



## Assessor's Evaluation for the IQM CoE Award



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

**Head/Principal:** Julia Rodwell

**IQM Lead:** Kate Rennison

**Date of Review:** 1 July 2021

**Assessor:** Stephanie Robinson

### **IQM Cluster Programme**

**Cluster Group:** Trail Blazers

**Ambassador:** Max Kelly

**Date of Next Meeting:** TBC

**Next Cluster Group Meeting Focus:** TBC

### **Sources of Evidence during IQM Review Day:**

**Interviews** took place with the following:

- Headteacher.
- Assistant Head/Designated Mental Health Lead/Special Needs and Disabilities Coordinator.
- Assistant Head and SENDCo.
- Early Years Governor and member of Finance Committee.
- A Governor.
- Assistant Head KS1.
- Safeguarding and Pastoral Officer.



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### Resources Accessed

- A detailed IQM action plan was made available.
- Access to the school website provided a wide range of information.
- The Emotional Wellbeing and SEND Recovery Curriculum.
- The English Recovery Curriculum.
- The Maths Recovery Curriculum.
- Park End Catch up Premium Report.
- Testimonies from Parents on the Incredible Years Course for parents.



### Summary of Targets from 2019-2020

**Target 1: To ensure the curriculum is broad and balanced and celebrates Black, Asian, and Minority Ethnic (BAME) history and culture, and addresses discrimination and prejudice.**

It was pleasing to note the recent review of the curriculum, which commenced with specific reference to celebration of BAME history and culture. In PSHE the school team deliver well defined lessons to celebrate differences, to discuss gender issues and to explore similarities and differences. The team have ensured that a wide range of quality texts are available for children including 'Little People Big Dreams,' with which children are familiar, and cover anti-racism/positive attitudes to differences and similarities.

The school's new 'relationships and sex education programme' ensures teachers are very aware of ensuring that the curriculum is broad, including the use of imagery representative of differing groups in society. The school team offer opportunities for children to develop an understanding of significant people in history from all cultures.

**Target 2: To ensure a wider number of staff are demonstrating the THRIVE approach, developing staff awareness of developmental and trauma sensitive approach to meeting the emotional and social needs of children.**

During the lockdown period associated with the COVID-19 Pandemic, the Nurture Team received training on the Thrive programme but unfortunately support staff could not participate. Nevertheless, the team ensured the dissemination of learning to specific staff members, to ensure someone within each bubble was aware of the principles. The team use the Thrive effectively to ensure that they can track children's emotional well-being and offer support where needed.

The introduction of the Thrive programme is well-structured and enables teachers to access a toolkit of support. Due regard has been given to the emotional well-being of pupils following the COVID-19 pandemic. There has been creative use of Teams and other platforms to support this.

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

Excellent practice that the SEND policy is in place and due account taken of the mitigation required due to COVID-19 Pandemic. Amendments are clear within the body of the written policy, highlighting appropriate actions to fulfil the terms of the policy and the graduated approach require to effectively achieve this. The in-depth 'Emotional Well-Being and SEND Recovery Curriculum' is appropriately detailed and responds in full to the DFE principles in their guidance for closing gaps in learning.

The Recovery curriculum offers three levels of support for Emotional Well-Being and SEND. For each aspect of the Emotional Well-Being Recovery Curriculum there is:

- A '*universal offer*,' detailing expectations of all staff, in providing support to all pupils.



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- A 'targeted offer,' aimed at fulfilling the personalised support for small groups from the care team.
- A 'specialist offer,' for particular and more focussed needs.

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

*N.B. Some of this work has been impacted by the COVID-19 Pandemic but where possible the school has maintained engagement.*

The school team have worked hard, in cooperation with other groups, to develop their own practice and the practice of others. Positive relationships exist with several providers, including the Local Authority, CAMHS, Best Practice Network, Nursing and Bath University. This is further evidenced in the support given to a local Academy.

The school delivers the NASENCO course, offered to professionals across the local authority. 'The Incredible Years' project has been very much appreciated by parents, evidenced in their testimonies shared during the IQM assessment. 'The Incredible Years' project is delivered in partnership with CAMHS. Park End Primary School continues to be a pilot school in delivery of 'Incredible Years,' in partnership with CAMHS, for parents across the local authority.

The Headteacher and Senior Leadership are proactive in their work to support others and the Headteacher is part of the education recovery team for the authority.

### **Agreed Targets for 2021-2022**

#### **Target 1: To embed a broad and balanced curriculum which celebrates Black, Asian, and Minority Ethnic (BAME) history and culture, and addresses discrimination and prejudice.**

This target is appropriate and much has been planned to further embed this work including the continuing review of relevant texts. There are currently a number of excellent examples of mapping and celebration of key figures in history which further reflect the different ethnic backgrounds e.g., Rosa Park

#### **Target 2: To develop the outdoor environment to meet the needs of every pupil.**

The team have gradually enhanced areas of the school to address specific needs, considering the ages and stages of pupils. The environment, both indoors and outdoors, have been considered and significant improvements, undertaken over time, have been made.

The focus on the outdoors is reflective of the team's understanding of children's needs. Plans relate to physical needs, the promotion of reading, opportunities for speaking and performance. Care has been given to ensure the developments, in the outdoor environment, will also help to address the needs of pupils with ASD



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### **Target 3: To develop a holistic provision for the most vulnerable pupils in school.**

Although the building can be used for a variety of purposes it is intended that the caretaker's bungalow be converted to enable access to a 'resource base' for multi-agency support in providing care to vulnerable children. The school will employ a social worker to be based in the building, enhancing current support provision. It will be interesting to see how this enhances opportunities for children and families to access the support needed.

### **The Impact of the Cluster Group**

The school have attended two virtual events in July and May 2021. The impact of COVID-19 Pandemic on the mental health and well-being of pupils was covered, as was The Recovery Curriculum/Catch Up. The school has contributed to the theme of mental health and wellbeing and is reassured that there has been some commonality of approach and sharing of ideas with other schools in the group.

### **Overview**

At Park End Primary School, the vision is clear and permeates all practice therein. The team 'seek to ensure that they provide a stimulating and happy learning environment, where confident pupils have the skills and capacity to think and learn for themselves. Achievement is at the heart of everything they do.'

The Park End Primary School Team care deeply about all learners in the school, they talk with enthusiasm about the experiences they offer children. They endeavour to meet pupil needs throughout the age groups with whom they work.

Personalised opportunities, offered by the staff, consider children's interests and strengths. This was evident from discussion with TAs, SLT and teaching staff. The staff tailor the curriculum, offering challenge and support to enable pupils to be the best they can be. Pastoral support is a clear strength of the school. TAs and teaching staff understand their children well, this is key to ensuring that personal attitudes and personal development become positive in all instances. This is at the heart of the philosophy of the school.

During the COVID-19 Pandemic, the school team worked tremendously hard to maintain links with all families, to ensure support is appropriately offered. The school team should be congratulated for their hard work in relation to thinking about the needs of their children and community. They have responded to the impact of COVID-19 and worked tirelessly to ensure vulnerable families have been contacted, home study has been supported and that individual needs have been addressed when identified.

Because of COVID-19, and the associated restrictions, the teaching and learning process has been ever-changing and there has been a need to change and adjust policy and procedures, often daily, to accommodate developments and changes. Risk assessment has been ongoing to make reasonable adjustments to ensure the safety of children and staff. On the day of the visit, due care and attention was given to the safety of visitors,



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staff, and children. The welcome was, as always, heart-warming, reflective of the sense of 'family' that the Headteacher and school team quite naturally foster.

### **The Inclusion Values and Practice of the School**

At the heart of staff's actions has been the desire to ensure that children's well-being, especially that of vulnerable children, has been safeguarded, as much as is possible. The team have ensured welfare calls have been undertaken and the pastoral team have maintained vigilance and ongoing support.

The school's ongoing communication throughout COVID-19 is recognised and valued by parents. The team have drawn parents' attention to the fact that the children need routine and structured support, not only in relation to their learning but also for their emotional well-being.

Due regard has been given to the emotional wellbeing of pupils following and during the COVID-19 pandemic. The school has offered therapy via Teams and WhatsApp, demonstrating a high level of creativity. The team plan to focus on the Thrive approach, to support PSED and emotional wellbeing.

### **Thrive Approach**

During the lockdown period the SLT decided to ensure that all support staff received training in the Thrive approach. The Nurture Team had been formally trained, but support staff needed increased awareness. Because of COVID-19 the training was not available so the key and the part-time staff who worked within each bubble, were trained up internally by staff members who had undergone the formal training, so that every single portal contained someone that was aware of Thrive to some degree. Even though this was not the official training it enabled the principles to be disseminated. Thrive is used effectively to ensure that children's emotional well-being could be tracked and supported when needed. Going forward it would be excellent to see this fully embedded in each room, as planned.

Mental Health needs are taken seriously by the school and equally supported by Middlesbrough LA, with whom the school works closely. Whilst there is a Mental Health Lead in school the plan is that there will be practitioners coming into schools to deliver direct support for affected children. The school ensures there are links with other services and use these effectively to meet the needs of pupils including play therapy, which is having a positive effect. It has become apparent that the school has more children accessing that level of therapy than has been the norm previously, primarily because of, though not limited to, anxieties in returning to school post lockdown restrictions. The school is sensitive to needs and ensures positive relationships are maintained, greeting the children with a smile for example, and making sure everyone is okay.

### **The Learning Environment, Resources, and ICT**

The school website is extremely informative in relation to the way in which IT has been used to inform teaching and learning. SLT have effectively responded to the issues



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arising out of lockdown. Efficient use has been made of IT. The Parent Zone on the website details the way in which the school has provided remote education. There is a clear explanation about its purpose and how it can be used to support education when National or local restrictions are in place. It is important to state that, whilst this has been necessary for those pupils and staff that could not be in school, the team have worked extremely hard to ensure children from vulnerable families could stay in school whenever possible. If this has not been achievable, the team have maintained contact by a variety of means to ensure the safety of the children and to provide the best for the children in their care.

The team have used the website to explain the remote curriculum, expectations of the school were explained in detail, and it was pleasing to note that pupils also had a paper pack of work to complete in which there were access codes to the remote learning. The intention of the school's approach to the curriculum was outlined, and although modified, it was clear how subjects would be delivered to meet the needs of the children. Allocations of time were set for the curriculum subjects for different ages to enable parents to have clear guidance.

SEESAW was used to deliver online lessons. A blended approach was taken to ensure that all children could access work linked to their needs. It was pleasing to hear of the wide range of materials that were used and to hear of the support given to families to enable them to access study materials. The Learning Zone on the website provided links to the Oak National Academy, Seesaw and many others that linked directly to key subject areas.

If children were not joining in, then contact was made with the families concerned, and barriers reviewed and addressed. If issues were of an IT nature, then parents were given guidance and support to resolve the issues. Teachers produced videos modelling the lessons. They modelled the basics for parents to support them so they could help their children. In addition, staff made telephone calls to parents of children identified as struggling.

It was pleasing to see the regular newsletters issued keeping parents abreast of what was happening in the school and communicating key messages relating to COVID-19.

Devices have been made available for children to use at home and it was pleasing to hear that the children had accessed online learning. This reflects an ongoing confidence in the ability of the children in the use of IT and communication by digital means.

### **Learner Attitudes, Values and Personal Development**

The school team clearly foster a positive approach to work and relationships. TAs are willing to work flexibly and upskill to meet the needs of children. They are valued by the SLT and have a key role in supporting personal needs and subject development.

The COVID-19 pandemic has engendered a range of responses and feelings. The whole team are constantly ready to support the needs of families. The staff have remained tirelessly positive in their efforts to ensure the safety and wellbeing of children during what has been a challenging 18 months.





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Equally important has been the recognition of ensuring that the children have something to aspire to, and associate themselves with, because the team recognise that it is easy to focus on all the terrible things that have happened. They recognise that it is most important to offer positive role models of different races, gender, and culture. They recognise that it is important that the children see the connection between events and people in the past and how that can impact on what can happen in the future, this is important for the children's own aspirations. The team are clearly offering opportunities for children to develop an understanding of significant people in history from all cultures.

The children are articulate, have a sense of humour, can talk about aspects of the curriculum, their likes and how they accessed lessons during lock down. The children happily talk about online learning, enjoyment of maths and geography and re-enactments based on historical events.

### **Learner Progress and the Impact on Learning**

Data is constantly analysed and reviewed, to identify gaps or trends to inform the need for either targeted interventions or curriculum redesign.

A recovery curriculum is in place to meet the needs of the children and address gaps in knowledge and skills due to the children's absence from school. The recovery curriculum has been planned for all subjects, with an emphasis on reading, writing and maths across the curriculum to further reinforce the importance of these subjects and to enhance opportunities to build on existing knowledge and skills in these areas.

Tracking of learner progress is regarded as pivotal, as is the identification of gaps but primarily engaging the children and enriching the curriculum has been identified as key to enabling a sharp focus and more rapid progress.

As noted in the English Recovery curriculum, *"Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, making effective use of regular formative assessment."*

*"We will continue to use current tracking systems; however, this will be now termly assessments (towards the end of each term)."*

Curriculum maps are in place. Long term plans exist from EYFS through to Yr6. These are published on the school website. There is an incremental approach each term to enable progression in key areas.

Potential gaps in knowledge from the previous year have been identified and used to inform the next class teaching e.g., in maths:

*"Develop fluency in addition and subtraction facts within 10. Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd number. Reason about the location of*





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*numbers to 20 within the linear number system, including comparing using greater than, less than and equal to symbols."*

The SLT are responsive to need. They reflect on how effective approaches are and ensure that they are refined where needed.

Teaching Assistants and the Pastoral Lead are equally clear about their roles and responsibilities. They provide support for needs and are guided by the SENDCO. SLT work with them to ensure they build on their skills and knowledge to support pupil progress. TAs talk passionately about their work and have taken time not only to get to know the children but also consulted with parents to enable them to feel supported and have guidance to help their child.

The Mental Health and Wellbeing/SEND recovery pathway extends a universal offer, a targeted offer and specialist offer. A decision has been taken for teaching staff to move up, with the pupils, into the next class to support the pastoral needs and learning needs of children and this will support transitions after 18 months of disrupted schooling for many. The Inclusion Lead is responsive, proactive, and keen to ensure the children form positive attitudes and have respect for others.

### **Learning and Teaching (monitoring)**

The SLT have effectively created curriculum coverage to show progression across all year groups in every subject. They have taken due regard of the impact of COVID-19 to develop a recovery programme for each subject.

CPD is considered important by the school, and this has been encouraged in a variety of forms, including reviews of the curriculum, in house and online training. Investment in training has been in response to children's needs including Welkom and Thrive.

Progress and policy are reviewed in a timely manner, and this triggers relevant actions to support learning and teaching.

SLT have identified the importance of ensuring assessment informs planning. It has been recognised that English (reading and writing) and maths should be supported by the wider curriculum. This does not happen by chance and the team have ensured that Subject Leads identify these opportunities and look for this happening in the monitoring process. SLT are proactive in seeking further expertise to support developments and encourage access to training.

Mentoring is used to support EYITTs to enable high quality teaching to be achieved. NQTs are also given opportunity in the school to develop.

Pupil progress meetings are used to carry out gap analysis from to inform future subject knowledge plans and targets are identified.



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### Parental Engagement

Parents talk extremely positively about the support they receive from school. They feel they can approach school to ask for advice and they are welcome to visit. Care is taken to support the needs of the whole family and parents are signposted to the foodbank and other services when needed.

The Pastoral Lead has introduced 'The Incredible Years' project and this has had a major impact on their children. One parent acknowledges this.

*"The best thing we done was voice our concerns to our son's school and had regular chats with his nursery teacher. When the opportunity for the Incredible Years Programme came to the school, we were asked along for a coffee morning.*

*The leaders have been amazing through our new learning curve. After our first meeting listening to how the course works, my partner was sceptical. He couldn't help but think how it wouldn't work and how they would just try and teach us how to 'parent.' After feeling like such bad parents for so long we knew we had to give it a try for our boy. Now I'm not saying it's all sunshine and rainbows, we still have hard days [even] now, but without this programme we would be 100 miles behind where we are now.*

*Persistence and perseverance are key for this course, but the strategies and tools given by your leaders will make a whole lot of difference."*

The SENDCO, in partnership with the Speech and Language Lead, has provided clear guidance as to how specific children's needs are addressed, she works passionately to ensure the children feel well supported and that the parents are fully aware of what is expected and required.

On entry to nursery there are groups of children requiring SALT provision, these children may not have had the chance to socialise beyond the family home, if there are speech and language concerns with children, then speech and language support is offered by staff who have naturally upskilled over time and have intervention plans in place. The staff also work very closely with the Early Years Specialist Support Service.

During lockdown work was offered to children online which the parents very much appreciated. For some though this proved difficult particularly if their child had specific needs. The school team are excellent at signposting parents to agencies which can support their child.

Based on my discussions with the school team I am very impressed by the way in which this school has tried to keep parents always informed during the pandemic, vulnerable families have been able to access school so that their child has had a place, parents being able to access school at any time for information through a variety of means.

### Leadership and Governors

All the Senior Leaders can articulate the way in which children were effectively supported during lockdown. The SLT responded to challenges effectively and a decision



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was taken to focus on the basics to ensure the skills were embedded to access other areas of the curriculum. Post lockdown they have identified gaps in learning and worked industriously and tirelessly to review the curriculum with staff teams to ensure a rapid 'catch up' programme. A recovery curriculum was planned in detail and can be accessed via the school website.

Good communication with parents was fostered to enable understanding of expectations during lockdown. The SLT organised for teaching staff to model teaching to parents via video link. They ensured that all pupils including SEND had appropriate resources to meet their needs. Every child was given a device during lockdown to support online lessons.

Governors and SLT understand the needs of the school and the curriculum, have a clear vision and determination to provide the best for the children in their care. The governors are extremely knowledgeable about the needs of the school, vision of the school, targeted work of the school and appreciate the efforts of all staff. They can support the actions of and vouch for the endeavours of the team:

*"Starting with a kind of a whole broad school approach, I think what was really impressive was the determination that all the children would be enabled to learn in whatever way it was possible; whether it was packs that went home; or through remote learning; or a combination of the two; that their learning and education would be supported but I think beyond that; it was also about supporting families and the community!"*

Staff give regular presentations to Governors to inform and strengthen their knowledge of school's practice.

### **Community**

Even during the pandemic staff have fostered links with the community. They have reached out to families in need. There has been effective signposting to help and support and where required food parcels made available.

Being out in the community during the COVID-19 Pandemic has demonstrated to parents that the school is approachable and prepared to show demonstrable commitment to help and support.

A governor expands how that sense of community presented itself during lockdown during the delivery of a food parcel:

*"So, when the school opened like lots of schools the children walked in with smiles on their face; yes, they were delighted to be there; they were delighted to be with their friends and we were delighted to have them back but the practical sense of community was going around to this one family, we took her bag of food round and this person said that's really helpful and thoughtful thank you! but I don't need it but my next-door neighbour her is a single parent she's not picking up all her Universal Credit, would it be OK if I shared it with her."*



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Excellent and on-going community links have been established. The way in which the Community Governor has worked with the school and local businesses and community is outstanding. Through her work Middlesbrough Football Club Foundation (MFCF) emailed her directly after a meeting and asked if the school and MFCF could work in partnership. Her work and role have been extensive and helps Park End to be seen as a key part of the local community.

I recommend that the school retains Centre of Excellence, staff are dedicated to engaging the learners and raising expectations of all.

I would recommend that the school retains its Centre of Excellence using the new Targets. The next review will look closely at how the school has developed a holistic provision for the most vulnerable pupils in school. the way in which the outdoor environment to meet the needs of every pupil and how far the broad and balanced curriculum which celebrates Black, Asian, and Minority Ethnic (BAME) history and culture, and addresses discrimination and prejudice. Evidence of Cluster working will also underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor: Stephanie Robinson**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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