



## Assessor's Evaluation for the IQM Flagship Project



**School** South Bank Primary School  
Poplar Grove  
South Bank  
Middlesbrough  
TS6 6SY

**Head/Principal** Ms Tammy Cooper

**IQM Lead** Mrs Charmaine Burgess

**Date of Review** 11th April 2025

**Assessor** Ms Joanne Smith

### **IQM Cluster Programme**

Cluster Group Inclusivators  
Ambassador Ms Emily Carr  
Next Meeting 25th June 2025  
Meeting Focus TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2023</b>	06th Oct 2023	Yes
<b>Spring 2024</b>	25th Jan 2024	Yes
<b>Summer 2024</b>	03rd Jul 2024	No
<b>Autumn 2024</b>	13th Nov 2024	No
<b>Spring 2025</b>	12th Mar 2025	No
<b>Summer 2025</b>	25th Jun 2025	

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

The school has been undergoing significant change with the school staffing structure. The SENDCo and IQM lead is now also the Deputy Headteacher.

The increased responsibilities and workload as well as the increasing number of pupils that the school has welcomed has impacted on their capacity to engage with the IQM cluster and other additional outside groups. The school have plans in place to increase the capacity to release staff to engage at cluster.

The IQM lead explained that outside pressures have meant that the school's areas for development alongside the Flagship School project have needed to take priority. The school's recent Ofsted praised the school's approach to inclusion, which is agreed by the Local Authority and the IQM evaluation.



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### **Evidence**

Meetings with:

- The Headteacher
- IQM Lead/SENDCo
- Phase Leaders
- Support staff
- Pupils
- Parents

Documentation:

- Previous IQM reports
- SEND Policy
- SEND Newsletter
- School Website
- Vision and Values statement
- Curriculum Documentation
- Life Skills Curriculum Plan
- Pupil Premium Report
- Wellbeing Curriculum Plan and resources
- Teaching and Learning Policy

Additional Activities:

- Visit into ARP provision both EY/KS1 and KS2 classes
- Visit to new build ARP provision
- Visits into classes



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### Evaluation of Annual Progress towards the Flagship Project

Southbank Primary School's Flagship Project to further develop practice in their unit/resourced provision offer is part of a strategic response to supporting the increasing demand for school places for pupils with additional/special needs. The leaders and governors of Southbank Primary School continue to be a crucial support to the local authority in providing school places for pupils with additional needs. Capacity of their unit/resourced provision has risen from 30 to 48 pupils this academic year.

The starting point for the success of their work has been for leaders and staff to collaborate with pupils and their families to identify their strengths and interests. Relationships with parents are excellent, with a parent saying, "the school staff are so supportive, there is always someone to help."

Leaders are clear that collaboration is needed to ensure every child has their own personal needs understood so that they are well supported to play a full part in the school community. They are grateful to the staff for their positivity in supporting the work of the school and in recognising and celebrating the uniqueness of each child. A member of staff said, "we recognise that each child is different and whilst we set agreed expectations, some pupils need adaptation, modification and a different provision." Staff are well equipped to make decisions about pupils' and their needs through strong relationships with the leadership team, parents, and outside agencies.

Staff talk holistically about pupils in their care. They talk about pupils' personalities, their likes and dislikes, their families and friends and they talk about the way in which lessons, resources and provision have been adapted to support them. An example of staff knowing pupils well was an observation of a younger child not wanting to play outside, although the child was not able to communicate through words, their language was immediately understood by the teacher and she knew instinctively what he wanted to do and she was able to facilitate this quickly. Staff see each child as an individual and are passionate about making sure each child in their care has a happy day at school learning and playing with their friends and peers.

Staff recognise that pupil progress is not linear, and they are responsive in the support they give. Staff have been identified to lead interventions and to support pupils with specific areas of their learning. The leaders are clear that the planning to support pupils must be rigorous and their progress is tracked. Baseline assessments are used to map out areas of need. The SENDCo shared the universal and bespoke offers of assessment through a range of tools such as Wellcomm, Sonar, Development Matters.

Staff are adept at responding to change and where a child's SEMH needs may evidence they need support; help is on hand with their comprehensive wellbeing package. The lead in this work is also able to support staff and parents, this work is very much appreciated. The school's approach to developing pupils' behaviour and attitude to school life is built on strong relationships and as a result children enjoy school and should there be a problem, they say staff are always there to talk, they feel cared for and safe in school.



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### Research

Staff have been supported in understanding the research which is the foundations of leaders' vision. They have worked as a team to minimise variance of environmental factors so that pupils transitioning into classes are not having to manage increased and unnecessary difference. There are agreed policies to language, classroom environment, lesson design and behaviour policies to name a few. This consistency supports all pupils' needs.

The staff have developed an upstream thinking in their attitude to their work. This underpins their success in transitioning pupils into mainstream lessons. They look to prevent rather than react to situations where pupils may find challenge. An example of this was shared by a teacher. Her planning for children with sensory needs includes careful risk assessments and plans for activities to ensure safe practice for children to enjoy the activities through the Informal Equals programme of learning. The attention they give to knowing pupils' personal characteristics as well as the staff's excellent understanding of the 4 areas of classification of need and how they may overlap and present differently for each pupil is key to their success.

The school are at the forefront of inclusive practice and the local authority signpost other schools to Southbank Primary to see excellent inclusive pedagogy.

Leaders have carefully planned actions to drive decision making, the first being to develop their approach and practice using research. They have looked carefully at positive inclusive practice in mainstream provisions through the use of EEF guidance around supporting SEN in mainstream and consulting with other Additional Resourced Provisions in mainstream settings and local authority offers within Redcar and Cleveland and beyond. External agency support and advice has been carefully sourced and used to ensure pupils could meet personalised outcomes set by services, e.g. pupils with physical disabilities are supported in school with specialist support which in turn helps staff to confidently support pupils.

### The Environment

The extension to the school building to develop their Additional Resourced Provision offer, has been completed. Purpose built classrooms, with specialist facilities including an outside play area with adaptations to playground equipment to support pupils with addition needs are almost ready to be furnished. Staffing has been planned; the unit will support thirty pupils with high needs. Their personal learning plans will identify where the pupils can be supported into school life to learn and play alongside their peers. Pupils already working within the resources provision talk about enjoying forest school, art, singing and assemblies alongside their peers.

The leaders have strategically planned the learning environment the school so that there is a natural flow and the physical space suits those using the various learning spaces. They have planned a Nurture approach to the environment and are excited about the next phase of their work.



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### Professional Development

The second area that leaders have focused on is in making sure the workforce is well-equipped with the skills and knowledge to ensure pupils can transition in and out of mainstream classes smoothly.

This has meant that there has been training for the whole staff, groups and for individuals. This has not been a one-size fits all approach. ARP staff have had bespoke training e.g. Peg Feeding, Hoist training, walker training all of these support a child's physical need and ensures risk is minimised and pupils have access to school and learning. This also supports parents in feeling confident about leaving their children with staff.

Attention Autism, Tacpac (sensory integration) have both impacted in emotional, sensory regulation which has opened the doors to learning for many pupils. The impact for staff has been a renewed confidence and the many happy 'lightbulb' moments where children grow and learn to access learning and the world around them is much talked about by all staff.

### Parental Engagement

Parental engagement to support personalised transitions for individual children is the third area of which the leaders have focused upon. They know from evidenced based research that pupils with engaged parents tend to make better progress and they do all they can to support families to engage and celebrate their child's school journey with them.

Parents say that they are listened to, they are welcomed into school and that they are valued as a key person in knowing how best to support their children. SEND support plans and SEND support plans plus evidence the voice of parents/carers and child. Every plan is written for the individual child, no plans are the same and they are absolutely focused on planning for the steps needed for pupils to make progress in all areas of their academic and personal development.

The SEND support plans plus have been adopted to ensure a comprehensive overview and detailed knowledge of a child's needs are co-produced with parents so that a child's journey from birth is evidenced to support a possible EPCP application.

The staff team plans many events to engage families, they see the events as a way of connecting with parents and carers and giving them the means to connect with other families who may be experiencing similar situations, a parent said, "meeting other parents has been so helpful." They went on to talk about how friendships have been established, and their network of support has grown because of the school's good work.

Parents feel fully supported and know that they can ask the SENDCo and SEND team for help. They said that if the team do not know the answer to a query, then they, "go the extra mile to find the answer."



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### Agreed Actions for the Next Steps in the Flagship Project:

#### Agreed Actions

- Continue to develop the schools' approach in supporting pupils attending the Additional Resourced Provision in accessing mainstream classes where appropriate.
- To further develop ARP provision high-quality offer that best supports pupil's complex needs.

The school are keen to continue to be at the forefront of developing their practice through the EEF research that is widely available. The areas that they are particularly interested in developing to have maximum impact is that of using graphic organisers across learning. The leaders are keen to make it explicit that every teacher is a teacher of SEND in Southbank Primary and know that by developing the whole team's skills in developing consistency of best practice, then in turn, this will support pupils.

#### Next Steps:

- Further develop the whole school curriculum offer in light of DfE Curriculum Review 2025, in particular making sure all pupils see themselves when learning about the world in which they live.
- The school is keen to make certain that inclusion is reflected in their curriculum offer and that it is important for pupils to understand that everyone has a place in their school, community, town and beyond.
- Explore the use of graphic organisers to support learning explained in the EEF research findings in the Special Educational School in Mainstream School's guidance report. The work in this area will give consistency to the school's approach to introducing new learning.
- Continue working collaboratively with the LA to increase the offer and provision for pupils with a SEND. The increasing need to support pupils with SEND is recognised by the school and their moral purpose and vision is evident in their enthusiastic welcome to their school extending their provision.
- Develop governor knowledge of the school's SEND provision to further strengthen the strategic planning. Governors are committed to the school's inclusive offer and are keen understand the challenges and that leaders face, and they are also keen to celebrate the school's excellent work in this important area.



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### Overview

Southbank Primary School continue their excellent work around inclusion, and it was a pleasure to return to this warm, welcoming school with such a deep commitment to celebrating the uniqueness of every child. The staff, pupils and parents are a true community who work together collaboratively, which makes for a happy school with a strong vision for making sure every child achieves their full potential.

The school remains steadfast in its approach to inclusion. The school leaders hold a vision that is centred around all children developing skills and a mindset to thrive and enjoy learning and life.

The leaders are enthusiastic, positive, and optimistic in their outlook on supporting all pupils. This 'can-do' attitude permeates throughout the school. The leaders are committed to inclusion and continually collaborate with staff, parents, and outside agencies to remove barriers so that pupils with additional needs may participate in their mainstream classes, learning alongside their peers.

For this to happen, leaders are acutely aware that a culture and ethos of inclusion must be held by all those working in the school. There is an expectation from staff of total commitment to inclusion. The leaders are a team of people who model high expectations and operate in a culture of trust.

The governing body has seen change this year with new governors from the education sector and the local community. Governors play an active part in strategic planning, and the Chair is a regular weekly visitor to the school.

Governor visit forms are expected to be completed and uploaded onto the school Governor Hub platform. The Chair of Governors is also the SEND governor and although new to the role, is confident to challenge school leaders when holding them to account.

The governors have attended training around the Sonar Data tracking system and are using this system to get timely information to scrutinise. The governors understand the impact of good teaching and request information about professional development and the impact phase leads have on consistent teaching across cohorts. The strategic planning for school development is agreed with governors, and they check plans through school monitoring.

The school remains committed to collaborating with other schools and colleagues across education, health, and social care.

They welcome staff from neighbouring schools and beyond to share in their good practice. Where local schools are finding increasing demand to develop their practice to support pupils with additional needs, Southbank Primary is often the first place they go to seek advice. The Local Authority signposts schools to Southbank Primary to learn from their excellent work around inclusion. Leaders offer support to other colleagues, and this has been much appreciated. They are able to share examples of initiatives that have been effective, which have meant schools have benefited from their experience, especially those schools new to developing their unit/resourced provisions.



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Leaders collaborate with staff, parents, and other professionals to make sure support, training and funding are put in place so that pupils in their care enjoy school and achieve well.

The leaders reflect deeply about their work and are continually looking for ways to improve their offer for all pupils. Every child is seen as an individual, and pupils are known very well.

Parents are listened to, and the schools' parental engagement offer is genuine and valued. Parents say that are they are given to learn about their school is very much appreciated.

They said, "children are all accepted, there is no divide, and it is lovely to see children playing happily and learning together, no matter what their background may be."

The leaders say that parental support for the work they do is essential to the wellbeing and positive outcomes for pupils.

The school remains committed to managing the workload and wellbeing of staff. Staff shared that they are supported and feel very valued. They said leaders have time for them and are visible around school, supportive of both their work and home life. They said leaders are caring people who understand the many pressures colleagues may face in their everyday lives. Policies are fair and consistent and support staff well.

Parents know that the school values their input into their child's bespoke learning plan.

Getting to know pupils is essential; the work of the whole team is exceptional. Because all staff know pupils extremely well, it is clear that every opportunity for pupils to access learning alongside peers is made. Pupils' strengths and interests are the starting point in planning. The school looks for what pupils can do and how to build their skills and knowledge.

When walking around school, pupils respond warmly to staff in classes and leaders. Children are known by name, and a pupil said that the school is "like a big family." Another pupil commented that, "everything is fair in school, the teachers like everyone, they don't have favourites."

Every adaptation is implemented, and when staff face a new problem, they work together to co-construct plans to ensure every pupil is able to enjoy school.

Ongoing professional development to support all staff in understanding pupils who may have a special need is the norm at Southbank. Over time, the whole staff team have become increasingly confident in supporting all pupils to ensure a truly inclusive school offer.

The many training opportunities ensure staff are knowledgeable about many areas of inclusion.



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The EEF research is used to ensure the 5 recommendations for high-quality teaching for pupils with SEND are addressed, and the guidance has been helpful in planning their whole school approach to teaching and learning.

The staff are all seen as teachers of pupils with SEND and therefore have been equipped with the skills and knowledge to support all pupils.

Often, the planning starts by looking at how a pupil with a SEND may need adaptations to help them in their learning.

Pedagogy has been at the heart of the school's development offer for staff. The leaders know that what works for pupils with a SEND will benefit all pupils.

Clear instructions and a gradual release of knowledge and skills through the school's lesson design support staff to know where additional scaffolding is needed. The teachers ensure that cognitive load is considered carefully, and they plan opportunities for pupils to remember previous learning. They know that groupings need to be flexible when planning.

Their approach to assess, plan, do and review is ongoing, and their communications with parents are key to making sure targets and approaches planned by the school are accurate and pertinent.

Curriculum leaders have redeveloped the Teaching and Learning Policy, there is a consistent approach using concrete, pictorial and then moving towards the abstract, particularly in maths. Teachers encourage pupils to use apparatus as much as they need to so that they can fully internalise learning. This was observed particularly well in the maths lesson, where a child with a SEND went to find resources to help.

Teachers talk about reducing cognitive load, and this has impacted positively on all pupils. The staff talk about the positive impact of their school's lesson design. The expectation to give a gradual release of information to pupils, and how this is making sure that scaffolding is reduced over time to build independence in learning is evident in observations of learning.

This has been particularly supportive for pupils who have transitioned from the support base provision.

A Teaching Assistant shared that they have benefited from the school's varied offer of professional development and explained how they have been able to access training that supported pupils around specific areas, e.g. Virtual Reality Trauma training.

The impact of this has been to develop a deeper awareness and understanding of how a child may be feeling and why. This has meant practice has changed and the culture of compassion and understanding is well embedded across the school.

Support staff are well supported in their professional development, opportunities are given to staff to further develop their knowledge and skills to best support pupils.



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Assessments are used to effectively group children for additional support. The school understand the value of using assessments such as NTS Reading and Maths to measure how well pupils are doing individually and as a cohort. Phase leaders analyse assessment results and, with the support of the DHT, are becoming astute at identifying and supporting pupils.

The Pupil Premium Lead in the school details how the EEF research is supporting in addressing the school's identified challenges for disadvantaged pupils. They are using national data to compare and plan their work in this area. The Deputy Headteacher talked about the plans to close the gaps between groups. Plans include additional reading and phonics sessions as well as interventions, tuition groups and the usual expectation of adapting the curriculum in the school's approach to pedagogy.

Having discussed the progress made since the last IQM review and the school's plans for the future, South Bank Primary 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 Joanne Smith**

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

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