



## Assessor's Evaluation for the IQM CoE Award



**School Name** West View Primary School  
Davison Drive  
Hartlepool  
TS24 9BP

**Head/Principal** Miss Lauren Furness

**IQM Lead** Mrs Natalie Boagey

**Date of Review** 22<sup>nd</sup> May 2023

**Assessor** Mrs Emily Carr

### **IQM Cluster Programme**

**Cluster Group** Inclusivators

**Ambassador** Mrs Rachel Campbell

**Next Meeting** 4<sup>th</sup> July 2023

**Meeting Focus** Wellbeing

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2022</b>	6 <sup>th</sup> October 2022	No
<b>Spring 2023</b>	26 <sup>th</sup> April 2023	Yes
<b>Summer 2023</b>	4 <sup>th</sup> July 2023	N/A

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

West View are new to the Cluster group, having only joined this academic year, and have only been able to attend one meeting so far. However, the IQM lead was enthusiastic about the benefits of the meetings. She discussed how the opportunity to network with other schools and share best practice is useful in supporting West View on its school improvement journey.

The Spring term meeting prompted the IQM lead to consider opportunities to create 'away days' for families to attend during school holidays, to local areas of interest. Since the meeting, leaders at West View have been considering how they can do this effectively in the coming academic year and are looking at the school funding these events and having members of the Leadership Team attending and offering support.



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### **Evidence**

Over the one-day assessment the Assessor evaluated the school's commitment to inclusion and progress made against their annual review and action plan through a wide range of written evidence, including:

- The school's Annual Review and Action Plan document
- School website
- School Twitter page
- School Instagram page
- West View Ofsted report - March 2023
- Powerpoint of evidence of pupil enrichment activities
- School Development Plan (SDP)
- School Evaluation Form (SEF)
- Link Governor reports
- Case studies

### **Meetings held with**

- Headteacher
- IQM Lead
- Trust School Improvement Lead
- Link Governor for Pupil Premium (PP)
- Teachers
- Support staff
- School Inclusion Team
- Pupils



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### Target 1

**To further develop and formalise the Link Governor roles and introduce a more formal deep dive style meeting and report after each visit, which will be shared with all stakeholders.**

Since the last IQM assessment, leaders have clearly invested in this key area of the school.

Training has been provided for all Governors to be able to undertake their role effectively. Leaders have worked with the local Academy committee to map out link Governor visits for the academic year and ensure they take place each term.

Link Governors are now assigned to specific curriculum areas and work to support curriculum leads in developing their subject areas. Special Educational Needs and Disability (SEND), Pupil Premium and Safeguarding Link Governors meet with the school leads to jointly plan and carry out formal deep dives, produce a follow up report that is shared with all stakeholders.

In March 2023, Ofsted reported that; *'The local academy committee continues to challenge and support leaders in school improvement, working closely with trustees and school improvement leaders from the Trust.'*

During the IQM assessment day, the Pupil Premium Link Governor articulated the process and demonstrated that leaders have effectively met this target. She stated, *'We participate in termly visits with a clear focus each time.'* The link Governor reported that each time she visits she sees quality interventions taking place with pupils getting consistency and clarity of key messages.

Leaders are clear that they will continue to further develop and embed the link Governor work across the school.



### Target 2

**To continue to build on the excellent work in Early Years to further develop the learning environment across Key Stage 1 (KS1) and Key Stage 2 (KS2) so that it is utilised to good effect as the '3rd teacher', taking inspiration from the Reggio Emilia and Montessori approaches, recognising that space, light, colour, and form can either enhance and facilitate, or impinge and intrude, on a child's learning journey.**

The learning environment at West View continues to be finished to a high standard. Displays of pupils' work are evident in each classroom and in corridor spaces. Pupils are celebrated at every opportunity. An atmosphere of positivity, love and high expectations permeates the school. The environment that staff has created is continuing to have a positive impact on pupil progress and behaviour. This inspirational and positive environment extends into the online world, where leaders use the school Facebook page, Twitter page and Instagram page to effectively celebrate the work of the pupils (and staff) and highlight the good practice taking place.

The school has been innovative and creative in their thinking about how they can develop spaces to enrich all areas of school life. They have recently developed a light atelier room, which will be used for exploring light and shadow play. On the day of the assessment, Early Years staff had created an outdoor, independent food area for pupils to enjoy a snack. This is a staff team who know that that a calm and purposeful environment is crucial to developing children's understanding of the world.

The school are continuing on their 'Curiosity Approach' journey and are clear that the environment is the third teacher in their school. Their aim to ensure the school environment brings curiosity, awe and wonder into learning at West View has been met. Quality 'real-life' resources are used throughout the school. All resources are natural and open-ended, providing more opportunities for pupils to be 'pilots of their own play'. Children are thriving in this enriched, calm, and purposeful environment. One teacher described how, *"Through the development of the Curiosity Approach, behaviour has improved across the school. It has had a huge impact on how pupils deal with their emotions."*

Rooted in clear research, staff have made astonishing changes to their learning environment to reduce the cognitive and sensory load for their pupils. Staff across the school in each key stage now use muted tones, soft lighting and calm, well organised displays. There are reading nooks in corridors and cloakroom spaces; this is to allow children to read for pleasure and to also have a space where they can go and self-regulate if needed. Children are positive about these spaces with one pupil on the pupil tour of the school stating, *"We can use these spaces to relax and re-focus. They are very calm spaces."* Another pupil agreed with this, explaining: *"The school environment has changed a lot over the last few years. We all behave better now it is like this. It looks nice and is calm, with lots of areas to engage us."*



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A key focus of time and support since the last IQM assessment day has been in Year 1 in order to ensure a smooth transition from Reception. Leaders invested money to transform the physical environment as well as an investment of time to make the variety of changes. Ofsted reported in March 2023, *“Staff morale is high. Teachers appreciate the time that leaders give them to complete their work.”* Leaders wanted to ensure that pupils had the opportunity for hands on, independent learning as part of the Year 1 curriculum. The aim has been to continue to have a fluid space with a focus on child-initiated play and to introduce more formal elements to the learning offer as the year progresses and pupils are ready, to ensure a strong transition into Year 2. Staff have created a focused work place for the more structured work to take place.

Due to the importance of this initiative, leaders looked carefully at the staff working in this key stage and created a shared vision. A skilled middle leader in the school has helped drive everything forward and develop staff. Leaders have also invested in a strong offer of professional development around the approach and how to effectively develop the environment. This has included engaging with visits to other schools, building on the relationships with others that leaders started to develop during the academic year 2021-2022, such as Red Hall Primary School and Houghton Community Nursery. Time is planned into the INSET calendar for staff to audit their own environments as well as spend time refining and improving the physical provision on offer. All staff continue to work through the modules of The Curiosity Approach Accreditation together. This also includes all staff engaging with The Curiosity Approach Facebook Academy as a professional development platform.

This work is having impact. Due to this, the school were asked to lead a local Early Years network for the Local Authority (LA). This was held after school and a range of schools came to see the provision and speak with staff about it. Some local nurseries have now changed their way of working and have adopted this approach.

Leaders are confident in making big decisions for their school as they know what their pupils need. They will continue to look at the Curiosity Approach offer across the school and further develop and refine it as the year progresses.



### Target 3

**To continue to work closely with the most vulnerable families and strengthen the pastoral offer even further – this will include developing and expanding the Inclusion Team.**

Safeguarding is at the core of life at West View. Leaders know that in order for children to make progress and achieve, they need to be safe and happy. Staff work hard to ensure that the needs of the 'whole' child are met.

The school Inclusion Team are dedicated to the families they serve. They work hard to support the needs of the pupils and their families by going above and beyond. Ofsted, March 2023, reported: *“Leaders put in place appropriate support and help for any vulnerable pupils or families.”* The School Improvement Lead for the Trust stated, *“There is extensive support for families at West View. The Inclusion Manager is highly effective and knows the families well. Pupils are valued and cared for and get the best. Through having a strong package of support, it allows pupils to learn.”*

In order to strengthen the team and build in additional capacity, the Leadership Team have recruited for an additional member of the Inclusion Team. They will be supporting with attendance and punctuality as well as contributing to the development of the extra-curricular and enrichment offer.

There is a lot of pastoral support for the children and families of West View. This has been further developed over the school year and now includes:

- A Senior Mental Health Lead. The Inclusion Manager has completed her training and has a clear plan to drive forward further improvements in this area.
- Wellbeing sessions for targeted children via a referral process. The length of work depends on the child. In order to demonstrate progress and impact a wellbeing checklist is completed at the start and end of the referral process. These sessions are well attended and have a positive impact on each child who accesses them. The Inclusion Assistant who runs these is passionate about the work she does and the impact these sessions have.
- An Emotional Literacy Support Assistant (ELSA). Two staff members have already been trained and from September a further two staff will be trained to add more support and capacity across the school.
- Mental Health Responders and First Aiders to ensure leaders can identify and support those who need extra support. They then sign post to external services.
- An external, specialist counselling service - ABC Therapeutic Play and Counselling service. They are currently in school to support pupils 3 days per week. From September this will be increased to 5 days. Leaders are also looking at a staff offer from September, which will be offered away from the school.



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- Regular academic workshops for parents/carers. These workshops are created to upskill families in academic areas e.g., maths and phonics. Termly workshops are also offered where parents can work with their child in class, to further build relationships and offer a shared learning experience. On the day of the IQM review, a maths master class was taking place for parents. This was well attended and appreciated by those who engaged in the session.
- Repeat for Kids. Reception children visit this provision weekly to offer social, emotional and Mental Health support (SEMH).
- A parental Arts and Crafts after school club. This is held weekly. Parents/carers and their child and siblings can attend these free sessions.
- A wide range of after school clubs. There is an extensive extra-curricular offer with opportunities for all children from Reception – Year 6 to attend clubs.

Leaders engage effectively with parents, carers, and the wider community. During the assessment day a new parent to the school contacted the Inclusion Manager to say: *"It is good that you take the time to care about each child because a lot of schools do not do that. It makes a difference."* This is just one example of many that demonstrate the impact that this school has on the lives of the families of West View.



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### Target 4

**To continue to closely monitor and moderate the work of SEND pupils to ensure accurate SEND data and that pupils are continuing to make good progress.**

At West View, all pupils access the full curriculum, and all that the school has to offer. An adaptive teaching style has been adopted throughout the school. As the Trust Improvement lead stated, *"It is about keep up, not catch up."* Those pupils identified as having SEND have appropriate support put in place to allow them to make progress and achieve. Pupils' additional needs are quickly identified and support actioned. Staff are knowledgeable about their school and their students, and their differing needs that must guide their practice and curriculum plans. Staff are tireless when it comes to achieving the best for their students. Plans of support for pupils with SEND are clear and focused and parents/carers are involved in creating these to meet their child's needs.

Oftsed, March 2023, stated: *"All pupils access the full curriculum, and all the school has to offer. This includes pupils identified as having SEND. Pupils' additional needs are quickly identified. Plans of support for pupils with SEND are clear and focused."*

If needed, staff make adjustments to help pupils with SEND access the curriculum. For example, teachers provide extra subject-specific vocabulary or adapt the way that work is recorded. Staff, during the assessment day shared how there is lots in place for their pupils. They discussed how they 'know their children' and put things in place to meet individual needs. One teacher explained, *"We are very inclusive. All children are educated in the classroom. We do not single children out. We provide resources and use pupil's interests to engage them. We scaffold support as needed."* A Teaching Assistant (TA) described how she supported a Year 6 pupil in her class to prepare for the SAT tests by chunking work, offering movement breaks, and using his interests to engage him. They also offered him the opportunity to mentor younger children and support them. She explained, *"The work we did had a positive impact. He demonstrated resilience and a positive attitude and achieved success."*

The experienced Special Educational Needs and Disability Co-ordinator (SENDCo) analyses SEND data and shares this with staff as part of the school assessment cycle. This data is used to ensure that a clear development plan is in place with key priorities identified and developed across each academic year. As part of the assessment cycle, teachers have the opportunity to moderate work and develop their understanding of individual progress. There are regular opportunities for teachers to analyse progress and decide on next steps. Case studies are created to demonstrate the impact of the work and the progress pupils make.

The SENDCo works with West View Leaders, and the SEND link Governor and the Trust School Improvement Team, to regularly gather pupil voice and conduct learning walks and book looks to triangulate the school assessment data. Data suggests that all of the work is having an impact and that pupils are making good progress. Attainment at the end of KS1 in reading and writing has improved. Progress from Year 2 to Year 6 is good or better.

The Trust hold regular meetings for the SENDCo's to allow an opportunity to share good practice. The West View SENDCo will lead the meeting in May. Her experience and expertise are valued across the school and across the Trust.





### Agreed Targets for 2022-2023

#### Target 1

**For teachers to provide opportunities for pupils to practise and apply their knowledge in all subject areas.**

Leaders have identified a number of steps to meet this target:

- Leaders to ensure that teachers build in sufficient time for pupils to use and apply their knowledge to help embed learning into their long-term memory.
- All teachers to link curriculum learning with careers in order to build aspiration, motivate and inspire pupils to succeed.
- West View to have a secondment of an Assistant Headteacher from another Trust school to lead on curriculum development across the school.
- Meetings with SIP for subject leads as part of their continuous Professional Development (CPD).
- Subject leads to develop their action plans and share/monitor the implementation of the content across school.

#### Target 2

**To develop practise across school for supporting pupils with dyslexia.**

The following actions have been identified to meet this target area:

- To put together a CPD package for all staff to improve their understanding of dyslexia and develop the support they offer to their dyslexic learners. This in turn will lead to greater levels of achievement and engagement for all learners.
- Whole school INSET booked for September 2023 with focussed sessions on: Developing a dyslexia friendly environment and Practical solutions for dyslexia.
- To work towards achieving the Dyslexia Friendly Quality Mark.



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### Target 3

#### **To further enhance the inclusion offer for all stakeholders.**

Leaders have planned these actions to ensure the inclusion offer is enhanced for all:

- To extend the school counselling offer to include and support staff wellbeing.
- To develop and embed the role of a third member of the Inclusion Team and add further capacity.
- Increase number of days ABC Counselling support in school to 5 days.
- Train more members of staff to be ELSAs.
- Achieve the Spiritual, Moral, Social and Cultural (SMSC) award.

### Target 4

#### **For staff to receive practical advice and strategies, build confidence and skills to support all children but especially those with speech and language difficulties.**

Leaders have identified the following actions to support them in achieving this target:

- To become a communication Friendly Setting – part of the Elklan programme from July 2023.
- Selected staff receive Speech and Language Support training from an Elklan tutor.
- Teachers get further training to become Lead Communication Practitioners. They then cascade learning to all work colleagues, building their in-house ability to meet children's speech and language needs.
- The school will be audited for evidence that the knowledge is being embedded and used. If the audit is positive, CFSe status will be awarded.



### Overview

West View Primary school is an inclusive school with the children at the centre of all they do. The school has worked hard to change the narrative of a school in a deprived area to being a school that is a beacon of best practice. On arrival on the school yard pupils are polite, respectful, and welcoming. Pupils take the time to say hello, smile and check visitors know where they are going and where reception is. This warm feel where relationships and interactions matter, continues as you enter the school.

The school has a positive and loving ethos. Children and staff are happy at West View. Throughout the assessment day pupil's behaviour was of a high standard. Each class visited was calm and purposeful and pupils were engaged in learning activities. Children are excited to learn and showcase their work and are considerate in their interactions. During the pupil tour, the students were able to articulate the school values and rules and discuss their academic curriculum. One pupil enthused about the extra curricular activities on offer, stating: *"There is an after-school club for everyone!"* Another pupil pointed out a display about family, explaining with delight about her family and how the school has supported her and some of her older siblings.

Teachers have a good understanding of the factors which influence pupils' mind-sets and their ability to learn; they know that behaviour is a means of communication and seek to uncover the root causes behind the behaviours. They have participated in a lot of internal and external CPD linked to this important area. All staff are Team Teach trained and use their training on de-escalation to support pupils. All staff have also accessed Playfulness, Acceptance, Curiosity and Empathy (PACE) training by Hartlepool Virtual School, in order to develop their knowledge and understanding of managing behaviour in a more considered way. Leaders in the school have also recently attended online training on Paul Dix's work on adults effectively managing behaviour. The school is also now a registered Department of Education (DfE) Behaviour Hub and have started to work with a link school.

Staff use their training and experience and work hard to understand the behaviours of their children and ensure that they have strategies in place to allow children to regulate. The close working relationships with families also supports this. The children are respected, and the staff have built excellent relationships with pupils and their families. This is a school where relationships matter and are at the centre of school life.

The school's universal approach to address wellbeing means that parents, carers, staff, and pupils are well cared for by the leaders. Leaders recognise that within their universal approach there will be differing needs, and these are identified and addressed so that everyone is supported to be their best. Leaders are considerate of workload and work to ensure that staff are happy and supported.

Staff wellbeing and progression is of the utmost importance at West View. Leaders work hard to support staff and give them opportunities to develop and progress. An example of this is how they have recently identified the skills and talents of a TA and have offered them a position as an apprentice teacher in the coming academic year. This staff member will be based in a class with a middle leader, in order to support her as she progresses and allow the middle leader to further develop her coaching skills. During the review, the staff were all friendly and welcoming and passionate about the work they do and the opportunities that they are provided with as a member of staff at West View.



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Leadership remains a driving force behind the school's success within inclusion. There is a constant drive for improvement across all areas of school life. The strong leadership of the Headteacher and her vision for improving the opportunities for all children is a strength of the school. Her accessibility and drive to be the best for the pupils is appreciated by staff, pupils, and parents. She is a visible, hands-on leader. A further strength is the leadership of the IQM Lead in ensuring that the IQM process is articulated and lived and breathed by everyone.

Staff at West View are passionate that their curriculum is aspirational and opens doors for their pupils. One pupil demonstrated this effectively when talking about their transition to secondary school and how they will *"miss West View but know they can aim high and do well at secondary school with the support they have had."* The progressive Personal, Social, Health and Economic (PSHE) curriculum has been mapped out to ensure pupils develop life skills and have opportunities to develop their character.

The Leadership Team are clear that reading is fundamental to the success of a pupil's next stage in education and have therefore given priority to this curriculum area. The value the school place on reading is evident as soon as you enter the school site, as staff have created a 'Book Swap' zone in the entrance way and there is cosy, inviting reading corners all around the school. This encourages students (and staff and visitors) to look through books and find one that engages them. During break times children are able to access books in a shaded seating area. One pupil talked with enthusiasm about the new phonics reading scheme and the books on offer to them, and about how children get extra support when needed. Ofsted picked up on the schools strong reading offer, stating: *"Leaders have a sharp focus on making sure that all pupils quickly become confident and fluent readers."* A new approach to teaching phonics is now in place. The Phonics Lead is a middle leader in school and rigorously monitors pupil progress and coaches and mentor's staff. Due to her effectiveness of leading in this area she has supported other schools and has recently become a Little Wandle Accredited Trainer. All staff are trained and have regular reminders and refreshers to keep their knowledge of how to teach reading up to date. Teachers check in lessons to spot if any pupil needs extra help in learning to read. These pupils receive this in regular catch-up sessions.

The school is active in the community supporting a wide range of schools and academies and working with agencies to support and develop students. They are outward facing and keen to share best practice and learn from others.

Staff strive to make sure that its pupils feel part of the local, national, and global community and help them to understand the world around them. Cultural capital is key. Leaders are aware that there is a deficit in some children's life experiences when they join the school, so they have worked hard to provide an offer that combats this. Some Year 6 pupils talked excitedly about their upcoming trip to Edinburgh, with one child stating: *"I have never been to another country. I cannot wait to visit Scotland and learn about Edinburgh."* Leaders have created a curriculum that enriches pupil's wider experiences. Staff utilise every opportunity to give pupils cultural capital and to develop their understanding of the world around them. Links have been re-established with the local Church and pupils enjoyed attending the Easter Service there. They have recently welcomed the Author Alec Williams into the school and pupils have also participated in theatre productions; The Ugly Duckling Theatre show was held in school for KS1 pupils and KS2 and pupils enjoyed a performance of The Hobbit.



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The school has staff trained in Beach Schools and Forest schools and from September these staff will be covering Planning, Preparation and Assessment (PPA) to allow children further opportunities to access more of these curriculum areas. The school also has a close link with the West View Project who offer a weekly afternoon block of outdoor adventurous activities for targeted children, for a 6-week block.

After school clubs have been developed and there is an extensive range until 6pm at night. Leaders made the decision to reduce designated meeting times to enable staff to offer enrichment opportunities for pupils.

Specialist staff come into school to deliver French lessons, music lessons and to upskill teachers. The school Sports Development Officer works hard to bring in sports specialists such as gymnastics, street dancers and tracks sport across the school to check all children have had an opportunity to attend a sporting event. The school also work closely with the local football team, Hartlepool United.

At West View leaders are clear about the vision and next steps for the school. They are a reflective team who ensure all staff are included and valued and buy into the school vision. This is a school which uses current educational research to drive forward, doing so with pace, purpose and understanding.

It is clear from the review process that the team at West View Primary School continue to be fully committed to inclusive practice and they have successfully demonstrated the positive impact of their work towards the IQM Centre of Excellence targets over the past 12 months. They have proved their expertise over their recent years of IQM accreditation and I believe they have the passion and capacity to continue to drive the inclusion agenda in their own school and beyond.

There is an additional expectation that the school will provide an updated action plan of progress against targets to be sent to IQM 3 weeks before the next review, continue to commit to the IQM Cluster Programme and to show evidence of IQM processes with a recorded impact log and consider application for IQM Flagship Status in the future.

I continue to be firmly of the opinion that the school 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 Emily Carr

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

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