



Assessor's Evaluation for the IQM Flagship Project



School Hayes Park School
Raynton Drive
Hayes
Middlesex
UB4 8BE

Head/Principal Mrs Rebecca Broadhurst

IQM Lead Ms Christine Spring

Date of Review 17th June 2026

Assessor Ms Louise Browning

IQM Cluster Programme

Cluster Group Inclusion Champions A

Ambassador Mr Ralph Silverman

Cluster Attendance

Term	Date	Attendance
Spring 2025	21 st March 2025	Yes
Summer 2025	5 th June 2025	Yes
Autumn 2025	16 th October 2025	Yes
Spring 2026	18 th March 2026	Yes
Summer 2026	5 th June 2026	No



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The Impact of the Cluster Group

Hayes Park Primary has attended cluster groups purposefully with an intent to learn from others, as well as sharing their expertise. The schools' IQM Co-ordinator speaks highly of the cluster group. She values being able to meet with other professionals and hear about the work they do. Hayes Park has hosted a cluster meeting where they shared their OPAL provision, alongside their other inclusive practices, which is clearly in line with the Flagship Status criteria. From their hosted meeting, two schools returned to further understand OPAL and how they are sharing this inclusive provision. This demonstrates how Hayes Park Primary truly encapsulates the inclusive ethos of sharing with others and learning from others.

The cluster group gives Hayes Park the opportunity to explore new ideas and can act as a sounding board as ideas are being developed. Hayes Park value this collaborative thinking and have reviewed and reflected across the cluster meetings. Outcomes and discussion are shared with the senior leaders because the school is constantly looking for how to build on their excellence. One such example is how they are looking at how to have different sensory rooms around the school. Hayes Park have considered how to fund this. Because Hayes Park aims high and wants to improve its provision for the most vulnerable learners, this cluster visit also gave them reflection on what would not work in their setting and context. However, the team at Hayes Park really value the opportunity to visit other schools and share good practice with colleagues and are committed to attending all Cluster Meetings.



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Evidence

- Website: Curriculum Plan, Behaviour Policy, PP Strategy Report, SEND Statement
- Parents: three parents
- Senior Leadership Team: Head teacher, Deputy head, Assistant Head (IQM Coordinator and SENCO), EYFS Lead
- Selection of teachers and teaching assistants,
- Head Pupils & Yr4- 6 pupils.
- Governors: Chair of Governors & Parent Governor

Additional Activities

- Learning Walk around the school site, including seeing The Nook and Acorn provision in action.
- Observed OPAL in practice at lunchtime.
- Observed pupils eating at lunchtime.



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Evaluation of Annual Progress towards the Flagship Project

Key Aspects of the Project: *To further develop our whole school outdoor learning environment to include OPAL to ensure equity for all pupils and introduce the 'Therapeutic Thinking' approach.*

Aim: *To ensure our outdoor learning provision is of high quality and is engaging for all pupils. To ensure pupils and staff can confidently use the outdoor learning environment to engage all. To provide alternative learning opportunities for those who find traditional classroom constraints a challenge. To promote opportunities of speaking and communication across the school. To ensure all staff have training on Therapeutic Thinking and being to implement it into their practice.*

Hayes Park have worked deliberately to ensure that OPAL (Outdoor Play and Learning) is successful. Hayes Park have brilliantly built upon the principles of OPAL to enhance the lunchtimes for all pupils across the school. There was a clear criterion for success, which stated that pupils should be free to lead their own learning during lunchtimes, with the adults as facilitators or coaches. This has resulted in all aspects of the outside learning environment being used to enable scooting, construction, music, gladiator-jousting, sand-play, and a massive mud-kitchen being part of the daily provision.

This is Hayes Park's second year of having OPAL as their Flagship focus and the developments have been impressive because the school has been rigorous in evaluating and reviewing, using both data and pupil engagement to lead developments. When comparing medical room visits prior to OPAL pupils were inside frequently, with 6704 across a year, compared to 1595 currently. The difference in behaviour, engagement and safety is immense. There has been a significant reduction in pupils getting red slips for such serious behaviour as fighting or swearing from 52 to 19. There has been also a reduction in suspensions from 9 to 2. This data is powerful and shows the hard work and planning has been effective.

The process of changing to OPAL has been in partnership with staff training and working with the OPAL organisation as part of an 18-month plan. Hayes Park has invested in training staff, pupils, and parents in understanding the principles, with practical open days and sharing updates via Seesaw. Having a more therapeutic understanding to how pupils learn has been integral to the success of adopting the OPAL principles of play. These principles have been a crucial process through which children have learnt about themselves and the world, with every child having the right to an outstanding daily play. The OPAL leader is vigilant in learning from what she observes daily. There are twice weekly assemblies to share this learning and develop various aspects, adapt areas and coach pupils through any challenges observed.

The schools' Opal Lead has been determined to reduce barriers in funding and resources to make the provision successful. There is a strong community feel at Hayes Park, which means that the provision has happened, such as a massive sandpit and a smaller one in The Acorn provision, as well as hosting a Big Build. The Big Build resulted in the school having tree-seating, a stage area, and a bus, all made from pallets and recycled goods. The school has a clear way of using recycled and reclaimed items to either use to construct something themselves or for the children to use themselves. On



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my visit I saw wheelchairs, crutches being developed into play, alongside a cricket game, gladiators' jousting and a game of chase. All of which, is being used daily by the pupils. There are also Sports Leaders, who engage pupils in more traditional games such as basketball, which means all areas of physical development are met. Football is not part of the offer at lunchtimes, however there are many types of play such as explorative play, with the den making, locomotor play, with the tyres, swings, and ride-on toys, as well as social play, with pupils pushing around pushchairs, suitcases, and wheelchairs. As one pupil said: "Everyone includes everyone." And there is a community-feel to the clearing-up at the end of lunch, which is signalled by 'The Final Count-Down' music, with a pupil stating: "We work together to tidy-up."

The gains of this style of outside learning can be seen and heard in how the pupils themselves are engaging with the suite of activities and interacting with each other. The Learning Mentor stated how she has fewer pupils visiting, because their needs are now being met more often by the learning opportunities outside. Pupils relish the activities and really look forward to exploring new areas. There is a constant evaluation and adjusting, learning from what has worked and what needs more development.

From such evaluations, significant developments have happened, for example, last year, the scooters were in a specific area, with pupils queuing up for their turn. Based on the learning from this, Hayes Park has now moved to a more free-flow scooting creating a 'scooter-anywhere' approach and pupils have adjusted as expectations are shared and pupils taught how to deal with this. The outcome is pupils being more dextrous in their scooting and pupils being more aware of those around them.

Another significant development is all pupils, not only play outside together, but also choose when they eat. The lunch is served across a certain period, and pupils choose who they eat with and when they eat, with 'last orders for food' being shared across the playground. This is a superb way to develop social skills and oracy across the school, with older pupils supporting younger friends, siblings, cousins, and neighbours.

Lunchtimes at Hayes Park are purposefully busy and active and pupils love the variety of resources and equipment. From a recent survey 99.2% of pupils prefer playtimes now. The latest development is introducing Reception pupils into the OPAL space since April. They wear Hi-Viz-vests to enable sight for staff, though all are adapting positively and relish the opportunities on offer. Staff and older pupils give coaching.

However, for some pupils OPAL is too free and too busy, some need a less stimulating place to support their emotional development needs. Hayes Park acknowledges this ensuring that there are areas which are calmer, and have more focused play, such as mini-world figures, arts and crafts and a chance to read or chill-out. There are skilled support workers to ensure that these pupils also thrive and flourish during lunchtimes. Even those who are busy playing and happen-chance miss their lunch, are scooped-up and supported and taught how to make sure they have their lunch next time. There are no barriers to ensuring that OPAL and the principles of inclusion are actioned in whatever way best suits the pupils.

Due to this OPAL has been highly successful at Hayes Park. Leaders have prioritised training, financial commitment, and time to ensure that the principles enhance the



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learning, making lunchtimes a highlight not to be missed and championing inclusive practices. Pupils are developing oracy, gross-motor skills, teamwork and making choices about when they eat and where. Because of the inclusive practices, other aspects of the school are also being reviewed and developed, such as ensuring there was a sandpit in both The Acorn Resource and the Reception outdoor area. The leaders are constantly evaluating and reviewing, using their learning to adapt provision, and understanding the needs of the pupils better.

They have learnt from the last year, and the provision is wider and more varied, which pupils really appreciate. One child stated: "It used to be boring and now we have things to play with." The OPAL provision is well resourced, purposeful and you can see how having this space makes a difference to the experiences and learning of the most vulnerable, as well as the rest of the school.

Governors are rightly proud of the developments too, stating that during such an unstructured time the pupils are so engaged and enabled because of the environment OPAL has created. One governor describes the approach as giving pupils "freedom and responsibility." Parents also appreciate the different spaces available from scooters and a massive sandpit, to calmer, less stimulating areas, so that all pupil- needs can be catered for.

Hayes Park has taken all the professional advice and research and have been effective from developing this provision. Therefore, the next year will be about developing The Nook. There will be a focus on how the pre-formal and semi-formal curriculums from The Nook and The Acorn provision will enable pupils' need to be met both in a provision and in mainstream classrooms. The school is committed to collaborating with external professionals as well developing the provision with their internal expertise too.

Agreed Actions for the Next Steps in the Flagship Project

The Flagship Project is to develop the inclusion base, The Nook, in line with new DfE guidance and in response to the White Paper developments. Hayes Park is aiming to provide alternative learning opportunities for those who find traditional classroom constraints a challenge, especially those pupils who are non-verbal. This provision is in addition to The Acorn provision, which is a specialist resource provision for ASD. Hayes Parks aims to ensure The Nook is of a high quality and is engaging and purposeful for all pupils who require it. There is a commitment to ensuring staff work together to ensure mainstream inclusion, as well as understanding the ethos of The Nook. Hayes Park aims to bridge the gap between mainstream and specialist provision across The Nook and further enhance The Acorn provision from this learning.

The start of this project has been significant. Currently The Nook has thirteen pupils with a clear criterion and have collaborated with another local authority to have a progressive curriculum. There are two main curriculums: pre-formal and semi-formal, with a third one based on pupils who access the provision periodically across their week. Hayes Park has worked productively, with the SENCO leading a partnership with a local authority (BDSIP) to establish a meaningful curriculum which captures the steps and progress The Nook pupils are making, despite not yet being able to access the



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National Curriculum. Hayes Park recognises that the milestones are different and need to be celebrated. In The Nook there is a clear feeling of "purposeful exploration."

The provision has clear learning expectations for each area of need and pupils' learning and progress is captured in a large A3 book for each pupil. The learning space gives success and support to all who come and learn. Class teachers visit the provision to see the books and the learning in place. All pupils start their day in their mainstream classroom, with learning specifically adapted for them. This is an explicit approach, keeping the connections across the different provisions. The Nook pupils do have significant needs, however these are not a barrier to being part of the mainstream class, even if they are only there for a small part of the day. For example, they have their own chair, peg and learning areas in their mainstream class giving a strong message of belonging.

Further learning activities and a freer access to the outside learning will be introduced over the next 12 months. Hayes Park is committed to engaging with the local authority SEND Advisory Services to target training on intensive interaction, as well as the ASD (HACS) training. The strength of leadership at Hayes Park means that they are initiative-taking in seeking support and help in a variety of areas. This provision is already making a difference with the teacher stating the change in attitude of staff: "Teachers are now talking about the pathway that pupils need."

The provision will continue to grow and further embed pre-formal and semi-formal curriculums, assessing their efficacy with the cohort. The assessment systems will be reviewed, looking at whether the current one fits purpose. There will be a plan to regularly assess pupils who access the provision and whether their needs can be met in mainstream fully or increase the level of time they spend in mainstream. Hayes Park is committed to reviewing and seeing whether pupils can be with their peers more. Both The Acorn and The Nook are fluid in their members, so that pupils' varying needs are met and should ensure that there are no ceilings to learning.

Because Hayes Park is responding proactively to the impending White Paper, they have made sure that there is capacity for The Nook to expand and develop further. Currently, The Nook caters for pupils up to Year 2 and so it is logical to expand the provision into Key Stage Two.



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Overview

Hayes Park Primary is a community school in Hayes, Hillingdon, with above the national average of pupils. It has a Nursery and a Specialist Resource Provision for Autism (The Acorn). Hayes Park has well above the average number of pupils with EHCP's, with currently sixty-four which is unusual for the surrounding areas, suggesting that parents are deliberately choosing the inclusion at Hayes Park. Hayes Park does have mobility with over forty pupils arriving and fifty leaving since September. The school's inclusive ethos and explicit practices mean that by the time pupils leave Hayes Park they are at least at expected, with excellent progress.

Attendance at Hayes Park is good, currently at 94.5%, with an ABIE minimum target of 94.9%. The school is aware of key families, who are supported to enable good attendance. Hayes Park is creative in making attendance a priority, such as 'walking-buses,' early morning activities, staggered starts and pupils in 'home clothes' to ensure barriers are reduced. Attendance meetings, home-visits as well as targets and eventually fines gives a clear message to all that Hayes Park values your children and wants them in every day.

The school is well supported by the community. The school offers provision for pupils before and after school, all of which is well attended. There is a welcoming and nurturing atmosphere immediately you enter, with staff interested in the parents and the pupils. This nurturing environment is evident in all aspects seen on my visit. The schools' approach to education means that emotional, physical, academic, and social needs are met in a variety of ways. This means that pupils grow and develop within this nurturing environment. All staff are proud of all that they do at Hayes Park and know that they go above and beyond and because of this state: "This is what we are, and this is what we do." Hayes Park school collaborates with external providers and local specialist schools to support learners whose needs are not met in a mainstream provision. The school is committed to ensuring that for as long as pupils are attending Hayes Park, they are a priority and are welcome.

The Headteacher and her team are present, proactive and persist in their drive for all learners to have the best possible learning environment. I heard members of staff out in the corridors and on the playground at the start of the day engaging with a welcome. There are posters stating, "Who needs a bigger slice of cake.?" – which links to the fact that some pupils' lived-experiences mean they need more connections and attention, than others. Staff have been coached into seeing this as not favouring certain pupils, rather, topping-up gaps that exist for some. There is a sense that Hayes Park values its families from the moment they are on site; there is a strong inclusive nature.

Safeguarding is central to all at Hayes Park and the school uses an online- platform to record all safeguarding and behaviour. Leaders are effective in actioning the updates and reviewing and making a difference; concerns are dealt with swiftly. Leadership and Management is accountable and focused on meeting the needs of the pupils. All leaders engage with training purposefully with all teaching staff having their own development plan, linked to the schools' priorities. Leaders are ready to take on training to develop and adapt provision for all, ensuring learners are ready for their next step academically and emotionally. The school has clear signage about success and the PREP



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(Perseverance, Respect, Excellence, Partnership) signs constantly reinforce what the school stands for. Pupils stated: "The key words and actions for each PREP helps us make the right decisions."

Across the school, the environments are enabling, purposeful and rich in developing the whole child. The curriculum is well planned to meet the variety of needs, with pupils having support, coaching, and guidance within lessons and beyond. The Latin curriculum was chosen due to its etymological links to word formation and pupils were clearly engaged with this subject. There are Latin Textbooks that route-out the curriculum, with the school aware of how these can be adapted to suit different learners.

The curriculum is focused on the needs of the school and reflects the school's cultural capital which means that there are few schemes. The school prefers to plan their own learning pathways, as standard schemes of work can be limiting. As a result of this the curriculum and coverage meet the needs and is adaptable.

Currently there is a whole school focus on the World Cup, where various subjects such as Art and Geography heavily involved. The scheme of work has been so successful, that schools around the world have used the packs, with Hayes Park on the local news and radio. Pupils are actively part of their learning, with the school mantra making "Good Better and your best better" at the centre of learning behaviours.

Pupils really value the curriculum offer, especially the number of trips, because these really bring the learning alive. Hayes Park is considering in light of recent high-profile media coverage the use of Smart-Phones by pupils, beyond handing them into the office in the mornings. In addition, the school is also reflecting on how it could explicitly teach the values of respect, particularly when considering violence against women and girls. Hayes Park is seeking to understand where these practices start and how to explicitly challenge the roots across the school and beyond.

The learning environments at Hayes Park are purposeful, well-resourced, and ready. Pupils are calm with needs met and show proficient learning behaviours. All adults are engaging with pupils across their day, with The Acorn and The Nook being areas where inclusive practices are undertaken, however, it is everywhere.

The school uses sign-a-long and widget-signs to support consistent signage and for non-verbal communication. Outside learning areas are developed well, though there are further plans for The Nook and looking at how to further develop the Eco-Area, with a pond and a Dome currently in place, which will really engage learners with sustainability and science.

Hayes Park has an attractive library, and each classroom has a reading corner. The school knows that pupils need to be fluent readers before leaving them, as well as reading being the opening to the world around them. Each year group has ten books that they are expected to read across the year. There are certificates and celebrations, with pupils being clear that reading helps vocabulary and therefore writing, Reading is supported daily by staff reading with children and there is a reader of the Week. The phonics program is supported explicitly and once ready, pupils actively have reading-for-pleasure books.



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There is a strong emphasis on therapeutic thinking and there has been a rolling out of training for staff across the year. This greater understanding has resulted in an updated Behaviour Policy and Behaviour Curriculum – where Hayes Park has gone right back to basics on how we connect, remembering how to say Good Morning, holding doors open and understanding even better how we are seeing the world.

This is another way that Hayes Park is formalising the understanding of adverse childhood experiences (ACES) and moving away from behaviour strategies and learning approaches that may have shamed. Hayes Park is clear on holding pupils to account for their behaviour but in a way that is linked to the action and with dignity.

The school environment is focused, structured and determined in its planning to make a difference. The school is evaluating the learning environments to ensure they are as purposeful as possible, with less 'educational clutter' and items hanging from the ceilings etc, as research clearly shows that classrooms can be overstimulating. The revamped Nursery is a notable example of how to create simple, engaging, and calm learning spaces and the rest of the school will be evaluated to ensure this is consistent. This is particularly true when looking around the classroom whiteboards - what is it that pupils see?

Hayes Park gets to know the pupils right from the moment they are due to attend. There are summer home-visits for all Nursery and Reception children, and provision made to accommodate swiftly. In class, pupils' needs are formatively assessed using a variety of strategies and progress is clear in all books, in all curriculum areas. This means that teachers know the children, the curriculum, and the strategies to make sure the teaching is meeting need. Because of this knowledge and planning, there is clarity in provision, with resources well matched; there is little learning disruption.

Teachers are careful and strategic in their planning which means assessments both formative and summative are effective. Assessment is a strength because it starts at formative; what do our learners need, what are they showing us. I could see that staff worked together to see how adjustments can be made and those constant conversations meant that pupils were successful. The Nook and The Acorn provisions are equally precise and proactive in understanding the progress, following a clearly planned curriculum with outcomes and assessment steps.

Pupils feel safe and ready to learn. They are clear on how to stop any behaviours, such as bullying, "we speak to a safe adult." They enjoy the OPAL lunchtimes in particular; they love the freedom to play how and where they want. The pupils were proud that their voting and reviews made OPAL happen – "before they were boring and dull and after our vote things changed." This shows that staff authentically listen and make changes that may take the adults out of their comfort zone but enable the pupils.

Pupils enjoy and appreciate the variety of awards, jobs, and opportunities they have, especially as they get older, such as Shed Monitor and Head Pupil. The pupils talked clearly about the responsibilities that go with their many roles and appreciate the aspirations given by visitors and other links across the school.



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One pupil stated she was most proud of: "How I support the younger pupils play with me and help them play." They all agreed that having all year groups playing together really helped them adjust their play and support others.

Consequences for behaviour at Hayes Park are purposeful, given with dignity, growing the understanding of all adults to be curious about behaviour choices. There is a clear understanding from all pupils that PREP is the goal, and mistakes will happen, however, you learn from them. Each class has a Calm Corner and pupils value these, not just for themselves, but for how they help others. When learning from behaviour choices does not happen, pupils trust adults to make the appropriate steps to ensure their learning is not conflicted.

Parents love and appreciate all that Hayes Park does. They know that their children are cared for, nurtured and coached to be the best they can be. This comes from knowing the pupils, as one parent stated: "I want people to care for my children before they teach them." Parents appreciate the different ways Hayes Park gets to understand them and their children, with welcome meetings, coffee mornings, and meetings that help them understand and learn from each other. Parents, carers, and guardians love the way that the needs are met differently "pupils are not lumped into the same box" and this means that Hayes Park is a successful school, with a reputation for meeting the needs of the most vulnerable.

Several parents travel far on public transport to attend the school, which truly shows the inclusivity and what is happening at Hayes Park is working. Because a variety of strategies are effectively deployed, behaviours, needs, and personalities are understood and supported. The Learning Mentor is proficient in supporting and nurturing with dignity and respect meaning pupils want to listen and change their choices. Parents acknowledged that Hayes Park is looking to support and make a difference and they want to be part of this. The Big Build is a good example of the community coming together to make the school OPAL spaces work even better.

Governors are knowledgeable about inclusion and how it resonates across the whole school. They are equipped with the knowledge from the school and from their visits to make the strategic decisions they need. However, they know that in the current climate of school funding, they need to be creative with how resources are gained.

The Governors are also aware of the demands on the emotional health of staff, particularly the Head Teacher and her team. They regularly check in with the Head, however, they are considering how they can be even more proactive with this, for example setting up more 'work-from-home-days' or other support to ensure time and space is taken. Hayes Park understands its community well, with the well-resourced Nest provision being a welcoming area, with sofas, a food bank, links to charities and a space for parent-groups to meet and connect.

There is a multitude of support from Young Carers, Family-support, Uniform donations, as well as counsellor support. Over eighty families access The Nest regularly and the space is valued and used. The school works with local charities to enable the space to have the best it can offer. Families are supported with care, consideration, and dignity.



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Due to the above I have highly recommended Hayes Park to continue with its IQM Flagship Status.

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

Assessor: Ms Louise Browning

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Chief Executive Officer of Inclusion Quality Mark (UK) Ltd