



Assessor's Evaluation for the IQM CoE Award



School Name Kirkdale St Lawrence CE Primary School
Fonthill Road
Liverpool
Merseyside
L4 1QD

Head/Principal Mrs J Campbell

IQM Lead Ms Emma Cottom

Date of Review 24th June 2025

Assessor Ms Siona Robson

IQM Cluster Programme

Cluster Group	Gardeners	
Ambassador	Mrs Sarah Linari	
Term	Date	Attendance
Autumn 2024	5 th November 2024	Yes
Spring 2025	13 th February 2025	Yes
Summer 2025	23 rd June 2025	Yes

Evidence

- Discussion with school leaders
- Meeting with teachers
- Meeting with Tas
- Meeting with governors
- Meeting with students
- Learning walk of Talk for Writing lessons
- Meeting with English team
- Visit to Social Brokers hub and meeting with staff
- Meeting with parents
- Visit to the yard at lunchtime
- Meeting with UK Military School
- Key documentation



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Evaluation of Targets for last 12 Months

Please note that the targets below are the original ones and different to those discussed and agreed at the review last year and recorded in last year's report. The wonderful work they have done on improving communication with parents and work with the family's hub is included. There is overlap in evidence for targets two, three, and four so comments will only appear under one of these targets. The IQM co-ordinator provided a wealth of evidence for the review visit for which I was very grateful.

Target 1:

To improve standards in writing across the school.

The school recognised the need for a consistent approach, one which developed oracy alongside writing. The school has now embedded Talk for Writing. Pupils arrive with low language skills, limited vocabulary and very little access to stories outside of school. The school has also welcomed an increasing number of pupils with Special Education Needs and Disabilities (SEND) and English as an Additional Language (EAL). The Talk for Writing approach is based on learning a story by heart, retelling it with actions using visual prompts. The coherence of the spoken language has supported language development across the school. The immersion in language and the accompanying games and actions has been particularly inclusive for EAL and SEN pupils, developing their confidence and use of rich vocabulary. One stage of the process is boxing up the story. A pupil in Year 2 explained this to me; *"We don't write it word for word; we just summarise it."* Another child read their boxed up story to me and then shared her lovely ideas for her own story. She told me, *"My alien's name is Emily, she loves flowers. Her skin changes colour every day and she shines and glows in the dark."* The pupil's oral confidence, creativity and use of language was impressive. The innovation part of the process allows pupils to use the original text, the toolkit of games and linked literacy activities, features and techniques to write independently. In Early Years Foundation Stage (EYFS) the pupils work together to create a shared write. I saw this in action in reception. The pupils were fully engaged, clearly loving contributing their ideas. In Year 1 and 2, I was treated to a wonderful rendition of their retelling of Zig The Alien. They used the images and actions to remember the flow of the story. Every child was involved and engaged. A Year 4 pupil proudly shared with me the following fantastic paragraph from his independent writing based on the story of the Three Little Pigs. *'It was a dark, paranormal, stormy night on the last day of October. The wind howled through the little pig's house giving them a shiver without warning.'* In Year 5, the pupils were confidently reading their golden writes to their peers. In every class children were smiling, engaged and keen to share their work. The Talk for Writing approach is clearly having a significant impact on the quality and quantity of writing, pupil's confidence and motivation and is developing strong oracy.

The school now has an increased number of greater depth writers as a result of two years of Talk for Writing. The recent LA moderation feedback detailed how impressed they were with the quality of independent writing and the range of ideas that the original story had stimulated. They also commented on the confident use and range of punctuation. Pupils have greater stamina in their writing and are more confident to get going. The pupils are increasingly skilled in editing their own work.



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The stories are carefully chosen and linked to curriculum areas so pupils can apply their prior learning from other subjects. In Key Stage 2 (KS2) when creating their own writing based on a portal story to Egyptian times, pupils were able to draw from their prior learning of Egyptians and Vikings in History to give context to their stories. Studying a non-chronological report on a polar bear was linked to a prior topic on frozen kingdoms. The children chose their own animal from the polar regions and used their prior knowledge of the habitat from geography and life cycles and diet from science to inform their independent writing. In nursery the pupils are looking at the story, The Train Ride which is being linked to the current topic of On the Beach.

Training is comprehensive ensuring staff are fully equipped with the understanding and skills to be able to deliver this approach. New staff have the opportunity to work alongside the English lead and observe other staff. Staff meet regularly to share best practice and discuss their approach. Senior staff plan the units for work which are then adapted by teachers to meet the needs of their class.

Next Steps:

- Leaders want to look at the KS3 curriculum and support Year 6 as they move into Year 7 through transitional writing opportunities. The secondary school in the new Multi-Academy Trust (MAT) will support this. A forensic look at literacy data over time will inform next steps. Staff are keen to establish links and work with other Talk4W schools to share best practice and magpie ideas. Staff are reviewing the choice of texts to ensure they reflect the topics in the two year cycle for next year.

Target 2:

To develop the outdoor curriculum across the school.

The pupils all agreed that this has improved over the year. They told me about the new outdoor classroom which they have used for learning in science and geography and how on world book day the older pupils read to the younger children in the outdoor classroom. It is also, one pupil told me, used for brain breaks.

I had the pleasure of visiting the yard again at lunchtime. It has developed since my last visit with adventure climbing frames, the outdoor classroom and the garden area has been planted up by the Junior Social Brokers as part of a gardening project. As usual music was playing and pupils were dancing, staff were monitoring and facilitating play and pupils were all happily involved in an activity. The space was quite literally buzzing with excitement and joy.

As a result of ongoing conversations with the local council the recreational land opposite the school is now being regularly used by the school. The council have drawn the white lines for the running races for this year's sports day. Year 2 went over to the recreation area to plant trees with the local councillor.

Kirkdale St Lawrence CE Primary are a flagship school for UK Military School, a company who deliver activities around their core values; leadership by example, thinking individually and as a team, reward, discipline and high expectations. They



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promote a physical healthy lifestyle and develop pupil's skills for life. The school has an instructor one day a week which was historically used for character development. This programme is now done in half a day with a cohort of pupils who need Social, Emotional & Mental Health (SEMH) support. The other half of the day has been used to support and enhance the curriculum as a pilot programme with Year 2. The instructor has developed a scheme of work which involves a series of visits to bring the Science curriculum to life. These also linked to aspects of the PE and Personal, Social, Health and Economic education (PSHE) curriculum. The first one was a visit to the local community green space to look at plants in situ followed by a visit to a garden centre. A trip to the festival gardens focused on how nature can promote physical and emotional well-being. Pupils have been giving opportunities to have experiences that they would not otherwise have. They come back from these buzzing. They have been able to make links with their curriculum learning and have taken the abstract to something contextual, memorable and meaningful. Plans going forward will build on the success of this pilot and will include wider opportunities to apply pupil's learning in new contexts outside the school environment. Each year group will access this provision for half a term. The UK Military School are committed to delivering the school's intent to get maximum impact. Their evaluative and reflective approach ensures that the programmes are meeting the needs of the school and the pupils in a bespoke way.

This work is part of a wider pedagogical drive for teaching and learning which focuses on finding ways to make learning less abstract and more experimental. Moving away from power points where appropriate and providing pupils with hands on experiences. This live learning has been a focus this year. Staff described this as an adaptive, inclusive way of teaching which gets the pupils up and engaged, more active and focused. For example, roving reporters will get up and find information around the room, looking for clues and reporting back to inform group work. Interactive work supports discussion and pupils are learning from each other, 'magpieing' ideas. This approach means that all pupils are actively engaged in their learning.

Using the skills of the Uk Military School supports staff planning time as the practitioners research the best opportunities, provide the risk assessments and plan the activities. The Miliary School plans the school's residential to the Lake District. Their knowledge of the area ensures that this is an authentic high quality, memorable experience. The pupils enthusiastically shared with me so many of their experiences. The company also provide one to one mentors for SEN pupils with the most significant SEMH needs. The head described the one to one mentoring a 'game changer' for these pupils A side benefit is that they are positive male role models around school.

Next Steps:

The school is going to put windows for outdoor classroom and use planters and sails to further establish zones in the yard. Staff also want to increase the number of opportunities the pupils get to use the recreational ground, particularly for PE. There will also be the roll pout of the pilot curriculum enhancement programme with Uk Military School.



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Target 3:

Further develop the curriculum to best meet the needs of our children.

Cornerstones is an ambitious curriculum but inevitably lacks local context. The History lead has worked with Liverpool school improvement to weave local history into the curriculum. The starting point was class names. Each class is called after a significant person from Liverpool. The first drop down day enabled children to be immersed in learning around these local historical figures. The second one looked at the importance of music, culture and entertainment in Liverpool over the ages. Early years looked at the Grand National, KS1 looked at The Beatles and Year 3/4 looked at the architecture and monuments around Liverpool. Year 5/6 looked at football and the rivalry in the city. The pupils loved this day. The school also has a drop-down day for Black History month which changes each year. This year it was around unsung heroes, reclaiming narratives. The impact of these drop-down days on the pupils in early years was significant. They can recall key facts and have taken their learning with them moving forward. Year 1/2 are loving Beatles songs and are requesting them at every opportunity! They will be able to pick up this learning in the Charanga music unit in Year 4 which focuses on the Beatles songs 'Blackbird', 'Hey Jude', and 'Yellow Submarine'. This unit will provide the opportunity for the pupils to apply their prior knowledge.

To bring the curriculum to life, pupils in Year 3/4, visit Loggerheads Country Park linked to their Rivers topic in geography. This year the visit has been enriched with practical and field work and is now more closely linked to the curriculum with pupils able to apply their knowledge to what they saw and did. This group also loved the hook event prior to their work on Anglo-Saxons. A local historian came in and shared stories, information and ran workshops based around artefacts, weapons, information and an Anglo-Saxon game. This was a memorable and motivating experience which led beautifully into their topic work. In Year 1/2 the pupils visited New Brighton linked to their Coastline Topic. This year the pupils went on the beach. They looked at erosion, tidal flow and compared Leasowe and New Brighton lighthouses. This was the first time on a beach for some of the pupils. A specialist from the Slave Trade Museum came to the school to run bespoke workshops for Year 5 /6. This was more impactful than the visit to the museum as the information delivered was more tailored and age relevant.

The PSHE curriculum has been developed to build on the economic education aspect. Money Twist ran workshops over 3 weeks with Year 5&6 on financial literacy. They looked at savings, budgeting, how banks work, borrowing and how interest is calculated. They looked at needs over wants and how to budget based on a salary. They now have an increased understanding of the value of money. The company passed on the resources which with training could ensure that this is a sustainable curriculum provision.

Next Steps:

As the curriculum works over a two year cycle leaders will plan, review, and do- over the 2 years. The aspiration week next year will be planned to link directly with the curriculum and reflect school priorities. The school also plans to have a British Values week/days.



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Target 4:

To further develop children's cultural capital.

Outdoor learning extends outside the boundaries of the school. The pupils told me about their visit to a museum where they learnt about Egyptians. They enjoyed the school's cricket club trip to Lancashire cricket stadium, learning about cricket and having the opportunity to play in their indoor training ground.

They told me about the numerous sporting trips, visiting the LFC training ground, gymnastics and dodgeball trips. The increased attendance of pupils to sporting events facilitated by the new minibus has helped the school gain Gold Sports Mark.

For six weeks the fire service came in to teach the pupils about fire safety, community safety personal safety, health and wellbeing. The pupils told me that they found this really useful and feel better equipped to keep themselves safe.

The school is committed to improving and working with the local community. The G Walker foundation became a focus for fund raising. Money raised is used to rebuild and develop local community facilities and raise awareness in the community of racism. The day after my visit the foundation were coming in to talk to the pupils and support them to produce posters to raise awareness of racism.

In April a group of Year 5 pupils were trained by Schools Sports Partnership to be play leaders. They currently support KS1 with their play but moving forward this will be extended to lower KS2.

I had the pleasure of visiting the amazing family centre, new since my last visit and situated on site. Social Brokers is a CIC working solely from this hub. It formed in February 2024 after working with the school previously through a different organisation. Cadent Network Gas have provided the funding through their vulnerability and carbon monoxide awareness project set up to tackle fuel poverty. This funding initially paid for the fantastic base on the school site, two full time staff and six part time staff working as community and school liaison officers. This has now developed into a provision with four full time staff and seven part time staff. Much of their work with the school is in supporting families. They work initially with the young people, over promising and over delivering, using them to fish for the parents and then using the parents to fish for the community. The families are referred by school staff, the children's centre, local councillors, local housing organisations or through self-referral. *"We don't turn anyone away"*.

One of the members of staff explained how she and a colleague deliver enrichment sessions with year 5 and 6 on a range of topics including diversity, children's rights, the difference between wants and needs and Cognitive Behavioural Therapy (CBT) strategies. A Year 6 pupil told me, *"The adult Social Brokers teach lessons; they teach us how our brain works and about coping with negative thoughts."* Students from local universities volunteer and support these sessions providing positive role models for the children. Parents are aware of the content of the issues taught and spoke highly of this provision. The Social Brokers also delivered a one-day event on love, kindness and



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respect for the whole school. They pay LFC for additional coaching for the school's football team. The school is in the most deprived area of Liverpool and as such is an important school for them to work with.

The pupils have had the opportunity to be part of research projects through Liverpool University. Kirkdale pupils were part of focus groups to help the Save the Children poverty task force understand the impact of poverty on children. Social Brokers have also provided one to one mentoring for pupils in Year 5 in maths and English. One of the staff provides guided meditation for pupils who are frequently dysregulated. A parent of a child with Attention Deficit and Hyperactivity Disorder (ADHD) has told me about how this has supported her child and how they are now able to self-regulate more by using the taught techniques at school and at home. Another parent told me how they, together with the Social Brokers staff, support the food bank. Volunteers bag up the food for distribution to the local community. The parents were talking so positively about the yoga opportunity and health checks offered as part of the upcoming women's day. They spoke about the courses run to support parents who would like to improve their English. They described the hub as a space where parents can meet others who are going through similar difficulties, can access support and benefit from talking in a safe space. *"Everyone can feel safe, they are loving supportive people. They want to share your dreams and aspirations; They go all out to support in any way they can."*

The Social Brokers organised for some of the pupils to attend one of the Anfield Red Neighbours weekly events. The pupils were a huge asset in the distribution of carbon monoxide alarms. The idea for junior Social Brokers came for them on the bus home! The junior Social Brokers are now a large group of pupils who applied for the role and work with adult Social Brokers after school. They learn about youth activism and how to use their voice and how important this is in the community. The junior Social Brokers meet every Wednesday after school. They are currently making shorts films to amplify their voices. One pupil told me, *"My group has done one on women and football and the importance of treating women equally."* Social Brokers also organise half term and summer camps for the pupils and have purchased a seventeen seat minibus which is also available to the school. The aspirational impact of the staff at the base and the visitors brokered by Social Brokers is huge. Speakers have included experts from a wide range of fields. The pupils research the visitors in advance to be able to ask informed questions. A homework club will run in September for KS2 and also Year 7 to keep in touch with pupils after they leave. There will also be a girls support group.

Next Steps:

We discussed contacting Florence Melly Primary who have a fantastic cultural capital curriculum which has been designed around their school values and vision. The head is very keen to share this practice. I agreed to arrange an introduction. The school and Social Brokers staff are keen to widen the impact of this amazing provision to benefit other schools and the wider community. Perhaps link with Trinity Wellness as part of the work on supporting girls.



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Agreed Targets for next 12 Months

Target 1

To improve standards in mathematics across all phases of the school

Comments

The school has experienced a recent drop in Maths attainment and having focused on writing so heavily are now refocusing on numeracy to ensure consistency in how this is taught. There are opportunities for using expertise across the MAT to support this school improvement strand. There are plans to develop maths clubs and run parent workshops. The aim is to develop a culture of a love of maths. This will be led by the new maths lead. They will continue to train teachers and adapt the White Rose scheme, developing teacher's confidence to deliver this in a way which best meets the needs of their classes. Next year a plan might be to link Maths into the Aspirations week. Leaders will consider how maths is taught across the curriculum to ensure links are explicit and there is a consistency of approach and language. We discussed having Pupil Maths Champions whose remit could be to make Maths fun. They could organise activities, maths trails, puzzles.

Target 2

To develop a reading for pleasure strategy across the school

Comments

We discussed strategies which could be used to further develop and foster a love of reading. The use of the new library will be important. Plans are afoot to reach out to all pupils, ensure they all have a local library card and visit the library to link into e-readers. There will be focused reading sessions in school and a programme that encourages children to read beyond the school day more, using incentives, parent involvement or a digital library. Opportunities will be planned for staff to model to parents how to read stories. These will be followed up with parent and child reading sessions. Leaders would like to see reading areas in classrooms and create regular opportunities for older children to read with younger pupils. We discussed investigating the reading for Pleasure quality mark run by the UK Literacy Association to provide a framework for this target.

Target 3

Establish and build Internal Collaboration Across Schools in Belong MAT

Being a part of Belong Mat is an exciting opportunity for the school to establish a high-quality sharing best practice network and Continuing Personal Development (CPD) opportunities across the schools. There is a whole MAT inset day planned and subject cluster groups will support curriculum development and moderation activities. Kirkdale is keen to look at KS2 to 3 transition and the KS3 curriculum with the secondary school. Kirkdale will support schools in the MAT interested in gaining the



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IQM Inclusive Schools Award. There is also a wealth of opportunities for the pupils. Access to the secondary facilities could enhance the science and PE curriculum. There is the opportunity to organise joint student projects, e.g. Science, technology, engineering, and mathematics (STEM) challenges, art exhibitions, sports days. Primary pupils could watch drama and music events at the secondary contributing to the school's aspirations drive. There is the potential for Gifted and Talented (G&T) events across the MAT and maybe a MAT council for the pupils to have a voice in shaping these events.



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

5th November 2024

Chesterfield High School

It was interesting to visit a high school who had been on an impressive journey. They had moved away from lesson observations and Senior Leadership Team (SLT) now do learning walks every day. Each teacher has as project they work on and share with colleagues. This may inform the subject groups once Kirkdale is part of the MAT. Their journey into a MAT was interesting as was their work in setting up their own Alternative Provision (AP).

13th February 2025

Thatto Heath CPS

This was interesting, a very similar school to Kirkdale. This in self was lovely for staff. They had Ofsted and their experience was interesting to hear about. Every child in their AP now has a floor book to track the children's progress. The school was able to pick on some external agencies which might be available to Kirkdale as some families live in Sefton. They had some nice calm spaces which informed the calm corner set up now. Thei curriculum was very well developed with cultural capital. All their values were tied into the curriculum, woven throughout. The Virtual Reality (VR) sets were interesting. From 26th September all children in Year 5 & 6 will move to digital learning. Their work on podcasts was interesting and something Kirkdale could do,

23rd June 2025

NW Cluster Collaborative

This was a really useful day. Castleway School had some nice ideas in particular the way they used breaks between each lesson. They also have a school radio and have strengths in reading for pleasure. They had a very diverse list of books. The attendance lead at Holy Cross shows parents the work pupils miss in a day; this is a powerful message. They also use a walking bus. The member of staff who attended loved the Trinity Wellness session and the key messages around girls' mental health and misogyny. There could be elements of this that Kirkdale could include in transition work. The school found the pupil surveys through Bounce could be really impactful. The work at Orminston was inspirational even through it was more easily applied to a secondary context. This led to a discussion around a steep learning curve around gender. Kirkdale school runs an All-Welcome week every year ending with a world food festival coinciding with the end of Eid. Perhaps Show Racism The Red Card could input into this week. It was good that the workshops were adapted to meet the primary or secondary audience.



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Overview

Since my last visit, the school has joined with three other schools to create their own MAT. It is a mixed article MAT so will be able to welcome nonfaith schools in the future. Leaders in all of the schools are as committed as those in Kirkdale St Lawrence to a child centred, trauma informed approach. This is encapsulated in the choice of name for the MAT, 'Belong'. This name has evolved over the last 3 years and reflects an inclusive, family ethos and a shared and collaborative approach to school improvement. There will be an honest and open approach to working together. Each school will retain their own autonomy, values and vision. The MAT will be committed to welcoming schools from deprived areas of Liverpool. They are shaping their own future. This is exciting for the school. The MAT is in the process of recruiting their central team. There is a clear vision for how the MAT will develop and support inclusive practice.

The governing body has had a new chair and vice chair since September. These posts have been impactful. The vice chair brings experience of SEND and the chair, HR, systems and processes. This has supported policy development and implementation. The chair has been particularly supportive of the Headteacher when faced with some challenging situations. Link governors now more regularly visit the school and complete reports which are shared at full governor meetings. Governors are more informed and discussions are more robust which in turn is supporting the school's improvement journey. The Maths link Governor told me about her visits with preprepared questions. She told me about how the school is less reliant on the published scheme, White Rose Maths and how teachers are developing the confidence to deliver lessons using a wider range of teaching styles. There is, as a result, higher engagement by pupils. Governors are supportive of the vision of the headteacher and talked passionately about recent improvements. They described leaders and governors as, "*knowing where we are going and where we have been.*" The Governors feel welcome in the school and appreciate how much they are invited to and involved in. They were highly praising of the hard work of leaders and staff in the school and the impact that this is having. They reported how the changes in the yard have improved behaviour and described the breakfast club as '*magic*'. They commented on the way the older pupils support the younger pupils, adopting a pastoral role. Governors were praising of the open communication and inclusive, transparent approach adopted by leaders with respect to the new MAT. They see the opportunity to work alongside likeminded schools as being a real positive for Kirkdale St Lawrence. They told me about the MAT inclusive vision and values day and how much they valued then opportunity to be involved in the development of these

The EYFS leader completed the Education First (EF) Communication and language project and received the funding to spend on resources. The school intends to purchase Tails Toolkit, a communication and language programme which will enhance Talk for Writing and more quality diverse books and resources for role play to reflect the range of cultures and heritage in the school. The school is also creating home school bags with books and activities promoting communication for parents to borrow. The impact of this project is a raise in the percentage of children from nursery cohort who have achieved good level of development. The school has taken forward the way equipment is set up for role play so that children are facing each other. There has been an increase in staff narrating and commenting on children's interactions in order to model high quality communication. Even though the project has finished the school has been



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instrumental in ensuring that the participating schools continue to meet and share best practice, hosting the first meeting at Kirkdale.

Pupils with Education, Healthcare and Healthcare Plans (EHCPs) now have their own learning journals. These record their daily successes against their EHCP targets. This allows incremental steps to be acknowledged and celebrated. It has given a clear focus to the one to one support which as a consequence is now more targeted. Photos accompany the written notes providing pictorial evidence of the child's progress. Some I looked at showed examples of pupils following instructions or taking turns.

The introduction of Seesaw has been really successful. This has now been rolled across the school, building on its success in EYFS last year. EYFS staff are sharing all their curriculum and in other years staff are sharing two or three activities each week. Parents love it and are using it as a means of communication. Every class has an iPad and staff are increasingly confident using the app. Some posts are sent to individual parents and others are shared with the whole class. 95% of parents have now signed up to the app. It supports EAL parents with translations. As a result of the app, parents have attended events. The recent Big Breakfast for parents was attended by 30 parents, a record number. These events provide the opportunity to access agency support. The next one will host the Alderhay Autism Spectrum Disorder (ASD) team.

The new minibus, a fantastic addition for the school, is used to pick up seventeen children from fifteen houses every day to support attendance. As a result, poor attendance has reduced, and these pupils are now accessing the morning phonics session. One pupil has gone from 74.8% to 98.5% in two years. Pupils on Local Academy approved reduced timetables are also transported home. The impact of this initiative alongside a host of other strategies is that the school is now at national average for attendance; a massive improvement. The new family centre minibus alongside the school's minibus will mean the whole class van go out together. Nursery children now have the opportunity to go to Lidl to buy a snack after making their shopping list. This activity stimulates lots of language in a familiar setting. They have had the opportunity to visit the park, collect leaves, run in a large space and roll down hills. Some children got to go and pick up the school Christmas tree. The minibus also supports inclusion supporting those pupils who might struggle to self-regulate as it provides the opportunity for them to return to school should they need to.

The school continues to develop their work with a wide range of external agencies. This year the school has used Peace Foundation to provide supervision for staff and work with children on emotional resilience. They come in two mornings a week and are currently delivering staff Certified Professional Facilitator (CPF) on trauma and attachment. Every child in the school has done basic first aid training through the Military School mini medic programme. This was adapted to reflect the school's contextual safeguarding priorities. The plan is to extend this training to families next year so that it has a wider impact on safety in the community.

Parents could not speak more highly of the support the school gives to pupils. A parent told me about how she moved her children to the school and how they now know how to regulate their emotions. *"Their mental health has improved. They can acknowledge their feelings and they know it is safe to talk to adults. They thank me regularly for moving*



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them.” Another carer told me how their granddaughter was, *“coming along brilliantly, coming out of her shell. She now loves coming in to school.”* The nurture and care provided by the school is outstanding.

The parents also value the support and opportunities available to them. *“I volunteer in the school and want to become a TA. It is the best school. The staff are very helpful; they will always help.” “The environment is calm and the staff are very friendly; they make you feel welcome and will always be there for you.”*

Teachers are now all trained in zones of regulation and these are displayed in every classroom. This approach has developed a language and toolkit for the pupils to support themselves. Teaching Assistants (TAs) have seen the positive impact of using zones of regulation. They support pupils to access their toolkits. They support the pupils with their breathing; they will take children for a walk or support them to access the calm room or sensory circuits. They will often use regulation activities as opportunities to embed the classroom learning. Higher Level Teaching Assistants (HLTAs) and TAs accessed a six week training course on sensory processing through the Together Trust Care. This, they told me, is useful when supporting pupils to access sensory circuits and brain breaks. The course helped staff understand how the brain works and how and why a child is feeling dysregulated. They appreciated the opportunity to reflect on what it is to be a child and look through their eyes at their classroom experience.

The school has reflected on the continuous provision in early years alongside the communication and language needs of the pupils. Staff have received training from the Early Excellence Team. Pupils are given opportunities for them to learn through play. The enhanced curriculum offer is linked to the current topic. To monitor this, the pupils are given a lolly stick when they complete a focused learning activity. They place this in their pouch on the wall. This has meant that staff are better able to track the pupils who restrict their learning to one play area. The HLTA with responsibility for resourcing and planning this enhanced provision told me about how, when the pupils were reading the Light Keepers lunch book, she purchased a lighthouse and set up a scene from the story so the pupils could visualise it and use it to retell the story. Another activity involved the children designing a picnic basket using their phonics knowledge to spell the words out. They had the opportunity to follow instructions to make jam sandwiches and finally got to visit Leasowe lighthouse. This targeted play is particularly inclusive for the EAL and SEN pupils. In Maths if pupils have struggled with a concept, they have a second opportunity through the continuous provision to practice the same skill in a more practical, hands-on way. This enhanced curriculum offer is now consistently high quality.

Kirkdale St Lawrence CE Primary School is continually reflecting and evolving, always on the look out for ways to improve their inclusive practice. They are a beacon of light for the local community and will, I am sure, play an important role in ‘Belong.’ It was a pleasure and a privilege to visit for the second time. The pupils and staff welcome visitors with open arms and are proud of their learning and practice.

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



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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.

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Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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