



Assessor's Evaluation for the IQM CoE Award



School Name Stockton Wood Primary School
All Saints Road
Liverpool
L24 3TF

Head/Principal Mrs Justine Clovis

IQM Lead Ms Trish Kent

Date of Review 29th June 2026

Assessor Mr Mike Bousfield

IQM Cluster Programme

Cluster Group All Inclusive

Ambassador Mrs Sarah Linari

Next meeting TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2025	10 th Oct 2025	Yes
Spring 2026	3 rd Jan 2026	Yes
Summer 2026	6 th Jun 2026	Yes

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

The school is part of the All Inclusive IQM Cluster Group and the Inclusion Lead is the named person responsible for attendance. There has been full engagement across the three cluster group meetings in the past year.

The meetings covered a range of relevant inclusion themes. At St Margaret's Anfield, discussion focused on EAL, P4C, pupil leadership and pupil voice, with the key outcomes being consideration of how best to support the increasing number of younger pupils with English as an additional language. Stockton Wood Primary hosted the spring term meeting, with a focus on SEMH and behaviour support. Collaboration and review following this meeting has resulted in the implementation of Beautiful New Beginnings and ELSA support within school. The Summer term meeting was the North West Regional meeting at Edgehill.



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Leaders say that the cluster groups are exceptionally useful and they value the opportunity for professional networking and collaboration. The groups can provide a source of 'little wins', such as having a space permanently set up for sensory circuits after a walk around a host school. Leaders will consider if other staff could benefit from attending future meetings, so as to spread the CPD opportunities around. Leaders mentioned that more frequent half day sessions would be welcome.

Overall, Stockton Wood demonstrates ongoing engagement with the IQM cluster process and a commitment to applying shared learning to strengthen inclusive practice.

Evidence

- School Self-evaluation
- Ofsted Report – Feb 2026

Documentation provided by the school:

- SEND Profiling Tool, List of extracurricular provision, Staff CPD log, monitoring and evaluation evidence including Nautilus MIS, Neuro-Inclusive Champions Network overview, newsletters, detailed assembly planning, emails to and from parents.
- Learning walks with IQM lead
- Observation of assembly

Meetings held with:

- Senior Leaders
- Governors and parents
- Support Staff
- Teachers
- Pupils

Evaluation of Targets for last 12 Months

Target 1: Raise the profile and effectiveness of MFL teaching across Key Stage 2.

The evidence demonstrates that Stockton Wood Primary School has successfully strengthened the quality, consistency and profile of Modern Foreign Languages across Key Stage 2. Staff confidence has improved through effective use of the Language Angels scheme of work, shared planning, CPD and curriculum resources, leading to consistent teaching, clearer progression and stronger pronunciation modelling. Monitoring evidence suggests that pupils are enthusiastic and confident in lessons, with improved vocabulary recall and greater willingness to participate orally. The introduction of MFL booklets, alongside learning walks, pupil voice, displays and whole-school language events, provides further evidence that language learning is becoming embedded within the wider curriculum.

Pupils say that they enjoy learning Spanish and were keen to demonstrate their knowledge, telling me about vegetables and fruit, the seasons, counting and words that are useful when discussing family. Their favourite session involved ordering different flavours of ice-cream. Teachers say that they have been well supported by the scheme of work and the training they have received. They commented on the depth of resources available and the guidance that is suitable for all different levels of experience and knowledge.

Next Steps:

Next steps are appropriately focused on sustaining this progress through continued implementation of Spanish, further professional development for the subject-lead and timely support for new staff and those new to Key Stage 2.

Target 2: Continue to develop meaningful global links to enrich the curriculum and promote global citizenship.

The evidence indicates that Stockton Wood Primary School has made strong progress in developing meaningful global links to enrich the curriculum and promote global citizenship. Monitoring shows that pupils are demonstrating increased awareness of global issues, cultures and diversity through curriculum work, assemblies, pupil voice and enrichment activities, while collaborative projects with international partner schools have provided valuable opportunities to compare experiences and broaden understanding beyond the local community. Global themes are increasingly visible in planning, pupils' work, displays and whole-school events, showing that international learning is becoming more embedded across school life.

During this visit, the FIFA World Cup was providing an engaging opportunity for all pupils to develop their awareness of global diversity. Each class 'adopted' two teams from the competition and learned about their culture and language. There is evidence of a wide range of learning across the curriculum including theme days, books studied as part of the school's reading spine, assembly themes and the celebration of religious events. Pupils also have the opportunity to write and receive letters to 'pen pals' in a



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Doha school and compare the similarities and differences of their day-to-day experiences.

Next Steps:

The next stage is to sustain and deepen this work by using the school council and Eco-warriors to further promote global citizenship and by ensuring that global perspectives are considered as part of future reviews of year group reading spines.

Target 3: Improve staff understanding of autism and inclusive strategies.

The evidence presented indicates that Stockton Wood Primary School has made strong progress towards embedding inclusive practice for autistic and neurodiverse pupils. Staff have completed relevant CPD, supported by local Special Educational Needs and Inclusion Support Service (SENISS), the Autism Initiative's Outreach Services Supporting Mainstream Education (OSSME), the local Neurodiversity Champions Network and the pilot neurodiversity profiling tool. This has resulted in increased confidence and a more consistent understanding of pupils' individual needs. Leaders have carried out lesson observations, learning walks and SEND monitoring, and these indicate that inclusive strategies such as visual supports, structured routines, adaptive teaching and sensory considerations are being used more consistently across classrooms, contributing to calmer learning environments, improved engagement and greater access to learning.

Staff say that they have found the professional development highly useful and impactful. They say that measures such as reducing the unnecessary stimuli in the environment, regulating the consistency of displays throughout the school and playing calming music has resulted in a calmer environment for all pupils. They are also more confident in providing the right support for pupils who need it and say the pupil passports they have introduced have been a big success. They say that they have improved interactions with pupils by breaking down communication and giving processing time, and that the offer of sensory circuits for those who need has improved the focus on learning.

Next Steps:

Future development will focus on extending pupil voice in collaboration with KS2 Neuro-Diversity Champions and continuing to refine curriculum provision for pre-formal learners.



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Agreed Targets for next 12 Months

Target 1: Adaptive Teaching and Inclusive Classroom Practice.

This target builds upon the improvements made in provision for pupils with ASC and is focused on ensuring that all pupils, including those with SEND, disadvantaged pupils and higher attaining pupils, can access learning effectively, make strong progress and achieve their full potential in mainstream classrooms.

The planned actions centre on developing a consistent approach to inclusive teaching across the school. This includes embedding shared expectations for adaptive teaching, strengthening staff understanding through CPD, coaching and modelling, and using strategies such as scaffolding, flexible grouping, clear explanations and assessment-informed responsive teaching. The plan also emphasises improving provision for specific groups by ensuring appropriate adaptations for SEND pupils, closing gaps for disadvantaged learners and providing stretch for higher attaining pupils. A further focus is placed on promoting pupil independence through metacognition, self-regulation and the gradual removal of support.

Implementation will be led through Autumn term CPD, ongoing staff refreshers and half-termly staff meetings led by SLT. The SENCo and Phase Leads will support the development of adaptive teaching strategies, with implementation strengthened through termly coaching cycles. Progress will be monitored through learning walks, book looks, planning scrutiny, pupil voice, assessment analysis and SEND reviews. Informal weekly drop-ins and professional dialogue will help maintain consistency.

Comments:

This is a highly ambitious target, which addresses one of the school's improvement foci from their recent Ofsted inspection. The scope includes the universal offer for all children and targeted support for those pupils with specific identified needs. There is an additional layer involving metacognition and independence. Leaders are confident that these priorities can be met simultaneously and are employing intensive professional development, coaching and the production of written guidance as a means of implementation. The Nautilus management information system, which is fairly new to the school and allows for the efficient analysis of monitoring information should be a useful tool for coaching and evaluating progress.

Target 2: Ensure that adult-child interactions in the Early Years Foundation Stage are of a consistently high quality.

The planned improvement focus aims to improve children's communication, language, thinking and social development. The work places a strong emphasis on sustained shared thinking, communication-rich practice and responsive interactions that extend children's vocabulary, curiosity and engagement in learning.

Actions are appropriately structured around developing consistently high-quality interaction practice throughout the staff team. This includes strengthening language-rich provision, improving support for specific groups of pupils and promoting learners'



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engagement and thinking. This will be delivered through CPD, coaching, modelling, the agreement of explicit expectations, professional dialogue and purposeful use of questioning, commentary and intervention.

Responsibility is allocated to EYFS leaders, the SENDCo, the phase lead and other senior leaders. Implementation will be supported through Autumn term EYFS-specific CPD, half-termly staff meetings, termly coaching cycles, weekly informal drop-ins and regular professional discussion. Monitoring arrangements include half-termly observations, learning walks, provision reviews and termly pupil progress reviews, with a particular focus on communication and language development.

Comments

Like the previous target, this seeks to address a key development focus identified through Ofsted. The aim is to improve consistency by bringing every interaction into line with the current best practice in school. The intended impact is that children, including those with emerging SEND needs, will benefit from more consistent, responsive and effective adult interaction, leading to stronger engagement, improved communication opportunities and clearer evidence of developmental progress.

Professional development, coaching and the production of written guidance will again be the key implementation tools. The evaluation and use of monitoring and observation information will be a key element in determining the success of this stream of work.

Target 3: Supporting Wellbeing and Improving Attendance through collaboration with Beautiful New Beginnings and the provision of Emotional Literacy Support Assistants (ELSA).

The school aims to strengthen its inclusive and nurturing provision with a focus is on improving emotional wellbeing, resilience and attendance for vulnerable pupils, particularly those experiencing emotional barriers to school attendance. This work is underpinned by early identification, relational practice, trauma-informed approaches and personalised intervention.

Planned actions include embedding a clear structure for wellbeing provision, providing CPD for staff, using attendance data and pupil voice to identify need, and creating tailored support plans for individual pupils. The approach also places importance on strong partnerships with parents and carers, regular communication, and whole-school consistency through coaching, supervision and professional dialogue. Impact will be reviewed through attendance data, provision reviews, case studies, pupil voice and parent feedback.

Comments

The reduction of emotionally based non-school attendance has been identified as a key performance indicator of this work. This is one of the outcomes that the project aims to deliver, however evidence should reflect the gains in other areas, such as pupil wellbeing, reduction in dysregulation and the engagement of families.

Overview

Stockton Wood is a school that understands itself and its community well, providing a warm, high-quality environment for all its learners. There is a very strong culture based on inclusive principles and the ambition for everyone to do their very best. The school's plans for improvement are firmly rooted in the needs of the community and in removing the challenges and barriers to success faced by many of its families. Learners are offered a rich curriculum designed to inspire pupils to be ambitious and to understand the wider world in which they live. The school is especially good at recognising and meeting the additional needs of some learners. Leaders have demonstrated an ongoing commitment to sustaining the high quality of provision offered over the past year.

The school is very good at identifying and overcoming barriers. Most parents of pupils with SEND say that their child is very well understood and that the school works hard to put provision in place to meet their needs. They appreciate the honest and timely communication. "Every single day the school goes above and beyond what is needed and staff put their heart and soul into their work," one parent told me. The outdoor provision in the Early Years Foundation Stage has been well planned and adapted to meet the greatest needs exhibited by pupils on entry into school. There are many opportunities for imaginative play and language development, with den-building areas and space for role play. There is also excellent provision for the development of gross motor skills. In classrooms, a great deal of provision is integrated into the everyday environment and pedagogy. Stress bands and fidgets are used for those who need sensory regulation. Visual timetables are available in each classroom, showing all learners what is happening now, what will happen next, what has already been completed and what is still to come in the day. Working walls in each classroom provide scaffolding and key information. These are consistent, positioned similarly and use the same format in each classroom. For learners with more complex needs, individual plans identify the right learning strategies to support progress. A pupil passport system has been developed so that pupils with high needs have those needs made available to every member of staff or adult who enters the room. Training and professional development also ensure that the adults delivering key strategies understand their purpose and can deliver them well.

Stockton Wood offers a high-quality learning environment, with the inside of the building presented beautifully and very high standards of cleanliness and care evident. The colour palette is consistent throughout the school and provides a calming backdrop for learning, avoiding visual overload. There are a number of impressive resources, including a very well-stocked and well-presented library with staff recommendations for reading and a good range of books representing the diversity of the world in which we live. This presents a strong invitation for all learners to enjoy reading. Similarly, the computer suite offers a well-maintained learning device for each child in a class, with software that enables teachers to drop in, monitor learning and give feedback while pupils are working. The displays around the room remind learners of online safety, as well as providing scaffolding and working examples for their current projects. Key messages about the school's values and ethos, both explicit and implicit, are displayed prominently throughout the environment. These include the school's value statement, Respect, Include, Succeed and Encourage (RISE), while a display in the hall calls for



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pupils to be a HERO: Here Every day, Reading and On time. Throughout the school, further displays celebrate Black History Month, LGBTQ+ and WAGOLL (what a good one looks like) examples, showing the progression of expectations in different subjects through the different age phases within school.

Equal thought has been given to the planning of the outdoor environment, which offers great opportunities for pupils to play and learn happily. There is a huge range of activity on offer, from block play and trim trails to develop gross motor skills, to a reading shed, a stage, a climbing wall and a multi-use games area for ball games. Additionally, pupils have access to large play equipment such as bikes and scooters, and a natural amphitheatre provides a wonderful space for active and imaginative play. A sensory garden provides a quieter space for those who want some downtime or a place to chat with their friends. Lunchtime clubs are provided for those who wish to do more structured activities, or who find prolonged unstructured periods challenging. A gardening club adds to the wide range of activities on offer.

The pedagogy in school promotes language development, with good questioning by adults, many opportunities for discussion, the expansion of vocabulary, modelling and reinforcement all strong features of the lessons seen. In Year 4, the teacher used a video clip exceptionally well, stopping at key places and asking pupils to discuss what they thought was going to happen next. This offered a good example of the practice seen throughout the school. Bespoke interventions, such as colourful semantics, are also used to address greater need when this is identified. As a result, pupils are very switched on and show a willingness to answer questions, using reasoning well to do so. In assembly, pupils listened to the inspiring story of a local young man who is representing Norway in the World Cup. At the end of the assembly, pupils were invited to reflect on how this story related to their school values, and they were able to do so with ease. Evidence was also observed of timely and good-quality marking and feedback, which has an impact on pupils' progress and understanding. Learners demonstrate understanding of their teachers' feedback and respond well to it. Evidence of adaptation was clear throughout the school, both in the form of scaffolding, which allows pupils who need support to access the learning at the same level as their peers, and additional challenge for more able pupils, especially when they did not need to attend to some of the discussions in parts of the lesson.

Pupils are very proud of their school, and their behaviour both inside and outside lessons shows this. They are well focused and motivated in their learning, and willingly take part in discussions, using clear reasoning and demonstrating the ability to speak clearly and listen to others. Pupils demonstrate a good basic understanding of what inclusion is and can give examples of how they include people in their school. They are very proud of the work that they do and were very keen to demonstrate their newly acquired skills in Spanish. They appreciate the many enrichment opportunities that are in place for them in school.

Teachers and support staff are equally proud to be part of the Stockton Wood community. They feel well supported by school leaders and also feel that they are given the resources, including training and support, to do their jobs well and meet the needs of their learners. Leaders are ambitious and aspirational both for pupils and for school staff. They work hard to ensure that the highly inclusive ethos, reflected in the school's



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IQM Centre of Excellence status, is continually sustained and developed. It was a pleasure and a privilege to conduct this review and to see the commitment and expertise of the Stockton Wood team in action.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Mr Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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