



Assessor's Evaluation for the IQM Flagship Project



School Park End Primary School
Overdale Road
Park End
Middlesbrough
TS3 0AA

Head/Principal Ms Julia Rodwell

IQM Lead Ms Kate Rennison

Date of Review 16th June 2023

Assessor Mrs Emily Carr

IQM Cluster Programme

Cluster Group Inclusivators
Ambassador Ms Rachel Campbell
Next Meeting 4th July 2023
Meeting Focus Staff Wellbeing

Cluster Attendance

Term	Date	Attendance
Spring 2022	24 th March 2022	Yes
Summer 2022	4 th July 2022	Yes
Autumn 2022	6 th October 2022	Yes
Spring 2023	26 th April 2023	Yes

The Impact of the Cluster Group

The school is an active member of the Cluster Group and have attended all meetings this year. The IQM Lead articulated how they enjoy being part of the IQM Cluster and working collaboratively with other schools.

The IQM Lead has gained new ideas and approaches from attending the meetings and speaking with colleagues from other settings. The IQM lead was able to give examples of how the Cluster meetings have impacted on their thinking and actions and allowed colleagues to reflect on practice. She discussed how the Autumn term Cluster meeting led to staff at Park End implementing the use of access arrangements on iPads across school. The Spring term meeting prompted Park End leaders to explore the use of social



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media to communicate with parents/carers. As a result of this, Park End are creating a school Facebook page to use from September.

The school leaders would like to continue to develop strong links with schools within the cluster group and are also hosting the first Inclusivators Cluster meeting of the academic year 2023 - 2024.

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.
- School Twitter page.
- Ofsted report.
- New starter pack for Beverly Park.
- Policies.

The assessor also toured Park End Primary and Beverly Park: visiting classes, viewing displays and observing learning.

Meetings held with:

- Headteacher.
- IQM Lead and SENDCo.
- Senior Leaders.
- Teachers.
- Parent.
- Pupils.
- Assistant Headteacher of Beverly Park.

Evaluation of Annual Progress towards the Flagship Project

Project title: To develop school specialism in supporting pupils with ASD or ASD traits/complex needs.

Project Vision: To bring expertise from special and mainstream schools to support children to be successful in mainstream schools and to accurately assess children's needs, so the most suitable specialist provision is identified for future placements.

From the meetings with all leaders involved in coordinating and leading the Flagship project, it was evident that they are all highly committed to providing pupils with a deeply enriching, inclusive education that involves all pupils receiving Quality First Teaching and having their needs identified and met. It was also evident that this is a school that is driven by research and knowledge and a drive to make a difference to children's lives.



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The project was established as Park End Primary School has seen an increase in the number of pupils on roll with complex additional needs, increasingly with a diagnosis of Autism or on the ASD pathway, within the past few years. Although the school already has skilled staff, who have experience of working with mainstream pupils with autism, the needs of pupils are becoming increasingly more complex; typically, children who would be placed in specialist settings. The school identified that more support, CPD and expert outreach was required to upskill the workforce to support pupils with complex needs, in order to ensure the pupils are fully included in the life of the school, their needs are met and they access an appropriate curriculum which extends and challenges. The school identified the following steps in their flagship journey and have worked hard to achieve all steps:

- Park End to develop a relationship with specialists in ASD.
- SENDCo to develop knowledge of working with pupils with complex ASD.
- Trainee TES staff to complete year secondment at Beverley specialist school.
- Staff to complete secondments across both schools to develop staff expertise.
- Open an additional resource provision in partnership with local specialist school (Beverley) and Middlesbrough Local Authority.
- Staff from additional resource provision to upskill staff from Park End Primary and other local schools.
- ASD training to be high priority for whole school.

Park End Primary school has developed a special relationship with Beverley Specialist school and sixth form, for pupils with autism. Both schools work together as School Improvement Partners to share specialism, expertise and CPD. Park End and Beverley are focused on the joint intent of bringing the best practice of mainstream and specialist together, to support all pupils. This vision has been realised by the creation of the Beverley Park 1 provision.

The SENDCo at Park End completed a term's secondment to Beverley School to gain first-hand experience of working with pupils with complex SEND. The SENDCo worked across two classes in the primary phase. This experience enabled the SENDCo to support staff at Park End from her own experiences; as the school has seen a significant increase in the number of pupils entering school with complex autism. From this experience, the SENDCo was able to bring examples of best practice for pupils with additional needs into the mainstream setting. An example of this, and one of the most widely utilised and impactful, is the employment of a private Occupational Therapist for the pupils of Park End Primary School.

Alongside the SENDCo, leaders across both schools actively encourage trainee teachers and apprentice/EYITT staff to spend some time across both settings. This has been hugely successful in upskilling staff around working with pupils with SEND, and filling 'gaps' within the teacher training process around pupils with SEND.

Within the first year of the Flagship project, Park End Primary staff and Beverley staff worked with Middlesbrough Local Authority (LA) to develop an additionally resourced provision for pupils struggling within the mainstream setting and who present with



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many traits associated with autism but may not yet have a diagnosis. Initially, this was an EYFS provision, based offsite at Hemlington Initiative Centre. The purpose of the provision was to act as an 'assessment centre'; providing Reception pupils with formal schooling and crucially, an extended period of assessment, to establish if they require longer term specialist school or could be supported within their mainstream schools. The provision was staffed with both Park End Primary and Beverley school staff, enabling input and assessment from both mainstream and specialist staff, to ensure assessments were thorough and viewpoints from both settings considered.

Due to the nature of both schools working together to create the additional resource provision, this has enabled staff from Park End Primary to complete visits, secondments and seek advice from staff working within the provision, to continue the cycle of unique and personalised CPD.

This project has had a positive impact. So far, out of the initial cohort of 18 reception aged children, three children have experienced successful transition back to their mainstream schools, with a package of support around them and a further three are expected to transition back by the end of the academic year. Two pupils have secured places within specialist settings for September 23 and ten pupils are remaining within the provision for ongoing assessment and support.

The success of 'Beverley Park' has meant that it is now expanding. This next phase will be the main basis of the Flagship project for the coming academic year. Beverley Park 1 will expand to include EYFS and KS1 classes from September 2023. A new Beverley Park 2 provision has been partially opened during the summer term 2022/23 for KS2 pupils, housed within an unused part of a Middlesbrough primary school. This will be further developed. Both headteachers are working with the LA to visit children across Middlesbrough and offer places to those most in need of the provision.

Agreed Actions for the Next Steps in the Flagship Project

- Further development and expansion of Beverley Park 1.
- Creation and expansion of Beverley Park 2.
- Ongoing cycle of CPD unique to Park End staff.

Actions that have been identified to ensure this project continues to progress and succeed are:

- Expand Beverley Park 1 capacity to include KS1 classes.
- Identify children across Middlesbrough who require placement at BP1.
- Re-structure to create clear lines of leadership and career progression routes.
- Create Beverley Park 2 KS2 classes.
- Identify children across Middlesbrough who require placement at BP2.
- Offer outreach model to Middlesbrough schools.
- Offer bespoke CPD packages.
- All staff at Park End to have CPD opportunity at BP sites and access to bespoke CPD packages.
- Continue cycle of staffing between BP and Park End to develop staff specialism in ASC.



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Overview

Park End Primary School is an inclusive school that has the needs of the 'whole' child at the centre of all they do. This is a school that is dedicated to ensuring children are safe and happy and that their needs are being met. Staff recognise all children as unique individuals and help them to develop the values, behaviours and attitudes to equip them for successful futures. The school values of:- respect, responsibility, positivity, hard work, honesty and caring are at the core of whole school life. These values underpin the curriculum and support children in developing personally, socially and spiritually. Park End is a school that is ambitious and aspirational and gives all pupils a belief that they can, and will, achieve and succeed.

The vision for inclusivity and a belief that every child can '*grow, achieve and succeed*' is clear when speaking to any leader of the school and this was then triangulated in discussions with members of the school community and through the learning walks conducted. In the initial meeting with the Headteacher and IQM lead, their vision for meeting the needs of each child was clear to see. They discussed, with passion, how it is important to ensure the school environment is right for each pupil, with staff constantly asking, '*what is best for this child?*' The leadership team is hardworking, driven and committed to breaking down barriers that may impact on a pupil's life chances. They talked with passion about how inclusion runs through their school and how they 'know' their pupils.

The learning walk and tour of the school at Park End Primary School illustrated that pupils at the school are polite and welcoming. During the review day, pupils were keen to interact and showcase their work. Every classroom visited was calm and purposeful, with pupils engaged in their learning. Children across the school were smiley and happy.

The learning environment at Park End is finished to a high standard. Pupils are celebrated at every opportunity and displays of their work demonstrate the pride pupils take in their learning. An atmosphere of positivity, love and high expectations permeates the school. Due to the personalised support in lessons, students are making great academic progress during their time at Park End. Children are growing, achieving and succeeding. Staff develop every opportunity to enhance learning and give pupils life skills. Park End is a Chess school, and all staff are chess trained. During the learning walk, one class visited were playing chess. Every child was fully engrossed in their game. The Chess school initiative has allowed pupils to develop their problem-solving skills and gain cultural capital and participate in experiences such as a visit to a tournament in London.

The visit to the newly formed Beverly Park proved that inclusivity is central to everything. This is a provision which is truly about bringing expert practice together for positive outcomes in the early years and beyond. The inspirational Assistant Headteacher, Ms Rush, demonstrated passion, knowledge and expertise as she discussed their way of working. Every detail, from the learning environment to the curriculum, has been carefully planned to have a positive impact. The staff team know that every child is different, but that they all need consistency, structure and routine. Systems and procedures are embedded. The individual needs of children are identified



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and used to effectively support them to make progress. The tour of the site demonstrated that staff are skilled at supporting each child to enjoy school and make progress. During the learning walk, pupils were all engaged in various activities and resources had been carefully planned to support each learning activity.

Beverly Park offers children access to a wide range of external agencies, such as: Speech and Language Therapy, Occupational Therapy and Educational Psychologists. This strong offer of support has also been further developed at Park End, with them now employing an Occupational Therapist (OT) to support targeted children and to offer bespoke training to staff. This offer is having a positive impact on the life of pupils who access it. On the assessment day, staff at Park End, were using their training from the OT to support two children in completing their schedule of support. The children were engaged and happy and stated that they enjoyed their time in this space.

Leaders are forward thinking and outward facing. The school has strong links with the local community and other professionals. They work closely with the Local Authority and primary, secondary and specialist schools. The Headteacher is passionate about developing staff and sharing best practice. Leaders understand the importance of networking. Staff visit other schools in the local area, and further afield, to share their expertise. They also attend local network groups such as the SENDCo network and Subject networks. This passion for working with others demonstrates their capacity to effect change on a wider scale. Park End recently hosted an EYFS LA cluster meeting, which was very well attended - with approximately 80 staff from local schools visiting to see the provision and learn about the Park End way of working.

The Headteacher recognises that for the children to be happy and succeed, the staff need to be happy and well-supported. Staff wellbeing and progression is of utmost importance at Park End Primary. Leaders are honest with staff and staff buy into the Park End way. Staff relish the opportunities to grow and develop. There are progression routes and opportunities for all staff. Succession planning is a key part of the Headteacher's vision for staff and she works hard to talent spot and provide opportunities for staff to develop their leadership skills. This is clearly evidenced through the Flagship project and the opportunities for staff to develop their skills, knowledge and expertise in both mainstream and specialist settings.

Staff are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. Leaders acknowledge that schools have a central role to play in enabling pupils to be resilient and to support good mental health and wellbeing. As part of their commitment to mental health and wellbeing, students are developed to support others as part of the Headstarters' programme. The Headstarters' pupil group discussed how they support pupils across the school with their emotional wellbeing and physical health. One pupil said, *'We have a buddy bench which pupils can go to if they are feeling lonely. We then go and play with them.'* They gave examples of the work they do across the school, such as playing with pupils who may be lonely at break time and delivering assemblies to the school. They talked with passion about a recent meeting they had with the NHS Transformation Manager for the North East and also opportunities that are available in the coming weeks, such as a visit to Teesside University to participate in the Headstarters' Conference. Pupils at Park End Primary School have clear ambitions for



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the future. They were able to clearly articulate the wide opportunities on offer for them, and how school develops their life skills.

This is a school that values relationships and working in partnership with families. Park End (and Beverly Park) believe that parents are the first educators of their children and that a close working partnership is crucial for the development of each child. Staff, in particular the SENDCo, work effectively with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes, supporting them with understanding SEND procedures and practices and providing regular feedback on their child's progress.

A new parent to Park End, whose child has only been there for a week, articulated how this school goes above and beyond. She stated, *'There is love and nurture in this school. Staff really care. I didn't think he would be like this in a mainstream school, as he used to be a school refuser, but he is happy and wants to attend. We have seen a big change in him at home.'*

Staff care deeply about the families they work with and work tirelessly to involve them in whole school life.

The leaders are clear about the vision and next steps for the school. They have excellent reflective skills in their leadership, wanting the best outcome for all pupils whatever their individual need. Clear structures and processes have been embedded. This means that all staff have clear direction and understand the school expectations. There is a collaborative feel with everyone contributing to the vision and strategic direction of the school.

The team at Park End Primary School should be immensely proud of what they have achieved over the year. Their vision to be proactive, and not reactive, has been achieved and the school is a beacon of best practice.

It is clear from the review process that the staff team at Park End Primary School continue to be fully committed to inclusive practice. They have proved their commitment to inclusion over the years of IQM accreditation and I believe they continue to have the passion and expertise to continue to drive the inclusion agenda in their own school and beyond. I would recommend that the school retains its IQM Flagship School 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: Emily Carr

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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