



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 2024

Assessor Ms Joanne Smith

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Rachel Campbell

Next Meeting 01st July 2024

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Summer 2022	4th July 2022	Yes
Autumn 2022	6th October 2022	Yes
Spring 2023	26th April 2023	No
Summer 2023	4th July 2023	Yes
Autumn 2023	6th October 2023	Yes
Spring 2024	25th January 2024	Yes
Summer 2024	01 st July 2024	



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The Impact of the Cluster Group

04/07/2023 Bishopsgarth, Stockton-on-Tees

Wellbeing where schools shared different ways they had tried to improve staff wellbeing. They discussed the benefits of ways that reduced workload and stress rather than just a one-off treat.

Impact:

For South Bank Primary School, staff are pleased with how far the whole school has come with this important agenda. Governors are also informed and interested in ensuring all staff are emotionally resilient, including leaders. A Governor takes responsibility for the wellbeing of the Headteacher and other leaders in school. Staff check-ins are the normal. Staff recognise that they almost take the strong relationships and teamwork for granted; however, leaders know that without the excellent staff team, the offer for children would never be as strong as it is.

06/10/2023 Park End Primary School, Middlesbrough

Special Education Needs and Disabilities (SEND) Beverly Park visit

A recently established setting to support children with high needs.

Impact:

The staff felt the visit and discussion was interesting and particularly pertinent to their work. It enabled them to reflect and formulate the development of provision for their youngest learners with additional needs. Going to a recently established setting, similar to that of which the school is looking to develop has been helpful and staff found forging links with colleagues in other similar settings useful.

24/1/2024 Greengates, Stockton-on-Tees

Parent participation

Impact:

The school discussed its approach and agenda to further develop its offer which is detailed in this work through IQM. The school found it interesting to listen to others and found that challenges and successes are similar in many schools. The staff felt that they may consider home learning in their celebrations and awards to enhance and support and encourage children and families that work to support learning at home.



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Social deprivation

Impact:

Staff were able to talk confidently about the strong offer around Social, Emotional and Mental Health (SEMH) at South Bank Primary School. The graduated approach in school is positive in supporting children with understanding their emotions and how to seek support if needed. Children being able to regulate and remain calm and happy in their school day is a key in ensuring positive learning and school experiences.

Communication and interaction

Impact:

The school discussed the Attention Autism Programme and how this can impact positively on children with autism.

Evidence

Meetings with:

- The Headteacher
- IQM Lead/Special Educational Needs and Disability Co-ordinator (SENDCo)
- Governor
- Teachers, English Lead
- Support staff
- Pupils when walking around school
- Parents

Documentation:

- Vision and Values statement
- Website information
- Previous IQM reports
- Special Educational Needs and Disability (SEND) Policy
- Wellbeing programme workshop plans
- Curriculum documentation



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Summary of Targets from 2022-2023

Target 1:

To develop an outdoor sensory area and outdoor SEMH safe haven to promote good mental health and wellbeing as well as addressing sensory needs.

The work in this area has surpassed planned expectations; the school continues to put children's wellbeing and personal development high on the school agenda. Staff and children talk about being "safe, respectful and ready" to enjoy each day in school.

The wellbeing ambassadors are well-established, they meet regularly and are led by the SEMH team.

Mental health weeks are held in school and have further been developed by the SEMH team and ambassadors. These are responded to with enthusiasm by children and staff.

All staff have half-termly supervision led by the SEMH team which ensures a strong and resilient workforce.

The school has developed an Early Years Foundation Stage (EYFS) sensory area and outdoor learning space, which can be used for SEMH work.

Forest School work is received positively by the children and is another curriculum addition that supports positive mental health work. The school has developed a wellbeing safe haven, which is an area of calm in the often busy playground and a place for other children to find support from the wellbeing ambassadors.

Next Steps:

- The school is looking for an outside covered Physical Education (PE) area as the development of the outdoor space has proved excellent in supporting SEMH in all year groups.
- Continue to share the importance of good SEMH with parents.
- Further develop the offer to support children and families in developing education and awareness about healthy living through Public Health initiatives.



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Target 2:

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

Continuing Personal Development (CPD) has been crucial to ensuring all staff including school leaders are adept at identifying and supporting children with a SEND. This has taken the form of both external training to develop confidence in supporting with a child's need, for example, how to use a hoist to develop staff understanding of a curiosity approach to support children who may need an adaptive curriculum for neurodevelopment reasons. The SENDCo has been outward in seeking support from other settings to ensure their own provision allows for children to thrive at South Bank Primary School. This practice of looking for best practice to ensure children are given the best opportunity to thrive whatever their additional need reflects the deep commitment to inclusion. The SENDCo's expertise is shared with colleagues new to teaching and new to the Special Educational Needs and Disability Co-ordinator (SENDCo) role. The collaborative approach to professional learning ensures every opportunity is taken to ensure children not only in South Bank Primary but also in the surrounding area are able to enjoy and thrive in their local primary schools.

Next Step:

- The Flagship project around supporting high needs children outlines the further commitment to staff training and upskilling in complex needs.

Target 3:

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

The school sees parents as critical in their child's journey through school. They have mapped out their offer to parents to ensure all areas of school life and learning are transparent to families. The holistic approach to involving parents and carers is to ensure parents are genuinely welcomed as key stakeholders in shaping the school's journey and responding to community need. They do all they can to make sure there is a warm welcome and parents feel that they are listened to and well supported.

Meetings to inform parents and carers about learning and the curriculum are planned throughout the year. Stay and play meetings for nursery families, Early Years Foundation Stage (EYFS) book and breakfast sessions and coffee mornings run by SENDCo/Social, Emotional and Mental Health (SEMH) team ensure space for informal conversations, develop an understanding of school life and learning and give opportunity to build community. Social media is used to promote positivity about the good work of inclusion.

Next steps:

- Sustain excellent relationships and communication with families.
- Continue to support families to understand curriculum developments and school progress through regular planned opportunities.
- Seek to ensure parents are continually heard in their thoughts around school life and learning through informal opportunities along with usual questionnaires, parent meetings etc. Investigate parent partnership award.



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Target 4:

To develop an effective transition package for all pupils across school.

The school has shared its strong systems around transition with Inclusion Quality Mark (IQM) cluster schools. Transition pathways are in place for all children transitioning from class to class, school to school. This includes children moving into school where home visits are arranged to get to know new children; these are the norm. This not only includes the very youngest learners in nursery but also those children joining school in other year groups. The school sees listening to the voice of each child and their parents/carers as critical to getting the transition right. Personalised pathways for those with additional needs are carefully planned. Strong links with secondary schools are well established and senior leaders are part of the place planning team to consider the next steps for children moving on to secondary education.

Next Step:

- Continue to build and work with secondary colleagues to ensure the most vulnerable learners have every opportunity to thrive and succeed in their next steps of learning.



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Agreed Flagship Project 2024-2025

Project Title:

Removing barriers which prevent pupils from the High Needs Base from attending and participating in learning alongside their peers.

Outline of Project:

The school hosts a High Needs Base for children with high needs, commissioned by the Local Authority which recently increased from 30 to 40 places as of April this year. The provision is for children aged from Reception to Y6. This has grown due to increasing need in the local area and beyond.

The children attending the base have personalised provision in place and where and when possible, children access mainstream lessons. The aim of the project is to develop a model of genuine and authentic inclusion whereby children needing adaptations to provision or the curriculum can learn alongside their peers. The aim is to identify and remove as many barriers as possible to ensure equality of opportunity for all. The Senior Leadership Team is to work alongside the teaching team and non-teaching team to develop strategies and support pathways which allow children from the High Needs Base to make the transition into mainstream school where this is appropriate in meeting children's needs across areas of strength.

The project will involve using evidenced-based research around inclusive practice within mainstream provisions for pupils with a SEND. Staff will use expertise from within the current staff team and will collaborate with other settings and experts to support the work. The Local Authority SEND team and parent and pupil voice will support to ensure children's needs are correctly identified and that they are placed on the correct learning pathway. This will ensure that inclusion into mainstream is appropriate and supportive of children's needs.

Additional training for all staff will be provided to ensure that all staff have a skill set to support children with significant additional needs within their mainstream classroom. High Needs Base staff will offer support throughout transitions for individual pupils.

The wellbeing of pupils is paramount throughout this process and relies on good home-school relationships. The school leaders are keen to continue to develop this through parental engagement events, regular coffee mornings, newsletters and the sharing of LA information and events. The school mental health and wellbeing team will be instrumental in supporting this work and will support the Wellbeing Ambassadors to support High Needs Base children who are transitioning into classes, where this is appropriate.

Regular liaison with the SEND Governor will also ensure accountability throughout the project and regular updates will be provided to the Governors through Headteacher reports and SEND updates. Ongoing review and monitoring throughout the process will be key in ensuring that the transition into mainstream for High Needs Base children is successful.



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Overview

The leaders of South Bank Primary School have an ongoing commitment to inclusion. They are reflective and forward-thinking, continually looking for best practice models with evidence-based research to shape their offer to children and their families. They serve a community of learners with provision that is adapted to ensure every child is included in all areas of school life. Happy children with caring staff enjoy coming to school in an enabling and inclusive environment which ensures they are not only ready for their next steps in learning but also excited and confident as they transition into their secondary settings.

The school leaders are clear that they are a school that views working in partnership as critical in a child's education and school journey. The school is at the heart of the local community and beyond. The school website, app and social media encourage families to become involved and information and training for parents has been welcomed especially around digital and online safety.

The school staff welcome all children and their families, continually developing the school's provision to make sure each child attending South Bank Primary School makes the best progress they can and enjoy school. The SEMH needs of pupils are prioritised and children clearly thrive in a school where they feel they are safe, cared for, loved and belong.

Governors talk enthusiastically about the school and their involvement in school life. Governors talk about 'encompass and inclusion' being the ethos the school fosters. The school is proud to be inclusive and welcoming to all children and families and sees inclusion as a moral purpose in developing a society rooted in mutual respect and understanding of one another. The children's daily lived experience of school life and the development of lifelong skills drive the school to support all pupils. Outcomes of progress and attainment are carefully assessed, measured and celebrated.

Personal development goals are central to the work of the school and the school takes time to learn about children's lives and their individual needs. Parents say they have complete confidence in staff and know that staff care deeply about their children. They are keen to make certain that individual need is met and recognise that a strong graduated approach to SEMH is needed to ensure that children can understand their emotions to manage everyday life. Children who take responsibilities in school, such as wellbeing ambassadors, wear coloured jumpers so other children can identify them and go to them for help if needed. The children see themselves as having a key role in supporting and looking after each other. The feedback from parents is extremely positive and the phrase, "above and beyond" was echoed many times during the day from a variety of stakeholders.

The school environment is outstanding. It has been carefully planned and thought out which ensures it is safe, welcoming, vibrant, organised and calm. There is a sense of purposeful, focussed activity with warm relationships evident throughout the school. As the school continues to self-evaluate, leaders make adjustments to ensure provision continues to respond to best support pupils. An example is that of further developing the offer to younger pupils with additional needs. An extension of two classrooms to be part of the EYFS so that inclusion is fluid, is seen as an exciting development of their offer and good practice. Another example of the school seeking to develop practice is that of their work around the curriculum



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area of reading and their engagement with the local Reading Hub. The work has proven powerful in further developing staff pedagogy in this area responding to the new Reading Framework. The English lead has wasted no time in responding to change; an example being the swift introduction of an online language support program to children joining schools with no English, which has proven to be successful. There has also been a focus on early language and every effort has been made to develop a programme to support children with their speech and language. There is a universal offer and additional tailored interventions, where needed, for individual pupils.

Leaders at all levels take responsibility for working strategically and transforming strategic planning into operational practice. The leaders see no job as too big or too small but recognise that collaboration and teamwork of all those involved in the life of the school is crucial in ensuring the best school experience for all pupils.

I am of the opinion that South Bank Primary School fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence the team at South Bank Primary School fully has established a commitment to the Inclusion Quality Mark and to continually self-reflect to improve as one school. From discussion with leaders it was evident that the school is ready to become an IQM Flagship School. I would recommend that South Bank Primary School fully moves to being an IQM Flagship School and is reviewed again in 12 months' time.

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