



# Reassessment Report

School name:	West View Primary School
School address and postcode:	Davison Drive, West View, Hartlepool, TS24 9BP
School telephone:	01429 267466
School website:	<a href="#">West View Primary School</a>
Head teacher:	Lauren Furness
Award coordinator:	Lauren Furness
Award verifier:	Andy Taylor
Date of reassessment:	03 October 2025

## Commentary on the mini-portfolio of evidence:

The portfolio was completed to a very high standard. All relevant KPIs were evidenced and therefore met the requirements of the reassessment.

The school has revised its communication strategies, introducing an email system and using social media to celebrate achievements and share information, which has helped parents feel better informed and connected to the school community.

A comprehensive induction process, including home visits for all new pupils, has been strengthened since the previous verification, ensuring families feel welcomed and supported from the outset.

Information for parents is fully accessible; half-termly curriculum overviews are user-friendly and largely pictorial, enabling parents to engage with their child's learning regardless of language or literacy barriers.

Pupils have played an active role in developing child-friendly policies, such as safeguarding and anti-bullying, which makes the policies more meaningful and accessible to those they are designed to protect.

Successes are widely shared with parents through a range of approaches, with Facebook proving particularly popular, helping families to celebrate their children's achievements alongside the school.

Parents are supported effectively at key transition points, with enhanced provision such as pupil-centred planning meetings where needed, giving families reassurance and confidence that individual needs are understood and met.

### Commentary on the tour of the school:

The school's learning environment has been transformed: it is now an oasis that supports both learning and wellbeing. Leaders have established clear expectations across all phases of the school, ensuring a consistent and purposeful approach.

The removal of unnecessary display boards and the introduction of muted colours have created calm, focused classrooms free from distraction. Alongside this, a range of breakout spaces have been developed to enable pupils to regulate effectively, giving them access to calm areas before re-engaging with their learning. Together, these changes represent a significant shift in the school environment, fostering a culture where pupils feel secure, settled, and ready to learn.

### Commentary on discussions with stakeholders:

#### Leadership and Management

Actions taken by leaders are rooted in a clear moral purpose and a determination to transform pupils' life opportunities while also supporting parents' wellbeing. Leaders' reflective approach ensures that priorities are securely based on evidence, which in turn drives sustained improvement. Strong management and effective communication mean that staff not only understand their responsibility to keep parents informed but also do so consistently, resulting in parents feeling fully engaged in their child's education.

#### Governance

The Trust recognises and values the work of the school to engage with the parents and the local community. Leaders are very visible and have developed very warm relationships with parents. The school's and Trust values are well embedded in the culture and relevant links are made to learning.

Local governors report that relationships with parents have gone from strength to strength. They feel well informed about progress towards the reassessment. Governors visit the school regularly, ensuring they know the school well.

#### Staff

The proportion of pupils with special educational needs and/or disabilities (SEND) is increasing, and staff are proactive in developing effective relationships with families from the outset to build trust.

Leaders provide guidance for less experienced staff in working with parents, ensuring consistency and confidence. Staff are tenacious in securing the right support for families, assisting with paperwork where needed and signposting them to appropriate services.

The school's inclusion team has been expanded to increase the school's capacity to work with vulnerable pupils and their families.

#### Pupils

Pupils spoke with genuine enthusiasm about the support they receive from adults in school, describing how teachers help them whenever they find something difficult. They explained that their teachers are not only kind, but also highly skilled in helping them succeed across

different subjects. Such comments reflect the confidence pupils have in their teachers and their strong sense of security in the classroom. Pupils are clearly proud of their school and the opportunities it provides.

They also value the many occasions when parents are invited to share in their learning. Pupils appreciate how the school equips families with information and guidance, recognising how this strengthens the support they receive at home. Their ability to articulate these views showed the pride they take in their school and their willingness to act as excellent ambassadors for the wider school community.

### Parents

Induction processes are warm and personalised. Home visits and a welcoming tone help families feel included and reassured from the very beginning of their relationship with the school. One parent reflecting the views of others stated: "I felt more confident after visiting the school with my daughter – it made a big difference."

The ways by which the school communicates with parents are effective. These approaches ensure parents are well-informed, involved and able to contribute to their child's education. Efforts are made to adapt communication to meet the needs of all families, supporting strong and inclusive home-school partnerships.

### **Strengths identified during reassessment:**

The leadership team has established a clear vision where the community is placed firmly at the heart of the school's work. Leaders know the families they serve and staff at every level are committed to engaging parents as partners. There is a deliberate focus on working with the whole family, providing a strong foundation of support from which pupils are able to thrive and achieve.

Building on existing strengths, the school's work with parents has continued to grow in both breadth and depth. Evidence gathered throughout external scrutiny highlights how the partnership with parents is not only maintained but continually strengthened. Leaders' ongoing reflection and review ensure that this momentum is sustained, with a clear trajectory of further improvement.

At every level, there is a relentless drive to develop even more effective ways of engaging parents in both their children's learning and the wider life of the school. Identified as an area on which to focus at the previous verification, leaders have ensured a wide range of workshops are regularly offered, equipping parents with the knowledge and confidence to support learning at home. Staff are equally tenacious in building positive relationships, shown for example in the constructive, solution-focused conversations held with families when addressing attendance.

Parents are welcomed into the school community from the very start. Thorough induction processes, supported by high-quality documentation, ensure families feel well informed and reassured as their children join the school. Staff carry out 'home visits' to all families whose children enrol in the school.

Crucially, parents' views are not only sought but acted upon. Feedback is regularly collected through a variety of channels, with leaders careful to share how parental contributions have informed decisions and improvements. Parents therefore have confidence that their opinions matter and see evidence of this in the school's communications and practice.

As a result of this sustained and purposeful work, feedback from parents consistently reflects the exceptionally strong relationship between home and school. Leaders and staff have invested time and care in building these partnerships, creating a culture where parents feel respected, valued and fully involved in their child's education.

**Impact:**

Leaders are relentless in evaluating the impact of their actions, ensuring that every decision is rooted in evidence and focused on what makes the greatest difference for pupils. This rigorous approach has directly informed the school's key priorities for the next academic year and beyond, providing a clear and ambitious plan to raise standards.

A central strength of the school is the way leaders and staff work with the whole family, recognising that a firm foundation of support at home underpins every pupil's success. This holistic approach enables children to thrive as parents and carers are actively involved in their child's journey and feel fully supported themselves.

Staff are highly reflective practitioners who consistently review and refine their practice. Their determination to strengthen the partnership with parents ensures that communication is open, purposeful, and focused on the best interests of the child. This has built trust and created a genuine sense of shared responsibility for pupils.

Leaders have also developed very thorough induction events, accompanied by carefully designed supportive documentation. Parents repeatedly comment on how well-informed and reassured they feel as their children begin school. This strong start sets the tone for a positive, long-lasting relationship between home and school, ensuring that pupils are well placed to settle quickly and make the most of the opportunities available to them.

**Areas for development:**

Building on the school recent successes, to provide more focused workshops to develop parents' skills with supporting their child's individual needs.

**Verifier recommendation:**

West View School to be awarded the LPPA Award for a further three years.



**Head teacher comments:**

I am delighted that the school's work with parents, carers and the wider community has been celebrated and recognised again through the reverification of the Leading Parent Partnership Award. Putting together our award portfolio reminded us of just how many opportunities there have been to have our families sharing experiences with us over the last 3 years in particular. We thank each and every one of our families for their continued support and engagement – not only in attending the sessions, but also in providing us with follow up feedback too so that we can further improve what we do. We are looking forward to being able to further tailor our offer moving forward, developing bespoke sessions that will help parents and carers to support the individual needs of their children e.g. hosting sessions that focus on supporting pupils with Speech, Language and Communication Needs.

The reverification visit was a resounding success and I am so proud that our assessor was able to see the work that the school has done in all areas over the last 3 years, including with regards to the transformation of our physical school environment. Staff at every level have worked incredibly hard to create an environment in which your children can truly thrive.

I am so proud of what we can achieve by working together in partnership for the best of our pupils. It has been a pleasure to read this verification report, which is a testament to the hard work of our whole school community.

May we use your comment for website/marketing purposes? **Yes** / No (please delete)