



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal Ms Tammy Cooper

IQM Lead Mrs Charmaine Burgess

Date of Review 25th April 2023

Assessor Mrs Joanne Smith

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Rachel Campbell

Next Meeting 26th April

Meeting Focus Attendance, Admissions

Cluster Attendance

Term	Date	Attendance
Spring 2022	24th March 2022	No
Summer 2022	4th July 2022	Yes
Autumn 2022	6th October 2022	Yes
Spring 2023	26th April 2023	No

The Impact of the Cluster Group

English as an Additional Language (EAL)

The changing demographics has increased the diversity of the school. This has been a very positive development for the school. The school has supported families new to the country in many areas of life. Close working with local community services has ensured positive relationships.

Consideration and careful planning have been given to resources in school to ensure all children see themselves represented in school life. Reading and library resources, posters, for example, evidence this.



Assessor's Evaluation for the IQM CoE Award



Following the cluster meeting with the focus on inclusion of those children who speak English as an Additional Language, the school has begun to develop young interpreters across school. Children have been buddied with others and this has proved excellent in developing positive relationships and friendships. Children acting as the interpreter have grown in confidence and self-esteem. It has been a positive experience and children helping children and, in turn, helping staff and parents has been a positive way in supporting the inclusion agenda at Southbank Primary School.

Speech and language

The school has now purchased the Wellcomm assessment tool to implement in school; the purpose of this assessment tool is to identify Significant Aspects of Learning (SAL) needs and practical activities that support teachers to plan for children's needs.

Behaviour

A restorative conversation structure has been introduced as part of the behaviour management policy. The whole staff have been trained in how to support children in learning about what happened and reflect on their own response. This is supporting children to develop self-regulation skills. Children are learning to listen and because they know they will get an opportunity to share their feelings, they are telling staff that they think things are very fair. This is in line with the whole school wellbeing approach.

Poverty

Good practice was shared and this has supported the school's ongoing commitment to poverty proofing and ensuring all children are not impacted upon, in their school lives and learning, because of financial challenge.

Autism Spectrum Disorder (ASD)

The staff member who attended has supported staff in putting the learning into practice and further developing that practice.



Assessor's Evaluation for the IQM CoE Award



Evidence

Meetings with:

- The Headteacher
- IQM Lead/Special Educational Needs and Disability Co-ordinator (SENDCo)
- Phase Leaders
- Support staff
- Pupils
- Parents

Documentation:

- Previous IQM reports
- Special Educational Needs and Disability (SEND) Policy
- SEND newsletter
- Vision and Values statement
- Curriculum documentation
- Life skills curriculum plan
- Wellbeing award for Schools Report
- Wellbeing Curriculum Plan and resources.

Targets and an action plan for 2023-24 were agreed.

Summary of Targets from 2021-2022

Target 1

To develop an outdoor sensory area and outdoor Social, Emotional and Mental Health (SEMH) safe haven to promote good mental health and wellbeing as well as addressing sensory needs.

The school has invested considerably in developing the outdoor spaces. There is a planned approach to the development of the outdoor areas and the three-year programme evidences the commitment to supporting children's wellbeing and learning through the outdoor environment. The proven research between physical and mental health has been a focus for the school and all children are given opportunities to enjoy and learn outdoors.

The school encourages all staff to drive this school improvement area. Staff supporting children with special educational needs and disabilities have given suggestions as to resources which will enhance learning, staff opinions and ideas are very much welcomed.

The school has achieved the Wellbeing Award and from this the wellbeing ambassador programme has been initiated.

The wellbeing ambassadors have been identified and are successfully working with Social, Emotional and Mental Health Workers' (SEMHW) team. The younger children like the older children helping them and they know that they can ask for help from their peers.

The outdoor development of Early Years Foundation Stage (EYFS) to support SEMH work is well established. It is clear the children have ownership of their spaces. The relationships are strong between children and adults. There is much laughter and fun and in turn children are engaged and learning.

The sensory path has been and continues to be developed to enhance learning for all.

Forest School is established within Early Years and this has impacted positively. The children said they really enjoy being outside and they could share the benefits of the learning tasks through this approach. They could talk about the importance of physical exercise and how it helps us all to feel good.

Children shared lots of happy memories of visits and experiences school have provided; they are very proud of their school.

Next Step:

- To undertake Phase 3 of the plan to further develop the outside area.

Target 2

To develop all staff skills in managing children with Special Educational Needs (SEN) and meeting their needs effectively.

The non-class based SENDCo allows for greater support to be offered when needed across school. Visits to class by the SENDCo happen regularly and it is usual practice for the SENDCo to drop in and work with children as part of her work in making sure she knows the children and their needs well.

Learning observations include both verbal and written feedback, advice and support to further develop inclusion practice. Children are referred to necessary pathways and services promptly.

Meetings with parents and other agencies take place during the school day and children with SEND are given high priority. There is a lived commitment to giving time and resources to ensure every attempt is made to ensure the best support and outcomes for children.

The leaders are united in their values as seeing inclusion as a moral purpose.

Class teachers are welcomed and encouraged to spend some time in the base classes. This has upskilled staff and supported in building positive relationships in school. Staff have a deeper understanding of the needs of children accessing the base and of learning and wellbeing approaches that make children happy and settled in their learning. Children transition into mainstream classes when and wherever possible. These transitions in and out of classes are very smooth. Children told me that they liked going into lessons with other children.

Training has been provided through either external providers as needed, for example, medical, speech and language and occupational therapy. The training and focus on SEND and inclusion have ensured all staff are supported in making sure they have the skills to meet the needs of the children in their care.

Staff have completed National College training on the SEN Code of Practice and in understanding and managing the behaviour of pupils with SEND (Primary). The professional development offered by the school ensures that staff have a deep understanding of children with special educational needs and how this may impact on their ability to self-regulate and manage their emotions. This means they are acutely aware of how best to support children to be happy, safe and learn in school.

The experienced and well respected SENDCo has worked with other schools to give advice and share good practice to support children with SEND both in terms of practical strategies and next steps in relation to navigating children on to the right referral pathway to receive additional advice, guidance and support.

The SENDCo is adept at identifying need and supporting the children to be given the additional support they need. Parents are very certain that the SENDCo has been a significant person in making sure their children have been given the best opportunity to succeed.

Next Steps:

- There is an ongoing commitment from leaders to support staff in their work. Leaders recognise that the community they serve is changing and they are continually reflecting on staff needs and development to best meet the needs of children.
- The school is committed to continuing programmes of training and support to ensure strong knowledge of inclusion. They are to present at the next cluster meeting.



Assessor's Evaluation for the IQM CoE Award



Target 3

To develop links between school and parents further in order to ensure that children are supported in a holistic manner.

Parental engagement is very important for the school. Communication to parents is seen as key. Home school books, emails direct to the teacher along with calls home, termly meetings and additional meetings, where needed, are all normal practice.

As confidence builds following the pandemic, coffee mornings held in conjunction with SEMHW team have begun. These are informal opportunities every month to build positive relationships and engage parents; all are welcome.

The school is developing the mornings to support parents' and carers' understanding of specific topics that may support, for example, online safety.

Parents are welcomed to key events, such as performances, the jubilee, the upcoming coronation. The events in school are often planned with some activities involving parents.

Training and support are offered to parents which includes information about service and support that are also offered by local external services.

Next Step:

- Continue to develop parents and carers understanding of the importance of SEMH through planned events and training. The holistic approach to supporting children is a priority for the school and this remains crucial in their work.



Agreed Targets for 2022-2023

Target 1

To further develop links between school and parents in order to ensure that children are supported in a holistic manner with a particular focus SEMH.

Comments

Parental engagement is an essential part of the school's working. Leaders are committed to working in partnership and see their offer to parents as crucial in supporting the best outcomes for children. Training and support will continue to be offered to parents with both informal and formal opportunities to develop skills and knowledge and to further develop strong relationships.

Building supportive relationships with parents of children who have a special need is of particular priority. Information sharing is seen as key in ensuring parents are supported to best support children.

Target 2

To develop an effective transition package for all pupils across school and an enhance package for those children with vulnerabilities.

Comments

The school recognises that change can be a factor that impacts on children in many ways. The work the school plans is to build on their practice and develop how they manage change with a carefully planned approach that promotes change as positive and ensures high levels of trust are developed. Secondary school colleagues are invited to attend the transition work and there is an authentic and real offer to ensure positive transition. Where children need a bespoke offer, this is carefully planned and actioned.

The transition from year group to year group as well as managing transitions to other schools is all viewed as equally important. Classes transition for a full two weeks before they break for the summer term and the benefits of this is felt throughout the school.

Target 3

Raise the understanding of the Poverty Proofing Agenda for the whole school community.

Comments

The school provides an all-round free education and school offer. Visits, events and experiences, extended school and breakfast club are all free to families.

The Headteacher is keen to work strategically as well as operationally to ensure there is a wide understanding of how poverty can affect children in school.



Assessor's Evaluation for the IQM CoE Award



Overview

The ethos of the school is one of welcome and belonging. Groups and individuals shared that they were very proud of being a part of Southbank Primary School. They are keen to share that they are a happy hardworking school and many staff shared that they very much enjoy working at Southbank Primary School. Staff said, "everyone's good work is much appreciated by leaders". The leaders recognise the positive difference everyone makes as do other stakeholders and said, "no one takes this for granted". The Headteacher talks about the importance of having a strong moral compass. The SENDCo makes it very clear and says, "our school is a school for every child".

To ensure staff are able to meet the needs of the children in their care, they are offered a comprehensive training package. Staff wellbeing and workload has been carefully considered to ensure staff are fully informed of children's needs before they begin to work with children.

The Social, Emotional and Mental Health (SEMH) offer is key to the happy hardworking school that is Southbank Primary. The offer takes a graduated approach from a carefully planned, bespoke curriculum addressing the SEMH needs of children at Southbank Primary School.

The SEMH curriculum has been designed by staff in school and characters, such as 'Jilly Jolly Jelly', help children understand and make sense of how they are feeling. The school employs a mental health nurse who is able to support children and staff. He works across school in a variety of ways, for example, with whole classes, with children in small groups and on a one-to-one with children, where needed. He is very experienced and knowledgeable and knows when to engage additional support for a child.

There is a collaborative and collective responsibility towards wellbeing. Staff say that they feel lucky that colleagues are supportive and shared, "there is always someone to help". Staff talked about the importance of respecting roles across school and appreciate that they are able to ask for support as well as giving support to others.

Behaviour in school is excellent, classes are calm and the atmosphere across school is one of happy, hardworking children and staff. The children told me that that there are rules to follow and shared the High Five rules. The children are very clear that if they needed help there are special grown ups that they could talk to and talked about staff from the wellbeing team as well as staff in their own classes and the senior leaders and the Headteacher.

Staff spoken with all say that the child is the centre of their work. Planned supervision meetings have a set agenda and focus. This gives both a learning purpose and opportunities for discussions about pertinent themes.

The school is a Local Authority Special Educational Needs and Disability (SEND) support school. Working with other schools to share practice and support colleagues in other settings is normal practice. The Special Educational Needs and Disability Co-ordinator (SENDCo) is very experienced and parents spoke highly of her work and the support that she has given them. Parents spoke warmly about the school.

Staff leading the SEND bases have delivered training to others. The school mental health nurse evidenced a commitment to the team around the child and family. The SEMH and SEND team are positive about their work and one member of staff said, "the passion comes from the top; leaders have a belief that inclusion is critical in a school's work".

Governors, parents and carers are given a very clear overview of what it is like for a child in school. They appreciate the comprehensive website and enjoy learning about the life of the school around visits and experiences provided for children through regular newsletters, social media posts and emails.



Assessor's Evaluation for the IQM CoE Award



The Headteacher and SENDCo provide information and presentations about key information to Governors. The Governors are keen to promote the inclusion agenda and question leaders about the support for staff to ensure that children are well supported and they are gaining the most from their school life experiences.

Governors feel welcome to visit school and are encouraged to do this by the leaders. They said this allows them to know the school first-hand. The school Governors are passionate about inclusion and hold the leaders to account by linking the work of the school back to the Creativity, Aspiration, Tolerance, Love and Enjoyment (CASTLE) belief. The Governors are proud of the school and are keen for the school to be recognised and celebrated for its sense of welcome and belonging for all.

Parents shared that their children feel safe, happy and have a strong feeling of belonging. One parent said, "the school has adapted the curriculum to suit the needs of my child". Parents talked about communication with the school being very strong and they talked about any worries or concerns being dealt with promptly. Advice and support to navigate the complex SEND system is always on hand for families. A parent commented, "Southbank has opened our eyes as to what is available for my child". The expertise of the SENDCo has made a positive difference to families and the SENDCo's knowledge is very much appreciated. Parents feel fully involved in the child's learning and in school life, even in situations where they are not able to drop off and collect. Parents talk of their children feeling valued, developing confidence and enjoying school. Parents commented that their children love coming to Southbank Primary School.

Children enjoyed sharing their thoughts about school and said, "the teachers help you, they expect us to work hard and they let us go outside to learn too". Another told me that school is a friendly place and everyone is welcome and shared, "children with disabilities are welcome; we know what it is like to be in their shoes". They talked about being a Rights Respecting School and could talk in detail about what this means. They shared lesson experiences about a range of topics. The children know that they are important in helping children new to school settle well and they feel they have a voice and staff listen to them.

Children talked about the extended school's offer through the Kids Connect team and said that they really enjoy the after-school clubs.

When I asked one child why he liked being a part of Southbank Primary School, he said very simply, "everyone knows my name". There is a strong sense of family, inclusion and belonging that is a collective view across the school.

I continue to be firmly of the opinion that the academy fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Mrs 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