures and the best practice required, thereby showing lasting impact and improvement in all aspects of foundation learning markers across the whole school.



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Agreed Actions for the Next Steps in the Flagship Project

Project title

Pathways to Thrive: A Whole School Model for Inclusive Curriculum, Wellbeing and Family Partnership.

Overview

'Inclusive Pathways' is a flagship initiative focused on the development of a rigorous suite of curriculum routes that respond directly to the increasing learning needs of children across the primary school. The embedding of formal, semi-formal and informal pathways of learning will ensure all children experience meaningful and personalised learning, appropriate and sensitive to their need, which enables them to thrive in a mainstream school.

The school are further committed to offering support to the most vulnerable learners in their locality, where specialist school places are not readily available. This model has already allowed sibling groups to attend Breckon Hill Primary School together, fostering complete inclusivity. The following three strands have been identified as the first step in the journey to ensuring all children make exceptional progress through a personalised and needs-led approach to their education; reimagining learning so that every child has direct routes to achieve, belong and thrive in their own community.

Development of the High Needs Class Curriculum, Adoption and adaption of the Beverley Curriculum to include formal, informal and semi-formal pathways.

The school have identified the opportunity to expand partnership with community and mental health, alongside early years' support, to provide wraparound care and guidance for the pupils and families in their care, particularly those who have complex additionalities that span across the areas of need.

Building upon the exemplary work of the support model in the last year detailed above, the leadership team recognise the importance of using staff who are expertly trained to improve outcomes and so, as such, have recently commissioned a leader from a local specialist school setting to spend time in school on a weekly basis. Having the expertise 'on the ground' and in classrooms throughout the school day has enabled Breckon Hill Primary School staff to observe, first hand, onsite modelling, planning, assessment whilst providing significant continuing professional development to staff, supporting them to upskill their own practice, thereby improving outcomes for all.

Alongside the expertise involved, NPQs will be undertaken by phase leads, where necessary, to improve strategy and forward plan for cohorts and emerging needs. This model aims to deepen multi-agency collaboration, both internally and externally, to ensure timely information sharing between professionals, strategic planning and provision mapping, culminating in termly reviews in a plan, do, review cycle.

Whilst the target listed above is in its infancy, the school are already observing positive results in students gaining of foundational knowledge, particularly in the recent phonics screening assessments. The school will continue to track interventions carefully,



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strategically providing expertise and adult support to pupils who require intervention to gain said foundational knowledge and skills, ensuring all children achieve, belong, and thrive.

The school aim to continue working partnerships with outside agencies such as talking therapies, occupational therapy and the SoundsWrite phonics programme, along with ensuring all provision of students with an Education, Health and Care Plan (EHCP) is in line with statutory legislation, being carefully considered, and fully costed by the Local Authority.

Implementation of the Middlesbrough Local Authority 'Ranges framework.'

Recent changes in Local Authority provision (to bring them in line with neighbouring Authorities) has identified the school to have specific training needs, as with all schools within the county, who are also requiring and negotiating a period of change.

Clear costed provision mapping is already in place, being concise and articulate in its approach. The school will build on this current practice to incorporate the ranges framework, working with the LA SEN Team thereby ensuring a more consistent approach across the Local Authority in their provision of additional needs funding allocation.

The school are committed to ensuring clear and well documented EHCPs are the norm, with parental involvement in the process being paramount. Plans are in place to cascade the information to parents in a supportive and appropriate capacity, again empowering families to deeper understand the provision on offer to their child, including the legal framework and guidance around the principles of coherent special needs education. By working with local schools and Local Authority partners, alongside the support of the Trust, the school will develop a commonality of language, ensuring all stakeholders have a clear understanding of the Ranges framework, allowing them to share experiences and develop deep relationships to improve practice, acting upon feedback.

Alongside the ranges framework implementation, the school will ensure key staff have suitable, up to date knowledge of the SEN Code of Practice, including the Children and Families Act, and will work with local partners and stakeholders, together with the Trust, to ensure all children and families in the school have appropriate access to the support and provision they need, at the right time and following legislative practices.



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Overview

Breckon Hill Primary School are leading the way in inclusion practice. The school has, and recognises, its many and varied challenges, but, as the Headteacher states; 'we do not let the challenges define us.' Context is key in this school and cannot be underestimated.

With over 35 languages being spoken on a daily basis, and over 80% of pupils identifying as having 'English as an Additional Language' the school are multiculturally diverse. Whilst the difference in culture cannot be denied, the school embrace all pupils and their families into the Breckon Hill model of inclusivity. Consequently, all stakeholders are part of the whole team and Trust vision to achieve excellence for all; it can be seen and felt as you enter the building and continues to envelop all who spend any length of time in the school.

The tenacity of staff (many who have served at the school for over twenty years) can be seen and believe through the constant strive to improve their own practice, and to offer extraordinary opportunity for the children they teach. Pupils spoke with confidence and were voracious regarding the support they receive, with every question posed responded to with: 'the teachers.' Pupils recognise how hard teachers work to be supportive of pupil differences, but also in joining the class together as a collective, stressing the importance of British values and the ties that bind us, by providing structured lessons on tolerance, understanding and respect.

The same staff raise pupils' aspirations outside of comfort zones; Breckon Hill being the only Middlesbrough Primary to attend the recent STEMFEST event in neighbouring Darlington. This is not uncommon here; with a significantly mobile population, the school constantly and flexibly find ways to evolve to meet an ever-changing and increasingly challenging need, whilst remaining loyal to the community in which they serve. During these times of change, Breckon Hill Primary School has remained the static, using education to drive the light of aspiration through this area of Middlesbrough.

It is abundantly clear the school is welcoming to all and pupils feel safe. Safeguarding procedures are robust and rigorous, with leaders 'doing their duty' to professionally challenge where they feel further action needs to be taken by social care. Leadership ensures all staff in a safeguarding role access supervision, and are urged to take the reflective time required, drawing from support of the team. Teamwork is a theme that is embedded in the school, with many conversations witnessed during the assessment day that showed, not only that every member of staff knows the children they teach, but that they know the story of the family, and the culture to which they belong. One child, having only been in the UK for one year, spoke with impeccable English about being welcomed into the Breckon Hill family. When asked how he felt school had helped him to navigate the change into a new country, he seemed confused – his 'normal' had been that of complete and encompassing compassion: 'Of course, school helped me, I never, ever, felt alone.' The school walks alongside all, when in need.

The Governing body is a great support to the leadership team and knows the school and its staff incredibly well, having served for many years in the local community. The advocacy provided by the chair of governors to leadership continues to be instrumental in strategic modelling, working closely with the Headteacher to necessitate joint



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decisions. This cohesive approach, alongside the collaborative work evident with the Trust, ensure the school is on a pathway to excellence for all. The chair of governors noted: 'Breckon Hill has always been a happy, caring, and inclusive school. In all my time in classrooms here over many years, I have never heard a teacher shout.' Indeed, respectful and warm relationships permeate every aspect of the school; in small exchanges on the corridors, to a positive touch on the arm by a member of staff for a child who needed to know they were safe, to the return of cutlery after a superb lunch – pupils and staff model effective communication so that clarity, fun and kindness are the norm.

Leaders are meticulous in their approach to ensuring pupils are safe and can thrive in an environment where they can achieve, without fear. Safeguarding procedures are well-documented and professionally managed, whilst every aspect of buildings, areas, spaces, and staffing are considered to help the school run as effectively as possible, enhancing learning opportunities for all. One example of this can be seen in the Hills provision; the school have been systematic and relentless in the development of the space so that all children in the immediate locality can have access to the same school as their siblings. At Breckon Hill Primary School, 'equity' and 'equality' aren't just words; they are the shared understanding and shared vision of all stakeholders.

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 maintain its status as a Flagship School. I therefore recommend that the school retains its 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 Emily Greenhalgh-Stone

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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