



Assessor's Evaluation for the IQM CoE Award



School Name Windsor Community Primary School
Upper Hill Street
Toxteth
Merseyside
L8 8JE

Head/Principal Ms Fiona Pickering

IQM Lead Ms Fiona Pickering

Date of Review 11th July 2025

Assessor Mrs Sarah Linari

IQM Cluster Programme

Cluster Group The Avengers

Ambassador Mrs Sarah Linari

Next Meeting 11th November 2025

Meeting Focus To be hosted at Windsor – Thrive and Pastoral provisions.

Cluster Attendance

Term	Date	Attendance
Autumn 2024	8 th November 2024	Yes
Spring 2025	14 th January 2025	Yes
Summer 2025	23 rd June 2025	Yes



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Evidence:

This was the school's first annual Centre of Excellence Review. The IQM Lead submitted a Centre of Excellence evaluation and action plan. The timetable for the review day included a range of activities including discussions of the IQM action plan with different stakeholders, thus enabling the Assessor the opportunity to review a broad range of evidence linked to the IQM action plan, and the ongoing development of the 8 IQM elements. 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 CoE review documentation.
- School website.
- Ofsted report.
- School development plan and priorities.
- Policies.
- DfE school information and data.
- Learning environment tour.
- Learning walk.
- Pupil voice.
- Written testimonials – SEND Link Governor, Place2Be and OSSME.
- Case studies of individual children.
- IEP evidence folder.
- One-page profiles.
- Scrap book of individual pupil progress.
- Floor books - PSHE and science.
- Completed monitoring and evaluation documents.
- Provision map.
- SEN training records.
- Pupil profiles.
- Plus, One learning cycle PP.
- IEP file check evaluation – spring.
- Ofsted action plan.
- SEN information report.
- Observation of lunchtime.
- Observation of outdoor play.

Discussions held with:

- Headteacher.
- IQM Lead/SEND CO.
- Teachers.
- Learning Support Assistants.
- Governors.
- Family Support Officer.
- Pastoral Lead.
- Pupils.
- Parents/Carers.
 - OSSME (Outreach Support Service for Mainstream Education) worker.



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Evaluation of Targets for last 12 Months

Target 1: To continue to develop Governor expertise whilst continuing to develop curriculum content to continually develop high expectations for all.

Since the Ofsted visit, there has been intentional development of the governing board, including the recruitment of an ex-headteacher who is now serving as Vice-Chair. A recent external governance review, led by School Improvement Liverpool, has helped to sharpen structures and provide an external lens to support the further development of this priority area.

The introduction of 16 curriculum Link Governor roles has had a transformational effect. Governors now engage regularly with Subject Leaders, participate in curriculum learning walks, and meet in small focus groups with Senior Leaders to gain an understanding of the curriculum at a more granular level (exceeding the expectations of the strategic overview required as governors).

Governors have access to all relevant documentation via Governor Hub, with an expectation of pre-reading and deeper questioning during meetings. This has supported more meaningful dialogue in meetings, with improved challenge and a better understanding of curriculum intent, implementation, and impact.

Governors are becoming more visible within the school community, attending events such as the Ramadan Family Iftar celebrations and whole-school initiatives, helping to develop a culture of shared responsibility.

Staff report that the increased engagement and curriculum-specific focus of governors is valued and productive. Governors are now better equipped to understand and support curriculum improvement work, including conversations around curriculum sequencing, developments, and use of assessment data.

The combined efforts of enhanced governance and curriculum development by Leaders have raised staff expectations and improved subject knowledge. The Governors feel confident to engage in curriculum-related dialogue with external professionals. They feel better equipped to hold the Leaders to account on curriculum-related matters.

Next Steps:

- Consider refining link roles now that there is a better shared understand of curriculum areas to align more tightly with the new School Development Plan (SDP) priorities.
- Invite governors to attend staff CPD sessions or participate in curriculum-specific briefings to build a deeper understanding of pedagogy.

Target 2: To continue to develop the sensory provision/room in line with the needs of the pupils.

Through a combination of responsive practice, external expertise and staff training, the sensory provision has evolved into a well-used aspect of the school's wider inclusion offer. Provision is tailored to support a range of learners.

The school has a purpose-built nurture room, which includes zoned areas for sensory activities, comfortable seating, small world play, and a kitchen/dining area. This space is used flexibly for small group and 1:1 support.

The dedicated sensory room continues to evolve. The school works closely with Outreach Support Service for Mainstream Education (OSSME) who regularly visit and have helped tailor the spaces, with specialist equipment based on individual pupil needs and plans. Pupils themselves have been involved in selecting some of the new sensory resources, ensuring the space is child-centred and relevant.

Additional equipment has been introduced throughout (e.g., sensory circuits, calming resources), based on ongoing observation, recommendations, and feedback from children, staff, and specialists.

The Reception classroom environment is sensory-informed, with low lighting, calming areas, fidgets, wobble cushions, a sensory tipi, and visual timetables, creating a safe, regulated space for the younger children.

Sensory provision is integrated into daily classroom routines and teaching practice. Teachers and support staff are responsive to individual needs, providing:

- Movement breaks
- Fidget tools
- Calming strategies
- Regulation opportunities as needed.
- Quiet, breakout spaces for emotional check-ins

Staff across the school are trained and confident in identifying when children need sensory support. The use of sensory strategies is normalised, and highly inclusive.

Staff have benefited from OSSME-led training on sensory needs and regulation strategies, both for individual pupils and for whole-class sensory circuits. Sensory circuits have been trialled more widely, and a recent staff meeting focused on embedding sensory circuits more systematically.

Next Steps:

- Review sensory equipment annually with pupils and staff to ensure evolving needs are met. Consider portable sensory kits for classrooms and outdoor areas.
- Explore embedding daily sensory circuits more systematically across key year groups, particularly for pupils with known regulation challenges.

- Continue to provide training refreshers for staff, especially for new staff or those new to working with pupils with sensory needs.

Target 3: To continue to embed Zones of Regulation including a Parent Programme – sharing strategies with parents so they can support their child's emotional wellbeing at home (using the same strategies being used in school).

The school has made significant progress in embedding the Zones of Regulation (ZOR) framework across its setting and is starting to extend the principles into the home through a well-established and inclusive parental engagement programme. The evidence gathered during the IQM review demonstrates that ZOR are now a core component of the school's emotional wellbeing provision.

ZOR are used consistently throughout the school day, starting with morning check-ins, and revisited through tailored interventions and adult-led discussions. Classroom displays, sensory equipment, and clear visual cues reinforce the strategies. There is strong evidence of individualised support, from sensory circuits to fidgets and movement breaks, demonstrating that ZOR are not applied as a blanket approach but thoughtfully adapted to children's needs.

Whole-staff training, including online updates and support from OSSME, has ensured that staff model the language of ZOR confidently and make real-time adaptations to support children's regulation.

The school hosts regular and well-attended workshops for parents and carers. The workshops feature emotional wellbeing strategies, a parent nurture programme, autism-focused coffee mornings, and visual strategies training. Parents describe these sessions as “non-judgemental” and “supportive.”

Children are evidently becoming more emotionally articulate and self-aware. Pupil voice showed that children can describe their emotional states with confidence and recognise these in others, including children with significant special educational needs and disabilities (SEND).

Next Steps:

- Continue to collect data on emotional wellbeing and behaviour outcomes to track longitudinal impact of ZOR across cohorts.
- Explore co-delivery of workshops with parents/carers, adding on to other well-attended events to further engage families in emotional literacy development.

Target 4: Subject Leaders to ensure that the curriculum intent and implementation are embedded securely and consistently across the school.

The school has made substantial progress towards this target. Subject leadership has been strengthened and developed, resulting in a curriculum that is underpinned by stronger implementation practices, and increasing consistency across the school.



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Subject Leaders have a secure understanding of their roles, and curriculum development is informed by context and inclusion of all pupils, including those with SEND, English as an additional language (EAL), and those from disadvantaged backgrounds.

The school's curriculum is driven by a clear understanding of its unique context, including a high proportion of EAL learners (87%), an extremely transient cohort, and children starting with low levels of language and communication. These contextual factors are not seen as barriers, but as drivers for curriculum design.

Oracy is a strong and deliberate thread woven across the curriculum, underpinned by consistent use of strategies such as Talk Partners, Talk for Writing, verbal starters in maths, and linked spoken language objectives in all subjects.

Subject planning documents reflect a strong intent to build knowledge progressively, close vocabulary gaps, and develop language-rich classrooms. Subject Leads have helped develop bespoke, structured medium-term plans, which highlight key vocabulary, National Curriculum objectives, and oracy opportunities.

The school's curriculum supports the wider aims of developing confidence, emotional literacy, and broader life experiences, as evidenced through the 'Windsor 100' enrichment initiative and cross-curricular approaches. There are plans in place to further enhance the enrichment offer next academic year.

Subject Leaders are proactive in ensuring that plans are not only written but are delivered consistently across year groups. Each subject has clear progression, and teachers are supported with medium-term plans that include prior knowledge, core concepts, and key vocabulary. At the end of each plan there is dedicated space for teacher reflections, which will be used to inform future planning.

Curriculum implementation is monitored through:

- Regular link governor meetings
- Learning walks and discussions with Subject Leaders
- Quality assurance time allocated to Subject Leaders
- Feedback from teachers to adapt plans based on what works well.

Teachers demonstrate secure understanding of their individual curriculum areas. They are well supported by Senior Leaders, with additional time allocated for curriculum reflection, improvement planning, and collaboration.

Leaders are beginning to track impact more systematically, with a growing focus on assessment data, pupil voice, and book scrutiny to evaluate how successfully the curriculum is being delivered and understood.

Next Steps:

- Ensure all teaching staff can articulate the shared vision and intent for the overall curriculum.



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- Develop systems for analysing how well knowledge is retained and applied across the curriculum, potentially through the use of knowledge organisers or end-of-unit assessments.
- Build further on the enrichment scrapbooks, possibly as part of end-of-term event with parents and carers invited in to share.
- Continue to develop curriculum links between subjects to make learning more meaningful and integrated.



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Agreed Targets for next 12 Months.

Target 1: To develop tracking of EAL pupils' English language acquisition.

School's intended outcomes:

- A tracking system aligned with a nationally recognised assessment framework will be piloted.
- 100% of class teachers and support staff working with EAL pupils will receive training on how to use the new tracking system to assess and record progress effectively.
- The tracking system will be implemented for all EAL pupils across all year groups, with termly data input and review cycles established.
- Tracking data will be analysed termly to inform interventions, with individual progress plans created or adjusted for at least 70% of EAL pupils based on their recorded development.

Comments

As part of the ongoing commitment to improving outcomes for EAL pupils, the school plans to refine and develop its approach to tracking English language acquisition. While the Speaking, Thinking (cognitive academic language), Active listening, Reading, and writing (STAR) online framework is currently used to assess all EAL learners, there is a recognised need for more bespoke and sensitive tracking. Building on insights gained from collaboration with a fellow IQM Centre of Excellence School, the school plans to trial a custom-made tracking package tailored to better monitor individual progress, particularly in written work. Links with other IQM Centre of Excellence schools, facilitated through the IQM Ambassador, will support the sharing of best practice, while alternatives to more generic frameworks like the Bell Foundation model are being explored.

Target 2: Subject Leaders to further develop curriculum content for their subject area in Early Years Foundation Stage (EYFS).

School's intended outcomes:

- All subject leaders will complete a review and mapping exercise of their subject's EYFS curriculum, identifying how content and lesson sequencing can build towards key concepts in KS1.
- Subject leaders will develop or revise a clear sequence of learning experiences (3-4 lesson outlines) for EYFS that reflect the progression of knowledge and skills specific to their subject.

- Each subject leader will hold at least one collaborative session with the EYFS Lead to review and refine the sequencing of lessons, ensuring alignment with EYFS pedagogy and continuous provision.
- Subject leaders will evaluate the impact of the new EYFS curriculum content and sequencing through planning scrutiny, lesson observation or learning walks, and feedback from EYFS staff.

Comments

To strengthen curriculum provision in the Early Years Foundation Stage (EYFS), the EYFS Lead will collaborate closely with Subject Leaders to ensure that subject-specific content and expectations are clearly embedded from the earliest stages. This involves developing Subject Leaders' understanding of how their subject manifests in the EYFS setting and identifying what high-quality provision should look like in line with their subject's intent.

Target 3 To develop the school's enrichment offer.

School's intended outcomes:

- A full audit of current enrichment activities (including clubs, trips, visitors, theme days/weeks) will be completed by the Curriculum Lead, identifying gaps in pupil engagement, subject coverage, and inclusivity.
- A revised enrichment programme will be published that includes a minimum of one enrichment opportunity per term for every year group, aligned with the curriculum and covering a range of cultural, creative, sporting, and academic experiences.
- Systems will be in place to monitor participation in enrichment activities, ensuring that at least 90% of pupils, including those from disadvantaged backgrounds, and those with SEND, access at least one enrichment opportunity each term.
- The enrichment programme will be reviewed through pupil voice, staff feedback, and impact reports, leading to the publication of a refined plan for 2026–2027 that reflects lessons learned and evolving priorities.

Comments

The Leaders are committed to enhancing the enrichment offer to ensure that all pupils experience a broad, balanced, and engaging curriculum. The Curriculum Lead is currently mapping enrichment activities more closely to curriculum content, with an emphasis on organising trips and experiences that link directly to learning in the classroom. This will provide pupils with meaningful, real-world contexts for their studies and support greater engagement, retention, and enjoyment of the curriculum.



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

The IQM Lead has attended every cluster meeting since joining the programme. She always actively engages with the agenda items and contributes insightful thoughts to group discussions.

Following the cluster meeting at Evelyn Community Primary School Culture, the IQM Lead discussed the CPD pathway for staff with the Senior Team back at Windsor. The IQM Lead loved the idea of 'adult advocates' and the 'I wish my teacher knew' jars. These ideas are being looked at for implementation at Windsor.

Following the meeting at Blessed Sacrament Catholic Primary School, the IQM Lead has had discussions with the wider team to look at developing further cultural capital opportunities.

The Headteacher has kindly agreed to Windsor Community Primary School hosting the first meeting of next academic year. We discussed the potential focus areas on the review day. The foci will include pastoral provision, Thrive intervention, nurture, and family support work. There will be a group input on supporting EAL pupils.



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Overview

Windsor Community Primary School is a vibrant, highly inclusive setting where all pupils are genuinely known, valued, and supported. Leaders, staff, governors, and external partners work collaboratively to ensure that every child, regardless of background or need, is given the best possible chance to thrive in a holistic sense. The school is an anchor of support for its diverse community, embodying a shared belief that “we are one family and community here.”

Inclusion is embedded in the school's ethos and daily practice. Pupils with special educational needs and disabilities (SEND) benefit from carefully tailored support and thoughtful adaptations. The school serves a highly complex demographic: 35% of pupils are identified with SEND, including 13% who are supported through an Education, Health, and Care Plan (EHCP). 55% of pupils are eligible for pupil premium top-up funding, and 87% pupils speak English as an Additional Language (EAL). The needs of this community are met through a holistic and compassionate approach. For example, one parent stated, “they do everything they can for my child, everyone here is so lovely and kind and patient.” Another added, “the school carries my child and carries me too.”

The school makes effective use of internal and external expertise to meet the needs of its pupils. The school accesses support through its local SEND partnership network and has built strong relationships with external services, such as OSSME, to support pupils with autism. Weekly outreach visits have become embedded in practice, with OSSME commenting, “the staff are receptive and take on targets.” Staff training on sensory needs and Zones of Regulation (ZOR) is used consistently across the school, enabling children to have the tools to self-regulate and communicate their emotions. Visuals and movement breaks are commonplace, and sensory circuits have been introduced for whole-class and individual use.

School funds are deployed effectively to resource areas of need and provide the pupils with a rounded educational experience. Windsor Community Primary School is one of only 100 schools identified across the United Kingdom to receive the INEOS funding through the ‘Forgotten 40 project’. The project donates money directly to primary schools based in postcodes ranked in the lowest decile of the UK Index of Multiple Deprivation (IMD). This funding supports the implementation of the school's strategic plans to lead to positive impact on the lives of the most vulnerable children.

Pastoral provision is a fundamental aspect of the school's offer. The purpose-built Nurture Room and dedicated therapy space provide targeted intervention including Thrive, Place2Be counselling, and Cognitive Behaviour Therapy (CBT). The significant investment in children's mental health and wellbeing demonstrates where the school's priorities lie first and foremost; the desire for children to be mentally and emotionally healthy and secure.

The school's Family Link Worker supports parents and carers with housing, food, parenting courses, and emotional wellbeing. Coffee mornings and parent workshops are well attended and valued. One parent shared that they attend every coffee morning as they “can speak to people who understand what you are going through.” The school's



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open-door policy and “revolving door for parents” fosters trust and a sense of belonging. This was evidenced through all interactions observed on the review day.

The school's efforts to tackle barriers to learning are strategic and proactive. Half-termly pupil progress meetings ensure that interventions are timely and responsive. The use of National Foundation for Educational Research (NFER) tests provides data to inform cohort, and child-specific, planning.

Governance has strengthened significantly over the past year. The introduction of 16 Curriculum Link Governor roles has enabled more focused and meaningful monitoring. Governors are visible within the school community, attending whole-school events, carrying out learning walks and attending subject-specific meetings with Leaders.

The inclusive ethos extends beyond the classroom. All pupils have access to a wide enrichment offer, including residential trips (heavily subsidised), free after-school clubs, breakfast provision (through the Magic Breakfast scheme), and experiences that broaden their horizons. The ‘Windsor 100’ enrichment challenge captures these experiences and the pupils’ journey to achieve the ‘Windsor 100’ is captured through individual scrapbooks. Pupils spoke proudly of enrichment opportunities, such as the visit to London where pupils watched a cricket game at Lord's Cricket Ground and met the Gladiator Fury!

The curriculum is designed to reflect pupils’ contexts and starting points, underpinned by strong oracy and emotional literacy development. Pupils with SEND benefit from pre-teaching, visuals, and regular consolidation through games and recall. Medium-term plans allow teachers to reflect and adapt provision for their cohort.

Pupil voice is valued, and children demonstrate a strong sense of belonging. One pupil reflected, “when I joined in Year 1, I did not have any English and did not know anyone. Now I know English and have lots of friends.” The school offers much more than a curriculum to these pupils; it offers a lifeline to integrate them linguistically and socially into society.

Children who spoke with the Assessor showed their appreciation for the introduction of the Zones of Regulation. They feel more emotionally literate, with strategies to support regulation explicitly taught. They were complimentary about the care they receive at school and the opportunities afforded them. It was heart-warming to hear their individual stories, and the progress made since joining the school.

This Centre of Excellence review clearly showed that the school remains deeply committed to inclusive education. I recommend that Windsor Community Primary School retains its Centre of Excellence Status and is reviewed again in 12 months. I am confident the priorities outlined in the action plan will continue to promote inclusive practices. Thank you to everyone involved in the review for a well-prepared, enjoyable, and informative day.

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.

Assessor: Mrs Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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