



Assessor's Evaluation for the IQM CoE Award



School Name Childwall CE Primary School
Woolton Road
Liverpool
Merseyside
L16 0JD

Head/Principal Mrs Lyndsey Lewis

IQM Lead Mrs Mary Carew

Date of Review 9th December 2025

Assessor Mr David Clay

IQM Cluster Programme

Cluster Group Elevate

Ambassador Mrs Sarah Linari

Next Meeting 6th February 2026

Cluster Attendance

Term	Date	Attendance
Summer 2025	23 rd June 2025	No
Autumn 2025	14 th October 2025	Yes

Evidence

- Self-Evaluation Report
- Discussion with Head Teacher, Assistant Head/Mental Health Lead and SENCo
- School Website
- Book sampling (Adaptive Teaching Focus)

Additional Activities:

- Learning Walk (EYFS, KS1 and KS2)
- Meeting with LSAs
- Meeting with Teachers
- Meeting with Wellbeing Warriors/ Calm and Connect Lunchtime Club



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- Meeting with Emotional Literacy Support Assistant (ELSA)
- Meeting with Pupils
- Discussion with Parents



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Evaluation of Targets for last 12 Months

Target 1: Children will develop greater emotional resilience, a positive mindset and a 'can-do' attitude that enables them to face and overcome challenges with confidence and persistence.

In recent months, the school has made significant refinements to its curriculum and associated processes, enabling rapid and effective changes that support pupils in overcoming challenge. Developing resilience and a willingness to engage with challenge has been central to this work. As a result, an increasingly ambitious curriculum has been implemented across all subjects. Parents have recognised the raised expectations, alongside continued opportunities for enjoyment and meaningful learning.

This is particularly evident in the implementation of the ARC mathematics curriculum, which places a strong emphasis on mathematical reasoning while actively developing pupils' resilience and confidence. Year 6 pupils reflected positively on this approach, with one pupil commenting that they were "really enjoying the challenge". Increased levels of challenge are supported by wider refinements that provide pupils with a greater sense of safety and security, enabling them to take appropriate risks in their learning. Staff noted that, when faced with challenge, pupils are now more resilient and less likely to become dysregulated.

This work is further strengthened by the school's approach to mental health support. The impact of the Emotional Literacy Support Assistant (ELSA) role has increased, with the provision of targeted whole-class sessions where appropriate, alongside individual support. In addition, the introduction of Beautiful New Beginnings as a behavioural therapy offer has further enhanced the school's provision. The school continues to review and refine its approach to ensure that pupils receive high-quality, effective support.

Next Steps:

- To continue to refine and develop the ELSA role so that a greater number of pupils can access this high-quality support. Further upskilling of staff in supporting pupils' social, emotional, and mental health needs, and in building positive attachments within the classroom, will ensure that pupils receive timely and effective support and that this valuable resource is used to maximum impact.
- In addition, as the school begins its journey in developing Forest School provision, leaders should consider how this can be strategically used to further support pupils' emotional resilience, confidence, and 'can-do' attitudes. Opportunities for outdoor learning, managed risk-taking and collaborative problem-solving will provide an additional, complementary approach to supporting pupils' wellbeing and ability to persevere when faced with challenge.



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Target 2: To establish a consistent, structured, and inclusive assessment process for identifying and addressing pupils' mental health needs. This process should include clear units of progress that can be effectively communicated to parents.

The school recognises the importance of demonstrating clear impact from its investment in support for pupils with social, emotional, and mental health (SEMH) needs. The Assistant Headteacher, who holds responsibility for the Inclusion Team and is also the Senior Mental Health Lead, ensures that there are consistent tracking and a clear understanding of the impact of the support provided. This has led to meaningful refinements in processes and provision in recent months.

This was particularly evident in the way the school now supports its Wellbeing Warriors (Year 6 pupils) to lead wellbeing sessions, alongside a strong commitment to whole-class support and the upskilling of teachers to recognise and respond to pupils' social, emotional, and mental health needs. The school has begun to explore more systematic ways of evaluating the impact of this work, with initial steps taken towards the use of Boxall Profiles.

New assessment procedures have also been introduced across the curriculum and shared with staff, with clear and measurable units of progress defined for pupils. Judgements made against key performance indicators ensure that pupils working towards expected standards are identified promptly and that appropriate support is put in place to secure progress. This structured approach supports consistency and strengthens communication with parents.

Next Step:

- To embed the use of Boxall Profiles in order to evaluate the impact of social, emotional, and mental health interventions across the school. In addition, leaders should consider the use of whole-school wellbeing questionnaires, such as the Pupil Attitudes to Self and School survey or the Anna Freud Wellbeing Survey, to evaluate the impact of whole-school approaches on pupil wellbeing. The school should also continue to support staff wellbeing by regularly reviewing and acting upon staff wellbeing surveys, ensuring that all staff feel supported during this period of rapid change.

Target 3: To ensure a smooth leadership transition that maintains clear communication, reinforces the school's strong commitment to inclusion, and empowers staff to sustain the positive culture of change already embedded within the team.

It was clear during the visit that staff consistently place pupils at the centre of their work and are committed to ensuring that all children are fully supported to achieve. Staff spoken to throughout the day were energised by the recent leadership changes and reflected positively on the clear drive from leaders to ensure that Childwall CE pupils benefit from a high-quality curriculum and a learning environment that enables them to thrive. Teamwork and collective commitment were identified as strengths during the initial assessment, and this review confirmed that these remain firmly embedded. Parents also recognised this strength, commenting that "staff really care" and are committed to doing their very best for pupils. Improvements in communication with



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parents have further strengthened this partnership, helping to build trust and confidence in the school's commitment to each child's achievement. Staff reflected positively on the impact of increased parental engagement on the wider school community.

Staff have also successfully maintained a strong ethos of care and support for the whole child throughout the period of transition. Consistency within the staff team, alongside a shared 'can-do' attitude, ensures that pupils benefit from secure, supportive relationships that enable them to feel happy and make progress. This has contributed to clear improvements in the school environment, learning behaviours and curriculum, all of which were evident during the visit. There is a strong sense of consistency across the school, which supports pupils to feel included, safe, and well supported.

Next Step:

- To continue to embed and refine the new systems and structures that have been introduced, ensuring they are fully understood and consistently applied across the school. With the forthcoming introduction of Forest School provision and continued refinements to playtime arrangements, there is significant potential to further strengthen the school's inclusive offer and enhance pupils' wellbeing, engagement, and sense of belonging.



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Agreed Targets for next 12 Months

Target 1: To embed the principles of the UNICEF Rights Respecting Schools Award (RRSA) across the whole school so that children's rights, as outlined in the UN Convention on the Rights of the Child (UNCRC), become fully understood, respected, and actively promoted by pupils, staff, and the wider school community.

Comments:

The new Headteacher brings a strong understanding of, and clear commitment to, the UNICEF Rights Respecting Schools Award, recognising the positive impact this approach can have for pupils at Childwall CE in promoting both local and global inclusion. The school has already taken positive steps by introducing Rights Respecting class charters and establishing a Rights Respecting Steering Group, giving this work a clear profile within the school.

Over the coming year, pupils will need to become increasingly familiar with the language and concepts associated with being a rights-holder, developing a secure understanding of their own rights and the rights of others. This will provide pupils with a clear framework that supports them in understanding how their rights are upheld, while also encouraging them to advocate for the rights of others. This may be further strengthened through charitable work and partnerships with organisations linked to the school, supporting pupils' understanding of global rights to safety, education, and equality.

The school should aim to share this journey with their cluster of schools in how they can also implement this within their contexts with clear impact on pupil understanding and learning.

Target 2: Staff and parents/carers will be increasingly confident in identifying the triggers for a child's behaviour and understanding the underlying needs or messages being communicated.

Comments:

The school has introduced a new behaviour policy this year, with a strong emphasis on understanding pupils and identifying the triggers that influence behaviour. This approach is central to ensuring that all pupils are effectively supported. Staff have been trained in the use of ABCC charts, which are now implemented for individual pupils when there are concerns around increased dysregulation or challenging behaviour. These tools are used to identify patterns, deepen understanding of behaviour and inform adaptations to support, enabling behaviour to be monitored and improved over time.

Staff reflected positively on the impact of this approach, with one teacher commenting that there are now "far fewer instances of dysregulated pupils," highlighting the effectiveness of the school's refinements. The school continues to develop these strategies and recognises the importance of ongoing support and supervision for staff as they deepen their understanding of pupils' behaviour.



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As the school continues to refine practice and upskill staff through targeted professional development, leaders are encouraged to evaluate the impact of these approaches and identify pupils who may require further tailored support. Continued adaptation of the curriculum, environment and timetable will further support pupils in developing self-regulation and positive learning behaviours.

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

Following a year of leadership change, during which the substantive Headteacher left shortly after the previous inspection and an interim Headteacher was in post for one term, the school has begun to re-engage with IQM cluster meetings from Autumn 2025. The school welcomed the opportunity to meet with other IQM schools at Our Lady Immaculate and was keen to both learn from and share practice with a range of schools, each operating within a different context to that of Childwall CE Primary School.

The meeting was attended by the school SENCo, who was enthusiastic about sharing her learning with the Senior Leadership Team. In particular, she reflected on discussions relating to mental health and wellbeing, recognising areas of effective practice already in place within the school, as well as identifying opportunities for further development. There was also an opportunity to explore the Play Curriculum, which may support the school as it continues to develop its approach to high-quality play across the school.

Overall, the meeting provided a valuable opportunity for reflection and professional dialogue, enabling the school to continue to develop and refine its provision for mental health and wellbeing, particularly in relation to the role of the Wellbeing Warriors and the Emotional Literacy Support Assistant.



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Overview

Childwall CE Primary School has experienced a period of significant change over the past year, including the retirement of the substantive Headteacher, a term under the leadership of an interim Headteacher, and the appointment of a new Headteacher. Alongside this leadership transition, the school has also converted to become part of the Belong Academy Trust. Despite this sustained period of change, the school, supported by the stability and commitment of a hardworking staff team, continues to demonstrate a strong and unwavering commitment to inclusive practice across all areas of the IQM framework. Staff have worked with determination and purpose to refine the school's offer, ensuring that all pupils have access to the highest possible quality of education. Expectations are clear, with 'no blurred lines,' and pupils are thriving as a result.

The school is clearly driven to remain at the forefront of educational development, ensuring that pupils benefit from both high-quality academic provision and the holistic support required to enable them to thrive. This work is firmly rooted in the school's mission for children to "grow and become strong." Since the previous visit, there have been significant changes to both the school environment and the curriculum. These developments are underpinned by educational research and informed by the experience of the new Headteacher. There is a strong and consistent drive to secure the very best outcomes for pupils, reflected in thoughtful refinements across all aspects of school life.

The school's learning environment clearly reflects this commitment. Staff work hard to ensure that pupils learn in an environment of which they can be proud. There is now a strong sense of consistency across the school, with displays and resources well organised and carefully presented. While classrooms have been pared back to reduce cognitive load, they remain welcoming and homely, providing pupils with a safe and supportive space in which to learn. This consistency also supports pupils during transitions, as every classroom clearly feels like a 'Childwall classroom.'

These environmental changes, alongside refinements to the timetable, have contributed to the creation of a well-considered and highly productive learning environment. This supports the calm and purposeful atmosphere observed consistently across classrooms. The school has built effectively on its strong foundations of well-regulated and mature pupils, ensuring that all children are supported to regulate and engage fully in learning. Changes to playtimes, so that all pupils play out together, further reduce disruption and support focus during lesson time.

Improvements in behaviour reflect both the refinements made to the environment and timetable, as well as the now embedded three school rules, which ensure that there are "no blurred lines" for pupils. This has led to positive improvements across the school, with pupils becoming increasingly regulated in class. Staff reflected that these changes have been "really positive for both staff and pupils." They also noted that the school is calmer and more productive, allowing them to "fit in a lot more" learning within the curriculum.

Curriculum development reflects the same ambition. The leadership team has implemented a new curriculum across the school, grounded in current research, well-



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resourced and designed to engage pupils' interests. The curriculum is ambitious, and it was evident that pupils are enjoying the increased challenge and depth of learning it provides. Staff observed that pupils are now much more engaged in their learning. Year 6 pupils were able to articulate clearly what they had learned across subjects and identified improvements in areas such as science, where they now benefit from more practical lessons and experiments.

Within classrooms, further development was evident in pedagogy, with pupils engaged in partner talk and clear, consistent structures seen within lessons. This provides pupils with familiarity and security, enabling them to focus effectively on key learning. While staff have a clear understanding of how these structures support pupils, parents highlighted that there remains sufficient flexibility to ensure that individual needs are met. Parents reflected positively on the higher expectations now in place, alongside the enjoyment their children experience, commenting that pupils are keen to talk at home about what they have learned in school.

Parents also reflected that these developments have contributed to an environment that feels both safe and equitable. One parent commented that the school continues to "meet children where they are," while also recognising that staff "meet us (the parents) where we are." Parents spoke highly of the quality of support provided by staff, particularly in supporting families during times of need. The school's focus on mental health and wellbeing continues to be a notable strength, and refinements to its approach are ensuring that this provision continues to develop positively.

Parents also noted improvements in communication, with staff striving to maintain open, positive dialogue with families and to continue building trust. Parents commented on the commitment and care shown by staff, with one stating that "the teachers care." This was evident during both the initial assessment and this review. Teaching staff have embraced the rapid pace of change over the past year, recognising that these developments have been "for the good of the children and also the staff."

The pupils remain one of the school's greatest strengths. Children are articulate, kind and demonstrate real pride in being part of the Childwall CE community. Older pupils readily embrace leadership opportunities, with a notable development being the continued refinement of the Wellbeing Warriors role. Pupils have now been accessing this provision for almost three years and are confident in supporting both their peers and younger children, including leading lunchtime wellbeing clubs. This has resulted in pupils successfully running sessions independently when the Emotional Literacy Support Assistant (ELSA) was unavailable. Year 6 pupils described their school as "a loving place where they learn new things".

Childwall CE demonstrates a strong drive to ensure that provision meets the needs of all pupils and enables them to thrive as an IQM Centre of Excellence. The school demonstrates a powerful combination of ambition, reflection, and principled leadership. While leadership changes over the past year have limited full engagement in cluster activity, there is a clear keenness to make the most of these opportunities moving forward and to use cluster meetings to further enhance practice.



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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: Mr David Clay

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

J. McCann

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