



## Assessor's Evaluation for the IQM Flagship Project



<b>School</b>	Yeading Infant School Carlyon Road Hayes Middlesex UB4 0NR
<b>Head/Principal</b>	Ms Rupinder Ahuwalia
<b>IQM Lead</b>	Mrs Kuldip Cheema
<b>Date of Review</b>	23 <sup>rd</sup> March 2026
<b>Assessor</b>	Ms Siân Morris

### **IQM Cluster Programme**

<b>Cluster Group</b>	Quality First Network
<b>Ambassador</b>	Ms Debbie Shirley
<b>Next Meeting</b>	30 <sup>th</sup> June 2026
<b>Meeting Focus</b>	TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2024</b>	5 <sup>th</sup> Nov 2024	No
<b>Spring 2025</b>	4 <sup>th</sup> Mar 2025	Yes
<b>Summer 2025</b>	30 <sup>th</sup> Jun 2025	Yes
<b>Autumn 2025</b>	7 <sup>th</sup> Oct 2025	Yes
<b>Spring 2026</b>	3 <sup>rd</sup> Feb 2026	Yes
<b>Summer 2026</b>	30 <sup>th</sup> Jun 2026	

### **The Impact of the Cluster Group**

The school finds the IQM cluster group meetings extremely valuable, and the SENCo enjoys the opportunity to visit other settings and share good practice. She reports that she has picked up lots of ideas from visiting other IQM settings. For example, she visited a school in Newham which was working on a project to address bias within the



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curriculum. As a result, Yeading have reviewed their own books and resources to ensure that their children are well presented and any form of bias is reduced.

Another useful visit was to a Junior School who are developing practice around supporting pupils with executive tutoring. Another was to Willows Special School for autistic children who adapt the curriculum for individuals and have quite a different approach, leading the school to reflect on what Yeading has in place and the impact of the previous PINS project. The SENCo has also seen OPAL in practice in other schools, which has led to the school exploring the use of further resources.

### **Evidence**

- School Flagship Review and Planning for Next Year paperwork

- School website

### **Additional Activities**

- Attendance at whole school Eid assembly
- Tour of school
- Meet and greet in the playground at the start of the day
- Tour of lunchtime activities

### **Discussions held with:**

- IQM lead / SENCo
- Headteacher and deputy headteacher
- Parents
- Key staff in relation to IQM project
- Year 2 Playground Leaders and Y Team representatives
- Phone conversation with SEN governor

### **Evaluation of Annual Progress towards the Flagship Project**

Last year Yeading Infant School was invited to take part in The Rainbow Project in conjunction with Brunel University. The focus was on maintaining hope and encouraging aspiration at a time when many children and families are facing multiple challenges. This involved the school being trained on using specific modules for each year group, designed to help develop the children's understanding of difference and help them identify their special gifts and talents. Part of the project included activities



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for the children to do at home, encouraging parents to talk to their children, and helping the children to develop the vocabulary to express themselves.

The school ran a number of different events including Show and Tell sessions in class, and a Careers Day, where children came to school dressed up as the job they would like to do when they are adults. A number of assemblies featured adults talking to the children about their own job roles, including a number of the parents.

Module 1 has a particular focus on helping children understand the benefits of having a positive mindset and the importance of self-belief. For parents and staff, training focussed on the role of adults as partners in children's learning. Children are encouraged to think critically and solve problems.

Module 2 focuses on emotional resilience so that children are able to co-scaffold learning with an adult or peer. This is further supported by the Zones of Regulation that are well embedded within the school. Children are encouraged to express themselves confidently and seek help from adults when needed. This links closely to the KFS Buddy Code which the school uses; 'Be Kind, Stay Safe, Be Friendly'.

Module 3 focuses on the benefits of healthy eating and physical exercise, with children learning about areas such as the importance of staying hydrated, why sleep is important, and how to avoid excess sugar in their diets. An unusual but powerful link is with a dentist who trains other dentists, using the hall as a makeshift clinic and providing the children with free dental checks at the same time.

Each module has the same core content but builds upon the key information as the children get older, with Year 2 exploring topics such as Making Good Choices and Heart and Head. The emphasis is very much on the celebration of individual differences, whilst at the same time promoting the ways that we are all the same.

The impact of the project, which is coming to an end, is evident across the school. Children are confident and keen to share their views, experiences and aspirations; one Year 2 child proudly told me he could speak five different languages. As a follow up, parents will be offered a whole school workshop with staff from Brunel University in May, entitled, "How to Help Your Children Succeed in Life".

The effectiveness of this project is partly due to the fact that it aligns so closely with the existing ethos of the school. A structured approach has enabled the school to continue to develop the strong inclusive ethos, as well as providing children and families with the language and opportunities to maximise the children's time in infant school and provide them with tools and metacognitive strategies that they can continue to develop into the juniors and beyond. Although the project has now come to an end, Year 2 are continuing to work with Brunel on a follow up, 'Reach For The Stars', which runs from 2026 to 2027.



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### Agreed Actions for the Next Steps in the Flagship Project

#### New Project Title: OPAL Play

Yeading staff have planned a new project for this academic year, which is already well under way. The OPAL (Outdoor Play and Learning) programme is designed to promote outdoor play, recognising the importance of play in children's development. Staff identified this as a need partly due to the wider context in terms of changing childhoods, including less time outside, greater adult supervision and the impact of technology. Many of their pupils do not have readily available access to outdoor space, with many children living in cramped accommodation, so it was also needed within the local context.

The OPAL programme is already well established, and evidence suggests that it helps children to enjoy school more. Data suggests a noticeable impact, with less playground disputes, a reduction in the number of accidents, and improved behaviour. It also has significant benefits for children's broader development, supporting the development of areas such as social skills, problem solving and vocabulary to name but a few.

The intention of the project, led by the Learning Mentor with the support of the P.E. lead, is to provide children at Yeading with high quality play experiences and opportunities whilst they are at school. Yeading has chosen to focus on lunch times as a starting point, since this is the largest amount of time children spend outside during the school day. OPAL recognises and celebrates the importance of numerous different kinds of play, such as rough and tumble play and social play. As a result, the playgrounds are now zoned, with a wide range of play opportunities for children to access. A few examples observed were: children dressed up as police; others "cooking" in the mud kitchen; and some sitting on blankets reading with each other. This enables all children to access activities they enjoy, although they are also regularly reminded that they can choose different types of play depending on how they are feeling.

There is a Play Charter in place, based on the principles of Be Kind, Be Safe, Be Friendly (KFS), which align to the school's ethos and links back to the previous IQM focus, 'The Rainbow Project'. Lunchtime staff have been trained to be remote observers, allowing the children to lead the play and stepping in only when needed or invited. Children learn that they need to take responsibility for their safety and behaviour as well as their learning, with staff observing. In particular, taking risks is actively encouraged, but children are helped to develop the understanding of how to mitigate risk and find solutions when issues arise.

Weekly assemblies follow a similar format each week, promoting the KFS code, and reminding the children how to make the best use of the opportunities they have. OPAL assemblies include the presentation of the Golden Welly and the Golden Broom, awarded by the previous week's winners to children who have shown positive play or particular care for the school equipment or environment. Each week the Learning Mentor takes pictures of the children at play, which are shared as examples of different types of play or illustrations of the Play Charter. Problems or potential issues are also discussed, such as whether cardboard boxes should be used when it's raining.



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OPAL has also been used as an opportunity to reinforce the school's sense of community, with parents donating unwanted toys and equipment; a parent also built the mud kitchen. Parents have had access to information sessions and now all children have raincoats and wellies in school, so that they can access OPAL even if it is cold or wet. Children are actively involved in caring for the equipment and help to put it away at the end of lunch; they can also request different types of equipment and activities. Interestingly, staff are finding that children who may be less academic or quieter in class are particularly benefiting from this approach and are demonstrating strong leadership skills and developing their ability to communicate more effectively. Yeading Infants are working closely with the neighbouring Junior School, sharing staff training together.

The next step for the OPAL project is to deepen the understanding of children and staff about the different types of play and the benefits they provide. The school hopes to work more closely with the neighbouring Junior School in the summer term, particularly to support the transition from Year 2 to Year 3 and think about how the extensive field can be utilised. They are also looking at integrating the Reception children into the Year 1 and 2 playgrounds so that they can also benefit from the lunch time provision.

Given how closely the approach lines to the Early Years Framework, this makes complete sense. In Nursery and Reception, children are already learning how to take responsibility for their learning and keep themselves safe; having the older children as role models will be extremely beneficial. The school may also wish to consider exploring ways to promote the value of play outside school as the project develops.



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### Overview

Yeading Infant School is a 4 form entry school serving a diverse community within the London Borough of Hillingdon. The majority of pupils have English as an additional language, with many children being multilingual. There is a high level of mobility as families are moved within social housing or leave London in search of cheaper housing elsewhere in the country. A number of families continue to travel to the school despite living as far away as Slough or Luton, so high is their opinion of the school.

Yeading continues to be an extremely welcoming and friendly school which really emphasises the importance of relationships and the value of working with and supporting families. Senior leaders, including the Headteacher, greet families as they arrive in the morning, and a soft start for Reception provides additional reassurance for the younger children. On the day of their assessment, there was an extra buzz as children came in wearing their decorated Easter bonnets or carefully cradling homemade spring gardens.

Further structural work has been done on the school building, with new doors and windows making the rooms and corridors feel warmer and brighter. Classroom environments share some elements which are used consistently across the school, such as the use of visual timetables, now and next books, and even labels on trays of resources (as a result of the previous PINS project). This supports transitions from one year to the next and helps children to understand the clear and consistent expectations shared by staff. A new learning pod has also been built, and the school is exploring the possibility of accepting 2 year olds into Nursery.

The school has very clear routines and high expectations of both children and staff. Academic success is valued and promoted, and children make good progress and achieve well. However, the school genuinely values the holistic education of each child, recognising that children need to feel safe and secure before they can access learning in any meaningful way. Strategies such as the Zones of Regulation are well embedded and support children to develop the language they need to manage social situations and regulate their emotions effectively. Each class offers a Regulation Station with books and cuddly toys which children can use if they need to. A Governor emphasised the nurturing approach the school takes.

Yeading children love their school. The children are polite and well-mannered, reflecting the model of the staff. Year 2 children take on roles of responsibility, either as OPAL Ambassadors or as members of the Y-Team, the school council. They are voted into office by their peers. The children I spoke to were so confident and articulate, and many of them approached the Assessor again outside, eager to demonstrate OPAL in action. One child said, "play is the best" and another added, "because it's so fun and everything like ping pong". The children knew that "adults look after you - they let us learn new things and make sure we're safe". Several children talked about how they had made friends and developed their confidence when they arrived at Yeading, whilst another explained that he had arrived with no English and was immensely proud of the progress he had made.



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The school has a well-established additional provision for children with complex social communication needs, the Sunshine Room. Linked to Nursery, this provides a bespoke lower arousal environment for children who are not yet able to access the mainstream classroom and supports others who may need elements of a more specialist provision. This offers tailored activities linked to the mainstream curriculum as well as access to a well-equipped and inviting sensory room. The school has used part of its Pupil Premium funding to buy in additional speech and language therapy, so that early intervention can be put in place for children who have been flagged as needing support.

Relationships with parents and children's wider families are exceptionally strong, with the school recently securing a Parent Partnership Award. Workshops and school events, such as class assemblies, are extremely popular and well attended. The parents met spoke so highly of the support they and their children receive; one father, whose children had moved from another school, said, "I wish they'd been here from the beginning". The mother of a Reception child, who had recently transferred from the Sunshine Room to his mainstream class, talked about how much more supportive the staff were compared to his previous Nursery, and how much her child's learning and behaviour had improved as a result.

The strength of communication and the support for families was a recurring theme throughout the day; families appreciated being informed about and involved in their children's learning. The parents spoken to explained how the school had helped them to develop strategies to help their children at home as well as at school. The clear expectations and the routines that are embedded are also appreciated, with one parent saying, "they're strict - but it's a good strictness". Staff talked about the value of parental support and the positive impact on children's progress.

Parents also value the many opportunities they have to learn alongside their children; as the Headteacher put it, "we keep them with us". Parents are asked what training they would like, and the school offers explicit sessions for areas such as teaching maths and cursive writing. Again this develops the confidence of parents in supporting their children and ensures that the same methods and strategies are being used at home and at school.

The quality of opportunities for pupils at Yeading remains broad and ambitious. Pupils have access to specialist teachers through the Hillingdon Music Hub and through dedicated teachers for ICT and P.E. Recently Year 2 hosted a visiting author, who worked with the children, and inspired one pupil to write her own book at home. A local scientist houses his collection of reptiles and other creatures in the school, enabling the children to observe and learn about them at close quarters. Less obvious opportunities are also taken, such as hosting trainee dentists to check the children's teeth, enabling free check-ups for children and hands on experience for the trainees.

Yeading is very much a community school, with strong links to the community. The local vicar regularly delivers assemblies, and the children were due to visit the church the day after my visit for an Easter celebration. Small details, such as the changing seasonal display outside the Headteacher's office, emphasise the value of different cultures and beliefs; on this occasion, an Easter display with illuminated Easter eggs and card eggs decorated by the children. Assemblies also promote the value of difference and



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emphasise the similarities we share; the Eid assembly was one example of this.

Staff are highly valued and well supported by senior leaders. Many staff have been at the school for a substantial period of time; the Headteacher herself has been there for 21 years! Leaders recognise that staff need learning and development as much as the children, with the school using the National College as a basis for training. Other training is delivered through external agencies, such as Autism Education Trust training from Hedgewood Special School, who provide annual update training for staff.

Leadership is also delegated and shared so that staff have opportunities to develop their own leadership and management skills. Reception staff are currently involved in a Foundations for Futures project. The school also shares their good practice with other settings, with the Headteacher recently presenting at a Head's Up conference and hosting visitors from around the country. Local moderation enables the school to share their approach, with writing being a particular strength within the school.

The thing that makes Yeading exceptional is not its commitment to inclusion, but the attention to detail. Small details, which make a big difference, are things like staff swapping a radio mic in assembly so that a child with hearing impairment can access what is being said, or seating the children from the Sunshine Room near the hall door, so that they can leave if they become overwhelmed.

Every decision made and every project undertaken is carefully thought through and woven into the existing fabric and ethos of the school, with new initiatives building on the strong foundations already in place. This means that new approaches are gradually integrated into existing practice. One example of this is the OPAL project and the school's current involvement with Oracy 21 - quite different areas of focus, but with significant areas of overlap.

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 Siân Morris**

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

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