



Assessor's Evaluation for the IQM CoE Award



School Name Woodside Primary School
Whitchurch Way
Runcorn
Cheshire
WA7 5YP

Head/Principal Mr Richard Collings

IQM Lead Mrs Chelsea Percival

Date of Review 30th June 2025

Assessor Mr Mike Bousfield

IQM Cluster Programme

Cluster Group Inclusive Allsorts

Ambassador Mrs Sarah Linari

Cluster Attendance

Term	Date	Attendance
Autumn 2023	13 th November 2023	Yes
Spring 2024	13 th March 2024	No
Summer 2024	17 th June 2024	Yes
Autumn 2024	10 th October 2024	Yes
Spring 2025	24 th January 2025	Yes
Summer 2025	23 rd June 2025	Yes

Evidence

- IQM Action Plan and School Website
- Woodside Mission Statement
- Values and Behaviour Framework document
- Evidence of advice implemented regarding Early Years SEND (Target 4)
- Learning Walk and observation of whole school assembly



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Meetings with:

- Headteacher and Inclusion Leader
- Teachers (mainstream classes) and Teachers (Resource bases)
- Parents
- Governors
- Pupils



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Evaluation of Targets for last 12 Months

Target 1: To continue to provide a high-quality inclusive education for all pupils and ensure the effective integration of new staff and pupils within the new KS1 Resource Base, ensuring whole school policies and practices are embedded.

The KS1 SEMH Resource provision is now fully operational, staffed by trained professionals who are providing support to five pupils with social, emotional, and mental health needs. This ensures that these pupils have access to a tailored curriculum within a positive learning environment, resulting in minimal behavioural issues.

Staff who run the Key Stage 1 Resource Base are very proud of the environment they have created. It is indeed a very spectacular setting, very well-planned and including the storage and accessibility of resources and the breakout sensory and regulation areas. The sensory room in particular is very well equipped and is used by other pupils in the school. The Resource Base started the year with one pupil, and this has been gradually increased to the current five. Each transition is very carefully planned and can take some time due to the complexity of need. Four of the five current pupils are now ready to transition to Key Stage 2, although two of them will transition gradually from the autumn term onwards and still spend large amounts of time in their familiar classroom to begin with.

The successful inclusion of the KS1 base has been achieved through utilising the expertise of existing KS2 Base staff and attempting to mirror the established practice in this setting. The behaviour systems, which are crucial for meeting the SEMH needs of pupils, are well tried and tested. Success is celebrated, and there is a focus on having good endings and positive starts to each day for pupils. This can include activities in the morning to allow for regulation as many of the pupils find this time of the day difficult and may come into school with issues from home. The needs of the pupils at present include for extraneous noise to be filtered out from the environment and for all tasks to focus on cooperation and collaboration rather than competition.

The teacher in charge is a very experienced and longstanding teacher at Woodside. This meant that, although she had the benefit of a really good working knowledge of the school which has assisted in the integration of the KS1 Base, she is new to this area of practice. Support from the lead of the KS2 Base has been very strong and has enabled a smooth transition. Reflecting on her development, she said "I have to look for positives and be willing to reset regularly. I have learned that well planned activities may need to be shelved due to the need to be flexible and responsive to the emotional needs of the children in the moment."

Next Steps:

To continue to maintain the standard of provision as new children are placed with the KS1 and KS2 Bases is identified as the key next step by school leaders. Transition for four of the five pupils from the KS1 Base to the KS2 base is also an upcoming focus.

Target 2: To develop further opportunities to improve parent/carers engagement with the school in their child's learning including information sharing such as the school newsletter.

Leaders point to various strategies employed by the school to engage families that are typically difficult to reach. These strategies include the utilisation of electronic communication, the organisation of events specifically for parents, and the implementation of an open-door policy to encourage parental input.

Parents of children who attend Woodside shared their positive experiences and views about the school. They appreciate the school's supportive environment, dedicated staff, and effective communication. They highlight the welcoming atmosphere, one parent mentioning that their child, who previously had to be physically restrained at another school, now walks happily in. The staff are praised for their care and attention to the children's needs. Parents have observed that the staff know and care about the children, for example celebrating their birthdays in school. They say that they also respond to the children's interests, such as setting up a water activity for a child with a sensory need. Some parents have noticed significant improvements in their children's behaviour and confidence since attending Woodside. One parent mentioned that their child has developed greater confidence and is willing to try different foods at home, while another parent observed excellent progress and increased confidence in their child. They appreciate the school's communication methods, including emails, class Dojo messages, and newsletters. They feel well-informed about school events and activities, with timely messages and reminders. This summary indicates the level of trust which has been developed between the school staff and families.

Woodside offers various events and activities to make parents feel welcome, such as certificate assemblies, coffee mornings, and celebrations for Mother's and Father's Day. The school also provides family learning activities, including mental health courses for parents of SEND children. Parents views include:

"There are also family learning activities. I went on the mental health course for the parents of SEND children. This helped me deal with my child's anxiety and to manage my own."

"When I was anxious, I used to come into school all guns blazing. When staff see that my anxieties are high, they know what to do. They are able to flip it."

Next Steps:

Leaders recognise that this will remain an ongoing focus for the school development plan. The ambition is for parents to be more actively involved in school life and the education of their children. The foundations of exceptionally strong relationships are in place. Additionally, there is recognition that changes must be made incrementally as the hard-won trust that exists must be maintained.

Target 3: To develop and raise greater awareness of SALT provision and embed whole school programmes to close the communication deficit.

The school experiences a notable deficiency in speech and language services for children in the local area. Consequently, assessments and interventions have been implemented, including Wellcomm screenings, alongside supplementary support from Communicate Speech and Language Therapy for those requiring additional assistance.

Teachers confirm that, with the help of an experienced practitioner, who has volunteered to give her time freely due to a family connection, the school has been able to screen every pupil using The Wellcomm Assessment materials. This has created a comprehensive gaps analysis for individual learners, groups of children and cohorts throughout the school. The universal offer in each classroom includes features to make learning accessible for those children with a Speech, Language and Communication need, including visual timetables, now and next cards and reduced demands on verbal language.

Teaching Assistants within the school have been trained as Wellcomm leads and are now able to carry out screening and implement interventions using the materials available. In Key Stage 1, where there is some commonality in the gaps identified, some of the Wellcomm teaching resources from the "Big Book of Ideas", such as those on the days of the week or comparative language, have been taught as part of the curriculum and whole class learning. In Key Stage 2, fewer gaps have been identified, but notably sentence construction is an area identified. Therefore, teachers have started to expect the use of full sentences in general speech throughout the curriculum. Interventions are available for those people who have specific SLC needs, and the school continues to utilise the local SALT offer when this is available.

Next Steps:

Continue with tiered approach to ensure all pupils get the support required.

Target 4: To ensure that there are effective structures and systems of self-evaluation including embedding advice and support from external agencies.

Leaders at Woodside Primary School report the ongoing use of external support in the continuous development and enhancement as it rigorously evaluates and refines its policies and practices to address the diverse needs of its students. They cite as examples the increased involvement of staff in delivering assemblies (as suggested by the new School Improvement Partner), the implementation of the Early Years SEND Developmental Profile and the engagement of a Specialist Speech and Language service. In addition, there are plans to develop coaching expertise within the school staff group and to develop the role of TAs, both of which are ideas inspired by conversations with the School Improvement Partner.

The overarching aim of this target was to have a richer source of information underpinning the Whole School Self-Evaluation document. At the time of writing, the school had access to technology which enabled the assimilation and summary of information, but access to this system has been lost. At the time of assessment, the



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review of the SEF was about to begin but had not yet started, thereby making evaluation of the success in this area more difficult. Although the original target included plans for gathering pupil and parent voice, there was no evidence available that these areas have been developed. Leaders confirm that there is still an ambition for this to be achieved.

Next Step:

To continue to utilise external advice where possible to improve provision and practice.

To complete school SEF, including the voice of pupils and parents and the advice of external partners.



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Agreed Targets for next 12 Months

Target 1: For pupils to be able to vocalise and explain the school's values.

The school has developed and disseminated a comprehensive values and behaviour framework for both staff and pupils. This target aims to ensure that students can clearly articulate these values and expected behaviours and identifies various channels, including assemblies, PSHE lessons, and evaluations conducted by the school council, through which this will be achieved.

Comments

Discussions with pupils show that they clearly know what the school's values are and the way in which they are reinforced in school. They are able to point out that there is a display in the hall which says what the values are and can name them and explain what they mean. They know that the values are consistently mentioned and reinforced in assemblies. This discussion was preceded by one in which they told me the good things about their school, mentioning that, "We all look after each other, show concern and give comfort," and "We treat people how we would like to be treated and we know that being kind is the right option." They did not immediately make the connection between the kindness and respect that is the norm at Woodside, and the values they are taught, but did so with some prompting. This illustrates the rationale for the target.

Further discussion with Governors explored potential for their role within this area of development. By ensuring that the strategic planning of the school also sits within this values framework, opportunities will be created for governors to enhance their role in terms of challenge and accountability.

Target 2: Develop provision to meet the needs of the increasing numbers of children entering EYFS with social communication difficulties so they can better access learning and make good progress.

The evaluation of leaders focuses on the need to adapt educational provision in response to the diverse needs of the EYFS cohort, highlighting the importance of professional advice, training, and appropriate referrals to external agencies to enhance pupils' social and independence skills.

The Inclusion Lead has worked closely with local Specialist Teaching and Advisory Service to implement the use of a SEND Early Years Developmental Profile for use in the Reception Class. This provides a detailed profile for individual pupils, breaking down expected/ typical developmental progression from birth to four years in the areas of fine motor skills, gross motor skills, play and learning skills, receptive language, expressive language, emotional/ social skills and self-help skills. An assessment can then be made to provide a developmental profile for the learner, enabling teachers to plan accessible and meaningful learning experiences. Continuing to embed this tool will be a major focus of this target.

Comments

If the school achieves Flagship status, the development of this area is the intended focus of the whole school development project. In particular, leaders see a need to reach some of the children earlier through the provision of an on-site Early Years setting run by the school. This will enable earlier identification of developmental delay and provide the means to address this.

Target 3: To address the deprivation gap by supporting parents to develop the skills to engage more in their children's home learning.

This target builds on work in previous years and identifies intended efforts to engage reluctant parents in school activities through targeted family learning sessions focused on Maths, Reading, and phonics to support children's progress.

Comments

Due to the context in which the school works, this is likely to be a continual focus. Leaders recognise that there are barriers for many parents in attending events at school, and they see that it is harder to engage them in some activities such as literacy workshops. These can present a threat for some adults who have low confidence and negative past experiences. The foundation of trust is well established due to the hard work of the staff team to be open and accessible to parents. It is recognised that this trust can be fragile and needs to be nurtured. The focus is therefore rightly on low threat activities that promote enjoyment and shared learning experiences, such as the recent 'Books and Butties' event, whereby parents were encouraged to bring a picnic to school and share a book with their child on the school field.

Parents are positive and mention the Fathers' and Mothers' Day events, coffee mornings and certificate assemblies, as well as the "Books and Butties" day, as events that they enjoy. They like the family feel and say that parents make sure that "no-one is left out." Those parents who have been able to attend more formal events, such as family learning and the Mental Health workshops speak very positively of their experiences. "It helped me to understand my child's needs and to deal with my own anxiety," one parent told me.

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

The school has found the Cluster Group Meetings 'useful and informative.' The Headteacher has attended the majority of group meetings to this point, but in the past twelve months other members of staff have had the opportunity to attend. This included the Autumn Term meeting which focused on Passion projects, triads, school improvement, pupil conferencing and specialist SEND provision. This provided good CPD for the member of staff attending and learning applied back at Woodside has included the introduction of passion projects particularly in Resource Base provision to engage pupils positively in learning, intensive interactions used to support Early Communication, and the Reflective Teacher approach used across school.



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From the meeting in the Spring Term, the school has followed up ideas about the THRIVE Approach, which has been implemented across school, with children identified and support in place. SEMH provision being used as a whole school resource was discussed, which was already a strength at Woodside, but further reflection and refinement was enabled. Useful information was also gleaned regarding SEND Interventions (IDL Maths and Literacy) and ELSA Provision in school.

The IQM conference in the Summer Term is evaluated as a useful piece of CPD. The nurturing approaches to attendance management items were of particular interest.

Overview

Woodside Primary School is a warm and welcoming place which has made good progress against the targets it set itself for the past twelve months and has also been strategic in planning its new ones. Evidence on the day suggests strongly that the school continues to promote inclusion and develop its practice across the eight elements of the IQM framework.

When asked to think of an image that they feel best represents the school, parents' choices include:

- Reception children drawing with chalk on the ground, symbolising the freedom of expression and the opportunity for children to simply be themselves.
- The availability of sand and water play in KS2, highlighting the school's support for individuality.
- Additional classroom resources such as stretch bands and wobble cushions, demonstrating the school's commitment to catering to individual needs.
- The playground, which offers a variety of activities that the children love.
- Children walking happily into school.

These selections indicate that parents value and recognise the school's inclusion principles in the everyday experiences their children encounter at school.

The learning walk of the school showcased inclusive practices in action. In the Year 6 class, pupils were diligently engaged in their programming lesson, with everyone actively participating in the task. There was clear evidence of children helping each other and cooperating well. Several children with EHCPs, including two from the resource base, were participating in this lesson, but it was impossible to identify them, highlighting the excellent integration taking place. In Year 1 and Year 2, pupils were engaged in an oracy lesson, demonstrating good behaviour, and taking turns to listen to others. The continuous provision in the classroom, set up for Key Stage 1 children, was well-prepared for independent learning, providing additional access to the curriculum for pupils working below age expectations. In Reception, it was snack and chat time, with pupils practising back-and-forth conversations, particularly asking questions about their weekend activities.

Despite the high degree of additional needs in this cohort, learning was effective, appropriately pitched, and pupils were achieving very well. In the Key Stage 1 Base, there was a calm atmosphere with pupils engaged in a practical task involving threading and buttons. This group activity was designed to be low-threat and non-competitive, fostering a calm environment and good conversation. One pupil had a knitted toy on their bench, provided by school staff to reduce anxiety, with matching toys given to their sister and dad. The pupil effectively used the toy to manage anxiety in the classroom. Similarly, in the Key Stage 2 Base, the activity was art-based. This had been adapted earlier that morning as one pupil had arrived in a very dysregulated state. The calm and purposeful atmosphere observed during the visit demonstrated that the activity had achieved its intended effect.

As part of the assessment, I attended the whole school assembly led by the head teacher. Prominent displays in the assembly hall reminded pupils to be courteous, considerate, and cooperative. Pupils entered quietly and sat down calmly, listening to the music that was playing to accompany their entrance, "Shake It Out" by Florence and the Machine. When all the pupils were quietly seated, the Headteacher thanked the staff, who thanked them in return, and then left the hall. A choral greeting followed, along with praise for the pupils' efforts in sports day the day before. Pupils were asked about the music playing on entry to the assembly and how it linked to the theme of self-esteem. One pupil was able to answer, "You shake your worries away." The Headteacher reminded pupils that sometimes you can't just shake your worries away, but if you do it when you can, it helps. There was also a discussion of the artwork, "The Treachery of Images" by René Magritte. Pupils discussed the optical illusion and surreal nature of the painting and gave their opinions about what the artist was trying to communicate. One older pupil assisted ably with the sound and vision system, selecting the correct slides and ensuring the music was at the right volume without any direction from the Headteacher.

The assembly afforded pupils the time to reflect on what achievement is and what they are good at, reminding them that small everyday successes are just as important as big life goals. Pupils demonstrated their skills in listening, contributing, and taking turns. They were then asked to reflect upon a goal or something that they could work towards every day. Again, they were very forthcoming and happy to share their ideas. In addition, pupils showed good empathy for each other and respect for the views of others. The final message was to do something that you enjoy every day, spend time with people who make you feel good, and think about what you like about yourself. The assembly ended with a rousing song entitled "I'm OK," which included the lyrics "I am me and that's OK, I'm learning to be myself, I'm learning to like myself." The children joined in the singing enthusiastically, encouraged by the Headteacher's introduction of a little competition, asking groups to sing sections of the song themselves. The assembly demonstrated many of the inclusion values of the school, the excellent behaviour and respect shown by pupils to staff and each other, and the way in which the curriculum is structured to increase pupils' self-esteem. It was clear that the routines and structure of assemblies varied very little, because of the familiarity of pupils with the format and their relaxed confidence in joining in.

Governors take great pride in their association with the school and the efforts made by the staff to create an inclusive environment at the heart of the community. They readily provide examples of how the school accommodates the needs of pupils and parents, such as learning some basic phrases in the languages of pupils who have arrived from different parts of the world. They also highlight the successful integration of the Key Stage 1 resource base into the school. Their commitment to keeping inclusion at the forefront of school improvement is demonstrated by their decision to use the Inclusion Quality Mark (IQM) framework as the basis for the school development plan, with development priorities reflecting the eight standards of IQM. Governors are aware of the efforts made to involve parents, including events like the "Books and Butties" initiative to promote reading, coffee mornings, and other workshops. They have participated in parent learning activities, such as a reading activity based on "The Very Hungry Caterpillar," and noted the confidence it gave parents to assist with their children's learning. They also recognise the need to gather more feedback from parents.



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On a personal level, one governor shared that their children, who are of mixed race, were once the only mixed-race children in the school. Despite this, they never encountered any discrimination, and the children never felt different while attending Woodside. Since then, the school community has become more diverse, and the governor is proud of how the school has welcomed and celebrated new cultures. Support for refugees has been commendable. Governors feel that school staff are open to questions and challenges and are always willing to provide answers.

Pupils describe their school as considerate, extraordinary, and supportive. They say they look after each other well and that people always help each other out. "Teachers are always there when you need them," one of them said. They very much enjoy the experiences they encounter through learning, such as when they had a swimming pool in school so that pupils could achieve the national curriculum standards, the Bikeability sessions, and the regular visitors that enhance the curriculum, including Reverend Emma, who regularly talks to pupils about the Christian faith. They value their friends and feel that people in school are exceptionally kind. If they were in charge of the school, most of the improvements they could think of involved enhancing practices already in place. They clearly love the recognition and celebration of achievement through the certificates that are handed out in assembly.

The day of this review coincided with Sports Day for Key Stage 1 pupils. I was able to briefly observe part of the event, which involved a carousel of activities so that all pupils were fully engaged and enjoying the event. It was a real family affair, with pupils' families following them around the course and encouraging them to participate and enjoy the sporting challenges on offer. The relaxed atmosphere was yet another piece of evidence regarding the warm relations that exist between home and school at Woodside.

It was my pleasure and privilege once again to conduct the annual review of Woodside Primary School. This is a very cohesive community, brought together by the shared philosophy so well promoted by school staff and leaders in particular. I have no doubt the next 12 months will continue to see more growth, and the challenges the school has set itself will be met with typical enthusiasm.

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: Mr Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd