



Assessor's Evaluation for the IQM CoE Award



School Name Kingsley Community School
Eversley Street
Liverpool
Merseyside
L8 2TG

Head/Principal Mrs Alison Whittaker

IQM Lead Mr Luke Harrison

Date of Review 1st July 2025

Assessor Mrs Sarah Linari

IQM Cluster Programme

Cluster Group Gardeners

Ambassador Mrs Sarah Linari

Next Meeting 19th November 2025

Meeting Focus Thrive and PINS

Cluster Attendance

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

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:



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- IQM CoE review documentation
- School website
- School development plan and priorities
- Policies
- DfE school information and data
- Assessment tracker
- Learning environment tour
- Learning walk
- Observation of SEND interventions.
- Pupil voice

Discussions held with:

- Headteacher
- IQM Lead/SENCo
- Deputy Headteacher
- Assistant Headteacher
- Learning Support Assistants (LSAs)
- Learning Mentors
- Catering Manager
- Teachers
- School Readiness Officer
- Pupils
- Nurture Base Lead
- SLD SEND Support Lead

Evaluation of Targets for last 12 Months

Target 1: Continue to focus on assessment as a development priority and evaluate the impact of having the focus group of pupils on Teachers' performance management targets.

The school has continued to prioritise assessment as a key area for development, aligning assessment processes with teaching and learning, as well as in linking the performance of targeted pupils to teachers' performance management objectives.

The Senior Leadership Team's vision for assessment is for it to be a live, evolving process across the school. They have ensured that all teaching staff are working towards a shared whole-school target: that 90% of pupils make at least expected progress, with the majority of targeted pupils achieving 'good' or accelerated progress. The process is underpinned by tracking systems which are routinely monitored and used to inform classroom practice. Assessment documentation is regularly updated and used as a tool for challenge and reflection, enabling staff to identify pupil needs early and adapt teaching accordingly.

Formative assessment, including questioning, marking, and feedback is expected in daily teaching. Book scrutiny and pupil response to feedback are used to drive progress.

SLT feel that teachers have developed a deeper understanding of barriers to learning and demonstrate increased ownership over pupil outcomes. The integration of pupil voice and expectations for pupil response to feedback reflect a culture of active learning and accountability.

The introduction of focus pupil groups has had a positive impact on teacher practice and professional dialogue. Focus pupils are identified by Senior Leaders following the analysis of data and are linked explicitly to teachers' performance management objectives. Teachers are expected to demonstrate how teaching has been adapted to meet the needs of these focus group pupils, including through one-to-one support, feedback, and curriculum modification. This has led to improved outcomes and heightened accountability. Performance management conversations are now more purposeful, informed by detailed assessment evidence and a clearer understanding of individual pupil progress. Teachers are increasingly reflective and proactive, using assessment to investigate specific learning barriers and plan interventions. Professional dialogue is focused and informed by robust evidence.

Next Steps:

- Leaders will continue to embed this target next academic year and have ensured it aligns with wider school improvement planning. The School Development Plan (SDP) reflects the school's commitment to assessment as a driver of improved outcomes, and Leaders are responding to emerging needs, such as incorporating Speech and Language information and they are planning to include EAL language proficiency levels in future tracking systems.

Target 2: Introduce of Zones of Regulation as a whole-school emotional literacy tool to support reduction in need for personalised IBPs.

The introduction of the Zones of Regulation framework has already had a positive impact on the school's provision for emotional literacy and regulation. It has become a key element of the school's strategic approach to supporting pupils' social, emotional, and mental health (SEMH) needs, and has been integrated into the broader work on inclusion and personal development.

Following its introduction through a whole staff meeting in March 2025, staff have been supported through training, poster visuals, and resources, including Widgit symbols and personalised classroom toolkits. Every classroom displays the Zones and teachers are starting to incorporate the daily check-ins with increased consistency. Pupils across the school have helped to co-construct strategy toolkits which are displayed in the classrooms, giving them a sense of ownership and understanding.

The school has recognised the importance of supporting families in developing emotional literacy at home. The School Readiness Officer (SRO) plays a critical role in building trust with families, ensuring high attendance at parent workshops, and embedding Zones of Regulation into wider parenting programmes. Plans are in place to extend this through targeted sessions, especially for Early Years and Key Stage 1 families.

Pupils spoken to on the review day are confident in using the language of emotional regulation. Their vocabulary to articulate the emotions from each Zone was extensive and very impressive. They demonstrated a strong understanding of the Zones and can describe appropriate strategies to support regulation when in each of the Zones and show empathy and resilience. Responses from pupils indicated a genuine belief that the Zones have supported their mental health and friendships this year, as well as their readiness for secondary school. Year 6 pupils, for example, reflected positively on how the approach has helped prepare them for transition.

Senior staff coach less experienced colleagues, building capacity across the team. Staff understand the rationale for provision, can identify early signs of dysregulation, and respond swiftly and appropriately. Their practice is proactive and preventative, contributing to reduced need for individualised behaviour plans (IBPs).

Next Steps:

- Continue to embed the zones across the school and integrate the check-ins consistently as part of the morning and afternoon routines.
- The toolkit will be developed by the class, as a whole, as part of the moving up transition days with their new class teachers.

Target 3: Develop additional sensory provision.

The school has made substantial progress towards its target of developing additional sensory provision. Leaders adopt a holistic, needs-led approach which is underpinned by strong knowledge of pupils and their individual barriers to learning. The result is an inclusive and responsive offer that is embedded across both universal and targeted provision.

Developments have been informed by a clear understanding of the sensory profiles of pupils and the impact this has on readiness to learn and behaviour. Investment has been significant and well-directed, including the creation of bespoke sensory spaces and a broadening of specialist staff roles.

The expansion of the sensory offer is evident in the physical environment, staffing structures, and the daily routines of the school. Sensory provision is seamlessly integrated into both classroom and wider school spaces. A range of environments are carefully adapted to meet differing levels of sensory need, from low-arousal calm corners in classrooms to fully equipped sensory rooms. These rooms feature high-quality, thoughtfully selected resources such as a swinging chair, rollers, black-out tent, light tubes, therapeutic music, and tactile play equipment. Lighting, temperature, and sound are consistently considered in room design.

Learning Support Assistants (LSAs) are highly skilled, particularly in supporting regulation within the learning environment. Adaptations are subtle, responsive, and effectively remove barriers to learning. Specialist input includes commissioned play therapy, counselling, and targeted group and 1:1 sessions which are delivered by staff with expertise in the specific areas. These sessions are bespoke, closely aligned to pupil needs, and evaluated through tools such as Boxall profiles and SDQs.

The Nurture room, sensory circuits, and a well-equipped sensory room provide safe, calming environments for pupils who require additional support. Resources such as yoga balls, LED lighting, tactile boards, and visual timetables are used effectively. Observations of sessions demonstrated clarity of structure, high engagement levels from the children, and a clear focus on skill development, from emotional identification to empathy and self-regulation.

Sensory trails, corridor-based tactile boards, spinning chairs, and breakout spaces further extend provision, ensuring pupils can access regulation strategies discreetly and flexibly throughout the day. Classrooms are adapted to the needs of each cohort, with considerations such as workstations, visual timetables, and sensory seating.

Outdoor sensory circuits and Early Years Foundation Stage (EYFS) continuous provision also reflect the emphasis on movement and physical regulation. Staff make effective use of outdoor spaces to promote sensory integration and support emotional regulation in an active and child-led way.

During a learning walk, children were observed making independent use of sensory circuits, calm areas, and adapted classroom spaces.

Targeted sensory intervention sessions are planned and delivered by staff with a high level of skill and understanding, often in collaboration with the Special Educational Needs (SEND) Coordinator. Observations on the review day confirmed that sessions are calm, structured, and purposeful. For example, interventions include yoga-based social stories, turn-taking games designed to develop empathy, and sensory circuits targeting gross motor development. Sessions are highly personalised, frequently incorporating pupils' interests (e.g. snakes and ladders, Jenga) to maintain engagement. Staff deliver interventions with warmth and clarity, and pupils are supported to reflect on strategies used and their impact. Visual schedules, 'now and next' boards, and choice boards are used consistently to support understanding and independence. Resources are portable, with activity buckets and visual prompts allowing for flexibility in where sessions take place. This supports staff in using spaces adaptively and responsively throughout the day.

Staff knowledge of sensory processing and neurodiversity is strong and continues to be a key focus of professional development. Posters and guidance documents on sensory processing, neurological differences, and strategies for support are displayed prominently in the areas accessed by support staff.

Children speak confidently about the individual strategies for self-regulation, with a clear understanding of how sensory activities help them feel calm, focused, and ready to learn. One pupil shared how intervention had also improved their behaviour at home, reflecting the wider effect of this work.

Assessment tools and internal tracking of intervention outcomes show clear progress for the majority of targeted pupils. Teachers have a deeper understanding of barriers and are taking increased ownership of adaptations required, which is feeding into improved planning and provision.

Case studies discussed on the review day exemplified the impact of this target. For example, a Year 6 pupil, who was previously excluded from three schools, has thrived in this setting, attributed in part to effective regulation strategies and targeted provision.

Next Steps:

- The next stages in the further development of sensory spaces have been included as a target for the agreed plans for next academic year.

Target 4: Further individualise/ support learning for pupils with EAL.

The school has made purposeful and evolving progress towards strengthening provision for pupils with English as an Additional Language (EAL). Leaders are embedding a more strategic and evidence-informed approach to ensure learners receive tailored support while fully accessing the curriculum and wider school life.

The recent appointment of a dedicated EAL Lead Practitioner (for next academic year) represents a significant step in embedding a whole-school approach. This practitioner, a qualified teacher, will be based out of class to lead strategy, facilitate staff development,

and support individualised planning and classroom delivery. The role will evolve responsively, informed by the school's own EAL data, classroom observations and ongoing dialogue with staff. The Lead will also support the reporting of English language proficiency levels and lead on whole-school analysis to inform planning and provision at both pupil and cohort level.

Classroom provision for EAL pupils is a strength. Subtle and effective adaptations observed during learning walks include visuals, translated key vocabulary, bilingual resources, and differentiated questioning. Displays support language acquisition through visuals and structured word banks, while targeted interventions focus on oracy, vocabulary development, and reading fluency. Class Teachers and support staff engage in professional dialogue with the EAL Lead and SENCo to refine strategies and monitor progress.

EAL pupils benefit from the school's wider inclusive ethos and specialist provision. For example, pupils accessing sensory interventions or nurture groups are supported holistically, with language needs considered as part of their wider profile.

Pupil voice reflects a strong sense of belonging and cultural inclusion. EAL learners articulate high levels of enjoyment, feel supported in their learning, and are proud of their heritage. They appreciate the individual support provided and feel comfortable asking for help. Pupils across the school spoke confidently about their experiences, including the friendships and opportunities offered to them.

The SRO plays a key role in connecting with families of EAL pupils, ensuring a welcoming and supportive transition into the school community. Workshops and sessions are tailored and targeted, and the trusted relationships being built have resulted in increased parent participation.

Translated resources, visual aids and one-to-one conversations are used effectively to communicate with EAL families. The school shows sensitivity to the potential barriers some families may face, including language and prior experiences of education.

Next Steps:

- Leaders have identified the need for more systematic assessment of language proficiency to better target support and demonstrate progress. Plans are underway to implement a consistent model of language proficiency assessment from September, alongside current systems of pupil tracking and provision mapping.
- The new EAL Lead Practitioner role will be launched in September. The plan is to lead whole-school strategy, develop staff expertise, and support curriculum access through in-class modelling and coaching.
- The SRO is planning an extension of parent engagement through tailored workshops, translated materials, and greater integration of home languages and cultures into school life.
- The IQM Lead will liaise with other IQM schools (introductions via the Ambassador for the cluster groups) to share best practice strategies for supporting EAL learners.



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Agreed Targets for next 12 Months.

Target 1: Continue to focus on assessment as a development priority and link to appraisal process.

Intended Outcome: Individual pupils make improved/ accelerated progress.

Comments:

Leaders will continue to prioritise assessment as a key tool for driving pupil progress. Every child's progress will be closely monitored through structured processes like book scrutiny exercises, pupil progress meetings, and individual pupil profiles. Teachers will use ongoing formative assessments to adapt lessons effectively, ensuring all learners are challenged and supported. Regular dialogue between the Senior Leadership Team and Class Teachers will help identify needs early, enabling tailored interventions and resource allocation that accelerate pupil outcomes.

Target 2: Continue to introduce elements of Zones of Regulation as a whole-school emotional literacy tool to support Fully implement in the autumn term.

Intended Outcome: Fewer children feel dysregulated, anxious, and worried. Parents support children to self-regulate at home as well as school. Staff report fewer children struggling as often to self-regulate.

Comments:

The school has already implemented the Zones of Regulation framework to support emotional literacy and improve self-regulation among pupils. Staff training has equipped teachers with the knowledge and tools to incorporate the Zones into everyday classroom practice. Plans are underway to strengthen parental engagement through workshops and home resources to support consistency between school and home environments, especially for children with additional needs. Leaders are also planning to further embed the Zones of Regulation so that they become part of the everyday culture.

Target 3: Develop additional sensory provision.

Intended Outcome: Support targeted pupils with timely interventions which mean they can access more or the class-based curriculum and help them to avoid distress and regulate more quickly when in the classroom.

Comments:

Kingsley has already made significant strides in expanding its sensory support infrastructure. Further developments include plans for development of a sensory area in Nursery and a new outdoor sensory space in EYFS. The appointment of a Senior Learning Support Assistant (LSA) to lead provision and assessment in this area, will ensure responsive and inclusive practice continues to evolve.



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Target 4: As a Centre of Excellence, support other schools in building inclusive cultures to support them in working towards achieving an inclusive environment and the Inclusive School Award.

Intended Outcome: Schools within the DGT will enhance their inclusive practice and gain the Inclusive School Award or move towards a Centre of Excellence.

Comments:

As part of the school's ongoing commitment to the IQM Centre of Excellence status, Leaders plan to support local schools with the IQM process, paperwork completion and preparation for assessment. Staff at Kingsley are already actively supporting other schools in their local network. This includes working closely with a partner school to improve adaptive teaching through staff training, planning, modelling, and coaching. The Headteacher plays a key role in a citywide steering group developing an outreach model to provide support from specialist to mainstream schools. This initiative aims to establish protocols, a referral system, and trial the model at Kingsley before extending it to other schools. Through this collaborative work, Kingsley will be helping other schools to develop inclusive practice, while strengthening its own inclusive leadership and professional development culture.

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

Kingsley has actively engaged in the IQM cluster programme this academic year. Attendance at meetings has led to tangible outcomes. Participation in sessions on innovative teaching tools, like VR headsets and podcasting, has encouraged the school to explore the potential of green screen technology within their setting. The meetings have helped the IQM Lead reflect on current inclusive practices to further develop provision.

Next academic year, Leaders have agreed to host a cluster meeting at Kingsley. It would preferably take place on a Thursday in Spring or Summer term. The SENCo will present on targeted interventions and sensory integration strategies, followed by observations of interventions in action and a learning walk to explore the school's inclusive environment. Attendees will also hear from the School Readiness Officer, highlighting the school's effective family engagement and early intervention work. A lunchtime observation will provide insight into the calm and structured dining experience, with the opportunity to speak with the Catering Manager about the school's nutritious and inclusive food offer. The meeting will also include a welcome and context overview by the Headteacher, and a whole-school tour, including outdoor classrooms, forest school and the extensive grounds.



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Overview

Kingsley Community School continues to demonstrate a deeply embedded ethos of inclusivity across all areas of its work. Leaders share a clear and coherent vision, rooted in nurturing relationships and the belief that all children can succeed, regardless of starting point or need.

The leadership structure supports responsiveness and adaptability. Roles have been developed and expanded to meet emerging needs, including the creation of bespoke LSA posts with specific responsibility areas. This ensures capacity to deliver high-quality, tailored support where it is most needed.

Leaders continue to refine systems of monitoring and accountability. The school's live assessment tracking system supports responsive teaching, holistic analysis, and rigorous professional dialogue. Performance management processes are closely aligned with pupil outcomes and linked to whole school and cohort-specific targets.

The school benefits from an exceptionally skilled and well-organised SENCo whose deep understanding of individual pupil needs is matched by a strategic and inclusive approach to provision. Under his leadership, a range of high-quality sensory interventions and therapeutic supports have been developed. His expertise ensures bespoke planning for pupils, with thoughtful classroom adaptations such as individual workstations and visual timetables. The SENCo plays a pivotal role in coaching staff to deliver targeted sessions, which not only meet individual needs but also build staff confidence and capacity across the school. The SENCo is a key driver of the school's inclusive ethos and is widely respected across the setting for his calm professionalism, attention to detail and child-centred practice.

The school environment is carefully and thoughtfully adapted to meet the sensory and emotional regulation needs of all learners. Corridors, classrooms, and communal areas are visually calm, well-organised and rich in inclusive resources. Sensory trails, break-out spaces, and calming zones are used strategically throughout the school, promoting self-regulation and independent access to support.

The outdoor environment is used exceptionally well to promote learning, wellbeing, and inclusion. Outdoor classrooms, forest school areas and designated sensory zones provide varied, engaging and developmentally appropriate opportunities for children to learn and thrive beyond the traditional classroom.

Displays and shared spaces actively celebrate neurodiversity, culture, pupil voice and achievement. Whole-school events and awareness days are also used to deepen understanding and foster a sense of collective responsibility and pride.

Attendance and punctuality are strategically supported at Kingsley Community School. A full-time Attendance Officer enables a more individualised, data-informed approach. Analysis of the data on a daily basis informs the highly personalised support, with proactive communication with families and creative incentives embedded in school culture. Initiatives such as whole-class punctuality rewards (e.g., the "loaf of bread"



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toast incentive) have been well received. This is enhanced with attendance celebrations at assemblies, helping to promote a culture of positivity and routine around attendance.

Pastoral provision is a strength at the school. High-quality, externally commissioned services such as a Counsellor and Play Therapist provide early and sustained intervention for pupils with social, emotional, and mental health (SEMH) needs. These are complemented by in-house targeted interventions such as nurture groups, emotional literacy sessions, and sensory circuits.

The School Readiness Officer has a significant impact in building trust with families, improving transition and increasing parental engagement. The SRO plays a vital role in delivering parenting programmes, supporting referrals, and linking families to wider services.

Children speak positively about their experiences at Kingsley, highlighting how staff support their learning, relationships, and wellbeing. Pupil comments reflect a strong sense of belonging and appreciation for the support they receive. The Introduction of the Zones of Regulation has clearly had a positive impact on pupils' emotional literacy and their ability to understand their emotions, with strategies to help self-regulation.

Behaviour across the school is calm and respectful. Staff use a consistent language of regulation and support, underpinned by strong relationships and a deep understanding of individual needs. Pupils with complex needs are sensitively supported to access break and lunchtime play, with safety, dignity and inclusion maintained through careful planning and adult support.

The curriculum is enriched through experiential learning and community engagement. For example, the tailored Nurture Provision for pupils with SEMH needs integrates foundation subject content to ensure curriculum entitlement and cultural capital, with topics such as the Titanic or influential local women used as vehicles for social interaction and personal development.

All pupils, including those with SEND, are tracked to ensure access to inclusive sporting opportunities, events, and competitions beyond school. Pupils with complex needs are supported through reasonable adjustments, such as high-visibility jackets for play times or dedicated adult support to ensure their physical wellbeing is prioritised.

The lunchtime catering offer enhances the school's inclusive ethos, with high-quality, nutritious meals and a calm, well-managed dining environment. A wide variety of fruits and home-cooked options expose pupils to new tastes and support healthy lifestyles.

Transitions, both internal and external, are meticulously planned. Classroom locations are adapted annually to suit cohort needs, and enhanced transition arrangements are in place for pupils moving to secondary school. Communication with receiving schools is thorough and underpinned by accountability to ensure continuity of provision.

Staff development is another strength of the school. A culture of coaching and peer learning is embedded. The SENCo and Senior Leaders regularly model, observe, and provide feedback, building capacity and refining practice.



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This Centre of Excellence review clearly showed that the school remains deeply committed to inclusive education. I recommend that Kinglsey Community 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 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