



Assessor's Evaluation for the IQM Flagship Project



School	Park End Primary School Overdale Road Park End Middlesbrough TS3 0AA
Head/Principal	Mrs Julia Rodwell
IQM Lead	Ms Kate Souter
Date of Review	3 rd June 2026
Assessor	Mr Jonathan Lumb

IQM Cluster Programme

Cluster Group	Inclusivators
Ambassador	Ms Annette Sowden
Next Meeting	16 th Jun 2026
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Summer 2025	3 rd Jul 2025	Yes
Autumn 2025	25 th Sep 2025	Yes
Spring 2026	23 rd Mar 2026	Yes

The Impact of the Cluster Group

The Inclusion Quality Mark (IQM) Co-ordinator is fully committed to full collaboration with the IQM Cluster Group. She is a core group member and attends all meetings and shares inclusive ideas and practice. The school is fully committed to the value that being an important member of the IQM brings through their attendance and is a highly valued member of the group.

When the school attended the Autumn cluster meeting (2025), they developed a deeper understanding of inclusive practice by seeing how Discovery Special Academy embeds a strong ethos that every child can achieve, and that disabilities, are not limiting factors. They learned the importance of designing a curriculum that meets academic,



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therapeutic, and social-emotional needs of pupils, whilst also promoting pupil voice through leadership opportunities. The training on unconscious bias and everyday racism, challenged the leaders to reflect on their own assumptions and consider how these can impact pupils and families. Reflecting this back to Park End Primary School, discussions took place with the PSHE Lead, about how the school could implement more inclusive curriculum adaptations, and provide staff training focused on bias and anti-racism.

When attending the Spring Cluster meeting at Caldicotts, there was a clear demonstration of how they use soft start breakfast clubs by being clear, consistent, and supportive, in sharing information with parents. This included providing personalised letters, or informal conversations, explaining why a child has been selected, highlighting the benefits such as reduced anxiety, improved routines, and a calmer start to the day. The school uses multiple communication channels, including phone calls, texts, and face-to-face meetings, to ensure messages are understood and accessible. This was very useful to share across the cluster group and has informed future practices at Park End Primary School.

Evidence

Meetings with:

- IQM Coordinator
- Park End Primary School Headteacher discussing Beverley Park
- Beverley Park School SENDCo
- Beverley Park School Senior Leadership Team
- Beverley Park School Staff
- Park End Primary School Headteacher discussing Park End
- Park End Primary School Assistant SENCo
- Park End Primary School Deputy Headteacher
- Park End Primary School Staff

Additional Activities

- Learning Walk and Tour of Beverley Park School with Assistant Headteacher
- Learning Walk and Tour of Park End Primary School with IQM Coordinator
- Website
- IQM paperwork
- Tour of the new proposed KS1 Base (Park End Primary School)
- Tour of the new proposed KS2 Base (Park End Primary School)



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Evaluation of Annual Progress towards the Flagship Project

Over the course of the last 12 months, Park End Primary School has made significant progress in strengthening the inclusive practice within its school, and its strong partnership with Beverley Park School has allowed it to move towards meeting its targets for the Flagship Project. The project over the past few years has evolved from developing staff expertise in autism and SEND provision to establishing a highly effective assessment and specialist support model that benefits pupils and families across 50 schools in the Middlesbrough area. The Headteacher added that, “we are working very hard to develop very strong relationships with the local authority and provide a provision that is available for all schools.”

A key achievement has been the sustained growth and development of Beverley Park School. What began as a small assessment provision, has now expanded into a fully established specialist setting, supporting pupils from Reception to Year 6. The provision offers high-quality assessment placements, which are usually 12 or 24 weeks, and enable children to access bespoke support in Beverley Park School. This is achieved by Beverley Park staff maintaining strong links with the pupil's school through strong communication which is aided by the pupil having dual registration. This approach has reinforced the school's commitment to inclusion by ensuring the pupils remain connected to their mainstream communities wherever possible. The placement of the pupils comes through a referral system from the school to Beverley Park who host review meetings where each pupil is discussed in detail. These meetings take place three times a year.

The curriculum for the pupils at Beverley Park School has been refined over the last 12 months by the new Assistant Headteacher. She has introduced a curriculum that is based around 3 pathways, sensory, word and sentence. It is a best fit model that does not label pupils but identifies strategies and encourages teachers to use adaptive teaching methods. The Assistant Headteacher adds, “we have refined and improved our whole curriculum so that teaching can support all learners. Our aim is to upskill all teachers so that they have the skills needed to use adaptive teaching methods. The foundation of our programme is to ensure pupils have consistent routines and are able to make adaptations to their teaching. We have introduced a clear implementation programme.” All of the staff spoken to, commented that the teaching and learning approach is now based around quality first teaching and not just focussed on communication and interaction strategies. The Headteacher is very proud that Beverley Park has changed in the last 12 months and introduced the quality first teaching approach for all of the teachers to use rather than the historic model where the TAs were planning the learning taking place. The school has identified this as an important shift in improving the quality of provision.

Leadership capacity at Beverley Park School has strengthened considerably in the last 12 months with the successful appointment of a new Assistant Headteacher. This has ensured stability within the school and the new leader has instilled fresh new ideas that have improved the quality of the curriculum and teaching and learning. The Beverley Park SENDCo added, “the changes that have been made by the new Assistant Headteacher have been huge and made such a difference. I really enjoy working here and if we have any questions or issues we are always listened to by the leaders.”



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Clear leadership structures have been introduced, which enable staff to take ownership of the key areas of development identified through the IQM targets whilst maintaining a shared vision for inclusive practice. Leaders have ensured there is a very strong succession planning model to develop staff across both schools. There are currently 8 apprenticeships in place at Beverley Park and a high number of these staff then progress onto become teaching assistants (TAs) at the school and then train to become teachers. This is producing high quality staff who are heavily invested in the community of the school. Two of the recently qualified teachers at the school commented, “we are so happy working here and all on the same page in supporting all pupils overcome their needs. The environment is like being in a big family. We have progressed from apprentices to Teaching Assistants to fully qualified teachers.”

The project has also had a substantial impact on staff development and training. Staff have benefited from specialist training, secondments and collaborative working, between the two schools. This is creating a clear link between the mainstream and specialist settings. A CPD programme of autism-specific and adaptive teaching has been established which is ensuring consistency of practice. This has increased staff confidence in both schools to support and meet a range of different pupil needs. The expertise developed within Beverley Park has been shared widely through outreach work, bespoke training packages, and contributions to local authority initiatives. This is shared across Middlesbrough and is an excellent example of extending the impact of the IQM project beyond the school itself and into the local community. It is a strength to see mainstream staff learning from the specialist SEND training opportunities and vice versa. This is possible through the joint training opportunities that are available across the schools. The staff from both schools enthusiastically shared examples where specialist SEND staff attended handwriting and phonics training at Park End and then Park End staff received training on bucket sessions and the importance of early lesson engagement from the SEND specialists. This is very good collaboration.

A notable strength has been the development of outreach work across Middlesbrough. Schools in the local authority have accessed advice, training and received practical support from staff at Beverley Park School. This is resulting in stronger partnerships and schools gaining greater confidence when they are supporting pupils with additional special education needs within mainstream settings. The outreach work has also supported successful transitions for pupils moving between specialist and mainstream provisions. The Leaders commented that, “the provision is always full and annually we have a waiting list of pupils who have been referred from their schools.”

This past year has seen the successful alignment of systems, policies and the new curriculum adaptations, developed across Park End Primary and Beverley Park School. This work has further strengthened the provision that was already in place and ensured greater consistency. The new shared assessment processes, reporting systems and safeguarding procedures have improved consistency, while curriculum development has ensured that learning remains ambitious, accessible and responsive to individual needs. This has created a model of provision that supports both staff collaboration and positive outcomes for pupils. The Park End School Deputy Headteacher added, “the new processes and structures are really pushing children far more on the academic side. The structures of the day and systems are ensuring that the basics are in place so that children are ready to develop their academic and social skills.”



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Overall, the Flagship Project has achieved its core aim of developing innovative and sustainable approaches to inclusion. The work has enhanced specialist expertise, increased opportunities for professional learning, strengthened partnerships across the local authority, and improved support for children with more complex needs.

Agreed Actions for the Next Steps in the Flagship Project

The next phase of the Flagship Project will focus on extending specialist provision and further strengthening inclusive practice across Park End Primary and the wider local authority.

The first main target is the significant development and implementation of a Key Stage 2 (KS2) specialist base at the Park End School site. This is being implemented in full partnership with Beverley Park School and it will be introduced in December 2026. This new provision will support pupils with additional needs to make a successful transition across to a mainstream environment, while maintaining access to specialist expertise. The implementation model is to use experienced staff from Beverley Park who will support with the transition to the new site and contribute to the development of effective systems, routines and approaches. The pupils in the new base will be made up of the pupils in the Lavender group from Beverley Park and who are ready to be transitioned across to a mainstream education setting. The group will be supported through carefully planned transitions to ensure continuity of provision.

The second target will be to continue to refine the assessment model at Beverley Park School through the modification of a structured 12-week assessment period. This approach will strengthen decision-making around pupil placements and ensure that support remains responsive to individual's identified needs. The focus will remain on early assessment, planned intervention, and then successful transition back to the host school rather than having any pupils on long-term placements.

A further priority will be to maximise opportunities for mainstream staff to access specialist expertise. There will be an additional new Key Stage 1 (KS1) base which will act as a centre for professional learning. It is hoped this will be ready and implemented in September 2026 and will be in existing accommodation in Park End that will be modified and be ready as the new Resource Base. This will enable teachers and support staff to observe effective practice, develop their understanding of adaptive/quality first teaching, and strengthen their confidence in meeting a wide range of needs within mainstream classrooms.

The school will continue to expand its outreach offer, providing guidance, training and practical support to schools across the Middlesbrough local authority. This will include support for pupil transitions, advice on reasonable adjustments, and opportunities for collaborative professional development. The established CPD programme will continue to evolve in response to feedback and emerging priorities, ensuring that staff across the North-East have access to high-quality training.

The School Leaders will also focus on embedding specialist practice within their mainstream provision at Park End. This will include increasing opportunities for mainstream pupils to access aspects of the specialist KS1 and KS2 bases where



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appropriate inclusion opportunities will be given. This will ensure that effective strategies are implemented consistently across both schools.

Through these agreed targets, Park End Primary aims to build on the success of the Flagship Project, strengthen inclusive practice across both specialist and mainstream settings, and further improve outcomes for pupils with additional needs across Middlesbrough.

Overview

Park End Primary School aims to foster a love of lifelong learning, from acorns to oaks, with every pupil at the school identified as being very important to them. The aim is to achieve the highest standards possible for all pupils, by providing a caring, exciting and stimulating curriculum. Park End is a wonderful, welcoming school and it is a privilege to visit and see the school in person. The school is full of happy, and enthusiastic pupils, who are keen to learn and achieve. There are dedicated staff who are fully committed to meeting the needs of the pupils. The Headteacher is very proud of the school and during the visit added, "we value the strong partnerships that we develop with all of our families and we hope that everyone who visits experiences what makes Park End Primary School such a great place to learn and thrive."

Park End Primary School and Beverley Park School provide a compelling example of how inclusive practice can be strengthened through strong leadership, shared expertise and a clear commitment to meeting the needs of all pupils. The partnership between the two schools continues to develop and now represents a highly effective model of collaboration between mainstream and specialist provision. The work undertaken through the IQM Flagship Project has contributed significantly to this development and has enabled both schools to extend their impact beyond their own communities and across the wider Middlesbrough area.

Throughout the review, there was a clear sense of ambition for every pupil. Leaders maintain a strong belief that all pupils should have access to appropriate support, high-quality first teaching, and meaningful opportunities to achieve success. This vision underpins decision-making across both schools and is reflected in the provision that is available to pupils with a wide range of needs. Staff at all levels demonstrate a strong commitment to inclusion and speak positively about their roles in supporting pupils and families.

Beverley Park School is a satellite provision run by Park End Primary School. The provision caters for children, aged 5-11, across Middlesbrough who have Speech, Language and Communication difficulties or a diagnosis of autism. Pupils who attend Beverley Park do so on an 'assessment placement', with staff from both specialist and mainstream working alongside parents and the Local Authority to identify the longer-term provision required for pupils and providing support for mainstream 'home' schools to meet the needs of their pupils. The pupils who attend Beverley Park provision remain on roll at their mainstream school. They are 'dual registered' between their 'home' school and Beverley Park, meaning they can access Beverley Park but still have a registered place at their mainstream school.



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The quality of relationships across both schools is a key feature of their success. Staff speak with pride about the culture that leaders have established and describe a shared sense of purpose. There is high staff retention, a strong team ethos, and colleagues working collaboratively to solve issues and support one another. Staff praise the opportunities that they are given for professional development and appreciate the investment that leaders make in developing future talent. The apprenticeship programme and succession planning arrangements that the Headteacher has established provide clear evidence of a strong commitment to building long-term capacity and sustainable staff across both schools. Every member of staff spoken to, talked about the strong family feeling within the school, and the high retention rate. Staff who join Park End Primary School and Beverley Park School know they are well looked after and if they have ambitions to develop, they can do so, and staff do not want to leave.

The curriculum development across Beverley Park School has strengthened considerably during the last year. The new Assistant Headteacher has introduced a new curriculum approach with sensory, word and sentence pathways which now provide a structure that supports pupils' individual needs without limiting expectations. Staff demonstrate a strong understanding of adaptive teaching and recognise the importance of quality first teaching in securing positive outcomes. The curriculum reflects high aspirations and ensures that pupils can access learning in ways that are appropriate to their strengths and needs.

On the school learning walk, displays were beautifully presented, with examples of pupils' work, school values, pupil reward points, and key information. There were active examples of pupils' applying high quality painting skills, using oils and watercolours, and a group of pupils fully engaged in making wicker bird feeders. The pupils were so proud of their work and added, "we get so many opportunities at this school." There is a real sense of pride in being a member of the school community.

Continuous professional development (CPD) remains a significant strength across the partnership. Staff from both schools' benefit from opportunities to learn from one another and share expertise. The reciprocal nature of this relationship is particularly impressive, with mainstream and specialist colleagues contributing equally to the development of practice. This approach has created a culture of continuous improvement where staff are encouraged to reflect on their work, develop new skills, and implement effective strategies that benefit all pupils.

The impact of this work extends well beyond the two schools. Leaders and staff have established a respected outreach programme that supports schools across Middlesbrough. Through training, advice and practical support, they are helping other primary schools strengthen their own inclusive practice and increase confidence in meeting the needs of inclusion pupils. This outward-facing approach reflects the principles of the IQM Flagship programme and demonstrates the capacity of Park End Primary School to influence practice across the local authority.

The alignment of systems, policies and approaches across Park End Primary School and Beverley Park School further strengthens the partnership. The new shared assessment processes, safeguarding procedures and curriculum expectations provide consistency



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for staff and pupils. These developments ensure that support is coordinated and that pupils experience a seamless approach regardless of the setting in which they learn. What is most striking throughout the review is the collective commitment to inclusion. Leaders continue to innovate and adapt provision in response to changing needs whilst maintaining a clear focus on improving outcomes for children. Staff embrace this vision and contribute positively to its implementation. Both schools continue to move from strength to strength in developing inclusive provision and demonstrate many of the qualities associated with outstanding practice. The impact of the Flagship Project is evident in the quality of provision, the strength of professional partnerships and the positive experiences of pupils. Park End Primary School and Beverley Park School are making a significant contribution to inclusive education within the local authority and are exceptionally well placed to continue this work in the future.

It was a privilege and a joy to visit Park End Primary School and Beverley Park School and to see the high-quality work from the staff and pupils. Leaders are inspiring others and the staff feel heavily invested in and valued highly as professional colleagues.

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: Mr Jonathan Lumb

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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