



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 9th June 2025

Assessor Ms Annette Sowden

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Emily Carr

Next Meeting 3rd July 2025

Meeting Focus

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	

The Impact of the Cluster Group

One of the biggest impacts of the cluster meetings has been the ability to see and share good practice.

The networking opportunities have been extensive and well-received.

The session on attendance was felt to be extremely valuable. The school had felt they had exhausted all their strategies and were worried that the fault lay with them;



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however, after attending the session, they realised it was a grave national issue and not just a problem at their school. They were able to work with other schools on different approaches to attendance, such as the creative timetabling around events.

Evidence

Discussions with:

- Headteacher and Inclusion/SENDCo
- SLT at both sites
- Class teachers
- Teaching Assistants, office managers

Additional Activities

- Tour of both schools
- Observation of Bucket Time - an Attention Autism Strategy



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Evaluation of Annual Progress towards the Flagship Project

Park End has proudly held Flagship Status for the past three years, and today marked the final evaluation of this rotation. Since embarking on its project journey, the school has grown in both strength and confidence, expanding its Beverley Park provision to six classes serving fifty pupils, supported by a dedicated team of thirty-three staff members.

In its final year, the school set its sights on three key ambitions, each reflecting its commitment to inclusive education and collaborative development across Middlesbrough.

1. Enhancing Outreach and Inreach Across Middlesbrough Schools

A central goal was to deepen the culture of sharing and learning between schools. To this end, Park End and Beverley Park opened their doors to reciprocal visits, offering opportunities to observe inclusive practices in action. Staff provided tailored advice and mentorship to colleagues in both mainstream and specialist settings. Collaborative projects included joint lesson studies and moderation sessions, all aimed at dismantling barriers to learning and sharing expertise in specialist provision.

The impact of these efforts has been tangible. Partner schools have expressed growing confidence and appreciation, with demand for Beverley Park's support increasing. As a result, professional relationships have strengthened and there is a noticeable shift toward a culture of mutual support and inclusion across the town. This culture has also enabled greater fluidity in staffing across Park End, Beverley Park, and Beverley School, which supports older pupils. Notably, one team member who initially joined Beverley Park from mainstream has now progressed to lead on behaviour at Beverley School—a testament to the shared development pathways the schools have nurtured.

2. Developing Town-Wide Opportunities for Continuing Professional Development (CPD)

The teams at both sites are passionate about amplifying good practice. They've thoughtfully planned time and resources to ensure their involvement in professional learning across Middlesbrough. Staff regularly attend half-termly SENDCo network meetings and contribute to town-wide CPD events focused on inclusion. Bespoke training is offered flexibly to dual roll schools, and a significant contribution has come from the Assistant Headteacher, whose expertise was secured by the local authority for 20 days to support key projects, including The Middlesbrough Ranges, a comprehensive framework defining seven areas of need and associated provision.

Additionally, the Park End SENDCo plays a pivotal role in shaping this work for children aged 2 to post-16. CPD at Beverley Park has covered a broad and impactful range of topics, from neurodiversity and adaptive teaching to restorative practices, with consistently strong feedback and evidence of positive change in classrooms.



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3. Creating Inclusive Opportunities Within Mainstream Settings

A deeply held value at both Beverley Park and Park End is that every child deserves the opportunity to thrive in the most appropriate setting. Some pupils at Beverley Park are now able to transition, either back to their original mainstream school or to a new one—thanks to targeted interventions and a carefully managed transition process.

This year has seen further development of flexible outreach placements, supported by specialist input and ongoing collaboration with mainstream SENDCos. Crucially, the schools believe that a child returning to mainstream must be met by an environment that has also changed. As such, Beverley Park staff have offered in-school training, observational opportunities, and co-teaching experiences to ensure a joined-up approach.

Mainstream schools report growing confidence and understanding in supporting diverse learners, and this shared responsibility for inclusion continues to evolve into a richer, more effective partnership.



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Agreed Actions for the Next Steps in the Flagship Project

At Park End Primary School, the number of pupils with complex additional needs continues to rise, with a growing proportion either diagnosed with Autism or currently on the ASD pathway. This mirrors wider trends both locally and nationally. In response to these changes, the number of pupils with Education, Health and Care Plans (EHCPs) within the mainstream setting is also steadily increasing year after year.

Recognising this shift early on, school leaders saw the importance of investing in their staff. At the outset of their Flagship journey, they prioritised professional development and expert outreach, ensuring that the whole team could confidently support pupils with complex needs. Their aim was always clear: to include every child fully in the life of the school, meet their individual needs, and deliver a curriculum that not only supports but also challenges and inspires them.

Over the past three years, Park End has led a highly successful partnership project - Beverley Park, developed in collaboration with Beverley School for Autism. This initiative has now reached a new and exciting phase. Park End is taking full ownership of the provision, stepping into a leadership role with a strong foundation of experience, confidence and town-wide connections already in place. While Beverley School remains a valued partner, Park End is now ready to lead this specialist provision independently.

Crucially, this new chapter allows Park End to continue building deep expertise across its team. Senior leaders are especially committed to a model of rotating staff placements between Park End and Beverley Park. This approach helps staff gain hands-on understanding of autism and communication differences and enables them to develop effective strategies they can bring back to their classrooms. The introduction of 'expert practitioners' working flexibly across both sites is also being trialled—targeted support for cohorts with high levels of need, delivered by staff who truly understand the challenges and the strategies that work.

Beverley Park continues to serve three key purposes:

- To assess each child's needs and identify the setting—mainstream or specialist—that best meets those needs
- To upskill Park End's mainstream staff through rotational placements and shared expertise
- To support inclusive education across Middlesbrough through placement, assessment, CPD, and outreach

Looking ahead to the 2025–2026 Flagship cycle, the school has set out several key priorities.



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Target 1: Leadership Transition

The appointment of a new Assistant Headteacher for Beverley Park is a major milestone. The current AHT is stepping into semi-retirement at the end of the academic year. Thankfully, the school has planned for a thoughtful transition. She will remain involved through consultancy days, offering both continuity and valuable expertise. It is hoped that her time will also be used to deliver outreach training and help develop curriculum resources that can be shared with other settings.

Target 2: Expanding CPD Opportunities

Another focus is the continued refinement of the school's CPD packages. These resources, already used across Park End and Beverley Park, are being developed further to support staff in pupils' home schools as well. As the training evolves through feedback and experience, the leadership team hopes to offer these packages more widely across the local authority. Staff at Beverley Park are deeply involved in designing and delivering this training, which not only builds their own confidence but strengthens practice across the town. Plans are also underway to formally recognise the role of an ASD Lead Practitioner through a Teaching and Learning Responsibility (TLR) payment.

Target 3: System Alignment

With Park End Primary now taking full responsibility for Beverley Park, one of the school's practical goals is to align systems between the two settings. This will make it easier for staff to move between sites when needed, improving flexibility and consistency of provision.

Together, these steps mark an exciting new phase for Park End Primary School—one where inclusive practice is not just embedded but continues to evolve and inspire.



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Overview

Spending a day at Park End Primary and Beverley Park School was nothing short of inspiring. Beverley Park itself feels like a living, breathing dream, born from the shared vision of two passionate educators who knew there had to be a better way for pupils struggling in mainstream settings. Not only did they imagine something different, but they also built it, brick by brick, alongside a deeply committed team of teachers and support staff. Their shared goal? To give every child, no matter their starting point, the chance to succeed.

My visit began with a rich and insightful conversation with the Headteacher of Park End and the Assistant Headteacher of Beverley Park. Their enthusiasm for the schools' future and their deep reflections on the journey so far set the tone for the rest of the day.

The story of Beverley Park's creation is grounded in collaboration. Originally, the local authority approached Beverley School, a specialist setting for autism, to support eighteen early years and KS1 pupils. This prompted a meeting of minds between Beverley and Park End, leading to a unique partnership built on mutual respect and shared purpose. Although Trust alignments changed over time, governance of Beverley Park eventually rested with Park End, whose leadership had the stability and vision to guide the project forward.

What followed was a creative and determined effort to find a site for the new provision. Though costly, the chosen location, independent of an existing school site, has proven its worth time and again. It's more than a building; it's a resource that uplifts children, families, and teachers alike.

Now, the partnership's energy is directed towards reshaping perceptions. Their mission is clear: change hearts and minds across Middlesbrough, so that every child, no matter their challenge, can thrive. Beverley Park insists on pupils remaining dual-rolled with their home schools, a model that not only supports reintegration but helps mainstream staff grow in skills and confidence. For those pupils ready to return, scaffolded integration sessions at Park End are carefully designed to be both supportive and empowering.

What struck me was the staff's understanding of inclusion. They don't see it as either-or. Instead, they believe every school is on a journey, and Beverley Park and Park End are determined to help others move further along that continuum. Their curriculum reflects this ambition, blending academic rigour with thoughtful differentiation. In fact, 60% of Year 1 pupils at Beverley Park passed their phonics screening, a milestone some home schools thought out of reach for these children.

Professional development is woven into every thread of their practice. The Assistant Head of Beverley Park and Park End's SENDCo contribute weekly to the Middlesbrough Ranges team, developing frameworks and strategies that ripple across the town. Staff also lead Inclusion Clinics, coach across the LA, and train staff in other settings, including private and voluntary nurseries.



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Inside Beverley Park, calm and clarity reign. Spaces are purposefully uncluttered to reduce overstimulation and encourage communication. Visual aids like Widgits are used consistently, building independence and structure. Classrooms are designed with clear pathways, some for pupils with more complex needs who will likely stay within specialist settings, others for those developing the skills to return to mainstream.

Every part of the environment supports self-regulation, from small sensory corners to larger equipment hubs. Staff model strategies, then guide pupils toward independence. The curriculum, designed in collaboration with Beverley School, is tailored, broken into manageable steps, and taught with heart.

Passionate doesn't begin to cover how the staff feel. They are articulate, reflective, and resolute in their belief that Beverley Park is, and should be seen as, a national hub of best practice. Their motto could easily be "no ceiling on a child's learning," and everything they do reflects that.

Relationships are the foundation here, between staff, with pupils, and with families. Staff feel supported, trusted, and well-cared for. Wellbeing is prioritised: from personal days to flexible PPA and twilight sessions designed to support work-life balance. One small but powerful policy, allowing staff to attend their own children's school events, was mentioned repeatedly as a sign of the team's values.

The professional journey doesn't stop with classroom practice. Staff can move across settings, explore specialisms, or pursue qualifications with genuine encouragement. One teacher described it as a place where you feel seen, where opportunities "light a fire under you."

At Park End, the impact is just as profound. Staff benefit from immediate access to specialist expertise, which means quicker interventions, fewer exclusions, and more pupils staying in school and succeeding. Training from Beverley Park has boosted confidence and competence across the board. As one staff member shared, "We now know that pupils need to regulate before they can learn", a mindset that's visibly improving outcomes.

Support for apprenticeships and early career teachers is comprehensive, and the schools' approach to parental engagement is both adaptive and empathetic. Beverley Park uses Seesaw to keep families in the loop, while Park End focuses on direct, practical outreach, employing an EWO and creatively adapting school events to improve attendance. Their sensitivity to local challenges, like families taking "mental health days", is matched by clever scheduling and genuine partnership with parents.

Inclusion extends beyond the classroom. Park End keeps trips affordable, provides PE kits and essentials, and even runs a Fairtrade shop for families. Parents are brought into the school community as apprentices, while assemblies and PSHE lessons tackle tough topics like racism with honesty and care.

Ultimately, this partnership is a beacon of what education can be when we remove barriers, think creatively, and keep the child at the centre of every decision. One teacher summed it up beautifully: "It's not about our egos here—it's about the children."



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Thank you to both schools for such a powerful reminder of what's possible when vision meets action.

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 Annette Sowden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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