



28<sup>th</sup> March 2018

Mrs Anna Young  
Headteacher  
Wessington Primary School  
Lanercost  
Glebe  
Washington  
Tyne and Wear  
NE38 7PY

**Assessment Date: 14<sup>th</sup> March 2018**

## Summary

Wessington Primary School is an averaged sized primary school serving a socially disadvantaged area in the Glebe, Washington Tyne and Wear. The school was graded as 'good' by Ofsted in November 2013 in all areas and outstanding for Leadership and Management.

Wessington Primary School serves 323 children from the surrounding area. The school is one form entry and has its own day care and nursery which is extremely well organised to ensure maximised learning opportunities and support for all pupils attending. The school benefits from sharing its site with the CAMHS service. This has lent itself to joint working and the school identify this as essential to meet the needs of the children accessing their provision. This is reflective in the service level agreement which the school prioritise to enable them to offer SEMH support to their children. The school prides itself on its Forest School, which is within the school grounds and use it creatively to ensure it is accessed by all children, both whole classes and as a form of intervention to target children with specific needs. All stakeholders spoke positively about this resource and its role in developing the children's problem solving, resilience and social communication skills. The school endeavor to develop children's independence and are currently prioritising the development of children's 'learning to learn' skills through curriculum review and planned future INSET.

Wessington Primary School place as much priority on the pastoral elements of their school, as they do the academic needs of the children. They very much recognise the need to develop the 'whole child'. This is evidenced in the curriculum that is offered, the school building and grounds and the extracurricular opportunities available to the children. There is a strong sense of belonging in the school with clear expectations for all. The families respect the school and all it provides for their children. The parents and children recognise they have a voice and are listened to.

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The attainment of pupils when they start school is generally well below expectations due to the limited opportunities prior to starting school. The Head Teacher explained this is why the school is currently fighting to keep the two-year-old provision. As the earlier the children start school, the more progress they make.

Around 22 percent of children are on the SEND register with a range of needs such as ASC, speech and language difficulties and children with social and emotional needs. The school caters extremely well for this group of children, targeting support to meet the individual needs of all children and identifying need early. This is reflective in the staffing structure in the school, with a SENDCO in the 2-year-old and nursery provision and one for reception to year 6. In addition to this, teaching assistants are targeted at classes allocated for need. The timetable is planned so that these staff can offer immediate intervention for those children experiencing misconceptions or difficulties. There are also highly trained interventions such as firstclass@number, firstclass@writing and the Reading Recovery Programme, in order to support closing the gap between groups of children.

School Leaders recognise the need to improve the school's provision and progress in relation to reading. Developing a school improvement plan in relation to this area has ensured all stakeholders are clear in their role of improving this area. The recently purchased and implemented 'Reading Plus' programme is proving to accelerate progress in this area and boys particularly have been very responsive to this resource. The classrooms invite you to read, with some wonderfully creative reading areas. The playground reading hut, allows children to enjoy a calm environment during their breaks. In addition to this, they have appointed a Reading Recovery teacher during afternoon sessions this has had a significant impact on the children's reading progress. The school leaders recognise the importance of good attendance. Attendance is currently 95.1%, marginally below the expected 96% nationally. The school's Family Support Officer monitors attendance daily and supports families in difficulty or experiencing challenging circumstances to ensure their children access school. This role is an example of how the senior leaders are motivated to meet the needs of the changing cohorts as they move through the school. The Family Support officer's previous role was to deliver a nurture programme to a group of year 5 and 6 pupils, following a life skills' focus. These children have recently moved on to the next stage of their education and the school's resources have been re-directed to family support, family learning opportunities and the day to day monitoring of attendance.

Staff are passionate about their school and invest their time in their roles. Staff are committed to the children and families of Wessington, many staff having started at the school as NQTs, with the recently appointed Deputy Head Teacher being an example of this. The Senior Leaders and Governors acknowledge the commitment of staff and take pride in the 'grow your own' culture and the development of staff roles linked to the needs of their stakeholders. Recently, the school has employed several apprentices to complement the staffing structure making maximum use of funding whilst developing and strengthening the staff and provision on offer. A coaching approach is interwoven in the school's culture as a vehicle for school improvement, this is reflected in the development of school staff into leadership roles.

The school is primarily white British, with only 4.9% of children being from other ethnic groups. Other vulnerable groups, such as LAC and those undergoing safeguarding processes, are catered for effectively. The school has 4 Designated

Teachers for Safeguarding and manage this area in a challenging location very well. They are supported by the school's Family Support Officer in the day to day duties.

The Senior Leaders make themselves available to parents and families in need, with an approachable, informal and welcoming ethos contributing to the pastoral success to the point where parents do not need to ask for help from more formal services– the 'door is always open' at Wessington. The school has a strong Senior Leadership Team, with meticulous systems to ensure all staff have the appropriate knowledge to ensure the needs of all children can be managed using the correct strategies by all staff. This creates a positive, calm and purposeful learning environment.

Wessington Primary School strives to be the best they can with a strong focus on school improvement. The school buys into the Gateshead School Improvement Team. In addition to this, they have formed good working links with two local schools. This has given many opportunities for moderation when implementing 'assessment without levels', sharing of staff expertise to strengthen and develop the staff team and joint projects. High priority is given to staff CPD with all staff benefitting from regular performance management and training linked to school need, education agenda and staff interests. Senior Leaders think creatively to structure the provision and staffing to meet the needs of all stakeholders. Recently, creating a new TLR post to specifically focus on the disadvantaged groups of children. Again, internal appointments have been made which demonstrates the quality of staff and the opportunities which have been made by leaders to cultivate staff expertise.

The Head Teacher described the school's catchment as 53% of their families being in the top 10% of the country's deprivation indicator. The school is at 'the heart of the community' in what can only be described as a challenging area. Due to the school's location and the experiences the children have when they enter the school gate, a significant priority is given to educating the whole child. Links with local business, Nissan and local housing company GENTOO contribute to this area and raise aspirations for all. The school use their local environment and businesses very well to enrich the curriculum and develop opportunities for their children.

Currently, the school has 323 children on roll, with 55% of these pupils in receipt of free school meals. This is significantly above the national average and has resulted in the school appointing a staff member with responsibility for Pupil Premium. The school offers a day care and nursery provision and is two form entry for year groups reception – year 6. The school has a clear leadership structure with embedded systems and policies. There have been many opportunities for staff progression and development with the school recently appointing a Deputy Head Teacher and Maths and English Lead internally.

Wessington Primary School building presents as a canvas to showcase an array of whole school and community achievements and projects. My favourite being the school 'Snow Dog', purchased for the school by GENTOO and decorated with the theme of children's rights by children from across the school. The school holds the gold status award for the Anti-bullying Mark, gold award School Games and has recently been awarded the silver level of the Rights Respecting School Award. The school is constantly striving to achieve and is now working towards the gold Rights Respecting School Award and is aiming to achieve the Eco-award as a means of

auditing and recognising the extensive work and opportunities the school offer through their Forest School.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Laura Smith**

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



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



## Element 1 – The Inclusion Values and Practice of the School

### Strengths:-

- The school creates an inclusive ethos from clear aims that are shared by all stakeholders through sharing of policy, best practice and setting high expectations for all.
- All stakeholders recognise the importance of equality of opportunities and the changing needs for all children and families of the school. Staff are flexible in their roles, enabling fully focused support through the needs of the children as and when they arrive. An example of this is the role of Michael, he was originally delivering a nurture type programme for children in year 5 and 6, however, as those children have moved on his role has become more focused on supporting families and family learning and attendance.
- All stakeholders invest in the school, this is reflected in the limited mobility of staff and governance. The school value every member of staff as they do their children and families, this is recognised in the CPD, changing and adapting roles and promotion of existing staff members.
- The school leaders recognise the importance of staff well-being and all staff are seen on a termly basis by a wellness coach. Information is also readily available around the school regarding staff well-being.
- School grounds are very appealing to the eye and accessible to all. A variety of activities can be enjoyed, appealing to the energetic child (trim trail/ climbing equipment), a reading shed, outdoor classroom and the Forest School.
- The school presents as a safe and secure environment for all children with purposely planned and built disability access and toilets. Classrooms are vibrant and enticing with a focus on celebration of achievements and display and resources to develop independence whilst furthering children's knowledge and skills.
- Curriculum is planned, adapted and resourced to meet the needs, interests and cultures of all learners. The focus on the children's safety and rights is well documented through display. Barriers to Learning are identified very quickly and support staff targeted towards the needs of the child with immediate response the same day as the misconception.
- The principles of Forest School are fully embedded across the school, ensuring at some point across the school year that all children access this outdoor learning opportunity. This demonstrates the school's focus on nurturing children's 'learning to learn' skills. Allocation of a Forest Schools Leader ensures the resource is fully integrated into the school curriculum and impact is measured.
- Staff have excellent relationships with pupils and each other, they can have fun allowing for maximum gains from all pupils.



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- Senior Leaders, have embedded policies and procedures to identify children with special educational needs and have adapted these in line with the new code of practice.
- Achievement by all, in many areas, is celebrated through many devices such as 'The Golden Standard' displays situated down the main office corridor in the school. Each board presenting an area of the SIP and examples of that week's 'golden standard' from day care to year 6 displayed. This is a very powerful way of presenting whole school progress and impact in a snap shot, as well as raising the profile of school improvement areas for all staff.
- Every child's efforts are valued at Wessington Primary School. This was demonstrated by the Head Teacher stating that during a recent 'health check' a Head Teacher from a partner school commented that only the best work should be on the school display. Mrs Young challenged this and stated if that is the child's best work, for that child, it would be displayed. Showing the value of every child's efforts despite their needs.
- The school provide outstanding 'pastoral care' for its pupils. They have a Learning Mentor who supports children with social, emotional, behavioural needs across the school and within the Nurture Provision. It is part of his role to monitor attendance. With staff removing these barriers, children have been able to flourish.
- The school have embedded systems to ensure progress for all groups of children. Interventions have been implemented and have had a positive impact particularly in Reading through the use of the Reading Plus programme.
- The school website shares its inclusive values, how funds such as pupil premium are spent and the school's SEND Information Report.

### Areas for development:-

- To develop pupil and parental voice when considering school improvement issues. An example would be involving the School Council in the discussion with SLT and Governors regarding the further development of the school yard.



## Element 2 - The Learning Environment, Resources and ICT

### Strengths:-

- The school is a safe and secure learning environment for all.
- The school building is modern and spacious and very appealing and welcoming to all. The Head Teacher explained that it is important to be inviting to the children as where the school is placed is a highly deprived area and some children come from very poor backgrounds.
- The school is very well organised and ordered which creates a purposeful learning environment. This is evident from nursery to year 6 with learning spaces having clearly defined areas, displays which support and encourage the development of independence.
- Priority is given to intervention with the acknowledgement that for well planned, organised and meaningful intervention to have an impact, space must be offered, the school having two intervention rooms. In addition to this, is a well-stocked library which is used by every class weekly.
- Display is used to celebrate, inform and question. There is a celebration of all children's work throughout the school, demonstrating the depth of the curriculum offered to the children of Wessington whilst presenting the school's priority for educating the children about their rights and staying safe and preparing them for adulthood.
- Classrooms throughout the school have a purposeful and calm climate, maximising learning potential. The display and learning areas within the classrooms lend themselves to developing children's independence and self-help skills. This was progressive moving from reception, to Key Stage One and into Key Stage Two.
- The recently merged nursery and day care area have well defined learning areas which invite the children to explore. The outdoor area supported imagination and creativity with children being given free rein with paint and creative materials.
- The school benefits from a specialist music teacher who is employed by the school to offer opportunities to talented pupils.
- The Learning Environment's display reflects the broad and balanced curriculum offered to children with many chances for celebrating diversity and individual differences whilst promoting the development of children's resilience and aspiration.
- Particular areas of the school display demonstrate whole school themes and focuses such as 'Safety Street', 'The Golden Standard Boards' and 'Children's Rights Through Traditional Tales' were powerful in reminding children and visitors of these key themes whilst demonstrating the progression of children's knowledge and skills when they move through the school.



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- Learning areas are vibrant and interesting with interactive display in some cases enhanced to extend learning opportunities for pupils.
- Classes benefit from touch screen interactive whiteboards, iPads and laptops to enhance pupil engagement and learning opportunities for all.
- Resources to support the curriculum and children's learning are plentiful whilst being accessible and organised for all. Differential resources for individuals are evident throughout the school.
- The playground and school field are secure, spacious and landscaped to provide stimulating play opportunities for the children.
- A Forest School takes pride of place within the school grounds offering ample opportunities for outdoor learning.
- An outdoor classroom and Reading Cabin provide an additional facility for learning and calm spaces outdoors as well as raising the profile, at every opportunity of the school day and area of the school improvement plan.
- The school use local resources well to enrich their curriculum such as recent visits to Hamsterley Forest, The Glass Centre, Nissan and Cragside not forgetting the local beach.
- There is a wealth of intervention taking place, particularly in reading and maths, which has had a significant impact on children's progress in this area.
- Teaching assistants are deployed effectively, support is reviewed regularly, ensuring value for money and ensuring the ever-changing needs of the families and pupils of Wessington Primary School are met.

### Areas for development:-

- To continue the development of the school grounds and use of the Forest School to create opportunities for the talented pupils in the arts and sporting areas as well as maximising progress in the school improvement areas.





## Element 3 – Learner Attitudes, Values and Personal Development

When pupils were asked what the best thing about their school was, one child in year 4 stated; *'It makes me feel safe, at this school I am allowed to be who I am.'*

### Strengths:-

- Children are enabled, valued and listened to at Wessington Primary School.
- Heavy emphasis is placed on children developing their aspirations for the future. The school offer opportunities to celebrate children's successes from outside of school during celebration assemblies. They have many visitors and an annual careers week with visitors from people in many different jobs such as doctors, police, vets and nurses.
- Children are empowered to contribute to society in later life through the fully embedded School Council, whose proactive role in school development is recognised in the School Development Plan.
- The children speak in an informed way about their rights and what this means to them.
- Pupils care, listen to and respect one another. They were observed in several different year groups working well together to solve problems.
- Children respect one another and appreciate children's different needs. They have many opportunities to fund raise and develop their understanding of others participating in a range of charitable events and days.
- Children are confident and articulate well about their school.
- The children have clear rules and boundaries and know where to find support. They take on many supportive roles in school such as buddies, school council, lunch monitors and trolley monitors.
- The school have a well-established and embedded school council who have recently completed much work to support the application for the Rights Respecting Award. Their last project being to focus on bullying and how to reduce it in a school setting.
- Experiential learning is a priority to the school, which is situated in an area where family experiences are limited. The children have many opportunities for enrichment and extra-curricular activities.
- There is an embedded school culture of celebration of achievement and efforts and recognising progress of all children no matter how small. Rewards are offered in a range of ways to motivate children to achieve; house points, jewels in the jar as well as trips for 100% attendance. The children recently went snow tubing as a reward, if they had achieved 100% attendance.



- Effectively planned induction and transition is in place for new and existing pupils at every stage in their education journey. Providing new pupils with a buddy, to help settle them into the school routines.
- Spiritual, moral, social and cultural understanding is developed well through the school's curriculum.
- Embedded behaviour systems encourage pupils to make correct choices, develop mediation skills to form lasting relationships.
- Established behaviour policy and systems enable and empower children to be responsible for their actions. The building blocks for developing the children's understanding starts early with a simplified system of green and red choices. Children spoke positively of the class charters with one explaining *'It's very clear, we set the rules if we break them there is a consequence.'*
- Wessington Primary work in partnership with others to ensure careful and successful transition.
- Health plans are in place for particular children and are shared with the appropriate staff. These are written, shared and agreed by parents.
- Wessington Primary Leaders recognise the importance of supporting a child's social, emotional mental health needs through prioritising funds for the last 5 years for a service level agreement with CAMHS. This means their children do not have to wait for assessment. Staff have also been targeted to deliver nurture programmes.
- The school Family Support Officer is trained in the delivery of Drawing and Talking Therapy. One parent explained that this had supported her son positively through his grief and a very difficult time in his life. In addition to this he has also complemented the curriculum with regards to personal safety, running the NSPCC PANTS sessions for all children and hosting a session to raise parental awareness of these issues.

### Areas for development:-

- There are no areas for development in this element.



## Element 4 – Learner Progress and Impact on Learning

*‘Throughout all aspects of our work there is a tangible belief that effective education must engage, embrace and have a positive impact on all learners.’*

### Strengths:-

- Despite children entering the school with significantly below baseline data children leave the school having achieved national average or above in most incidences. The school have fought to maintain the two-year-old placement as they acknowledge the longer they have the children the greater the outcomes.
- Wessington Primary School identify the needs of each individual as they enter the school, creating a bespoke flight path for the child. This is tracked and reviewed in every pupil progress meeting to ensure the child is making the progress required from their original starting point and end of key stage achievements. This supports and demonstrates the schools’ high expectations and reflects the speedy response to difficulties which parents and Governors commended.
- Children are given the opportunity to learn through a variety of methods using a range of activities that support the different learning styles. The school grounds are used to the maximum to give children outdoor opportunities to develop their resilience, creativity and problem-solving skills.
- Staff knowledge of their children is impeccable ensuring maximised learning opportunities for all.
- Learners are regularly assessed; their attainment is recorded. This feeds directly into the targeted support and intervention programmes available and contributes to the early identification of barriers to learning.
- Targets for children are set for literacy, numeracy and for an agreed personal outcome. The children take ownership of this target and are beginning to develop their self-assessment skills.
- The Reading Recovery programme is delivered by a qualified teacher who also supports a Y6 group in the morning in preparation of the end of key stage 2 test.
- Targeted additional adult support with same day directed intervention to tackle misconceptions is proving effective in that more children are working towards the expected standard in reading, writing and maths.
- The SEND Code of Practice is fully embedded into the school’s systems and SEND Support Plans have been written to meet the needs of all pupils in collaboration with parents.
- To maintain the supporting environment of the school during holiday periods such as the Summer Holidays, the school offers a Summer School which is delivered by the Family Support Officer and a Coaching Company.



## IQM Assessment Report



- Governors report the inclusivity and progress of the learners in the school is based on the relationships between Teachers and Support Staff and their ability to identify need, target intervention and plan to remove the barrier to learning.
- Governors report the senior leaders of the school are driven, enthusiastic and strong leaders who identify areas for development and work meticulously with the experienced staff to build on the area.
- The most-able and talented pupils benefit from planned opportunities across the school year to develop their skills and talents. The school has a STEM group, have developed sports leaders, achieved the sports active gold charter and support mathematicians through maths master classes at the feeder secondary school. The school also plans to further develop their Forest School with an outdoor art studio, again lending itself to opportunities for the talented pupils to develop their skills.

### Areas for development:-

- Through the planned INSET for September, further develop the children's 'Learning to Learn' skills and their ability to transfer these skills to all subjects across the curriculum.
- To continue to work in collaboration with other schools, to develop and share the expertise of the new roles of the English and Maths Leads.



## Element 5 – Learning and Teaching

*‘The marking of pupil’s work and the feedback given to pupils about how to improve their work is of a high order in their English and Mathematics work and pupils routinely respond to suggestions for improvement.’*

### Strengths:-

- Teaching is consistently good or outstanding and is monitored at regular intervals throughout the school year. Working with neighbouring schools and Gateshead Local Authority has created opportunities for joint moderation and Peer Coaching.
- Teachers support each other, through established peer coaching systems to evaluate and build on their practice to ensure the best outcomes for all learners.
- The school ‘grow their own’ staff, providing many opportunities for existing staff to promote into more senior roles and have recently appointed several apprentices for a range of roles in school.
- The school recognise a whole school focus is required in the area of challenge. All staff provide appropriate differentiated activities to meet the opportunities for all learners.
- Teachers plan effectively, set clear learning objectives and use a wide range of teaching strategies to address the needs of all learners.
- ICT is used appropriately to motivate learners.
- Outdoor Learning is used particularly well to develop children’s creatively and problem-solving skills this is having a pleasing impact on children’s resilience to more challenging areas of the curriculum. The impact of the Forest School has acted as a catalyst to pupil confidence with the leader stating *‘you can’t be wrong out there, everything is right. The learning moves at their stage and pace.’*
- Outstanding deployment of additional adults ensures maximised learning opportunities for all.
- Teaching Assistants are positive, proactive and enthusiastic about their roles. Staff talents and areas of interest are used to add to the school’s broad and balanced curriculum.
- Support staff are valued and offered appropriate CPD.
- Regular, purposeful educational visits are used to enhance the curriculum and are spoken of very fondly by the pupils.
- Performance Management systems are fully embedded and are progress related to whole school issues as well as identifying personal targets to all staff.



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- Staff collaborate with other staff with similar interests weekly and focus on shared issues to maximise progress and impact of provision throughout the school.
- Children's were very knowledgeable of the schools marking systems and spoke in detail about how they knew what they had to do to improve their work.
- The school boasts a range of reward systems which motivate children to learn. One pupil stated, *'you only get a postcard home if you have done really well.'* He stated he was aiming for one this school year.
- School recognise the importance of Personal Social Education and monitor the progress in this area for specific children through the PIVATs.

### Areas for development:-

- To continue to strengthen the teaching across the school to ensure all children, including the most-able are challenged appropriately in order for the school to have a greater percentage of children meeting the higher standard at the end of each key stage.



## Element 6 – Parents, Carers and Guardians

During a discussion with three parents, one stated that the only thing she could say about the school was; *‘Wessington Primary School came to my son’s rescue. Since starting this school my son has not self-harmed for 9 months. This used to be a daily occurrence at his previous school.’*

### Strengths:-

- The school have an open-door policy which is valued by all parents.
- Parents reported communication from the school was ‘outstanding’. They spoke positively about the website, text messaging service, face book and the notice boards in the classroom.
- There is a shared pride in the school, parents spoke of valuing the experiences and the effort the teachers and staff and Wessington put into. One parent explained how grateful she was that her son’s class teacher attended a course at a local special school to gain the expertise to understand his difficulties.
- A clear, informative ‘Local Offer’ on the school websites answers many questions with regards to what the school can offer their child.
- Children are set homework that promotes family engagement. Parent’s spoke very positively about this approach and that because it is a joint project and you could choose what to do giving you flexibility for all the family to be involved.
- Parents feel their children are valued and included in all activities. One parent described the staff at Wessington *‘are not fazed by high needs, all children are treated the same and given the same opportunities.’*
- Parents welcome and recognise the speed at which actions are completed by the school leaders. One parent stating the school *‘dealt with her son’s severe behaviour with ease. They tried everything they possibly could before he had to move to specialist provision.’*
- The school ‘nurtures’ their relationship with parents from the outset of a child’s journey through home visits by staff. The Head Teacher recognises this is important to fully understand every child’s journey and needs.
- There are regular opportunities for parents to share pupil’s achievements through assemblies, events, reports, parent’s evenings and projects. The school display documented several ‘Play and Stay’ sessions – regular opportunities for children to share their work with their parents. In addition to this they have opportunities to access the Forest School with their children through the Carols at Christmas and Allotment tasks. There are also opportunities for parents to access workshops through LAF.



## IQM Assessment Report



- Parents have regular opportunities throughout the year to attend teacher meetings to discuss their child's progress. One parent sharing with me that her child *'made amazing progress in one month moving 2 sub levels and it was all because of the forest school.'*
- Parent's support is encouraged and developed wherever the opportunity presents itself. In the past the school have held opportunities for information sessions for parents. One parent sharing with me that when she moved to the area the school were quick to refer her child to the CAMHs counsellor meaning they did not have the usual waiting time. This resulted in her child having a diagnosis of ADHD and tailored support in school to meet his needs. Another shared her experience of the school's support when her step children were placed with her unexpectedly.
- Parents shared that due to the quality of education, the highly experienced and committed staff and the opportunities given to children at Wessington Primary, that they now travelled passed their nearest school to access the provision offered. One parent, now a foster carer stated that her children and grandchildren all attended/attend the school and now the children in her care access the setting.
- Through the role of the Family Support Officer, parents can access support both day to day as issues occur or through training such as the 'Incredible Years.'
- The school involve parents in their child's education at many stages and through many experiences. The school 'Tapestry' to record the children's achievements through an observation process. This is not currently shared with parents; however, this is an option the school are hoping to implement in the future.

### Areas for development:-

- To continue to strengthen the current parental support, through exploration of grant opportunities, to have a single point of contact for support for the parent and issues relating to their mental health and wellbeing.





## Element 7 – Governing Body and Management

### Strengths:-

- The Governors of this school are visible, enthusiastic, committed to the school, its pupils and maintaining and developing links with the community.
- Governance ensures a safe and secure environment.
- The governors have a clear structure of committees and individual responsibilities, which are viewed annually. Governors visit the school frequently and have links with coordinators, and year groups who they meet termly. This is well documented.
- Governors contribute to the school and curriculum in their areas of expertise. They are strategically placed with staff in roles where they can utilise their knowledge to the best of their ability. For example, a Governor who worked for the local authority SEN team is paired up with the Deputy Head Teacher/SENDCo year group.
- The presence of Governors is evident and their impact reflective in the school and its grounds. They are supportive of the SLT team whilst challenge rigorously.
- Governor's review consistently against key curriculum areas and school improvement areas. They have an active role in monitoring of school processes and procedures across the school year.
- The Governors are well informed through the Head Teachers reports. They report that communication is a strength in the school and keep up to date in day to day events through the school face book page. They welcome this short and snappy means of communication.
- Governors value the views of children and parents. The chair of governors meets with the School Council termly to discuss their views and role in working towards the school focus areas.
- There is a spread of expertise and skill represented on the Governing body, which is drawn upon to enrich the curriculum. For example, the Chair of Governors has an EWO background and the Governors have recently completed a skills audit which informed the appointments of the most recently appointed governors with a SEND background.
- Governors are a familiar regular face in school and are as a result fully informed of the school areas for improvement, current practise and school issues.
- The school has healthy links with other schools and the local authority through their participation in a variety of cluster meetings.

### Areas for development:-

- No areas for development in this element.



## Element 8 – The School Community

‘The school is both outward looking and self-reflective on how it provides for all the people in the community.’ IQM Self Evaluation Report.

### Strengths:-

- A parent described Wessington Primary School as ‘being the heart of the community.’ Explaining that although the school benefit from the community they also contribute greatly.
- Wessington Primary School utilises the surrounding community to the full. They embrace any opportunities offered and are constantly striving to improve their links.
- The school have established links with local business Nissan and housing company Gentoo. These companies have both offered opportunities to educate the children as well as contributing to fundraising for the school.
- The School’s Forest School reflects the community support offered to Wessington. The mud kitchens were made by a parent, parents and local businesses have donated plants and the school have recently been donated trees for their orchid.
- Due to the central location of the school, many other agencies utilise the school building such as the British Heart Foundation, Jitterbugs, Family Learning opportunities through SAFC, contact arrangements for families. This supports the school in making links with other companies as well as embedding positive relationships with hard to reach families who are accessing the school for activities.
- Parents, Carers and Grandparents contribute to the school. They are proud of their community school and contribute in a range of ways such as recently during a vehicles topic a parent brought his Kite Buggy to school to show the children.
- The school work in a collaborative triad with two local schools; Usworth Colliery Primary School and Barmston Primary School. It seeks opportunities to self-evaluate utilising these links as well as buying support from Gateshead Local Authority.
- Wessington Primary are linked to many clubs and organisations through sport. They have recently appointed a PE Apprentice to continue and develop the links and success in the area of sport.
- The school look for opportunities to use current community topics in enriching the curriculum. Such as using a newly built housing estate to launch a topic on safety and staying safe.



## IQM Assessment Report



### Areas for development:-

- To establish an Emotional Wellbeing Team, to build on the support networks in school to foster community links in to support the whole family. Considering representation from School Nurse, Health Visitor, CAMHs, Police and Gentoo.

### Sources of Data:-

- Evidence was gained from a tour of the school with the Head Teacher and Deputy Head Teacher / SENDCo; scrutiny of documentation and strategic interviews with all stakeholders.
- Observations during a learning walk; interviews with members of staff and interviews with pupils and lunch with the school council.
- Discussion with the Senior Management Team, Head Teacher and Deputy Head Teacher and discussions with pupils and other documentation.
- Discussion with several parents, a lunchtime supervisor who is also a parent, the Family Support Officer and from display throughout the school of parent/child activities.
- Scrutiny of documentation and a meeting with the Chair of Governors and two other recently appointed Governors.