



Assessor's Evaluation for the IQM CoE Award



School Name: Kirkdale St Lawrence CE Primary School

Head/Principal: Mrs J Campbell

IQM Lead: Ms Emma Cottom

Date of Review: 22nd June 2026

Assessor: Ms Kate Elsander

IQM Cluster Programme

Cluster Group Gardeners

Ambassador Mrs Sarah Linari

Cluster Attendance

Term	Date	Attendance
Spring 2025	10 th March 2025	Yes
Summer 2025	3 rd July 2025	Yes
Autumn 2025	22 nd September 2025	Yes
Spring 2026	9 th March 2026	Yes
Summer 2026	26 th June 2026	Yes



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

Farnworth CE Primary School

The focus of the visit was to look at Outdoor Play and Learning, Inclusive Culture, and wellbeing. The staff observed pupils leading play along with a variety of well-being interventions. The pupil leadership team at Farnworth had generated a leaflet for visitors to school; it was a way of informing visitors about what was on offer and what they could experience as a pupil of the school. Farnworth participate in the Thrive project to support their pupils and information regarding this was shared.

Following the visit the staff at Kirkdale St Lawrence have considered their well-being interventions and their effectiveness. They have also developed leadership roles for the pupils at their school, play leaders, librarians and other leadership opportunities have become available to the children. The 'book nook' idea was also developed following this visit.

Impact North West

Impact North West is a specialist provision who heavily adapt the curriculum to meet the needs of their individual children. They adopt the system of 'stage, not age.' The children have real ownership of their visual timetables to try and encourage independence skills. The staff felt this visit was a great opportunity to share lots of good practise.

Following the visit the staff team are working on developing their One Page Profiles, they are opting for a book outside each class that carefully sets out the needs of all individual pupils within the class. The aim is that the provision is really clear for any visitors to school and will be used to support the children through key transitions.

Edge Hill University

Edge Hill provided visitors with a variety of workshops; these were based around, 'Young Leaders, Rock Kids, Internet Safety and Edge Hill photography project' the staff from Kirkdale St Lawrence very much appreciated the opportunity to network with other schools whilst there. There was a real focus on developing leaders which they have found useful I their journey to develop key leadership roles in their school.

They have utilised this time and thinking to reflect on their own leadership roles in school and feel proud of the work carried out so far.



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Evidence

This was Kirkdale St Lawrence's third annual Centre of Excellence Review. The staff submitted an extensive Centre of Excellence evaluation along with a detailed timetable that allowed the Assessor a real insight into the ongoing work they are carrying out. The Senior Leadership dedicated time to discuss the school context which showed their very thorough understanding of the pupils and their wider school community, this team is very dedicated to their pupils. There were a range of books to view and over the course of the day additional book samples were provided. The Assessor was particularly interested in the journals held for children with Education Health Care Plans to document their progress and provision in line with their EHCPs. Specific school documentation was evaluated; this showed the school's commitment to inclusion.

Other evidence:

- Discussion with School Leaders
- Meeting with Teachers and Curriculum Leaders
- Meeting with BELONG Trust staff.
- Meeting with pupils
- Meeting with parents
- Learning walk of Maths and Reading
- Key documentation
- Observation of Collective Worship

Key documentation:

- IQM Centre of Excellence Action Plan
- Previous IQM report
- School Website
- Learning Includes Vivid Experiences power point and handouts.
- Maths Action Plan
- Reading Action plan
- Maths books
- EHCP journals
- Floor Books

In the last 12 months:

- Joined Belong MAT
- Appointment of new Deputy Head
- Increased capacity within SEND Team
- Continued work with Social Brokers
- ECO Award
- Gold PE Award
- Increased Community Links – Panty and Washing Machines
- Inclusion Advocates
- Play Leaders
- Minibus purchased to support Persistent Absentees and extra-curricular activities.
- NHS Health Bus
- Work with Peace Foundation



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Evaluation of Targets for last 12 Months

Target 1: To improve standards in mathematics across all phases of the school.

The school had recognised that there was a drop in Maths attainment due to an ongoing focus on writing. The Maths team has worked strategically to identify key areas of focus in order to improve Maths across the whole school. The Maths lead designed a well thought out action plan that has been shared with all staff members to ensure there is a raised profile of the subject.

Senior Leaders at Kirkdale St Lawrence are very aware of next steps in this area; this was very evident throughout the learning walk and in detailed discussions around key groups of children. Currently there are a large proportion of children with English and an Additional Language across school and therefore a focus for the staff is to ensure adaptations for those children are being made.

Maths is a feature throughout the whole school; there are bright and engaging displays as you walk through the corridors which are designed to intrigue the children- many of these displays are interactive and have manipulatives and key texts linked with them. They offer an opportunity to celebrate Maths and celebrate the joy found in Maths from the children.

Senior Leaders have strategically staffed effectively across the school; they understand individual pupil needs and respond to this. They have prioritised high quality staff who can lead interventions and who can deliver high quality support in classes. We discussed 'Strong Foundations' and features of this the Leaders want to ensure the pupils have during different points in their school journey.

A particular area of strength is the change the staff at Kirkdale St Lawrence have made to provision in Key Stage 1, they have designed flexible groups which allows for really targeted teaching and provision to suit the needs of their pupils. Pupils with the highest level of need are supported well within the individual classes. Leaders shared that these groups are refined each year, based upon need. What was really evident throughout the time in Key Stage 1 was how engaged the learners were in their learning- many of the pupils didn't notice the additional adults in their room as they were engrossed in their activity. The enjoyment was clear, the level of Inclusion even clearer.

The use of practical resources and manipulatives was observed during the Learning Walk. Maths Leaders informed the Assessor that an audit of resources had been carried out and then following this the Senior Leadership Team selected resources to purchase with the intention of increasing Maths engagement for the pupils. The school have also invested in staff CPD that was designed to develop the confidence of teachers to use key resources and manipulatives throughout their lessons. Feedback from teachers is positive and they enjoy the freedom of being able to teach actively but with the stage not age in mind for the pupils. The staff appreciate the investment in their CPD and the resources they have been given to allow them to teach more engaging lessons, they are starting to see the impact on their class data now too.

Throughout the learning walk a variety of Maths was observed, right from nursery up to year 6. The pupil spoke very highly about Maths, including their enjoyment of the subject. It was evident that particular texts had been chosen in order to, 'Bring Maths to life' and to allow opportunities for the pupil to make links within their learning.

The school have chosen to stream Maths classes in Year 6 to ensure a real focus on key learning objectives; they discussed particular skills they wanted their pupils to have before they leave Kirkdale St Lawrence and transition to Secondary School.

Maths Leaders have focussed on the use of Stem Sentences and Key Vocabulary to support the pupils to articulate their findings and to develop a range of vocabulary in this subject. Throughout the learning walk the teachers referred to the Stem Sentences and the pupils were seen to use them in their explanations to their peers. It is clear that they have been a useful addition to the pupils to develop their knowledge and skills.

Active Learning is a strength across the school, pupils are encouraged using a toolbox of activities generated by school staff, known to then as 'Learning Includes Vivid Experiences' or L.I.V.E to the pupils. This is evident across other subjects, not just Maths. The pupils talked highly of this approach to the Assessor stating that the different style of activities encourage and support them, one pupil stated, *'It's really Inclusive to work together to get the answer.'*

The Assessor met with a group of pupils to discuss their experience of 'World Multiplication Day' among other Maths related topics, one child fondly named this day, *'The best day ever!'* The school chose this theme so that all children and families could participate in Maths activities. One of the displays around school showed how engaged the families had been. All pupils were tasked to design and make a hat that was linked to multiplication, the level of care and detail is to be applauded. All pupils engaged in competitions and songs related to multiplication along with a wide variety of Maths related activities. Parental engagement is strong at this school; they support the pupils learning and encourage fun around Maths.

School leaders discussed the impact this work has had on data so far, there is no doubt that the profile of Maths throughout school has been raised. The action plan had clear objectives that the team have worked tirelessly on and there is a plan to continue this into the next few years. The outcomes in Maths are improving; the data is showing this. Clear, consistent adaptations are being made to suit individual pupils needs; flexible groupings and continuous provision is a key factor in this along with the vast array of fun and engaging Maths that is planned for by the staff.

Next Steps:

- Maintain a high profile for Maths across the school and wider community.
- Continue to provide real-life Maths opportunities that support future planning and aspirations.
- Continue to foster a positive culture of competition across the school.



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Target 2: To develop a reading for pleasure strategy across the school.

Reading will always remain a high priority for the staff at Kirkdale St Lawrence due to their genuine love of reading. The School Leaders acknowledge that they will always continue to strive for more in this area as they are truly invested in reading for pleasure.

There are dedicated reading spaces around the school that are filled with the teachers own books and themed books to add intrigue and interest. These areas are calm and inviting for the children to use. There are interactive displays for the children to engage in with information on new books and authors. Investment has been made in these 'book nooks' and it is clear to see they are very valued by the pupils themselves.

Pupils value the quiet reading spaces around school and some actively request this as part of their regulation strategies, one pupil shared that, *'If you need some quiet time, you can ask and then use them.'* The school has seen an increase in this since the calming areas have been created. Leaders have taken time to personalise the areas with delicate lighting and soft furnishings.

Books linked to the wider curriculum have been organised in a central location to support teachers to use them, these books have been separated from the 'book nook' books and the library books to ensure they remain in good quality and to provide teachers the opportunity to carefully plan from them. Books linked to Worship are carefully selected by staff and are shared as part of whole school Collective Worship and Praise Assemblies.

A designated library space has been created with very proud librarians running it; these pupils have a clear love of reading and are actively pushing 'reading for pleasure' across school. These same pupils run a lunch club for children; they have clear rules and expectations for this club and want everyone to enjoy the time and space. School Leaders have plans to develop the library further, more investment in furniture to maximise the space. An outdoor library has been developed at lunchtime for the pupils to access freely; many of the books have been donated from local charities and organisations.

One of the Teaching Assistants runs a comic club for the pupils; this is very highly appreciated with the pupils who enjoy attending. They are very appreciative of the staff for giving up their time to engage them in further learning opportunities.

As with every area at Kirkdale St Lawrence 'reading for pleasure' is needs led, there is constant adaptation to suit the needs of individual learners. Interventions are designed to be effective; all of the younger pupils are WellComm screened on entry and from this targeted support is given. There is a large proportion of EAL pupils at school, and they are accommodated well at every stage of their learning.

Parents engage well and support with home reading, although staff prioritise daily 1:1 reading for key pupils during the school day. Phonics is taught well across school and key groups are supported following the Phonics Screening Check in Year 1 to consolidate learning further. When ready, the pupils then participate in reading decodable books and shared reading during teaching time.



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Through careful planning the pupils are exposed to a variety of genres and developing Oracy is a thread through daily teaching. Each class has its own selection of books which are read to the pupils during daily reading for pleasure time.

Modelling reading is important to the staff, so much so they have devised a format called 'Story Time Tuesday' where they invite parents into school. Staff read to the families; they use props to entice conversation and model reading. The staff have really carefully planned different events to target a wide range of the school community, so far events planned have been 'Girls night In and Dad's and Lad's' investment is made so that the families really value and enjoy them, they are provided with refreshments and the hall is set up to be relaxing and calming for everyone to enjoy.

Key staff members are working hard to ensure there is access for all children to local libraries, many children have their own card now and visits have been planned out. Staff actively seek out book donations from charities and organisations which are given to the pupils to take home and share with family members.

The work carried out so far has seen a positive impact for pupils, Kirkdale St Lawrence has a love of reading, and reading enthusiasm oozes for staff as well as pupils. Data is showing positive signs of improvement, support for children with EAL is effective and Oracy is at the forefront of all teachers' minds.

Next Steps:

- Continue to develop and raise the profile of reading across the school, working towards regaining the SIL Reading Quality Mark in Spring 2027.
- Continue to plan and deliver family reading events.
- Ensure all children have opportunities to access the library, either independently or through school visits.

Target 3: Establish and build Internal Collaboration Across Schools in Belong

School Leaders and Belong MAT Leaders have a very extensive, strategic plan for the next academic year. Kirkdale St Lawrence recently joined the Belong MAT due to their strong values of how pupils need to feel included and valued in all aspects of school life.

A phrase used during our meeting was 'Connection before Correction' and it feels very appropriate as this was what was witnessed by the Assessor throughout the day. Both the school and the MAT have a strong ethos of Inclusion and belonging. All parts of the community are welcomed and celebrated. Key events are planned to ensure all pupils 'Belong.' One of the most successful events was to explore foods from other countries- parents and staff cooked foods from their country and shared them with all others. Highlighting and celebrating differences is a high priority for the Senior Leadership Team as they navigate difficulties outside of school and within their community.

Pupils feel that they belong to their school, they are proud to be pupils here. Parents speak very highly of the school staff and the support they are offered. One parent told me this school, '*Always listens*' with another stating that there is, '*Everything you could ask for at this school.*' Parents are extremely appreciative of the work School Leaders have done to provide a free breakfast club for all children, they acknowledge that this isn't common within schools and they are proud that their school can offer this.

A detailed CPD plan is in places to ensure support at all levels, Kirkdale St Lawrence hope to be a beacon school within the MAT to provide support to other schools on Inclusion. Key staff members have been identified to develop skills in their subjects; much of this work is carried out collaboratively with colleagues.

Different stakeholder's views and opinions are valued within the collaborative work; they have strategic targets so ensure autonomy of their own school.

Targets include:

Belonging- engaging with the community

Flourishing – In all areas and with all stakeholders

Future – accessing technology, citizenship and being globally aware.

Fellowship – to grow all communities.

Next Steps:

- Develop the school as a beacon of inclusion within the Belong MAT.
- Share expertise and effective practice across the MAT.
- Deliver workshops and training on adaptive teaching across the MAT.



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Agreed Targets for next twelve Months.

Target 1: To improve outcomes for vulnerable learners and disadvantaged groups.

Comments

The school has a high proportion of pupils with EAL (51%) and is focused on improving provision and outcomes for these learners, alongside other vulnerable groups. Leaders aim to strengthen shared accountability across all staff for every child. A provision heat map will be introduced to clearly outline the support each pupil receives and the rationale behind it. These provision mapping tools will be accessible to all staff and visitors to support transparency and consistency.

Target 2: To develop Pupil Voice and Communication across the school (Voice 21 Project).

Comments

The school has identified racy as a key area for development, recognising that many pupils find it difficult to articulate their ideas confidently. While WellComm is used to assess all pupil on entry, staff are exploring ways to strengthen support further. Planned developments include providing meaningful opportunities for pupils to speak in a range of real-life contexts, helping to build confidence when communicating with others. The successful use of stem sentences and subject-specific vocabulary in Maths will also be extended across the wider curriculum to further develop pupils' spoken language.

Target 3: To develop 'strong foundations' for all children across school.

Comments

Staff have identified the need to further develop pupils' essential life skills. They plan to establish a core set of key skills that all children should achieve before leaving Kirkdale St Lawrence School. A clear progression framework will be developed, including a checklist of non-negotiable skills alongside additional skills for pupils to work towards. Opportunities will also be created for children to demonstrate and celebrate these skills throughout their time in school.



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Overview

Kirkdale St Lawrence are committed to Inclusion, they have continued to work hard over the last 12 months to ensure this remains a high priority. Joining the Belong MAT has been a positive step for them; the MAT encapsulates everything about this school's ethos and vision. They are working hard to keep autonomy over their school to continue to provide a broad and balanced curriculum for their pupils. There is a clear vision for the school within this MAT – they hope to be a beacon school for Inclusion, sharing their excellent practise with other schools and offering training and CPD where needed. There is a clear plan of progression within the MAT, they want to utilise the current skill set within the team but also provide valuable CPD that will develop the staff further.

The Senior Leaders work effectively together; the recent appointment of the Deputy Head brings a wealth of knowledge to the team. They have a deep understanding of what their pupils need and understand the changing dynamic of the community around them. They manage these changes with care and compassion, working hard to create a culture of acceptance within their school.

The SEND team has increased capacity allowing for a broad knowledge across the whole school, they have clear plans in place for what they want to achieve and how best to support the pupils. The development of the journals for the children with EHCPs has provided an up-to-date account of each child's needs and the provision used to support them.

There is a strategic plan for adapting the curriculum further; Leaders want to develop an 'ANCHOR' curriculum. ANCHOR stands for, Achievement, Nurture, Culture, Hands on Learning, Oracy and Reading, Respect. Each of these areas is equally important as the other to the staff team at Kirkdale St. Lawrence. The introduction of L.I.V.E teaching has given an injection of excitement to the pupils, the notice the different styles of teaching within their lessons whilst gaining valuable learning skills along the way.

Subject leaders have a passion for their subjects; they balance a good understanding of the curriculum areas with an in depth understanding of what the pupils within their school need. They respond to these needs in a timely manner meaning there are no lost learning opportunities. The pupils know these key staff members have a genuine love for their subject – this in turn creates a healthy competition and love for the subjects from them too. The Assessor noted how confidently the pupils spoke to each other about subject specific topics.

This school has a real community feel, the offer of a free breakfast club to all pupils, this is welcomed and bustling with energy. The school works with a variety of community-based agencies; the Social Brokers is situated next to the school building. This organisation is a crucial part of the support offered to the pupils and their families. The Social Brokers work hard to develop courses for parents; they support families who are new to area and families living in the surrounding area. There is a real commitment to breaking down barriers within the community. Work with the Peace Foundation has continued, they work to break down barriers around race within the community. Another agency, Beautiful New Beginnings has worked closely with the school to provide additional support around emotional wellbeing.



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The minibus that was purchased has been invaluable to support pupils who are persistently absent; there has been an increase in their attendance. The teachers value the mini bus and have been excited to take the pupils on a range of extra-curricular activities; the minibus has given an additional resource to further excite the children in their learning. The staff and pupils use Zones of Regulation; the development of the calming areas has added an additional self-regulation tool. The pupils now take time to self-regulate in these areas; the staff have reported a decrease in the amount of behaviour interventions needed. Behaviour on the day was excellent throughout.

When discussing this with the pupils as part of the learning walk, they informed me how useful they find the Zones of Regulation, they value this resource to support them to manage their own regulation. The Assessor noticed throughout the learning walk that pupils are encouraged to take ownership of their additional support resources – visual timetables and now and next boards are managed by the pupils themselves. The whole staff at Kirkdale St Lawrence are continually striving for more for their pupils and their families, they are always looking for ways to improve the quality of the education and thoughtfully evaluating the ever-changing needs of the pupils. They are extremely valued within the community.

Overall, the review highlighted a highly committed leadership team and staff body who share a clear vision for inclusion and high aspirations for all pupils. The school continues to demonstrate strong practice in adapting provision to meet individual needs, while fostering a nurturing and ambitious environment where pupils are supported to thrive. The culture of collaboration, reflection, and continuous improvement is clearly embedded across the school and is driving ongoing positive development. Learning is made real and strong foundations are at the heart of everything they do. The community around the school is valued and celebrated in all areas; important work is being carried out to manage conflicts and external difficulties. The pupils are actively encouraged to welcome all and they enjoy learning about different cultures.

The school fully meets the standard required by the Inclusion Quality Mark for Centre of Excellence and you have enough evidence to become a Flagship School. I thoroughly enjoyed the day at your wonderful school, thank you for making me feel so welcome.

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 pursue Flagship School status. I therefore recommend that the school moves to 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: Mrs Kate Elsender

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Chief Executive Officer of Inclusion Quality Mark (UK) Ltd