



Assessor's Evaluation for the IQM CoE Award



School Name Whitefield Primary School

Boundary Lane
Liverpool
Merseyside
L6 2HZ

Head/Principal Mrs Jill Wright

IQM Lead Mrs Marie Beale

Date of Review 19th May 2025

Assessor Ms Siona Robson

IQM Cluster Programme

Cluster Group Elevate

Ambassador Mrs Sarah Linari

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	17 th Oct 2023	Yes
Spring 2024	12 th Mar 2024	Yes
Summer 2024	13 th Jun 2024	Yes
Autumn 2024	25 th Nov 2024	Yes
Spring 2025	6 th Feb 2025	Yes

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

13/6/24 Isle Of Man

This was a really interesting visit as their accountability structure is different and gave the school greater freedom in their curriculum and organisation of the timetable. There were some lovely enabling environments and in particular their KS1 provision sparked some good conversations which were later picked up in the Whitefield review of continuous provision in Year 1. The school had developed a full set of characters on



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which they hung their character education, and this has fed into Whitefield's work with Happy Minds.

25/11/24 Northwood CPS

The main takeaway was how embedded My Happy Minds is and the impact this has had. The pupils were able to talk about the programme and the characteristics of learning. It was really valuable as Whitefield had just introduced My Happy Minds. As a result of this visit the pupils were incorporated as part of the parental launch. The schools therapy dog made a great impression; staff came back with the value of these but how important it is that they are specially trained. The visit was affirming, a lot was familiar. Their approach to adaptive learning, the structure of the lesson to reduce cognitive overload. A member of staff is working on an adaptive teaching toolkit for adaptive for children who need support in language and vocabulary acquisition. This will ensure a consistent approach across the school building on the best practice in Year 1.

6/2/25 Castleway

The heads presentation was interesting around the building of the values and ethos. What was apparent on the tour was a very strong reading culture. The SEND governor had an inclusion check list when visiting the school. They have a designated community lead and the opportunities they had for parents and pupils are exceptional. This is something that Whitefield staff are discussing. The member of staff brought back the idea of a reading café for parents providing the opportunity for parents to come in and read with their children, share books, and promote reading for pleasure. The member of staff told me that it gave her so much food for thought and clearly brought back lots of little ideas to improve the Whitefield offer.

Evidence

- Meeting with senior staff
- Meeting with teachers
- Meeting with TA's
- Meeting with parents
- Meeting with school partner at LLP
- Meeting with parents
- Learning walks
- Documentation



Evaluation of Targets for last 12 Months

Before going into detail around each target I would like to say that the work Whitefield has done on a local and increasingly national level is quite exceptional. They are influencing policy and improving the provision for pupils in schools across the NW. They already encapsulate everything it means to be a Flagship School. The impact that the work around transition will have a significant impact. The parental training is already a fabulous provision, transformational for the lives of children and their families.

Target 1: Continue with the 3-year SHINE project around transition

Intended Outcomes:

- Increased attendance and reduced exclusions in year 7 and 8
- Higher percentage maintaining expected standard at end of year 7 and 8
- Reduced anxiety about transition.
- Increased wellbeing scores at end of year 6 and 7

Last year the focus was working with N Liverpool Academy, the University Manchester and Liverpool John Moores to have a better collective understanding of the process of transition and the needs of the children. Pupils from Whitefield and another feeder primary were interviewed alongside staff questionnaires and interviews. This led to the development of a transition curriculum, 6 sessions to be delivered in the first term of Year 7 and at the end of the year 6. These were trialled with Year 6 last year, refined and will be delivered to Year 6 in the coming weeks.

This work is being widely shared and will be delivered by 24 local primaries and 2 secondaries. Staff from these schools will be trained on the curriculum tomorrow so they can trial it next half term. Unfortunately, N Liverpool Academy the main feeder school have left the project. To overcome the challenge of recruiting secondary schools the possibility of delivering the year 7 programme in summer schools is being considered. Primary and Secondary schools in the Wirral are now being offered the programme through their transition lead. A PHD from the university of Manchester is working with the school on measuring the impact of the transition programme on pupil well-being. The secondaries who are not delivering the curriculum have agreed to let the pupils who have only accessed the Year 6 programme be tracked in Year 7. This will be a study group alongside the pupils who have accessed the Year 6 and 7 programme.

The focus of the curriculum is emotional literacy, using zones of regulation as an initial tool then moving on to the emotional journey through the transition process. It provides a toolkit for pupils to support themselves, consider their circle of control and do work around appropriate communication, tone of voice and choice of words. Pupils will look at sentence stems and work through a model of working out what we do in different situations and scenarios. A detailed teacher guide provides the theory and background context and guidelines on how to deliver the activities. The zones of regulation can, if



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not used routinely in the school, be used as a language to just support transition. There is a deliberate overlap between the materials used in Year 6 and 7; the year 6 programme could be seen as a pre-teach. In the Year 7 programme the individual school's own behaviour policy will be talked through explicitly.

Following the implementation this summer the programme will have reached 1000 primary pupils and 400 secondary pupils in Liverpool. Some of the 400 Year 7 pupils may not have come from a participating primary. This is an exceptional achievement and indicative of the high-quality materials and training and the envisaged hugely positive impact of the project.

I spoke to the LLP strategic lead for whole school approach to mental health during the review day. Primaries buy into the Liverpool Learning Partnership via a subscription. She told me about the work they are doing with Whitefield around coordinating a consistent approach to mental health in primary and secondary schools. School mental health leads are part of a network, facilitated by LLP, providing an opportunity for the sharing of knowledge and best practice. There is city wide discussion around KS2 to KS3 transition with regard to mental health which began with the work at Whitefield. Over the last 12 months Whitefield have worked alongside LLP looking at mapping what is on offer and what is accessed by Year 6 pupils and parents across Liverpool with respect to transition. This was then mapped against the 4 areas in the P S Wells from University of Manchester; the academic research based around the domains of academic, personal, social and environment.

The key to moving forward with this work, is to pull together the existing work around transition to create a consistent offer and use the evaluation of the Whitefield programme to inform this. Whitefield pupils have generated content in the LLP transition live stream and LLP has signposted schools to access the transition training and resources from Whitefield through their newsletters. The dream picture will be to have a consistent transition offer available through LLP from early years which schools can adapt to meet their setting. The programme which has been developed by Whitefield will be a key part of this.

The move from one year to the next can be a worrying time for young children. To support this, last year all Whitefield pupils in the school worked through a transition booklet. It helped then pupils think about the next year, the provision and gave them the opportunity to discuss their worries and ask questions. They told me they watched a video of their new teacher talking about their interests and what they might expect from the next year and how the curriculum is structured. The pupils clearly found this very valuable.

Next Steps:

In year 3 seek the primary focus will be to involve a wider group of secondary schools and with the support of the University of Manchester to track student data through to Y8. This will also move forward through the Flagship project.



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Target 2: Development of Pedtech

Whitefield have been involved in some outstanding work around developing the pedagogy of using technology to support teaching and learning with a focus on supporting inclusion

Over the last 12 months staff have developed the use of technology to share resources with pupils. They share slide decks with vocabulary, explanations, models, and tasks, reducing the metacognition demands on the pupils. This has meant that pupils can work at their own pace and move on to the next task seamlessly and without adult intervention.

The tool Read and Write has been used to support children with their reading. It reads the text in their home language, can simplify the language, can replace the language with widgets, or will just read the text aloud to the children. This enables all learners to access the lesson immediately and have ownership and independence in the learning. Support staff can be used strategically and now have more impact on understanding and learning as there is less time spent enabling pupils to access the learning.

In early years, the teachers use the technology record themselves so that pupils can be more independent and can listen to the sentence while the teacher is working with another child. The technology has supported transition times; pupils can use the technology to remind themselves on the previous and next task. They have access to repeated instructions, the language is modelled, or the method is accessible in maths. When doing writing in EYFS, Notability app, an annotation tool, is used to model the writing and then pupils can practise using the Digi-pen. This has helped with focus, confidence in writing in their books and letter formation has improved. I was told how fantastic the app Chatter is for children to be able to create stories or instructions, take photos of setting and characters which they have found and then record their voices telling stories. These can be shared with other pupils and families. In Year 3 a child for whom writing is a barrier uses Chatter to access his writing by using pictures and voice overs. The pupil is now more motivated to write as the planning process is more real and personal. Chatter has captured the wealth of vocabulary the pupils have in a way that is not rushed and is personal for the child.

The use of tech is now embedded at Whitefield, and this has meant greater consistency across the school in sharing resources and lesson planning. The pupils know exactly how to access their learning. Teachers can share decks of slides which are self-explanatory to staff covering a lesson. It was fantastic to see pupils in year 3 upwards using the chrome books in such a purposeful and impactful way.

This initiative has been so successful that the school is moving towards working walls being on the chrome books. It facilitates adaptive teaching and learning in a way which meets each individual pupil's needs. Slides can be scaffolded for individual pupils to access and screen readers and translators help pupils overcome barriers. Teachers move around the classroom with their iPad annotating the projected slide from wherever they are. This mobility means that they can monitor learning and interact more widely and continuously with pupils. In a year 5 class told me how much they loved working with a chrome book, "I can work at my own pace, I can highlight what I



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want for my own records." Another year 5 pupil proudly told me how they had worked alongside the staff Digital Technology Lead to improve the indexing of the math slides on google classrooms.

A wonderful example of the confidence and initiative shown by pupils at Whitefield. A TA and a pupil shared a piece of writing with me on an iPad. This excellent tool the TA told me, "has enabled the pupil to own her work, retaining so much dignity in her learning." Year 6 learning partners were working together to identify the range of techniques used in a piece of writing, highlighting them on their chrome book. It was clear to see the huge impact this strategy is having on pupil's independence and ownership of their learning process and outcomes.

Another App has been fantastic in working with pre verbal/ nonverbal children and they have been able to see a reaction to their voice and has allowed them to see the impact of their voice and the power it can have. Their voice creates an action and a reaction which has already supported one child who was pre-verbal, to move from noises to words and have an understanding of volume. They are now motivated to speak. It has unlocked their voice and allowed the teacher to be able to see the wealth of their vocabulary. This is something very simple that has had a huge impact.

The TA's have received training on PedTech so that they can work alongside the pupils. They use their iPad to share information and to prepare new words with their meanings and visuals. A child who is visually impaired finds the Notability app invaluable as their TA can zoom in on the text. The child was able to use the pen to write in a colour of their choice and then this can be printed out and stuck in their book. For a child with no English, the App Show Me, is used to support their learning by breaking down the learning. Using Google Translate and notability, a TA told me how it has enabled me to support a child with limited English." "This has helped break down the barrier of language."

The pupils were gushing about the positive impact of this work:

"Our slides in our chrome books are useful and the teacher will model using their iPad and we can look at our slide with the check list."

"It's very useful, you can go at your own pace and go back to a previous slide if you need to."

"In Maths you get the steps and the previous lessons."

On the use of Canva, an AI, a pupil told me; "I described a very magical place, It gives you an idea of what your work is going to be like. We put in words like majestic and mysterious and it will come back with an image." "It helps with using your imagination."

One of the important aspects of using technology is staying safe on line. Parents were complimentary about the work done by the school and described how their older children are often teaching their younger siblings at home about the dangers of sharing information.



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Next Steps:

The school is planning to develop a transition pre-learning project in Year 2 so they can understand the basics of chrome book technology before they use these across their curriculum in Year 3.

There are also plans to develop further the use of AI using Canva in the computing curriculum and for creating power points or visuals for story telling in English and in creating artwork. This tool brings what is in pupil's imagination to life.

Develop the use of the voice app and use with more children who need a motivation to use their voice.

The school is aiming longer term to get more consistency in devices so that all pupils in a class can annotate their text using dig-pens.

Planning will be building on the influential report by Leo Academies and academic Fiona Aubrey Smith as they seek to develop our classroom use of technology

Target 3: Training parents/carers to understand zones of regulation

In the last year, the parent programme has been refined but most of the work has been focused on recruiting other primaries and training a wider range of staff to deliver the training. 18 schools in Liverpool have accessed this training with 30 waiting to be trained. Through Early Excellence the school has delivered more widely in national conferences. Whitefield has supported other schools in their implementation of this training. For some schools, the training has resulted in the school recognising the need to look at their early years emotional literacy provision and reviewing this prior to working with parents. A nursery school shared a wonderful impact statement with Whitefield and are now working with the primaries which their pupils move to. Shine trust has now been funded, this next phase enabling the school to continue this work by training local and national settings and providing project resources. One of the ITT lecturing team from LPJM is using the early years project and the effectiveness of its implementation as the focus for her Masters work which will be really valuable.

Feedback from Whitefield parents has led to a wide range of visuals being shared with parents to be used by in the home and particularly in the mornings to support transition to school. The shared language around emotional literacy has been invaluable in meetings when issues have arisen in school. Conversations are supportive and more positive with a greater shared understanding. The training has supported parents to self-regulate themselves and this has allowed for more quality communication with key parents.

The training I was told by parents, helps them relate to their child. "It helped me a lot, I can speak to him using the colours and talk to him about these emotions." They told me how their children now feel understood. "My child knows how to regulate themselves, do 5 finger breathing, she notices my feelings." "We have learnt how to work things out." "I used to overexaggerate the problem and I learnt to think about, how big is the problem, is this reaction needed?" Parents talked about how they learnt to take time



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out, remove themselves from the situation. Parents have picked up the techniques used by the children and have adapted them for their situation and child.

Parents told me:

“It made me a better parent.”

“My child is very self-aware as a result of the work of the school.”

“Out of the course, small details can have a big impact at home.”

“Everyone feels accepted at Whitefield and the children can speak confidently about their feelings.”

Next Steps:

The sharing of this work more widely will be ongoing. Jean Gross has picked up this work and has written a case study on the project. The Wirral want to train all their primaries next year to roll this out with their reception parents. The school is adapting its training and support based on feedback and challenges encountered, working with the LJMU master's student will be key to this evaluative approach. This will include developing EAL-specific sessions and exploring a hybrid training model. There are plans to create regular project newsletters and formalize follow-up visits to schools. As discussed last year part of a longer-term vision would be to replicate the training in Year 3 and Year 6.



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Flagship Project

Project Title: "Navigating Transitions: Building Emotional Regulation Skills for School Readiness and Success at each stage of the school journey"

The school is entering Year 3 of this project, which was initially, sufficiently substantial to be Flagship Project. It has been agreed that the conclusion of this project will form the work of the school in its Flagship journey. At their review in summer 26 a new project will be designed. It would be useful please, if the Flagship review could be planned for the week following the transition week at the start of July 26 as this would provide good evidence for the assessor.

Outline of Project:

The project aims to develop and implement a comprehensive program that supports children's emotional regulation skills at each critical transition point:

- Early Years school readiness, nursery to reception
- Reception to Year 1
- Year 2 to 3
- KS2 to KS3. (This is part of a wider outreach project)

The project will integrate and expand upon the existing work in the Early Years Scaling Project (parental training project) and the KS2-3 Transition Project, creating a cohesive framework that addresses the unique challenges and developmental needs of children at each stage.

Key Objectives:

- Enhance emotional regulation skills in EYFS children to improve school readiness.
- Support children in developing emotional literacy and coping strategies for the transition from KS2 to KS3.
- Provide training and resources to school staff to effectively implement emotional regulation programs.
- Engage parents and families in supporting children's emotional regulation at home.
- Establish sustainable models for disseminating and scaling the programs to other schools and settings.
- Evaluate the impact of the programs on children's emotional regulation, well-being, and academic outcomes.



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Early Years school readiness, nursery to reception

This will formalise the package which has been developed to prepare pupils and parents for their journey through Whitfield. This includes the training parents in emotional regulation, an induction to school rules and procedures and building relationships with families.

Reception to Year 1

To reflect on the data and evaluation of the new continuous provision for the first two terms of Year 1. Looking at how transition need to be adapted to meet the needs of the growing number of children with complex needs. There is also a need to create a bridge between the approach to storytelling in reception and Year 1 with respect to developing literacy and comprehension.

Year 2 to 3

Develop a transition pre-learning project in Year 2 so they can understand the basics of chrome book technology before they use these across their curriculum in Year 3.

KS2 to KS3.

This is the most significant strand.

There will be a significant evaluation of the impact of the delivery of the transition curriculum in both year 6 and then in year 7 and refinement of the materials based on this. There will be a recruitment of additional secondaries and training them next year. There will be a piece of parallel work which is looking at how this work fits in with the approach for Liverpool as a local authority and their preferred offer. The first step is delivery; the second step is to evaluate and look at the data and then the school need to work with partners to decide the third step. The use of PS Wells, a well-being scale, as part of their emotional well-being programme is growing so they might just offer the programme alongside their resources for their schools to access. If this happens this would be quite a large national sharing of the materials and an off the self-training and resource package for September 26 would be needed.



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Overview

As I wait for my day to start, I sit in the Heads office reading the poster above her desk, "We value each child for who they are and prepare them for who they can be." This encapsulates the ethos of Whitefield. The minute you enter the school you feel the inclusive culture, it is everywhere, in every interaction.

Whitefield simply never stands still. It is an outstanding school which is constantly evolving and looking for the next best thing for their pupils. What is impressive is that everything they do, they do exceptionally well.

I had the privilege to sit in on one of the best assemblies I have seen. The Assembly started with a video of Samba music and dancing from Brazil. This was a lovely way of sharing a new genre of music but also a fabulous way to welcome a new pupil from Brazil to the Whitefield family. The next slide had images of play equipment in each zone, providing the children with information on the planned play activities available to them that week. The description of creating pictures by flicking paint, playdoh activities, hockey, playing with foam sand and so much more sounded exciting and incredibly well planned. Next, the pupil community leaders stood up and shared news of the fun run they are organising to raise money for Alder Hay children's Hospital.

The results of a recent Smart School Council Pupil voice activity were then shared with a 'you said, we did' slot in response to the feedback. The head told them, "your voice matters, it changes what we do." The new smart school council challenge is for the pupils to think about the school uniform and consider if there is anything the school needs to change. This was introduced using the case study of Virgin Atlantic who reviewed their uniform to provide choice for their cabin crew. The changes allowed for diversity and individuality, ensuring in their words that, everyone had a seat at the table. The head linked this to article 14 of children's rights, British values, and protected characteristics. This seamlessly led into the value of the week, confidence. Staff gave detailed descriptions of why they had put forward a pupil for a Confidence Award. It was so moving to hear about the pupil's confidence levels building and being displayed in so many different ways.

The school culture of, "Be Here, Be You, Belong" linked to the weekly No Outsiders awards given to children who championed others. Next came a celebration of the 3! classes, who had achieved 100 percent attendance, an impressive achievement. All the pupils with a birthday that week then received a card and the grown up of the week was celebrated by the Whitefield family. A moment of reflection was then followed by a wonderful rendition of Make Your Own Kind of Music; an emotional moment as pupils sang their hearts out. What a wonderfully uplifting, happy, purposeful, and aspirational start to a week in the life of Whitefield Primary.

As a result of attending a *Sharing Best Practice* session at an IQM cluster meeting the school has recently adopted my Happy Minds. This has been introduced across the school and is delivered every Monday for 30 minutes. The parent app has been shared, and parental workshops have been offered. The pupils talk positively about Happy Breathing and are sharing the strategy with their family. This has introduced another shared language at Whitefield. The understanding and use of the language around the



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brain has been particularly useful with boys. The school has completed the first year of accreditation and gained the Bronze Award.

The pupils love it. They told me:

“My happy Minds helps if you have had a bad playtime and gets you get ready for the lesson.”

“The happy minds breathing helps us calm down.”

“I use the journal to write down how my friends have related to me, like playing hockey with me. If you want to show you care you smile and make eye contact.”

“Happy minds lessons help us regulate our emotions.”

The pupils told me about the 3 parts of the brain. They told me that. “the pre frontal cortex is the bit the helps you make decisions and choose the right path. When you are scared or on a rollercoaster you have straps, but you still feel scared. Your hippocampus goes wild, and you need to do happy breathing to rationalise and improve ideas. The last one amygdala is responsible for emotions.” A parent told me how her children were talking to each other about the 3 parts of the brain and what they do and how they will sing the songs at home. They told her, “It’s ok if I make a mistake, we learn from our mistakes.”

The school has, this year, gained reaccreditation as a Gold Rights Respecting School. This underpins all the safeguarding work and messages at Whitefield and propagates through the school’s approach to play. The right to play is unpicked and pupils have considered what this looks like. The pupils have made a video and podcast for Liverpool to use as part of their child friendly city application. Play is planned and structured, a core part of the approach to pupil well-being, relationship building and ensuring sense of belonging. It was wonderful to see this action, achieving all of these aims. It is purposeful, creative, stimulating and varied.

The Smart School Council app has been embedded this year as part of a review of pupil leadership to ensure every voice has heard. Every week the pupils are given a question to discuss in their class, have a vote and the results shared with pupils every Monday morning in assembly. There is a direct impact of pupil voice; this can be small changes to more significant ones which influence school policy. The pupils told me, “We do democracy.”

The school council has been replaced by a number of leadership groups all of whom have a half term objective. The digital leaders told me that their objective is to keep everyone safe on line and ensure that everyone can use the tech to learn. The community leader’s objective for this term is to raise money for Alder Hay hospital as part of their overarching mission to raise money for national and local charities. The teaching and learning group have worked with the Head on developing a whole school approach to mental health with Liverpool Learning Partnership. A leadership coach has been brought in to work with the staff who run the pupil leader groups to ensure they with clear objectives and meetings are purposeful and well run. Year 5 pupils have



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access to his learner to leader course. As a result, leadership roles are meaningful and have impact.

The school has completed a significant piece of work on ant-racism following the riots last summer. The school tackled this head on using the Anti-Racism Education Curriculum. This was useful for staff training and provided resources for lessons. The school has signed up with Hemisphere who specialise in equality, diversity and inclusion and provide an on-line training package for staff. They met this organisation at the Included Conference run by The Difference at UCL. Leaders have previously done The Difference Inclusive Leadership course, a 6-day programme. This was very high quality and has informed many of the fabulously impactful strategies in place at Whitfield.

A learning walk at Whitefield is always a privilege. The pupils are highly engaged, incredibly well behaved, and clearly enjoy learning and playing. It was lovely to see pupils enjoying the outside spaces, carefully designed to nurture inquiry and creativity. Play is purposeful; pupils were totally immersed in the activities; problem solving, collaborating, and cooperating with each other. A sensory area has been developed which is accessible to all pupils as part of the core provision. This has removed the necessity for sensory circuits to be used as an intervention and has had a significant impact on the way pupil's access their learning after returning from the outdoor area.

A huge sandpit brings the beach to Whitefield. Pupils were loving the hide and seek activity, burying and digging for treasure. As a result of modelling and working alongside the pupils the adults are now facilitators, adopting a supportive role.

As a result of this intensive early work, they do not need to be the fixer in conflict resolution as they can now come alongside the pupils and facilitate them to resolve issues themselves. The language of zones of regulation is totally embedded. A lovely pupil told us how a caterpillar she had found was in the red zone as they were hurt and angry because so many people were picking them up. After telling us this she went off to find a way to put him in the green zone!

The Reception teacher told me how much the pupils had enjoyed the Happy Minds module when they had the opportunity to talk about their own characteristics and differences. They used a wide breadth of language, with one child describing themselves as courageous.

Year 1 now have continuous provision in the autumn and spring term in response to the needs of the cohort and as a result the pupils' needs have been better met, and they have made greater progress than they would have done in the more formal curriculum setting. The school has developed a weekly forest school provision for years 1, 2 & 3. This has positively impacted on the personal development of the pupils and the way they play. The Forest School leader who is also the school's sports coach and play lead told me about the journey of learning and training he has been on; "my brain has grown like this forest." A member of staff from Camp community was in school planning activities with him for this wonderful provision.



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Breakfast club provision has also developed in the last 12 months. This session now reflects all activities at Whitefield; it is totally inclusive. The pupils have a visual timetable and access planned and meaningful activities. Pupils now go to class calmer and ready to learn.

I have absolutely no hesitation in recommending Whitfield to continue its IQM journey as Flagship School. It has been working at this level for years and the impact it has both within its own community and beyond is quite unique and exceptional. One parent described the inclusive culture at Whitefield; "It is such a nice welcoming warm safe place. The kids are genuinely loved, and the staff have a passion."

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 Siona Robson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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