



Assessor's Evaluation for the IQM Flagship Project



School	West View Primary School Davison Drive Hartlepool TS24 9BP
Head/Principal	Lauren Furness
IQM Lead	Ms Natalie Boagey
Date of Review	18th May 2026
Assessor	Ms Joanne Smith

IQM Cluster Programme

Cluster Group	Inclusibles
Ambassador	Annette Sowden

Cluster Attendance

Term	Date	Attendance
Autumn 2024	13 th November 2024	Yes
Spring 2025	12 th March 2025	Yes
Summer 2025	3 rd July 2025	Yes
Autumn 2025	25 th September 2025	Yes
Spring 2026	24 th March 2026	Hosted



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The Impact of the Cluster Group

24/3/26 - West View Primary School hosted the meeting

The school was able to share their journey with colleagues and engage in meaningful discussion with others.

Colleagues responded favourably to the work of West View staff and the team have since welcomed visits from other schools who are keen to learn from their excellent practice. This experience of hosting the meeting was affirming for staff and has noticeably increased their confidence.

Feedback from the team regarding the cluster meeting is that reducing the size of the group has proved effective, allowing for deeper engagement and more opportunities to develop positive working relationships with similar minded colleagues

25/5/25 - Discovery Alliance

Thoughtful discussion around understanding unconscious bias and recognising how our own assumptions can influence interactions with pupils, families, and colleagues was helpful to the West View team. The team felt it was important to reflect honestly about where biases may come from, what helps us interrupt them and how they can model inclusivity within their school setting.

The team also came away from the meeting with many ideas about how they could develop their offer for pupils who are developmentally working outside of their peer group. It was interesting to see how and what practice is the same as in a mainstream setting and what was different or had need to be adapted to ensure pupils were given the absolute best opportunity to succeed.

3/7/25 - Sunderland University

Staff had the opportunity to network with colleagues from across the region and to hear from inspirational speaker Steve Waters on "The Cost of Caring: Recognising Teacher Burnout." His message reinforced the importance the school places of prioritising staff wellbeing, understanding the emotional load of working in education and recognising early signs of burnout. This supported ongoing conversations within the team about sustainable practice, workload balance and creating a culture where staff feel valued and supported.



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Evidence

- Documentation detailed in the IQM School Evaluation Report
- SEND policy and documentation from website
- CPD planning to support IQM project
- Curriculum documentation
- DFE Research Plan
- Learning walk with Deputy headteacher and SENDCo

Meeting with:

- Headteacher
- Deputy Head
- SENDCo
- Teachers from across school phases
- Pupils
- Parents and Carers



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Evaluation of Annual Progress towards the Flagship Project

Target 1: To create individual sensory circuits to support children with neurodiverse needs.

The SENDCO has introduced sensory circuits into school practice to support those pupils with sensory processing needs, but staff have found that they can be beneficial to all pupils and use the movement-based activities to support pupils who need to regulate. Movement breaks in school are the norm and are found to be extremely effective in grounding pupils so that they can remain in class and enjoy their learning. While staff continue to follow sensory programmes advised by Occupational Therapy, they have also developed a deeper understanding of the importance of responding to pupils' emotions in the moment. This flexible, child-centred approach means pupils do not have to wait for lengthy referral processes before receiving support that may help them. Staff are increasingly confident in identifying emerging needs and offering timely, appropriate strategies that promote regulation and wellbeing.

This has also enabled staff to recognise when pupils without a formal diagnosis may benefit from similar sensory approaches. As a result, support is more equitable, preventative, and responsive.

The school uses the programme My Happy Mind which complements this work by providing a structured approach to emotional literacy, resilience, and self-regulation. Together, these practices reinforce a culture where wellbeing is prioritised, and pupils are equipped with tools to understand themselves and manage their emotions.

Next steps:

Develop sensory circuit area in school where children can go to self-regulate if needed.

Target 2: Develop our extended school offer and social support outside of class with the continued development of OPAL.

The value of play is embedded across school. The school continues to grow its provision to ensure less structured parts of the school day lend themselves to building key skills and core values. Children are happy and excited to play; they talk about having fun and enjoy making up games with the resources that have been introduced over time. Creativity and developing a child's imagination in a safe environment has been a significant benefit of developing the OPAL work in school.

Staff report happy playtimes with children developing key skills in cooperation, collaboration and teamwork and few incidents of children becoming dysregulated. Play leaders have been developed in their role and they enjoy taking responsibility for resources and in leading children in play.

Over time the school has introduced a zoning system gradually introducing areas that respond to the request of pupils. This includes quiet areas such as the library space which has been much appreciated, previously pupils were allowed access to the indoor



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library which was popular. The introduction of the outside library has been as equally well-received and for those pupils preferring a quieter playtime, they are able to enjoy the fresh air reading, observing and chatting to their friends in a calm space.

Seasonal play opportunities such as water play in summer and den-building in winter have developed over time. This approach ensures playtimes stay exciting and evidence that children contribute with their voice as to how play can be developed. It is important to school leaders that pupil voice is well-developed, and pupils say they are listened to and they are supported to make sensible decisions that work. The gentle guidance given by staff to ensure that children are successful when sharing their ideas and opinions as to how play can be developed successfully has ensured the ongoing success of this initiative.

Parental engagement in this work has been a real success. Parents are able to contribute meaningfully with ideas and skills that see a direct and immediate impact on their children's enthusiasm to attend school. They have also been welcomed to attend a stay and play after school.

Junior leadership groups have fundraised to provide additional resources to playtimes. Attendance is strong and the leaders' endeavours to make sure they squeeze every last drop out of the school day to make it apposite one for pupils cannot be underestimated. This work is an example of excellent practice in developing the whole child and shows a deep understanding of the leaders' vision to make certain every child enjoys and thrives in school no matter what their academic ability background or need. Initiative such as this make school fun and build many skills for life.

Next Steps:

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

Ensure the library space continues to provide a quiet calm space.

Target 3: Introduction of the curiosity programme and attention autism sessions initially within EY.

The school staff report that this work has led to clear improvements in pupils' attention, engagement and participation in school life. Several targeted pupils have made rapid progress, particularly in communication and social interaction.

Staff training has been central to this success, with six staff now trained to deliver the programme. Curiosity-driven learning is becoming embedded practice and is having a positive impact across the cohort.

Stage One activities are helping pupils develop engagement, a love of learning and improved listening. Growing independence is also evident, with children supporting one another in daily routines such as putting on their coats. The use of Makaton ensures activities are accessible and inclusive for all learners.



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Progress is monitored through observations and assessments of attention, engagement and social interaction. The SENDCo and Communication Lead gather feedback from staff, pupils and parents to evaluate the programme's effectiveness. The school also shares videos on social media to showcase curiosity-based learning in action and celebrate pupils' achievements.

Next Steps:

Extend Makaton training to more staff to support pupils with communication difficulties and those who are pre-verbal.

Deliver bespoke Makaton workshops for parents/carers to support learning at home. Continue 'Sign of the Week' videos for parents/carers on social media.

Target 4: To work in partnership to develop the 'Inclusion of Neurodiversity in School' (PINS)

West View is working in partnership to develop the Inclusion of Neurodiversity in Schools (PINS) programme, bringing together health specialists, education staff and expert parent carers to strengthen whole-school SEND provision. Across Hartlepool, ten schools have engaged well with the project, with strong staff buy-in and excellent participation. West View's team is highly trained, trauma-informed and skilled in supporting pupils with multiple vulnerabilities. Their collaborative approach ensures staff feel confident and well-equipped.

The Small Steps Early Years outreach team has provided valuable expertise, helping the school ensure that all aspects of school life meet pupils' needs. Leaders are proactive in adapting provision for the growing number of neurodiverse pupils and prioritise high-quality training to support staff in classrooms. The whole-school approach enabled a thorough audit of the environment, which highlighted many strengths. Training around sleep, diet and sensory needs has helped the SENDCo guide families and signpost further support. This has increased parental engagement and uptake of sessions.

The school's Local Authority Educational Psychologist describes West View as a "community-centred school that goes above and beyond. To support pupils and families." They view the school as having a SEND team that provides consistent, high-quality support. They said that leaders prioritise listening to families and ensuring every child is known, valued and supported. It is clear that pupils with SEND are put at the centre of their work and the team are held in high regard by outside agencies.

The school has engaged with PINS to develop a clear action plan, strengthening early identification and SEND provision. Involving parent carers in the process has increased trust and credibility, further improving school-family relationships. Staff report that direct training such as Sunflower Sensory training from Occupational Therapists, has had a significant positive impact. It has improved identification of sensory, and regulation needs and supported more personalised planning. Staff emphasise the importance of understanding the whole child and continually reflect on whether provision still meets each pupil's needs.



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Agreed Actions for the Next Steps in the Flagship Project:

Leaders of West View recognise the increasing need to support children with neurodiversity, including those with autism, ADHD, dyslexia, and other conditions. Expanding their provision in this area is essential to ensuring that all children receive the support they need to thrive academically, socially and emotionally.

As a school, they will focus on enhancing their already inclusive and nurturing environment, providing tailored resources and implementing evidence-based strategies and training to ensure every child thrives. Their commitment is for all to continue to live their ethos of welcome and belonging.

Leaders aim to arrange an agreed SLA with a private Occupational Therapy provider to enable the school to access timely assessments, so that staff can support pupils' individual needs through expert-informed plans. They plan to develop professional development and training through collaboration with the Hartlepool Occupational Therapy team.

Staff will arrange Sunflower Sensory parent sessions to be held at West View. This will enable parents to attend in a familiar setting and access support from one of the school's Inclusion Assistants, who would attend alongside them.

The creation of bespoke sensory diets for children and the design and development of an area within school where resources, including sensory circuits, can be accessed throughout the school day as needed will help support pupils' sensory needs.

West View plan to further develop the intervention offer, including individual and group programmes to target sensory, regulation, motor and handwriting difficulties. Time will also be given to work alongside staff so that they are confident in delivering interventions to ensure the greatest possible benefit for children.

The continuation of bringing health and education specialists, alongside expert parent carers, into the school setting to provide early intervention at school level, upskill school staff, and strengthen partnerships between schools and parent carers will help shape whole school SEND provision.

The SENDCo and Communication lead will initially access staff training on understanding and implementing the Autism Education Assessment framework and then provide staff training on the framework and its purpose.

Generally, existing practice will be strengthened, and this will drive forward further improvements in respect of developing provision and practise for Speech, Language and Communication at West View Primary School.

The school also plan to develop a custom website page to showcase their offer.



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Overview

West View's approach to inclusion is a genuine strength. All families are welcomed from the moment they enter the school. All staff work hard to build trust through strong relationships and a deep understanding of each child's personal circumstances. The happiness and well-being of every pupil is a high priority and this commitment is reflected in the progress children make across school life.

All aspects of safeguarding is central to their work. Staff continually adapt their practice to meet the demands of an ever-changing digital world. Digital leaders help reinforce key online-safety messages for both pupils and staff by leading assemblies. The power of pupil voice is recognised as a genuine vehicle to keep children safe.

Attendance is placed high on leaders' agenda and systems are well-embedded to ensure pupils are able make the most of school, barriers are removed because of the support that is given right from the very start. Nothing is too much trouble for the staff of West View as a result pupils attend and enjoy school.

A wide range of visitors and external agencies contribute to a rich package of support. The school's universal offer forms a strong foundation within a graduated approach and pupils with multiple vulnerabilities receive bespoke provision to ensure they thrive. Pupils with high additional needs work happily alongside their peers with well-trained staff who clearly care deeply about the pupils they are supporting. Every child is known and celebrated.

The warmth in which staff communicate with pupils, parents and each other is evident that their strong relational practice is rooted in everyone wanting the very best for every child. This was echoed by parents who recognise the school go the extra mile for their children. Parents talked about staff being approachable and they very much appreciate the time they give to listening to them. They said they trust staff and know that their children are well-cared for. They also appreciate the high expectations they have for their children with one parent sharing the challenge that staff had given to their child with further developing their reading.

The school environment, pupils' work, the website and social media all reflect a strong curriculum enriched with memorable experiences and opportunities. Pupils speak proudly about their school and the leadership roles that help them grow in confidence and live out the school's values. Pupils enjoy making decisions and OPAL play leaders talked about their successes and reflected on some of their ideas that had needed refining. The passion of the teacher leading OPAL is clearly a driver in its success.

A Communication Lead has been appointed to strengthen early identification and support. Progress meetings highlight pupils who may need additional help. Staff benefit from a clear graduated response before involving external services, they have a key person who has knowledge and a personal drive to ensure children are well-supported. Parents are engaged through Makaton videos, workshops and the communication-friendly setting award through Elklan; they are currently working towards the Gold Award.



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The curriculum has been refreshed to ensure it is exciting, research-informed and rooted in strong values. Memorable experiences and well-planned visits build cultural capital. Staff are trained to use routines, recap learning and help pupils make meaningful links across subjects. Relational practice and a culture of kindness underpin excellent behaviour and attitudes across school. Where pupils may need support, parents are seen as critical partners.

The school’s strong offer has contributed to reduced persistent absence, and they are meeting their DfE attendance targets. Attendance expectations are well-embedded. Early Years attendance remains a focus with clear communication to families about the importance of daily school attendance when they start nursery. Making certain families see the importance of coming to school is key and thanks to the strong relational practice and high levels of respect and trust of school staff, parents and carers engage well.

Parents engage positively in workshops and extended-school activities, helping to break down barriers and strengthen the authentic community offer from the school.

Staff said they feel “energised and empowered,” by leaders’ inclusive vision. They feel supported, trusted and proud of the school’s work and their own contribution within the team. They describe West View as a place where “every child is safe, known and valued.” I would agree.

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 maintain its status as a Flagship School.

I therefore recommend that the school retains its 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**