



Assessor's Evaluation for the IQM CoE Award



School Name: Park End Primary School
Overdale Road
Park End
Middlesbrough, TS3 0AA

Head/Principal: Ms Julia Rodwell

IQM Lead: Ms Kate Rennison

Date of Review: 7th July 2020

Assessor: Kelsey Clark-Davies

IQM Cluster Programme

Cluster Group: Trail Blazers

Ambassador: Mr Max Kelly

Date of Next Meeting: Cancelled due to COVID-19 pandemic

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

Virtual interviews with:

- Headteacher and Deputy Headteacher
- SENCo
- CAMHS Clinician
- Pastoral Team
- 2 Governors
- Y6 pupils

Additional Evidence:

- Review of Targets and Action Plan
- School website

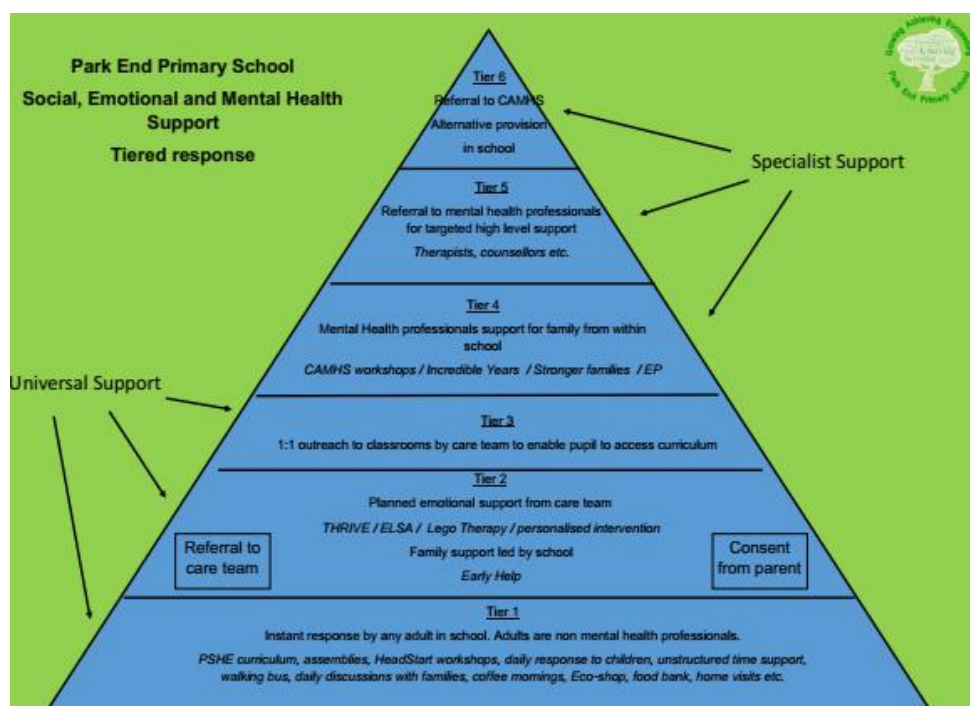
- Performance data
- NHS England presentation
- Mental Health Tiered Response document
- Case Study

Summary of Targets from 2019-2020

Target 1 - To develop the use of the newly refurbished emotional and mental health provision to meet the needs of vulnerable pupils across school

Analysis of impact of offsite emotional and mental health provision for pupils evidenced that families often experienced high waiting lists and struggled to engage. Through reflection on previous support and intervention available for pupils the school concluded that developing their own in house emotional and mental health provision would best meet the needs of pupils within the school.

The school invested significantly in developing the 'Olive Class' area of school at an estimated cost of £200K, as leaders felt strongly that if they were going to provide a safe space to support emotional and mental health "it needed to be lovely". A dedicated Care Team were established and much research took place, visiting other established Nurture Groups in order to see best practice and develop Park End's model. In September 2019 the newly refurbished Olive Class was opened. The new area provides a calm, nurturing space where pupils can be supported on a 1-1 or small group basis and also parent support can be delivered. The model is based on a six-tiered graduated approach to supporting emotional health and mental health, whereby the Care Team can work flexibly and responsively, as is illustrated below:





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This ranges from quality first support, delivered by everyone, every day up to specialist support from CAMHS. Leaders were able to articulate how the ethos of inclusion, support and positivity permeates throughout the school, whereby every staff member understands that behaviour is communicated and is able to support in the first tier. The Inclusion Lead has developed strong links with a lead CAMHS professional in order to further develop provision within school, including in house 'Incredible Years' parenting programmes. The school plans to further develop these links, with a view to the Pastoral Lead becoming an accredited trainer.

Governors heavily invested and supported the use of the space to meet the mental health needs of the pupils. The Mental Health Governor has links with NHS England and this led to the school presenting their response to meeting the mental health needs of pupils to NHS England in the Spring term. Excellent feedback was received and Park End is now seen as a model of excellence in early intervention for mental health.

The impact of Olive Class is evident:

- 87 children have been supported over the academic year.
- Since introducing the mental health provision there have been no incidents requiring positive handling (in the previous two academic years there were 8 and 9) and no fixed term exclusions (in the previous two academic years there were 2 each year).
- There has been a significant reduction in referrals to CAMHS (2017/18: 22, 2018/19: 15, 2019/20: 4).
- There is a significant reduction in requests for assistance and support from SLT during the school day.
- There has been an overall raised awareness of mental health by staff.

The school should be incredibly proud of all it has achieved against this target this year and the impact it has had on the children at Park End Primary. Discussion took place around next steps for the provision and whether the model could be further developed to support children's academic learning alongside their SEMH needs when accessing Olive Class.

Target 2 - Care Team to be trained in early intervention for emotional and mental health support

The Care Team are made up of Teachers, Teaching Assistants and a Pastoral Lead who work flexibly to support the emotional and mental health needs of the children and families at Park End Primary. The Care Team have undertaken extensive training in supporting emotional and mental health over the last academic year.



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This includes:

- CPD through external specialists on Lego therapy, Child Bereavement, Mental Health in primary schools, attachment, Low mood/depression, ASD, self-harm, ELSA.
- The Care Team teacher and SENDCO have attended THRIVE approach training, this is used to assess children accessing mental health support in school, to enable progress to be monitored. Interventions are created using the THRIVE approach.
- The Pastoral Lead has worked closely with the CAMHS professionals, shadowing delivery of The Incredible Years parenting programme. Plans are in place for him to go on to become an accredited trainer.
- Previously, the CAMHS lead had been given a brief to work collaboratively in the TS3 and TS4 areas of Middlesbrough which has led to an ongoing collaboration with Park End Primary.
- 15 families accessed the Incredible Years programme this year and the school has responded innovatively to COVID-19 restrictions by continuing to engage virtually with course participants.

Target 3 - To develop a bespoke curriculum to suit the needs of all pupils

The school reflected that the previous curriculum did not meet the needs of Park End's children, often children lacked the basic understanding of concepts required to underpin learning. For example, chronology/geography – KS2 children would ask questions such as, "Are we in London? Are we in England?". A real deficit was observed with regards to Cultural Capital and the school's vision was that they wanted a curriculum which would address pupils' Cultural Capital and equip them with the skills and knowledge required to address social mobility. Therefore, curriculum development became a big focus within the SDP this academic year, led by the DHT and subject leads. It was decided that the curriculum needed to be 'R.I.C.H.' (Relative, Inclusive, Child Centred and Hands On). The curriculum needs to be based around mastering the basics with a real repetition of learning. This model runs through all the subjects, a mastery model where basic concepts are taught, then built upon, then revisited – with lots of targeted and effective questioning for the most able pupils to ensure stretch and challenge. Each subject has 'Big Ideas' which are built upon over time.

The whole curriculum has been updated and is now ambitious with high expectations of pupils, whilst also addressing key learning needs of the school community. High quality lesson plans and resources have been developed, for example, knowledge mats with key vocabulary and quizzes to be sent home with a focus on making learning stick. Cross curricular links have also been developed where possible, for example, in the sports hall quiz questions can be projected onto the wall for pupils to answer whilst exercising.

The school is also creating as many opportunities as possible to bring outdoor learning in to the classroom and vice versa. The RSE curriculum has had much focus and has currently gone to consultation. The school prioritises the teaching of healthy relationships and attachments from a young age.



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Target 4 - To develop opportunities to foster pupils' understanding of people with protected characteristics

The school recognises the huge importance of creating a school community who are truly inclusive and acceptance of diversity in all forms. The school context is majority White British and pupils are largely not exposed to a range of cultures and religions. Work has started this year in addressing this and progress is evident, however, leaders recognise that there is still much work to do and therefore this target will be further developed next year:

Target 5 - To ensure the curriculum is broad, balanced and celebrates Black, Asian and Minority Ethnic (BAME) history and culture and addresses discrimination and prejudice

Positive actions thus far include:

- Leaders have reviewed texts, images and resources around school to ensure diversity such as same sex relationships and mixed ethnicity.
- Weekly assemblies have focussed on protected characteristics and have included external speakers and workshops such as What is Autism and Gender Stereotypes.
- The RE curriculum has been redesigned with Park End pupils' needs in mind. The newly developed, robust RE curriculum focuses on a deep coverage of 4 main religions: Christianity, Islam, Judaism and Hinduism. The religions have been picked using local and national statistics to ensure pupils are prepared for living in a diverse society.
- The PSHE curriculum has been redesigned and implemented, ensuring that the school is addressing the changes implemented with RSE teaching about sexual orientation, gender and sex in a sensitive way.
- RSE curriculum teaches about protected characteristics from Reception to Year 6.



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Agreed Targets for 2020-2021

Target 1 - To ensure the curriculum is broad and balanced and celebrates Black, Asian and Minority Ethnic (BAME) history and culture. Also, to address discrimination and prejudice.

Target 2 - To ensure wider staff are aware of the THRIVE approach, developing staff awareness of developmental and trauma sensitive approach to meeting the needs of emotional and social needs of children.

Target 3 - To ensure all pupils, including children with SEND and disadvantaged, are supported with catch-up intervention curriculum.

Target 4 - To provide continuing CPD on inclusive practice for the school community and Middlesbrough Local Authority.



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Overview

Park End Primary School is a larger than average primary school in Middlesbrough. It serves a community who experience significant deprivation, 66% of the school community are eligible for the Pupil Premium Grant and there is a larger than average number of vulnerable pupils in the school, many of whom experience child protection concerns. Over recent years numbers in the school have grown from 400 to 600+, this is the school of choice in the area for many and the school's reputation for inclusion has meant that many families who have experienced challenges in other settings, move to Park End Primary and are then successful.

Outcomes at Park End are very strong. Progress scores for both SEND and non-SEND, as well as PPG and non-PPG, outperform similar schools nationally and are in the top 20% of schools. Staff retention is very good, the school has built a reputation that there are huge amounts of applications for any vacancies which come up and therefore the quality of Teaching and Learning and provision within the school is very strong. The school is financially stable, with an innovative approach to income generation, so that pupils at Park End Primary can experience the best opportunities on offer. The school offers a 2-year-old provision which is starting to have impact on outcomes further up the school. It also hosts a free daily breakfast club, sponsored by Greggs and The Bank of England.

The school ensures a broad range of enrichment opportunities are offered to every child which include sports, gardening, chess, music, drama and reading. No child misses out at Park End Primary, the trips are funded if parents are unable to fund and the school has a large uniform/clothes bank to support families who need it. Every child is provided with a PE kit, which is kept in school and staff then launder, to ensure every child can access PE opportunities. Likewise with stationery, the school provides a pack for every child. The school environment is highly valued and it is important to school leaders that pupils have nothing but the best, for example, toilets were refurbished to a high standard.

Inclusion is at the very heart of all that is done at Park End Primary and the Headteacher explains that they just want to "make life lovely" for every child. Staff wellbeing is also placed as a priority, with ongoing open dialogue with teachers around reducing work load and improving wellbeing. There is a free daily lunch provided for staff and they do not pay for tea and coffee. The Headteacher offers flexibility for staff to take leave to attend special events for their own families and this creates a culture whereby staff want to give back to Park End Primary.

There is co-teaching throughout the school, with two teachers attached to larger groups. This supports enormously with CPD and staff very much appreciate opportunities for peer support and review. The school invests heavily in its own staff, recently they undertook a whole school focussed CPD project based on the Shirley Clarke model of formative assessment and also many Teaching Assistants have been supported to gain a degree and subsequent teaching qualification (then go on and teach at the school).

The school runs a weekly 'Eco shop' which sells food boxes and bags provided from Fair Share and Morrisons at a very low cost (£2 for 10 items). Over COVID-19 this scheme has also provided free food packages for targeted families, this initiative is driven by one of



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the Governors and delivered jointly with Year 5 and 6 pupils. Fair Share have since used this Park End model as a case study with a number of quotes from Park End parents included.

Governors at Park End bring a wealth of experience and share the passion and drive of the Leadership team, ensuring the pupils experience nothing but the best. Governors express how they are impressed by the whole culture and ethos of all at the school and how they accommodate every child (they do not turn anyone away). The SEN Governor is a previous Director of Children's Services and is able to well use this experience to support and challenge the school. There is a high level of Governor presence in school, carrying out deep dives in a range of areas as well as being involved in regular learning walks and attending events.

Pupils speak incredibly positively about the school and are able to describe how they enjoy their learning and that the best things about the school are, "the dinners and the teachers, because they are kind and explain things well." When pupils were asked about Olive they stated "it's a place where you can express your feelings through activities. You can go there to calm down." Pupils expressed that there is rarely any bullying in school and when asked what they would like to change they replied, "There is nothing we would change - it's perfect!"

In this school there is an enormous commitment to inclusion. There is a real energy and drive, with passion and commitment to ensuring every single child does the best they possibly can. The school, led by its inspirational Headteacher and SLT, exhibits a real positive, solution focussed approach to every issue and should be commended for its innovative, forward thinking and approaches to addressing and challenges and barriers in its way. **"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."** - Margaret Mead.

Good progress has been made on all targets since the last assessment. Having discussed the progress made since the IQM assessment and the school's plans for the future I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in 12 months' time.

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 COE status.

Assessor: Kelsey Clark-Davies

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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