



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal Ms Lauren Furness

IQM Lead Ms Natalie Boagey

Date of Review 30th April 2025

Assessor Ms Joanne Smith

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Emily Carr

Next Meeting 3rd July 2025

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	6 th October 2023	Yes
Spring 2024	25 th January 2024	Yes
Summer 2024	3 rd July 2024	Yes
Autumn 2024	13 th November 2024	Yes
Spring 2025	12 th March 2025	Yes
Summer 2025	3 rd July 2025	



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Evidence

Meetings with:

- The Headteacher
- Chair of Local Governing Board
- The CEO of Ad Astra Trust
- Trust SEND Inclusion Lead
- School Educational Psychologist
- Educational Psychologists
- SEND Governor
- Chair of the Local Academy committee and Safeguarding Link LAC member
- OPAL lead
- IQM Lead/SENDCo
- Inclusion team
- School Council
- Happiness Heroes
- Eco Group
- Teaching staff
- Pupils
- Parents

Documentation:

- School website
- SEND Policy
- Vision and Values statement
- Curriculum documentation

Additional Activities:

- Visits into classes
- Observed OPAL in practice



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Evaluation of Targets for last 12 Months

Target 1: To achieve the Dyslexia Friendly Quality Mark and in turn for staff to be confident in supporting pupils in class with dyslexia.

The school successfully achieved the Dyslexia Friendly Quality Mark (July 2024). The Dyslexia-Friendly Quality Mark promotes inclusive teaching and learning environments for neurodiverse learners. The Quality Mark supports schools to improve their understanding of dyslexia and develop support for dyslexic learners. The award was attained following a period of focused development, staff training, and review of classroom practice in this area. This accreditation recognises the school's commitment to supporting those who have been diagnosed or those pupils with dyslexic tendencies. Staff are able to implement support long before a diagnosis is given, thus making for positive school experiences for pupils.

Parents have felt their children have been well-supported and are very appreciative of the efforts made by the school to ensure actions and plans make a positive difference to their children's experience of school as well as ensuring the best academic outcomes are positive.

Next Steps:

- The school plans to revisit and re-assess opportunities to review progress and next steps.
- Share staff expertise with other schools within the trust.
- Revisit and recap CPD in September 2025, at the beginning of the new academic year as a reminder to all staff.



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Target 2: To improve behaviour outside of the classroom.

The OPAL (Outdoor Play and Learning) programme was initially introduced as a pilot during the Summer Term 2024 with the aim of improving opportunities for happy playtimes and to support pupils to develop skills such as collaboration and resilience. Following the success of the trial phase, OPAL was rolled out across the school from September 2024.

Since its implementation, the OPAL approach has had a positive impact on pupil behaviour and engagement in play during lunchtimes. Activities cater to a wide range of interests and abilities and makes for happy playtimes. One pupil said, "there are lots of things to do now, playing at our school doesn't mean just football or running about." Opal play leaders contributing their ideas about activities they can do such as pebble painting and imaginative play.

Staff members are seen as play facilitators, they help to guide positive interactions and address issues as they arise, whilst this has always been the case at West View, a renewed focus on the importance of play has supported colleagues to understand the importance of learning opportunities and the key role staff have in supporting. This has contributed to a more inclusive and positive atmosphere outside of the classroom, and helped develop skills such as cooperation, resilience, and improved social skills among pupils.

Feedback from both staff and pupils has been overwhelmingly positive. Staff have noted a calmer return to class after lunch, and pupils express greater enjoyment of unstructured times of play.

Next Steps:

- Continue to develop and expand the range of OPAL activities to maintain pupil interest and engagement.
- Regularly review lunchtime behaviour data to monitor the impact and identify any emerging trends or areas for improvement.
- Offer ongoing training for staff to further develop their confidence and skills in facilitating play.
- Explore opportunities to link OPAL activities to wider curriculum areas (e.g. physical development, PSHE) to reinforce learning in a practical context.



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Target 3: To ensure the PSHE curriculum is reflective of the current cohort's concerns and tailored to meet the needs of all pupils, while aligning with current statutory guidance and best practice.

The curriculum has been revised and refreshed to ensure it is both progressive and responsive to the needs of pupils at West View Primary School. Statutory guidance, local contextual needs, and plans to ensure a holistic approach to teaching PSHE has been considered carefully.

Key documents have been produced to support implementation and consistency across the school. These include:

- a clear subject vision
- a disciplinary and substantive knowledge document
- a progressive skills document
- clear lesson sequences
- a progressive vocabulary document from EYFS to Year 6
- an assessment menu
- a well-organised resource library

Curriculum planning has been developed in collaboration between the PSHE subject lead and the Deputy Headteacher (DHT). Senior leadership support has been critical to ensure the PSHE lead has been able to successfully drive this policy into practice across the school.

The revised PSHE lessons have been carefully structured to include contextual safeguarding content relevant to the school's local area. This strengthens the curriculum's real-world relevance and impact. Keeping children safe remains a priority for leaders.

The computing curriculum has been cross-referenced with the new PSHE curriculum to ensure thorough and consistent coverage of online safety, supporting a cohesive and cross-curricular approach to safeguarding. The school are aware of the increasing digital literacy demands of the curriculum and are determined to make sure pupils are well-equipped to face the challenges of keeping safe online.

The embedding of myHappymind has continued to develop positively across the school. This is evidenced by the school achieving Silver Accreditation in March 2025, with consistent lesson delivery now a key part of the PSHE lesson design.



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In Spring 2025, the school also facilitated NSPCC's Speak out Stay safe programme. This initiative was communicated clearly to families through social media and parent letters, reinforcing the school's strong home-school partnership in promoting pupil wellbeing and safety.

Next Steps:

- Integrate the new myHappymind Plus programme into our existing PSHE curriculum. This was recently launched (April 2025).
- Work towards achieving the Gold myHappymind accreditation.
- Adapt and refine the resource library giving staff more support around how different texts can be integrated into their PSHE teaching.



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Agreed Project for Flagship School Status

Outline of Project:

Learning outside the lines: our neurodivergent school approach.

'Many things can wait. Children cannot. Today their bones are being formed, their blood is being made, their senses are being developed. To them we cannot say "tomorrow." Their name is today.' Gabriela Mistral

The school is expanding and enhancing their offer to better understanding and supporting support those pupils with neurodiversity. The school approach focuses on enhancing the already inclusive and nurturing environment by providing tailored resources and implementing evidence-based strategies to ensure that every child thrives within West View Primary School.

Task: To create individual sensory circuits to support children with neurodiverse needs.

- The SENDCo is to undertake training.
- The SENDCo will disseminate knowledge to staff and parents.
- Purchase/utilise equipment to resource the programme.
- The SENDCo will oversee the design and implementation of structured sensory activities that will help children to regulate their sensory input, improve focus, and develop motor skills.

Task: Develop our extended school offer and social support outside of class with the continued development of opal, curiosity programme and attention autism sessions.

Enhance OPAL provision

- Provide refresher OPAL training and workshops for staff.
- Observe and document play to understand evolving needs.
- Develop the role of play leaders to promote inclusive and creative play.

Expand & Improve Play Opportunities

- Introduce new play zones e.g., mud kitchens, construction areas, calm space.
- Enhance existing areas by adding more loose parts and natural elements.
- Create seasonal play opportunities e.g., water play in summer, den-building in winter.



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Strengthen Child-Led Play & Autonomy

- Involve children more in decision-making about play spaces and resources.
- Further develop leadership roles in maintaining and organising play areas.

Increase Community & Parental Engagement

- Consider hosting play-focused family events to showcase the benefits of OPAL.

Improve Inclusivity & Accessibility

- Introduce sensory-friendly play areas for children who may need quieter spaces.

Task: Introduce the Curiosity Programme and Attention Autism sessions initially within EY

- Staff Training & Awareness.
- Implement Attention Autism Strategies.
- Involve Parents & the Wider School Community.

Task: To work in partnership to develop the 'Inclusion of Neurodiversity in School' (PINS)

Comments:

The school demonstrates a proactive approach to strategic planning, with a clear commitment to removing systemic barriers that may hinder support for pupils and their families. Acknowledging that delays in accessing support services contribute to increased pressure on pupils, families, and staff, the school has made a deliberate strategic decision to be part of the solution rather than waiting for external interventions.



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The Impact of the Cluster Group (with details of the impact of last three meetings)

03/07/25 Acklam Grange

Pastoral Support in Schools

The IQM lead at Acklam Grange emphasized the importance of strong leadership in shaping a positive school culture and driving success for all pupils including those with a SEND. The significance of leadership in driving culture was explored and an opportunity to share the challenges and celebrate success proved for a great discussion. The passion from all stakeholders in support of the school's work in this area was shared and there was a sense of hope which led to a positive discussion about the good work by many staff in schools. IQM leads highlighted how passion and commitment from all involved in school life are vital in creating a nurturing and inspiring school offer.

The team at West View enjoyed working collaboratively with like minded colleagues across the IQM cluster group, they have found it inspiring when listening to other schools with similar challenges and solutions and have enjoyed sharing their journey with interested colleagues. The cluster meeting reinforced their drive and commitment to ensure every child feels valued, supported, and included and happy in their school.

13/11/2024 High Tunstall College of Science

Individual School Priorities and Identifying Collective Themes for Future Agendas

The format of day provided an opportunity for cluster schools to reflect on their individual priorities for the academic year ahead and also gave time to work collaboratively with colleagues to identify common themes that could be placed on future agendas to support one another. The day allowed for conversations which continue to promote positive working relationships. The IQM lead felt it was good to know that other colleagues are facing similar challenges, and it was helpful in listening to how others respond to the changing demands on school leaders and in particular the SENDCo.

A significant highlight of the day was the opportunity to spend time within High Tunstall. The school serves a community with a high percentage of pupils requiring SEND support. It was felt that the visit was inspiring. The inclusive ethos was not only visible in practice but also embedded in the language and attitude of all staff. There was a shared sense of pride and purpose in the way staff spoke about their roles and responsibilities. Every member of the team demonstrated a clear commitment to meeting the individual needs of their pupils.

It was particularly impactful to observe how inclusivity was a core element of the school's culture. Strategies for supporting pupils with SEND are fully integrated into the day-to-day workings of the school.



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Staff described how they regularly adapt their approaches and use collaborative planning to ensure that all learners can access the curriculum and thrive both academically and personally.

This visit was a reminder of the impact that a shared, passionate commitment to inclusive education can have across a whole school community.

The key takeaways from the day for West View was around the importance of whole-school alignment of their vision for SEND which is that inclusion is a shared priority for all.

12/03/2025 Ayresome Primary

EAL, Careers and Attendance

Ayresome school is well known to the West View team as they are an Ad Astra Trust school. It was interesting for the staff to learn more about their sister school through an engaging and thought-provoking presentation about supporting pupils with English as an Additional Language. The presentation shared the wide range of practical strategies and ideas that staff can use to best meet a child's need. Visuals, songs, translation tools, survival English were just some of the ideas shared. As, like many schools, the context of West View school population is changing, this was helpful in planning ways to support pupils new to school and new to English.

In addition to this presentation the school also shared their work around raising aspirations for pupils. The Ayresome staff highlighted the importance of exposing children to careers education from an early age. Pupils have been taught about careers available to them in their local area. Raising aspirations for pupils is seen part of what they do and who they are. This aligns with future plans at West View, where the school leaders are aiming to develop the pupils' understanding of careers available to them as part of their school development work.



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Overview

The leaders of West View Primary School embody their vision of inclusion. They are proactive in making certain that their strategic vision goes beyond a hope or dream. They approach their work with careful planning using evidenced based research and expert advice. Leaders ensure the training and development offer to staff gives every opportunity for them to deeply understand how best to support all pupils so they are not only included but enjoy school and thrive in all areas of learning and life. Governors and Trust leads echo this commitment and are strong advocates of the work at West View. They are proud of the strong inclusive provision at the school. The SEND Governor visits the school frequently to support and challenge. She said, "staff, pupils and Governors work together to develop plans at West View; pupils voice is prominent and authentic." The work across the whole team demonstrates a deep and unwavering commitment to supporting all pupils in their care. Leaders ensure that pupils have a sound understanding of how to keep themselves safe.

The leadership team is supported and held to account by knowledgeable and skilled local governors and Ad-Astra Trust colleagues. Termly meetings with the Trust School Improvement leads ensure the school leaders are held to account for their pupil outcomes. The Trust leaders know that the leaders and staff at West View manage challenge and change well; they spoke about the positivity, drive, and innovative ways that leaders in West View have engaged the community. Trust leaders know that the popularity of the school reflects the excellent work of the school and are proud of West View Primary.

Pupils in the early years make good progress, those pupils achieving a Good Level of Development are in line with pupils nationally. They continue to make good progress with their early reading, and this is reflected in their phonics scores, which are again in line with national. There has been a strong focus on supporting pupils to learn their multiplication tables. Those children achieving full marks on the Year 4 check demonstrates that their approach is having impact with the school's average score of 23.3 being well above average of 20.6 in 2024. Leaders work strategically to target pupils for additional support and are eager to ensure every pupil achieves their best outcomes both in terms of progress and attainment. While pupil outcomes remain a focus, both Governors and leaders are determined that every child's journey of progress is to be celebrated. The Chair of Governors said, "all children are welcome at West View Primary School."

The school continues to develop its strong curriculum. They look for ways for pupils to celebrate learning. The school was recently recognised for its excellent work in phonics with a national award of Little Wandle Champion status. The pupils are proud of their reading skills and were keen to share their good work and tell me why reading is so important. Reading Ambassadors talked confidently about their important role in school. One child shared how the adults listen to the children's requests. He shared his joy at the library now being open at lunchtime so more pupils could enjoy time to read.



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West View is proud of becoming an Arts Award Centre – an initiative run by Trinity College London – to inspire young people to develop their art and leadership talents. As part of the programme, children have the opportunity to gain qualifications in Art, they have taken part in planning and organising an art exhibition and raised funds for their school and showcasing their excellent talent and commitment to the arts.

The learning environment has been developed with the Curiosity Approach and is outstanding. From the earliest ages, pupils are immersed in their learning activities, both inside and outside the classroom. There is much thought given to every decision made to impact positively on pupils' learning experiences. Teachers know their pupils well and adaptations to lessons mean all pupils are able to enjoy working within their age-related classes.

Support includes the use of additional staff, specialist resources and adaptations to the environment, as well as the use of effective scaffolds. Lesson visuals are displayed consistently in all lessons to reduce cognitive load. These support consistent lesson design approach of gradual release of information. The EEF research is the foundation for further school development work. The aim is always for pupils to successfully work independently. The staff are keen to ensure pupils learn about differences and similarities in how we learn and recently the School Council visited another Trust school to meet with peers with hearing and sight impairments to learn more about what a school day is like for them. Leaders aim to make sure children grow in knowledge and understanding about difference and make certain that real-life opportunities are given to help children learn. The school assesses core subjects through standardised score assessments and in wider curriculum subjects the team are working to develop collaborative activities to find a fully inclusive, accessible assessment approach based on evidence- based research and the Science of Learning.

The behaviour of pupils is excellent. Children are happy and engaged in their lessons. They enjoy coming to school and talk warmly about the staff and their friends. They were eager to talk about the importance of a happy mind as well as being physically fit and healthy. This strong sense of well-being reflects the school's wider commitment to supporting the whole child.

Pupils talked about the many groups on offer to them and said how much they enjoy the leadership roles and responsibilities. They could talk about how they had made an impact and confidently shared their work with charities. They also shared their work in school to make sure messages such as keeping safe, anti-bullying and celebrating difference were shared in their assemblies and learning. They could also talk about Fundamental British Values and could give examples of what this looks like in school, with their involvement in UK British Parliament Week. The Eco group enthused about their Low Energy day in school and their work towards developing the School Climate Action Plan.



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The importance of attendance is discussed at the earliest opportunity. Home visits, before admission into school, make the school's policy and expectations very clear. There are strong systems and processes in place and the school are proud that their attendance is above the national average. The Inclusion Team is exceptionally supportive to families, they work hard to develop positive relationships and invest time to build trust to ensure the best outcomes for all pupils. Parents are incredibly grateful for the work of the Inclusion Team and appreciate that they are always available to listen to worries or answer any queries.

Leaders reach out to agencies to support them to ensure pupils are given the very best support from the earliest opportunity. They ensure that professionals add value and make a positive impact in the pupils' lives. The Educational Psychologist working in school said, "the school is extremely welcoming of all pupils; they are committed to the inclusion agenda and always look to help children enjoy learning alongside their peers." The Assistant Educational Psychologist commented, "the staff are always open to implementing and trying strategies to best support pupils." There were many comments during the day about the warm welcome, the caring ethos, and the genuine culture of inclusion from the whole staff team.

The team at West View not only plans activities to welcome families so they engage positively in their child's school journey with them, but they also monitor the engagement through feedback from parents and staff. They are very good at listening to parents and carers and signpost them to services that can support. One parent said that leaders actively find ways to help which is evidenced in their SEND offer. Another parent expressed her gratitude about the many offers to develop her children's life experiences, saying that West View Primary School is a "magical place."

Communication systems in school are strong. The website is a window into a vibrant school packed with information and celebration. Social media and the website also share the leaders' vision of inclusion and parents shared that this is a real strength of the school that they are grateful for the support they are given, one parent said, "this school has given my children everything."

Relationships are strong in school, and families are welcomed at every opportunity. The parents enjoy the many invitations into school and say this has supported them in understanding expectations the school has.

Pupils view themselves as part of the local and wider community and look to engage with events and programmes that allow them to deepen their understanding of the world around them and how they can contribute and make a positive difference. Staff work to lead initiatives which support pupils' personal development. Pupils say that they learn about the world around them and speak with enthusiasm about their annual fundraising for charities such as Children in Need, Comic Relief and The British Legion. They explained that these days were important in helping them learn about the lives of others and they could explain why this is important. One child talked enthusiastically about their engagement with community garden project.



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The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Joanne Smith

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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