



Report on IQM Inclusive School Award



School Name: Park Brow Community Primary School

School Address: Broad Lane
Southdene
Kirkby
L32 6QH

Head/Principal Mr. Tim Byrne

IQM Lead Ms. Claire Swinburn

Assessment Date 27th November 2023

Assessor Ms. Louise McCallion

Sources of Evidence:

- IQM Self-Evaluation Report (SER)
- Review of the range of documents relevant to each element
- Whole school learning walk
- Visit to Sensory Circuits
- Visit to EYFS at lunchtime
- School website and social media
- Play Leader/Playground observation
- Work Scrutiny and discussion of learning with staff members
- Testimonials from external professionals

Meetings Held with:

- Pupils
- Acting Headteacher/Deputy Headteacher
- Senior Leaders
- Subject Leaders
- Governors
- External Stakeholders
- Members of the Inclusion Team
- EYFS SENDCo
- Inclusion Leader
- Parents
- Teachers
- Teaching Assistants
- Intervention Leaders



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Overall Evaluation

Park Brow Community Primary School is a larger-than-average-sized primary school in the heart of the local community. The proportion of pupils with Special Educational Needs (SEN) and who are considered disadvantaged is well above the national average. The percentage of pupils with an Education and Health Care Plan (EHCP) is also above the national average. Senior Leaders, and the dedicated team of staff at the school, go above and beyond to break down barriers to learning and attendance. Inclusion is at the forefront of what they do at Park Brow, their approaches are holistic and child-centered. During the two days I spent at the school, all stakeholders spoke passionately about the supportive, caring, nature of the school. The school's mission statement is ***"Together we can make a difference"*** and all stakeholders that I met were clearly driven by this philosophy.

The school building and extensive grounds are extremely inviting and provide the sense of an 'oasis' in the heart of the community. Once inside, it is easy to forget that you are literally on the edge of the industrial estate! The building opened in 2011 and further investment means that the building has continued to change and evolve in line with the needs of its pupils. It is a modern and vibrant space that provides a high-quality and aesthetically pleasing environment. Investments in areas such as the Rainbow Room, Sensory Room, and the outdoor learning spaces reflect the needs of its pupils. The quality of the learning environment is excellent, with vibrant displays and high-quality books and resources available to all.

In discussion with a range of staff members, parents, and pupils it was evident that members of the school community feel valued, cared for, and supported. There is a true feeling of collaboration and teamwork - everyone contributes to the inclusive values and vision of the school. The recurring theme throughout my visit was the importance placed on building positive connections and relationships. The school is proud of the relationships they have with their families, and they genuinely do know them ***"inside out and back to front"*** as a member of the Inclusion Team described it. There is a friendly atmosphere and respectful culture in the school.

The school has an experienced and creative leadership team who are passionate about inclusion. Leaders have designed the staffing structure to reflect their commitment to breaking down barriers with a dedicated and robust Inclusion Team. Leaders know the children well, and school improvement planning responds to their needs and the complex nature of the cohort. There is a strong commitment to supporting staff development and providing high-quality Continuous Professional Development (CPD). The staffing structure is well-developed and carefully planned to support inclusion. During my visit, I was able to meet with an external partner as well as read several testimonials from wider professionals all of whom spoke extremely highly of the school and its commitment to inclusion. It is evident that the school is highly regarded in the field of inclusion. Here is just a small sample of words from these testimonials:

"The school has always celebrated diversity and the importance of every child..."

"The level of pastoral support available is fantastic."



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“The school strives to be an inclusive provider of education.”

The fact that leaders have invested heavily to seek consultation, advice, and support from a wide range of highly qualified external professionals is again evidence of their commitment to inclusion.

The parent group I spoke with talked of their own personal journeys and the challenges they often face having children with Special Educational Needs and Disability (SEND); however they praised the support they have received from the school. They value the daily communication they receive from staff. One described how **“they go above and beyond to help.”** Another parent talked about how the school staff are **“always thinking about how they can help.”** During the meeting they said that they **“couldn’t ask for a better support system”** and one parent in particular stated, **“For me, I just couldn’t have got through this past few years without them.”** It was a pleasure to meet them all on the day.

The Park Brow curriculum has been carefully designed to meet the diverse needs of the children. There is a commitment to providing wider opportunities for the pupils both in school and in the local community and beyond. During my meetings with staff and curriculum leaders, I heard how the curriculum is adapted to ensure that all pupils can participate to the best of their ability. Curriculum drivers reflect the nature of the pupils’ context and are relevant to the children’s lived experiences. Teaching and learning are quality-assured through a rigorous monitoring cycle.

At Park Brow, there is a true sense that the children’s needs are viewed holistically and potential barriers to learning are identified swiftly and acted upon. Leaders have invested in staffing and high-quality CPD to reflect the wide range of needs in the school. The dedicated Inclusion Team offers a range of support to both pupils and families. Support is responsive - if a pupil is upset coming in for example - the team is on hand to support them to regulate and become ready for learning. The school has identified five ‘special’ words that underpin their school ethos: Respect, Happy, Proud, Caring, and Potential, and during my visit, I could see these values clearly reflected in all that they do.

I believe Park Brow Community Primary School fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time when they may wish to consider Centre of Excellence status.

Assessor: Ms. Louise McCallion

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

At Park Brow, the commitment to inclusive practice is clear. It is at the forefront of what they do. Their mission statement “Together We Can Make a Difference” reflects their shared, team approach to inclusion. The recently expanded, dedicated Inclusion Team, provides substantial support for both pupils and their families. The team is high profile and able to respond to the needs of the children as needed. The dedicated attendance officer works closely with families and children to break down barriers to attendance. The Mental Health and social/emotional needs of the ‘school’ family are supported through the dedicated Social, Emotional, and Mental Health (SEMH) lead who can provide pre-emptive support for individuals and groups. The commitment to expanding this team shows how leaders are responsive to its changing profile with ever-increasing numbers of pupils and families experiencing difficulties in this area. The needs of the pupils and their mission to break down barriers to learning and attendance are central to all that they do.

This school collaborates with several wider colleagues and networks and are keen to share their best practice. I met with an external professional during the visit who described how the staff go above and beyond to support the children and welcome advice and support from her. Leaders have committed to financing several Service Level Agreements (SLAs) and additional time with the Speech Therapist, Learning Support teacher, and Educational Psychologists. This enables the school to support pupils in a timely manner as part of the graduate response to SEN.

Governors and parents spoke of how the school is renowned in the local community for its work around inclusion and how successful it is at meeting the needs of the pupils including those with complex SEND needs. Relationships are key at Park Brow. The positive relationships between staff and pupils were evident throughout my time at the school. During the learning walk, pupils were engaged and motivated and clearly related well with the staff working with them. The team described the feeling of being part of a family here and many staff have worked here for a long time - staff turnover is low. One member of staff referred to the feeling that they are all “**part of one big family**” and therefore support for each other is always available. There is a strong commitment to CPD that is tailored to match the school context and pupil profile. Whole school initiatives to support Mental Health and wellbeing are having a measured impact. Their mission statement – ‘**together we can make a difference**’ – really does shine through.

Next Steps:

- To further embed and review the impact of ‘My Happy Mind’.
- To complete the planned CPD programme including: ‘Zones of Regulation’ and de-escalations strategies.



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Element 2 - Leadership and Management and Accountability

At Park Brow, the Senior Leadership Team (SLT) and Governors have an inclusive vision for the school. There are clear systems in place to identify and remove barriers to learning so that the children can reach their potential. They aim for pupils to feel challenged but supported at the same time. The Inclusion Lead is experienced and knowledgeable and is always on hand to support staff, parents, and pupils alike. The school is a 'children first' school. Staff is proud to be part of this 'Learning Community'. Their commitment to forging positive partnerships was evident in all meetings, discussions, and observations throughout the two-day assessment.

The school has a strong and knowledgeable SLT. The Inclusion lead is well respected and valued both within the school community and beyond. Leaders clearly understand the needs of their children and work relentlessly to tackle the risk factors that so many of their pupils are impacted by. Leadership is distributed effectively, and the learning environment and curriculum have been designed to meet the needs of all pupils. Governors I spoke with reported that they have plentiful opportunities to come into school and work closely with school leaders. The Governing body is kept up to date via termly meetings and has a good understanding of the strengths and challenges of the school. The Governing body has a dedicated Inclusion sub-committee that meets regularly with school leaders.

The SLT has clearly designated roles and responsibilities and subject leaders have received training and have 'ownership' of their subject areas. Effective structures and systems of self-evaluation are in place and planned for in an annual cycle. The school liaises effectively with external agencies to seek specialist advice and support despite this often being at an additional cost. Leaders invest heavily in high-quality CPD with several staff having completed national professional qualifications. Staff also work in close partnership with other schools in the area and benefit from the many training opportunities that this partnership provides.

The school has an effective safeguarding culture, staff are knowledgeable about the context and the many external risk factors that the children may face. They are vigilant in identifying where additional support or action is needed for children or their families. The pastoral support provided by the dedicated Inclusion Team is above and beyond.

Staff that I met feel supported by leaders in the school and they work together as a team. Leaders ensure that appropriate time is given to ensure that staff can fulfil any additional roles and responsibilities within the school.

Next Steps:

- To continue to develop subject leader roles with a key focus on high-quality CPD, coaching, and mentoring.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

At Park Brow Community Primary School, the aim is to offer all children a broad, balanced, and stimulating curriculum. Their curriculum offer is continually evolving and adapting to fit the cohort of children. Leaders have ensured that the curriculum has been designed to develop the ‘whole’ child; enabling the pupils to develop key knowledge, skills, understanding, and attitudes. Three curriculum drivers underpin all aspects of the planned curriculum – ‘Knowledge of the World’, ‘Emotional Awareness’, and ‘Possibilities’. They were developed by leaders and teaching staff to meet the wider needs of the children, specifically as they go forward in their lives. These key elements form a “relentless and consistent” thread and, wherever possible, the curriculum is delivered in a way that explores them. Pupils have access to experiences designed to broaden their horizons based on the premise that they cannot aspire to ‘possibilities’ they have never encountered!

The Knowledge of the World curriculum driver is to ensure that pupils understand that they are part of a global community and that they play a key role in its future. Children are given opportunities to explore similarities and differences between communities and how they, as individuals, fit into the wider world. Enhancement opportunities are provided to engage pupils and enhance the curriculum. Through the ‘Emotional Awareness’ driver, pupils learn to respect and appreciate the diversity of an ever-changing society. The aim is to nurture confident, independent children who can make responsible choices and can show empathy and compassion for others. Termly reviews of medium-term plans are carried out to ensure whole school progression as well as ensuring subject-specific skills and knowledge are being taught in all subject areas.

In the Early Years Foundation Stage (EYFS) pupils are learning in a stimulating, supportive, and caring learning environment, building the foundations for their journey through the school. The two-year-old curriculum is designed in line with the needs of the pupils - often they enter school having not yet met developmental milestones. A focus on communication and interaction throughout EYFS reflects how the curriculum is tailored to the pupils’ needs. Pupils are taught early reading through a systematic, rigorous approach to phonics as well as being introduced to high-quality texts to promote a love of reading and support pupils to read for pleasure. New, banded reading books have been purchased to increase home reading. Vocabulary development is a focus area across the whole curriculum for all pupils.

The school strives to give all children the opportunity to learn in a creative and encouraging learning environment that motivates and supports their learning at all levels.

Next Steps:

- To build in more opportunities to revisit taught knowledge throughout each subject.
- Cultural Capital opportunities to be planned into a range of topics and themes.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The team at Park Brow prides itself in knowing their children well and this is a key driver for all staff. One member of the teaching team stated **“It’s our USP - celebrating everybody’s individual talents and removing any barriers to learning they might have. Making sure every child, no matter what is celebrated.”** The curriculum, learning environment, and teaching and learning strategies employed reflect the context of their pupils.

It was clear from my discussions with pupils that they recognise their teachers go ‘above and beyond’ to make lessons fun, memorable, and impactful. They particularly recognise that their teachers are there to support and help them even when things aren’t going too well, and they appreciate it. During a learning walk, it was evident that the children were experiencing high-quality teaching. It was a pleasure to observe some ‘My Happy Mind’ lessons, a programme that has recently been implemented to support pupils’ Mental Health and the development of emotional intelligence. Despite being a relatively new initiative its impact so far is evident. To hear pupils talking knowledgeably about ‘neuroplasticity’ and ‘neuro pathways’ and seeing them practicing their breathing strategies was fantastic! This is providing children with the skills required to “thrive in tomorrow’s world” by supporting them to build resilient, balanced, and happy minds.

Children have access to high-quality resources including technology which is used effectively to support learning. As already discussed, the curriculum is planned from a ‘child-centred’ perspective. Lessons are varied to provide a challenge to individuals and groups and adaptations to support engagement are provided in many forms including the use of scaffolds and supports, technology, explicit instruction, and flexible groupings to enable peer support and appropriate level of challenge.

In the early years, pupils feel happy and secure in their learning environment, they are provided with opportunities to develop their creativity and problem-solving skills through play while the adults skilfully scaffold and extend their learning. Throughout Key Stage 1 pupils are given opportunities to develop the foundations of English and Maths within a broad and balanced curriculum. Here the love of learning is embedded as well as a love for books and reading. Pupils are provided with tailored support to develop the skills and knowledge on their journey to become independent learners. Throughout Key Stage 2 pupils continue to build on their experiences and broaden their knowledge of the world to become independent learners in an ever-changing world. School values, ‘Kirkby Child’ values, and British values are clearly embedded to give them the grounding they need to become good citizens of the future.

Next Steps:

- To fully re-establish the use of a whole school tracking system to measure progress.
- Collaboration in ‘Cradle to Career’ Northwood project to improve literacy outcomes.



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Element 5 - Assessment

Staff use progress and attainment data to identify gaps in learning so that they can plan effectively. Regular pupil progress meetings ensure that every child's progress is discussed with SLT. Following these meetings, pupils are identified for intervention and/or challenge. Clear actions are implemented to secure future progress and target individual pupils or groups who may be falling behind. Pupils' books are closely monitored by both SLT and subject leaders to ensure high standards and consistency across the classes.

Staff use both formative and summative assessments to improve teaching, learning, and outcomes for pupils. Effective use of assessment enables the staff to identify gaps and adapt their teaching accordingly. The school has re-introduced an assessment tracker package, and all staff have been retrained in its use. Standardised test materials are utilised alongside teacher assessments to support teacher judgements around National Curriculum attainment. There is a clear programme and methodology for tracking progress and the school completes termly data drops. In the EYFS the pupils are assessed against the seven prime areas of Development Matters. In the two-year-old provision, pupils are assessed on entry to give an accurate baseline to build upon. Pupils in EYFS are screened using an effective and well-established speech and language screener to ensure early identification of need in order that the most appropriate support can be implemented and/or early referral to speech and language therapy can be made.

The school has recently introduced a 'small steps' assessment system and is in the process of rolling out training across the school. The aim is that they will be able to use this to measure progress for the pupils with the most complex needs. It will also support the setting of (SMART) specific, measurable, achievable, relevant, and time-scaled targets for individual learning plans.

Subject leaders have made good progress with systems for the assessment of non-core subjects and have established a RAG rating system to assess both knowledge and skill. Systems are in place to respond when progress is a concern over time after all reasonable adjustments and best endeavours to support the pupil have been made. Leaders have ensured that non-curriculum-based interventions, e.g. those linked to supporting SEMH, also use tangible measures to gauge progress and plan the next steps.

In discussion with pupils, they described how they know they are doing well because their teachers give them feedback and mark their books as well as giving praise and encouragement in class. Pupils are also given opportunities for peer and self-assessment. Parents are informed about pupil progress via annual reports, parent meetings, and regular ongoing communications as required.

Next Steps:

- To embed the use of a small-step assessment system for pupils with complex needs.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

It is evident that personal development is high on the agenda at this school. There is a very strong sense of community and family, it is a safe place where all are nurtured and supported. Like many schools currently, they are finding the number of pupils with complex needs increasing, and therefore they are evolving and adapting to meet the demands that this can bring. Leaders are committed to supporting the Mental Health and wellbeing of its pupils and this is an area of work that is prioritised by school leaders. This has led to the expansion of the Inclusion Team to include dedicated lead staff members for Mental Health, wellbeing, and attendance.

Opportunities for Personal, Social, and Emotional Development (PSED) are abundant. Pupils are given the chance to participate in many wider activities both in school through clubs and workshops and away from school on trips and school visits. The school participates in a range of sports activities and events throughout the year as well as other forms of enrichment such as musical and cultural visits. The school is driven to ensure that pupils get to experience a wide range of 'possibilities' to broaden their horizons, expand their knowledge of the world, and nurture their interests. Pupils I met were keen to tell me about a range of clubs available, including lunchtime 'Lego Club' where they get to showcase their builds in a 'mini museum'.

Pupils I met demonstrated a clear understanding of the expectations the school holds for behaviour and attitudes to learning. All those I met on the day were an absolute delight and were clearly happy in their school. There was a definite sense of mutual respect during our meeting. I asked them to describe their school using just three words and here are some of the words they used: Brilliant, amazing, fantastic, wonderful, inclusive, positive. Pupils are given many opportunities to take on leadership roles such as Peer Mentors and Play leaders who I met while they were on duty fulfilling their roles to a high standard! Pupils here are very understanding that some of their peers have additional needs, and they recognise that the school goes above and beyond to support them. They shared with me how valuable spaces such as the Rainbow Room and Sensory Room are to help pupils who need some calm time. Also, the addition of Sensory Circuits to the start of the day routine has been very positive. I was able to observe a group of pupils accessing this and it was beneficial. I felt the calming nature of the session firsthand! Pupils at this school know who they can turn to if they have worries or concerns. Pupils I met were knowledgeable about 'key issues' such as learning about anti-bullying and cyber-safety.

Next Steps:

- Continue to develop and review the impact of My Happy Mind across the school.
- To continue to develop play therapy interventions.



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Element 7 - Parents, Carers and Guardians

The mission statement at Park Brow is “Together we can make a difference” and the team works relentlessly to develop respectful and supportive relationships with their parents, carers, and guardians. They go ‘above and beyond’ to know the children and their families inside and out. They recognise that, for many reasons, some families may need additional support and they strive to offer that in a variety of ways. The team is knowledgeable about the wider support and local services that parents can tap into and can confidently signpost them. Parents have been offered training and workshops around inclusion and SEND as well as coffee mornings, stay-and-play sessions, and a wide range of opportunities to meet up with other parents. One parent stated that she “**couldn’t ask for a better support system!**” Parents of pupils with SEND are grateful for how responsive and accessible the Inclusion Team is. Parents I met are grateful for the high-quality opportunities that exist for them to engage and communicate with staff.

Parents I met talked about the inclusive values and ethos of the school. One reported how the main thing is that “**her son doesn’t feel any different at this school.**” The group described how effective day-to-day communication is. For pupils with SEND, a range of alternative communication methods are used such as personal handover at the beginning and end of the day, communication books, and other strategies over and above the usual whole-school methods. Parents love that staff will send photos and videos of activities their children are enjoying throughout the day; they appreciate this a lot.

Parents talked about how the children get to participate in a wide range of opportunities and activities such as trips, clubs, and even a residential, and all pupils are included, even if they have additional needs. They explained that the school makes small adjustments to make sure that the children can participate to the best of their ability and that even mums can go along too! Financial support is also made available to families to ensure that the costs of trips, particularly the residential, don’t pose a barrier to the children attending.

Events to support parental engagement are scheduled on the school calendar and shared well in advance of the dates. These include phonics workshops, transition meetings, and meet-the-teacher sessions. Leaders have deployed a member of staff to further develop the area of parental engagement; this is also an area of focus for the Northwood “Cradle to Career” collaborative project that the school is a part of. Parents commented that leaders and members of the Inclusion Team are always visible at the beginning and end of the day and that they feel they can approach them at any time.

Next Steps:

- To further develop the role of the parent Governor.
- To continue to collaborate with The Northwood Project through the parental engagement Cluster group.



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Element 8 - Links with Local, Wider, and Global Community

The school has forged strong links with other schools in the local area and works collaboratively to share good practice. They are a member of the 'Kirkby Collaborative' - a supportive network of local schools who work together on projects to improve outcomes for their children. The collaborative also aims to provide pupils in Kirkby schools with an insight into the wider world, beyond the local community. Relationships with wider services and external agencies are strong. This was clear from external colleagues that I met with over the two days as well as the powerful testimonies I was able to read from those who couldn't visit during the assessment.

Park Brow has developed a comprehensive programme of trips, visitors, and experiences to enrich the curriculum. Leaders recognise that children's learning is enhanced by different experiences and therefore aim to offer them a wide range of visits to motivate and engage. Regular visitors come to speak with the children, including representatives from charities and different professions. This gives the pupils another perspective on values, attitudes, learning, and understanding.

This school stands proudly at the heart of the local community, it has forged strong links with national and international businesses in the form of SERCO and Amazon. The school has supported these businesses in several of their community projects such as wildflower planting and insect hotel building. In return, they have received funding and donations. The school has run a number of successful career days which have been supported by these and other businesses. These career days are another tool to ensure that the pupils of Park Brow are given insight into the vast array of possibilities open to them.

Next Steps:

- To further identify opportunities to support the development of 'cultural capital'.
- To investigate further ways to enhance links with the Global community.