



## Assessor's Evaluation for the IQM CoE Award



**School Name** Tow Law Millennium Primary School  
Tow Law  
Bishop Auckland  
DL13 4LF

**Head/Principal** Lisa Jackson/Nicola Mawson

**IQM Lead** Ms Helen McNally

**Date of Review** 2<sup>nd</sup> July 2025

**Assessor** Ms Joanne Smith

### **IQM Cluster Programme**

**Cluster Group** Trail Blazers

**Ambassador** Ms Emily Carr

**Next Meeting** TBC

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2023</b>	10-06-2023	Yes
<b>Spring 2024</b>	05-03-2024	Yes
<b>Summer 2024</b>	06-24-2024	Yes
<b>Autumn 2024</b>	09-16-2024	Yes
<b>Spring 2025</b>	03-10-2025	Yes
<b>Summer 2025</b>	07-03-2025	

### **Evidence**

Meetings with:

- The Headteachers
- IQM Lead
- Governors
- SENDCo
- Teachers
- Support staff
- Pupils
- Parents

### Documentation:

- Osted Report
- SEND Policy
- School Development Plan
- Curriculum Documentation
- School and DfE websites
- SEND Support Plans

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

#### **June 2024 Mill Hill**

##### **Theme: Inclusive Early Years Practice**

The school highlighted its inclusive Early Years practice, with a particular focus on the learning environment as the "third teacher." Feedback from visiting professionals was very positive, providing leaders with a valuable opportunity to reflect on their progress and development. Professional discussions helped support the school in enhancing early literacy and numeracy, offering insightful perspectives that further strengthened good practice in these critical areas. Effective strategies for transitions and school readiness were also shared, demonstrating a shared commitment to ensuring smooth and supportive experiences for all children. Additionally, various parental engagement initiatives were discussed, emphasising the importance of building strong, collaborative relationships with families based on trust to support and enrich children's learning and development.

#### **Autumn 2024 New York Primary School**

##### **Planning in the Early Years**

The meeting focused on supporting planning in the Early Years, with an emphasis on high-quality interactions. The growing need for increased support in Speech and Language Therapy (SALT) was acknowledged, and while there are no quick solutions to some challenges, the school shared valuable insights about its current approaches. The presentation about Nurture Principles and the Nurture approach aligned with TLMPS's own ideas, providing an opportunity for reflection on existing practices and approach to supporting pupils who may require additional assistance.

#### **March 2025 Easington Primary School**

##### **Theme: Inclusion & Support Services**

The opportunity to observe how other schools and settings tackle similar challenges was felt invaluable. The host school shared case studies of their inclusive approach and support strategies. The school shared the bespoke offers they have implemented to meet individual needs. The leaders at Tow Law Millennium Primary discussed this and recognised many schools are facing similar challenges. The IQM lead found the host's openness was helpful in gaining insights into barriers and solutions. These reflections



## Assessor's Evaluation for the IQM CoE Award



have supported their own school's approach, helping the team to further refine and enhance their already strong inclusive practices.

In addition to the host school's sharing, there were three insightful presentations:

- **Careers Enterprise:** This presentation highlighted current career support offerings across primary and secondary schools, showcasing a wide range of opportunities and initiatives available to pupils. It was particularly valuable to learn about the services now in place to raise aspirations for children in the northeast.
- **The Northern Guild:** This presentation outlined their service and support offerings, demonstrating the positive impact professional counselling and psychotherapy are having on the local community. With growing demand for such services in schools, it was encouraging to hear from an organisation whose values align closely with supporting pupils and families. Leaders have since signed up to become a partner school.
- **Attendance Presentation:** Strategies and initiatives aimed at improving attendance were shared, sparking meaningful conversations among many settings about fostering a culture where attending school is seen as the norm again. Colleagues all agreed that they all share a deep commitment to ensuring pupils receive the best possible start in life. Discussions also focused on tracking and supporting pupil engagement and progress, emphasising the crucial role that strong relationships with parents and carers play in positively influencing attendance.

### Evaluation of Targets for last 12 Months

#### Target 1: History Curriculum Development Plan

The staff team have built a coherent, progressive curriculum. They audited their units of work and identified gaps/overlaps. Following this they defined key historical concepts and skills and then mapped thematically to ensure progression in knowledge. Each unit is framed with inquiry questions. Consideration has been given to the mixed age classes and chronology is woven sensibly.

The outcome from this work is that the school have a clear sequence of learning with a logical progression of content and skills. Assessment professional development has allowed reflection which has ensured that assessment needs to be measured and key learning is assessed so there is no confusion.

#### Next Steps:

Develop Assessment Tasks.

The school have a clear set of actions:

- Design tasks aligned to unit outcomes and historical thinking.
- Use varied question types.
- Pilot and refine assessments.

- Plan for moderation and consistency.

Their expected outcome is for the school to have engaging assessments matched to the curriculum which support pupils to remember more and allow staff to identify any concepts/ideas that pupils may need further support to understand or remember. The school is pleased that they have already begun to make progress in this work due to the commitment of the strong staff team in school and positive collaboration. The staff team have used their subject expertise to develop not only the history curriculum but in all subjects.

### **Target 2: Developing the RSE Curriculum**

In April 2025, the school began developing the Relationships and Sex Education (RSE) curriculum in alignment with their Personal, Social, Health and Economic (PSHE) education programme. This integrated approach will ensure that both subjects support the holistic development of pupils, encouraging thoughtful reflection, respectful dialogue, and informed understanding of diverse beliefs and values.

#### **Next Steps:**

As part of this process, the leaders will be sharing the proposed curriculum outcomes with parents and carers and all stakeholders. They recognise the importance of consultation, welcome feedback to ensure the curriculum reflects their school community and values. The leaders plan to ensure curriculum planning and resources are shared with families to give confidence that the work in school is age-appropriate and meaningful. A key focus in this development is vocabulary. The team are working to ensure that pupils build a strong and respectful understanding of key terms and concepts in RSE and PSHE, supporting both their academic progress and personal development. The commitment to inclusion is strongly reflected in this work.

### **Target 3: To assess prior knowledge, track progress, and ensure long-term retention of geography learning by embedding contextual experiences and supporting a diverse group of learners.**

The staff team have worked carefully to ensure that their design principles are adaptive and inclusive and support a wide range of learners with different starting points.

The curriculum and assessment tools are contextualised and reflect the cultural capital visits and experiences provided by the school. The assessments are designed carefully and focus on key knowledge, vocabulary, and skills from the planned units.

This ensures that all learners, especially those who may not have had previous opportunity for some real-life experiences are able to connect their learning to a lived experience. This work has fostered positive attitudes and behaviour towards learning.

The assessments are proving successful and pupils are beginning to evidence that they are embedding long-term learning. Meeting the needs of a diverse group of pupils has been key to their assessment design. They have had to think carefully about language



## Assessor's Evaluation for the IQM CoE Award



support: Visuals, word banks, sentence starters. SEND adaptations: Oral quizzes, assistive tech, simplified layouts. Challenge: Open-ended tasks for deeper thinking and engagement: Draw on pupils' backgrounds and local knowledge.

### Next Steps:

Leaders will be monitoring progress over time tracking pre- and post-quiz scores to monitor:

- Individual progress.
- Class trends.
- Impact of enrichment experiences.

They plan to use data and assessment to adapt teaching and support learners with gaps.

The leaders also aware that for this learning to be committed to long-term memory that teachers need to revisit post-quiz questions later in the term and use quick weekly retrieval tasks as well as incorporating quizzes and questions about learning into displays, interactive games, and digital platforms.

### Agreed Targets for next 12 Months

**Target 1 Project Title: To develop and implement a comprehensive well-being and mental health support framework, aimed at promoting emotional resilience, early identification of mental health concerns, and timely, inclusive interventions. This framework will continue to grow our school's safe, supportive environment during a period of leadership change which will ensure all pupils continue to feel valued, understood, and empowered to thrive both emotionally and academically.**

### Comments

The school has already conducted an audit of existing well-being and mental health policies, practices, and outcomes and they currently have staff in school who are formally and informally part of their Well-being Change Team. The leaders plan CPD on children's mental health, trauma-informed approaches, and early intervention. They have identified key partners that will be key to supporting staff in developing their universal offer and also with their graduated response in supporting pupils presenting with additional needs.

Whilst the school already have implemented school-wide strategies like mindfulness, check-in systems, worry boxes, they are keen to develop their approach and are considering soft starts to the busy school day and are looking at how they can develop spaces in school for pupils who may need additional breaks when learning.

To effectively engage parents and carers in supporting pupil well-being, the school will run workshops focused on children's mental health, emotional regulation, and practical strategies for use at home. In addition, newsletters will be shared to provide updates, tips, and signposting to relevant support services. The school has established excellent relationships with parents and will also offer individual support sessions for parents



## Assessor's Evaluation for the IQM CoE Award



and carers who may need tailored guidance or are concerned about their child's emotional well-being. These initiatives aim to strengthen the home-school partnership, enhance parental confidence, and create a consistent support network for pupils both at school and at home. The school are actively reaching out to make sure they do all they can in their holistic approach to supporting pupils in the school life and beyond.

To monitor and evaluate the impact of the well-being and mental health framework, the school will consider the implementation of range of assessment tools such as the Strengths and Difficulties Questionnaire (SDQ) and the Boxall Profile to measure pupils' emotional and behavioural development. Intervention outcomes will be tracked systematically to ensure support is effective and appropriately targeted. In addition, feedback will be gathered regularly from pupils, staff, and parents to gain insight into the effectiveness of strategies and identify areas for improvement. This ongoing evaluation will help the school make informed decisions, adapt its approach as needed, and ensure that the well-being offer remains responsive, inclusive, and impactful.

The leaders plan to conduct an annual review of this work, ensuring they are effective in meeting the evolving needs of pupils. Interventions will be regularly adapted based on ongoing feedback, data analysis, and emerging best practices. Additionally, the school will actively share successful strategies and lessons learned with staff, parents, and other schools to foster a culture of continuous development and collaboration. This commitment will continue to promote well-being as a core part of the school's ethos and ensure that support remains dynamic, inclusive, and impactful over time.

### Overview

At Tow Law Millennium Primary School (TLMPS), every pupil is truly valued, respected, and included as part of their caring community. Staff celebrate each child's unique qualities and actively promotes diversity in all aspects of school life. Governors, leaders and all staff aim for every child to thrive within a safe and supportive environment where they learn through an exciting well-planned curriculum that ensures it is relevant to pupils and broadens their knowledge and understanding of life in modern Britain.

Policies and daily practices consistently reflect a strong commitment to equality, fairness, and ensures that every child feels safe, supported and truly known. The entire team works tirelessly to create a warm, welcoming atmosphere. Staff lead by example, demonstrating kindness and respect. Leaders embody these values in all they do and say, earning the deep respect of the whole school community. Tow Law Millennium Primary is at the heart of the community and reaches out to every child and family to make sure they know they are valued members of their warm, welcoming and inclusive school family. Everyone is valued and everyone belongs.

Leaders set a positive and clear example by prioritising inclusion when strategic planning, this includes resource allocation and staff development. They ensure that inclusion is a fundamental part of the school's values and provide guidance and support to enable all staff to develop excellent inclusive practices. Support staff are included in training and this makes sure they grow in their own professional development and are kept updated with latest educational best practice along with teachers. By placing teaching and learning at the centre of their work, leaders make certain that the business





## Assessor's Evaluation for the IQM CoE Award



of school life is understood by all. They aim for every child to leave their school with every chance to succeed well alongside their peers both academically and socially.

Leaders are clear that children need to feel happy, safe and supported in order to achieve well in their learning. They regularly reflect and refine their practice to ensure it meets the diverse and changing needs of every child. The SENDCo ensures robust SEND support plans are in place to ensure all those involved in a child's journey with them have a full understanding of the child. In addition, pupils new to school and those needing additional support at key transition points have a planned transition package which is much appreciated by pupils and parents. The staff team is proud of the reputation they have in their local community for their welcoming, caring ethos.

The school actively encourages all learners, including those with additional needs, to participate meaningfully in decisions that affect their learning and school life. Through the pupil council, regular feedback opportunities and other forums, pupils are supported to express their views and help shape the school environment. The children feel genuinely known and valued and they say that they believe their voices make a real impact and contribute to positive change. Other school groups such as the Green Leaders, Sports' Leaders and the Wellbeing Team all have a strong voice in shaping the work of the school. Pupils shared details of the groups which they belong to and said they know that staff care about their ideas. The school has been awarded the Wellbeing Award which evidences their holistic approach to school life and learning for pupils, staff, parents and carers.

The curriculum is designed to be accessible and relevant to all learners, offering a broad and balanced range of content. Flexible approaches to teaching and assessment are used to meet diverse learning needs. By adapting lessons, staff ensure the curriculum remains challenging, engaging and inclusive, enabling every pupil to reach their full potential. The school's uses Colourful Semantics, a structured, programme that scaffolds pupils to learn and understand sentence structure; this programme is one example of how the school leaders have introduced and committed to an approach which has significantly impacted positively across the curriculum making learning inclusive.

Pupils say that their teachers make learning exciting, they talked enthusiastically about lessons such as Design and Technology. One pupil said he enjoys trialling new Apps that are introduced to support learning and appreciated that teachers ask for feedback, he said, "I like that I am listened to." Another pupil talked about the benefit of the transition opportunities and shared how she found it helpful, she said, "At first I was a bit worried, but now I know other people will help me when I move school." Visits and visitors are much appreciated, one pupil talked about a recent Geography lesson where the class visited Millennium Green, other pupils talked about the opportunities of visits which enhanced their learning such as the Life Centre and the Robin Wood Residential visit. Pupils talked about the experiences provided to learn confidence and resilience through new challenges. The children were also keen to share the importance of friendship and were keen to say that lots of people help them. They said that, along with the grown-ups, other people such as the Wellbeing Champions and the Peer Mentors are always on hand to help. British values are strongly promoted and the recent School Council elections have impacted positively. The children voted for the person they felt would do a good job, not just their friend. School leaders look to engage with offers that



## Assessor's Evaluation for the IQM CoE Award



will build pupils' experiences of the world of work. Recently the Y5/6 pupils took part in a ten-week programme to teach children business skills culminating in a Saturday Showcase at Durham Market. The aspirations of pupils for life beyond school are ones of hope and excitement for the future.

The staff team is currently developing assessment and monitoring systems to ensure the early identification of pupils' strengths and needs. Data and knowledge of pupils is used thoughtfully, not only to track academic progress but also to gain valuable insights into social, emotional and behavioural development. This comprehensive understanding drives leaders' commitment to continually enhance their provision. They engage in ongoing reflection to tailor support, plan and teach interventions and adapt teaching approaches to remove barriers to learning, ensuring every pupil can thrive. The leaders' self-evaluation is both thorough and insightful, underpinning their dedication to continuous improvement.

Teaching is thoughtfully adapted and personalised to make sure every pupil can fully access learning. Teachers use a variety of strategies to engage all learners, including different teaching styles, helpful technologies and tailored support. Ongoing professional development helps staff stay confident and skilled in creating an inclusive and welcoming classroom for everyone. Leaders are keen to ensure the staff team are well-equipped to meet the increasing challenges of supporting pupils with SEND and have ensured key staff attend training which is then brought back and shared with the full staff team. This is making sure all staff are developing confidence to support; an example is the Precision Teaching approach which supports evidenced based pedagogy of gradual release of information and reduces cognitive overload. The data from the progress of pupils working with this intervention is evidencing positive change.

Building strong, trusting relationships with parents, carers and the wider community is at the very heart of Tow Law Millennium Primary. Because staff know every child and family well, they are able to work closely and collaboratively with them, ensuring parents and carers feel fully involved in their child's education and development. They believe that communication is key, they share information transparently and keep families informed of their child's progress every step of the way. Dedicated staff provide support whenever it is needed, whether that's practical advice, guidance, or simply a listening ear. Their school community links enrich the learning experience by bringing in valuable resources, opportunities, and partnerships that benefit all pupils in their care. Together, they create a supportive and inclusive environment where families, staff and the wider community work hand in hand to ensure every child feels valued, understood, and able to thrive. Inclusion at Tow Law Millennium Primary School is truly a shared responsibility and by building strong connections, they help every child to grow and succeed in the best possible way.

The governors and leaders know that effective inclusion relies on the thoughtful and appropriate deployment of all staff including, support staff, specialist services, and additional resources. External agencies such as speech and language therapists, educational psychologists, and mental health professionals support to ensure the staff team can ensure interventions that meet individual needs are pertinent and effective. Resources are carefully allocated to ensure that every pupil receives the support they may need. Additionally, the school actively reaches out to families and the wider





## Assessor's Evaluation for the IQM CoE Award



community to enhance pupils' learning and well-being, creating a truly supportive and inclusive environment. Parents appreciate that staff notice the little things about their children and the kind words and encouragement that their children talk about. Governors and parents said they are immensely proud of TLMPS, they appreciate the good work of the staff team, saying, "Our children are not just our children but they are their children too."

The progress made since the last IQM review and the school's plans for the future, are clearly evidenced. Although the long-serving headteacher is to retire at the end of this term, the careful succession planning by the governors means that the inclusive values that have been fostered over many years will remain high on the agenda of the new headteacher and leadership team.

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

**Assessor: Ms Joanne Smith**

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

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