Assessor's Evaluation for the IQM CoE Award

School Name Stockton Wood Primary School
All Saints Road
Liverpool
Liverpool

L24 3TF

Head/Principal Mrs Justine Clovis

IQM Lead Ms Patricia Kent

Date of Review 11th June 2025

Assessor Ms Sarah Rawsthorn

IQM Cluster Programme

Cluster Group All Inclusive

Ambassador Mrs Sarah Linari

Next Meeting 23rd June 2025

Meeting Focus

Cluster Attendance:

Term	Date	Attendance
Summer 2024		No
Autumn 2024	22nd November 2024	Yes
Spring 2025	12th March 2025	Yes
Summer 2025	23rd June 2025	

Impact of Clusters

Autumn Term

22nd November 2024: Our Lady and St Philomena's Catholic Primary School

Topic: In-house SEND provisions, OPAL, and staff wellbeing

Outcome(s) for School: Consideration of the best way to support the increasing numbers of younger pupils with EHCPs.

© Inclusion Quality Mark (UK) Ltd

Staff report that they engaged in a thought-provoking professional dialogue facilitated through this IQM Cluster Group session. The session brought together colleagues from across the region to explore effective strategies for supporting the increasing number of younger pupils with Education, Health and Care Plans. During the session, staff discussed the importance of early identification and intervention, and the benefits of adopting a play-based, sensory-informed curriculum that promotes emotional regulation and communication. Ideas shared included the use of visual timetables and communication boards, the development of calm, low-stimulation spaces within EYFS settings, and structured routines supported by key adults to build security and trust. There was also a strong focus on the role of high-quality training for teaching assistants, enabling them to deliver targeted, personalised support with confidence. The session highlighted the value of peer collaboration, with staff reporting that they returned to school energised by practical examples and ready to trial adapted approaches within their own context.

Spring Term

12th March 2025: Eastway Primary School

Topic: Family Hub and SEND provision

Outcome for School: Development of semi-permanent sensory circuits in hall space.

School was inspired by Eastway's use of sensory circuits and took action to replicate at Stockton Wood in the 'Art Space' hall. The circuit was seen during the IQM assessment day and staff questioned about the impact. Since the introduction of sensory circuits, staff have observed a marked improvement in pupils' ability to regulate their emotions and settle more quickly into the school day. These structured sessions, now embedded into morning routines, provide a purposeful outlet for movement and sensory input, helping children feel calm, focused, and ready to learn. Pupils who previously found transitions difficult or arrived dysregulated are now showing greater emotional stability, with fewer incidents of distress or withdrawal. Teachers have noted increased attention, improved engagement in lessons, and enhanced social interactions, particularly among pupils with sensory processing needs or those with autism. The consistent use of sensory circuits has not only supported individual regulation but has also contributed to a more inclusive classroom environment, where all children are better able to access learning and participate positively throughout the day.

Evidence

The assessor evaluated the school's commitment to inclusion and successful completion of the previous year's targets through a wide range of evidence, including:

- IQM Centre of Excellence Action Plan
- OFSTED Report
- School Website
- Learning Walking
- School Samples of Work and photographs

© Inclusion Quality Mark (UK) Ltd

Meetings held with:

- Headteacher
- IQM Lead / SLT
- Parents
- Pupils
- Chair of Governors
- Curriculum Leads
- KS Leads
- T.A representatives
- Reading Volunteers

© Inclusion Quality Mark (UK) Ltd

Evaluation of Targets for last 12 Months

Target 1: To continue to develop reading across the curriculum.

The school has made significant progress in promoting reading for pleasure and raising attainment across all pupil groups. A wide range of initiatives have been introduced to engage children and families with reading. These include Stay and Learn sessions focused on reading for pleasure, the continuation of reading buddies each half term, and the appointment of new pupil librarians. Professional development has been prioritised through the September 2024 INSET day led by Gareth Davies on the "Ready Steady Write" and "Steps to Read" programmes, alongside termly pupil progress meetings.

Reading areas within classrooms have been enhanced, and central displays now celebrate curriculum themes and global events. Careful consideration has been given to the selection of texts, ensuring diversity and representation. Year 5 and 6 pupils have engaged in the National Literacy Trust reading project, beginning with the 'Book Tasting Café' event. Communication with parents has been strengthened through newsletters and personalised emails promoting reading and providing book reminders, supported by a bookmarks and stickers incentive scheme. A weekly after-school Reading Club has been introduced, and specific guidance has been provided to staff regarding Oxford Reading Tree levels and support for the lowest 20% of readers. A twilight CPD session for support staff focused on miscue analysis has further supported inclusive reading strategies.

The school has trialled the "Ready, Steady Read Together" programme in Years 3 to 5, with plans to embed it more widely. Ongoing support is provided through the RWI SLA, with regular reviews and training led by Diane Cannon. The Coram Beanstalk reading programme has also been launched, and targeted reading booster groups are in place for Year 6 pupils.

Next Steps: include embedding the use of bookmarks and stickers to promote home reading, continuing to monitor outcomes for all pupil groups, and fully integrating the "Ready, Steady Read Together" initiative across year groups. Consider Dyslexia Friendly Classroom strategies to extend beyond visual disturbance issues. Consider increased use of talk to text and laptop use.

Target 2: Continue to create a more unified and 'low arousal' appearance in classrooms and learning areas to support transition.

The school has prioritised the development of calm, consistent, and supportive learning environments to ease pupil transitions. All classrooms have been redecorated to ensure uniformity in appearance, display board use, and colour schemes. Calm areas have been created within each classroom, and shared spaces have also been refurbished to align with this approach, with ongoing maintenance managed by teaching assistants.

Staff have participated in the PINS project, gaining insights into the needs of neurodivergent children. This work, which includes parent engagement and has received external recognition via LJMU's *Mersey View Live*, has led to the provision of resources supporting sensory and refocus breaks throughout the school. A key

© Inclusion Quality Mark (UK) Ltd

development has been the planned sensory circuits in the Arts Space, ensuring accessibility for all children. OSSME delivered a whole-staff CPD session on sensory circuits during the spring term, and transition booklets have been created for identified pupils across all phases to further support change and continuity.

Next Steps: Include maintaining these high standards and implementing daily sensory circuits in the Arts Space, led by Sam.

Target 3: To further develop our inclusive practice as a globally aware school.

As part of the school's drive to foster global awareness and inclusive values, the Headteacher and SENDCo attended the Global Alliance Networking event on 17 May 2024. Links have been established with a partner school—United School International in Doha—enabling collaborative exchanges through Zoom, letters, emails, and face-to-face contact.

The school has also sought to deepen pupils' global understanding through enriched curriculum opportunities. A key event, Aspirations Week, is scheduled for the week beginning 16 June 2025 to inspire pupils and broaden their awareness of global opportunities. The MFL curriculum has been refined to promote the importance of global citizenship, and the assembly and music programme has been shaped to reflect diverse cultural identities. In addition, the school regularly celebrates religious-themed days and has committed to its School of Sanctuary ethos.

Further cross-curricular links have been embedded across geography, history, RE, art, and design technology. During Science Week, pupils had the opportunity to interact with engineers from around the world. The subscription to *First News* has enabled staff to keep pupils informed of global events, with resources shared regularly to ensure topical and up-to-date learning.

Next Steps: Looking ahead, a decision has been finalised regarding a potential change in the taught MFL to Spanish, aligning with feeder secondary schools. The school also awaits confirmation of a new date for the planned pupil exchange visit from China.

Agreed Targets for Next 12 Months

Target 1: Raise the profile and effectiveness of **MFL** teaching across Key Stage 2. Introduction of Spanish as a replacement for French MFL teaching and Learning in September 2025.

Comments

The following key steps were discussed and agreed to successfully raise the profile and effectiveness of MFL teaching across Key Stage 2, in line with the school's planned transition from French to Spanish in September 2025:

To ensure a smooth and purposeful introduction of Spanish as the core modern foreign language, the school will adopt a high-quality, structured MFL scheme *Language Angels*. This will provide a clear progression model and offer engaging, well-sequenced lessons

© Inclusion Quality Mark (UK) Ltd

that support both language acquisition and cultural understanding. Targeted CPD for teaching staff will be essential—focusing on pronunciation, interactive teaching strategies, and embedding cultural context—so that staff feel confident and equipped to deliver high-impact MFL teaching.

MFL should be made more visible and valued across the school through the introduction of subject-specific displays, celebration events, and pupil engagement initiatives such as pen-pal schemes. These will help normalise language learning as an enjoyable and inclusive part of the curriculum. Equally important is the creation of pupil workbooks to ensure consistent coverage, provide a record of learning, and allow for more effective tracking of pupil progress. Regular assessment opportunities should be embedded into the curriculum to monitor understanding and inform teaching.

Building stronger links with feeder secondary schools will also support curriculum continuity and enable pupils to see the relevance of their learning. Opportunities for collaborative projects or conversational practice in Spanish with older peers could further strengthen transition and pupil confidence.

Celebrating European Day of Languages should be used strategically to promote linguistic diversity and foster enthusiasm for language learning across the whole school community. In addition, partnerships with international schools, potentially facilitated through the British Council, would enrich the curriculum, and provide authentic opportunities for pupils to apply their language skills in real contexts.

Integrating global learning themes within the wider curriculum—through geography, PSHE, and literacy—can enhance pupils' understanding of the world and encourage intercultural awareness. Marking international days and diverse cultural festivals will further reinforce this ethos.

Finally, the creation of a pupil-led 'Global Ambassadors' group would empower learners to take ownership of global and language-based initiatives, promote pupil voice, and act as role models in fostering a positive, outward-looking school culture.

Target 2: Improve staff understanding of autism and inclusive strategies.

Comments

To improve staff understanding of autism and strengthen inclusive classroom practice, a series of targeted steps are recommended, aligned with both pupil needs, and statutory expectations outlined in EHCPs.

All staff should continue to engage in structured CPD focused on autism awareness and evidence-based inclusive strategies. This professional development must include specific training around sensory processing, effective communication approaches, and support for anxiety—ensuring that staff are well-equipped to meet the diverse needs of autistic pupils in mainstream settings.

Participation in the PINS programme will support a deeper evaluation of current provision. Through this, staff will review how communication needs are addressed and

© Inclusion Quality Mark (UK) Ltd

complete an audit-based tool, which will lead to a detailed report and set of actionable recommendations for the school.

Staff training records should be maintained systematically to track completion and monitor engagement. The impact of training should be triangulated through SLT-led learning walks, pupil progress and engagement data, and staff confidence surveys. Lesson observations will be key in identifying the extent to which inclusive strategies are embedded in practice.

The school will also continue to work in partnership with OSSME (Autism Initiatives), ensuring expert input into both staff development and the review of inclusive practice across the school. Through these actions, staff confidence will increase and provision for autistic pupils will become more consistent, personalised, and effective.

Target 3: To further develop our inclusive practice as a globally aware school – continuation and progression of Target 3 2024-2025.

Comments

As part of its forward-facing development priorities, the school is committed to deepening its global engagement in order to enrich the curriculum and further promote global citizenship across all key stages.

An ongoing school twinning process has been very successfully commenced with an International School in Doha, this relationship will continue to be built upon, extending opportunities for pupils to develop global awareness. Plans are in place to strengthen international links through the establishment of formal partnerships with overseas schools, potentially via British Council networks. These relationships will provide a foundation for collaborative projects, virtual exchanges, and shared learning experiences that bring real-world global contexts into pupils' daily education.

A key focus will be the continued integration of global themes into curriculum planning. This will ensure that issues such as sustainability, cultural diversity, and social justice are embedded meaningfully across subjects and year groups. Celebrating international days and cultural festivals will also remain a strategic vehicle for raising awareness, encouraging empathy, and developing pupils' intercultural understanding.

To ensure pupil ownership and active participation, the school will launch a pupil-led 'Global Ambassadors' group. These students will help drive global learning initiatives, promote sustainable practices, and act as advocates for global awareness throughout the school community.

Impact will be monitored through the development of a comprehensive portfolio of international collaborations, regular feedback from pupils, and evidence of global learning in classroom displays and work. Governors will play an active role in evaluating the influence of this work on curriculum quality and pupil development, ensuring it remains a meaningful and measurable part of the school's inclusive ethos.

© Inclusion Quality Mark (UK) Ltd

Assessor's Evaluation for the IQM CoE Award

Overview

The school's motto is '*As a School* ***Community*** *we RISE:* ***Respect, Include, Succeed*** *and* ***Encourage****'* – School Website

The assessment day evidences that these values permeate every aspect of life at Stockton Wood. Since the school's last IQM Centre of Excellence assessment and the most recent OFSTED report the staff at Stockton Wood has continued to show an outward facing, strong and consistent commitment to inclusion, ensuring that every learner feels safe, supported, and valued. The school has created a clear identity rooted in its local community while continuing to champion diversity and equality for all. The school emanates a quiet, calm, purposeful learning environment and the outdoor area is excellently equipped to provide wonderful quiet and rambunctious physical development and play opportunities. All staff presented as friendly, warm, and professional, sharing a common purpose to educate the whole child whilst providing a safe consistent environment. It was very evident that relationships between staff and between pupils and staff and also between staff and parents / carers were open, empathetic and supportive.

Parents speak very highly of the school:

"Diversity week is not an isolated experience of inclusion of diversity the school is really good at sharing information, I know what they are doing, they self-reflect are relatable and messages are delivered in a really positive way" – Parent of pupil with SEN.

"There is an open-door policy you can just talk to someone whenever you need to, I've never not been met by a shoulder to cry on or a listening ear" – Parent.

The region of Speke is quite insular, many families not travelling beyond the locality within which they live, the locality is predominantly White British, and the school has addressed this lack of wider experience by undertaking many trips and invited many professionals in to widen aspirations and experiences of pupils.

The school takes a proactive role in responding to local events. For example, following a recent event of antisocial behaviour involving the fire service on the day of the assessment older pupils were invited to meet with the Fire Brigade, improving understanding and deepening positive relationships with emergency services. The school also work closely with the Prevent service to protect pupils at risk of vulnerability.

Behaviour in the school is very good, underpinned by a depth of understanding of the pupils' context and learning needs. The school utilises Dojos, Super Kind Awards and other strategies and systems to develop empathy and compassion. Children have access to individual self-regulation resources and coregulation is available for those pupils in need.

Despite budget pressures the school meets the needs of growing numbers of pupils with a wide range of additional needs, including those who are neurodivergent or have more complex learning needs. The school continues to value its staff and ongoing learning for

© Inclusion Quality Mark (UK) Ltd

all, the SLT have invested in quality INSET for staff and new online programmes to provide high-quality provision for all, including learners with additional needs. Support is carefully matched to individual pupils through small group teaching, one-to-one sessions, and adapted learning materials. Teaching is flexible and inclusive, with staff working hard and above and beyond to remove barriers and celebrate every learner's strengths. For example, a pupil with autism struggles with change so when a supply teacher is covering the class school personnel telephone home in advance and key trusted members of staff are available to support the child's transition into the school building. Teaching programmes are flexible, adapting and modifying practice to benefit individuals' learning needs. Pupils with SEN have Pupil Passports designed by the child to create ownership and pride in their abilities in addition to support strategies, displayed on walls so that all adults are aware of how best to support individual needs. The current EYFS have 4 pupils with EHCPS on reduced timetables.

''Their day looks very different" – EYFS Lead.

Transition at every stage is planned early and very carefully to ensure success. The school's commitment to inclusion and supporting the whole family goes beyond the classroom. Senior Leaders are present to welcome children to school each day and use this opportunity to observe children's wellbeing and to develop relationships with parents. Leaders are mindful of the financial and emotional pressures families may face and take practical steps to provide support. This includes access to food, clothing, and a strong focus on mental health and wellbeing. Preventative work is a strength. Community links are exemplary, staff provide an above and beyond offer to parents and carers to ensure they are fully included in the activities of the school community. The school welfare officer visits homes on a regular basis to offer support and aid attendance.

"The staff genuinely care, communication is excellent school is very respectful of our opinions they can take criticism and reflect and act on our comments, school even supports my elder daughter who is presently being home educated even though she is not a pupil at the school" – Parent.

The Quiet Space provision facilitates emotional self-regulation, and the pupils all know the key members of staff and how to access the provision which extends beyond the school's sensory rooms to offer 1:1 support which includes counselling, upper body massage and sensory integration opportunities.

The Chatter forum introduced in January 2025 provides online insight into the school's activities. Soft starts to the school day are available for those pupils or families who struggle to arrive at the start of the day. Half termly stay and play events encourage the hard to engage parents to join in the life of the school. Recent workshops have been delivered for parents and carers on themes such as 'Timid to Tiger', Nurture Approaches and PINS Neurodivergence awareness raising.

"Support at school doesn't stop with the child, the Headteacher has been my unpaid therapist" – Parent.

© Inclusion Quality Mark (UK) Ltd

On arrival at school the children are greeted by classical and global music chosen to create a calm, harmonious beginning to the day, the children then engage in a quiet Heart Breaths time to aid self-regulation.

School have worked hard on previously set Centre of Excellence targets and can evidence the significant impact of actions taken to develop reading, classroom environments and global awareness, all of which was evidenced during the assessment day and the impact of these targets have significantly affected knowledge, understanding and skills in each of these areas. For example, Read Write Inc data shows recent remarkable progress for pupils. The SLT and curriculum leaders continue to develop these key areas. A whole school communication audit has recently taken place identifying achievements and noting potential areas to improve, including Staff Profiles, support visual symbols and access to SALT handbook. Parents report that staff are:

"Very good at working with outside agencies to provide the very best for every child and signposting to other support services where help is not available in school."

Core values—such as bravery, respect, nurture, and independence—are lived throughout the school, not just in policy but also in practice. These values guide decision-making, shape the learning environment, and are reflected in the behaviour and attitudes of pupils and staff. Pupils consistently describe staff as kind, fair, and supportive, highlighting the safe and caring atmosphere that exists throughout the school.

Leadership at all levels continues to model a strong, values-driven approach. The emphasis on wellbeing is not limited to pupils—staff report that they feel listened to, appreciated, and well supported. Communication systems—both formal and informal—help maintain strong relationships within the school community. Initiatives such as anonymous thank-you notes boost morale and encourage a culture of mutual respect.

The school's inclusion strategy is carefully monitored and evaluated through regular lesson observations, book looks, and pupil voice activities.

In conclusion, Stockton Wood continues to offer a warm, inclusive, and supportive learning environment where all pupils, regardless of their background or needs, are given the tools to succeed. It was a pleasure to visit the school, to meet such dedicated, expert staff, and to see the impact of their inclusive practice first-hand.

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.

© Inclusion Quality Mark (UK) Ltd

Assessor's Evaluation for the IQM CoE Award

Assessor: Ms Sarah Rawsthorn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

© Inclusion Quality Mark (UK) Ltd