



## Assessor's Evaluation for the IQM CoE Award



**School Name** Our Lady Immaculate Catholic Primary School  
Northumberland Terrace  
Everton  
Merseyside  
L5 3QF

**Head/Principal** Mrs Catherine Sergeant

**IQM Lead** Mrs C Bowcock

**Date of Review** 24th March 2025

**Assessor** Mr Richard Collings

### **IQM Cluster Programme**

**Cluster Group** Elevate

**Ambassador** Mrs Sarah Linari

**Next Meeting** 23rd Jun 2025

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Summer 2024</b>	13th Jun 2024	No
<b>Autumn 2024</b>	25th Nov 2024	Yes
<b>Spring 2025</b>	06th Feb 2025	Yes
<b>Summer 2025</b>	23rd Jun 2025	

### **The Impact of the Cluster Group**

The IQM lead was very positive about the cluster groups. They have attended 2 meetings this academic year at Northwood Community and Castleway schools.

They have engaged in activities around Family Inclusion, Forest School, and early years.

Our Lady Immaculate Catholic Primary School (OLI) staff report that visits to other schools were 'inspirational' and how amazing it is that the school works so well with the community. Clearly, this is something that OLI have been inspired by, and similar practice can be seen across their own school.

I feel sure that OLI could apply for Flagship Status in the future and similarly inspire and 'elevate' other schools in the Liverpool authority.



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### **Evidence**

- IQM Centre of Excellence (CoE) Evaluation document.
- Learning Walks.
- School Development Plan.
- Support plans.
- Photos and videos.
- School Website.
- Observation of children.
- School tour.

### **Meetings with:**

- Parents.
- Governors.
- External support staff.
- Headteacher.
- IQM coordinator.
- Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Teaching Staff.
- Learning Support Assistants (LSA).
- Pupils.
- Maintenance Staff.



### Evaluation of Targets for last 12 Months

#### Target 1:

**Review curriculum offer to ensure that it reflects the diverse nature of our school.**

- Curriculum monitoring has taken place.
- Maths lead improved the Teaching and Learning (T&L) of problem solving.
- Evidence of diversity in English, art, and history.
- PGL is available to all.
- High quality reading books in KS2 are available.
- Staff supported with workload and training in new processes, e.g. tracking.

Focus schemes of work were not meeting the needs of the children. Starting with history and geography, the school have developed their own schemes of work. This encompasses 4 areas of 'curriculum,' 'foundation,' 'core', and 'play.'

This is regularly reviewed and assessed against the needs of children.

Governors have identified a reduction in lost learning time. Play curriculum is particularly effective, and children have had a big impact on the development of this.

Expansion of playing time has created much more efficient use of lesson time. As children have had more time to socialise. It has also developed children's physical skills.

Many children live in dwellings with little outdoor space, so physical development is crucial. The school reports that a pupil is now playing for a Chester Football Team as a result of regular practice.

Children also feel more able to take risks in their play. We observed children building, climbing, and balancing on cable reels to great effect.

Diversity in the curriculum is apparent through a range of examples such as Paralympian visit, Mother Language Day and a Design and Technology scheme of work accessible to all.

#### Next Steps:

Continue to monitor effectiveness and needs as the cohort changes.



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### Target 2:

#### **Develop sensory/intervention/transition rooms which will meet pupil need and support complex needs.**

- Reviewed Local Offer.
- Staff trained on IPSEA (Independent Provider of Special Education Advice) and supporting families with tribunals.
- Use of specialist input.
- Adaptive teaching and support plans in place.
- Sensory room in place and in use.
- Evidence of lots of training and liaison with other agencies to support all SEND.

Rooms which have been created/repurposed for the support of complex needs are well used and well resourced. Although intended primarily for use by younger children, staff encourage use by children across whole primary range. There are varied opportunities for children with different needs to regulate in sensory room, such as messy play, dinosaurs and sleeping areas. There is a lot of evidence that staff at OLI are very well trained, which enables them to spot early signs of dysregulation, leading to less conflict and potential for suspension. Many children start the day in the 'blue room,' and it provides a soft landing for those who have a difficult start to the day. The Oratory is another, albeit slightly different, example of a place of reflection and calm.

### Next Step:

Consider developing blue room further by creating partitions within, for e.g. soft play, music, or a darker area.

### Target 3:

#### **To embed the Zones of Regulation (ZOR) across school. Pupils recognise how they are feeling and act appropriately.**

- Application for Anti-Bullying Quality Mark (ABQM).
- Zones of Regulation are apparent in planning and lesson delivery.
- Children show awareness of ZORs and demonstrate that they can self-regulate at an age-appropriate level.
- Early Years Massage programme.

ZORs are in constant use across the school and are effective for children with a wide variety of needs. Observation of ZOR in Early Years area showed staff well-deployed to



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support children unable to fully mix with mainstream, but still receiving entitlement.

Children report as being able to direct themselves to check-ins, and if feeling 'red,' then appropriate support is available.

All underpinned in documentation such as ABQM, Individual Support Plans and Education and Health Care Plans (EHCPs), which contribute to children's self-regulation.

It was lovely to see the early years children practising self-regulation through peer massage as part of the MISP programme. (Massage in Schools Programme). Clearly, this is embedded as a regular feature, and very young children were showing care and empathy towards their peers.

### **Next Step:**

Is massage something to consider higher up in the school? It could be a good exercise in consent and sharing.

### **Target 4:**

#### **Sustain Hearts Project across school**

- Training for Early Years Foundation Stage (EYFS) staff.
- Collaboration with clinicians at Alder Hey
- Many examples of familial group sessions, including English as an Additional Language (EAL) sessions, online safety, and mental health.
- School council is a strength

There is strong evidence of many family/parent group sessions. Conversations with parents were incredibly positive, describing the school as 'warm' and 'like a family.' Working with outside agencies such as Alder Hey, Liverpool Football Club (LFC), Reading Foundation, and Compton Court has a positive impact and is something the school takes pride in. The school is forced to spend a lot of time in tribunals, and I am sure that support with paperwork is appreciated.

Parents feel confident that they can approach staff with issues and suggestions and that they will be dealt with sensitively and seriously, however appropriate. Support for parents via groups such as EAL, mental health and online safety will only serve to improve the welfare and inclusion of all groups in school.

A conversation with the school council showcased their pride in school as well as contribution to projects such as 'Act of Giving' and selection of a new Headteacher, which also underline the strong Catholic ethos of the school.

### **Next Step:**



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Continue to work with parents to provide an excellent range of support and training. Consider targeting any hard-to-reach parents with specific programmes.

### **Agreed Targets for next 12 Months**

#### **Target 1:**

**Ensure new families feel welcome and aware of support available.**

#### **Comments:**

Home visits by staff before the new academic year identify families for the learning mentor to work with. Compile a directory of support mechanisms and promote it on the website. Give consideration to EAL families. Promote and celebrate the IQM award on the website and literature.

#### **Target 2:**

**EAL inclusivity.**

#### **Comments:**

Continue to support and enhance interactions with EAL families. Enhance areas of the website to reflect a diverse range of languages. Continue to promote and expand current initiatives such as Mother Tongue Day. Maintain and develop links with Nairobi school, including visits and hosting if possible.

#### **Target 3:**

**SEND interventions for children and adults.**

#### **Comments:**

Continue the drive for excellence in support of children and adults at OLI. Review staff training and source further support. Consider national accreditations such as National Professional Qualification/Nasenco (National Senco Qualification) if not done so already.



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### Overview

Our Lady Immaculate Catholic Primary School is an exceptionally inclusive school. There is an obvious and apparent commitment from all staff to ensuring no child is left behind.

Comments from stakeholders' centre around the school being 'warm,' 'amazing,' and 'like home.' I would fully agree with these quotes. All staff, including cooks, the site manager, learning support, and Governors, clearly articulate the same ethos and enjoy being there. External support staff expressed how this is 'comfortably the best school they work in.'

It was an absolute pleasure to spend a day with staff and children, and I feel inspired and enthused to trial ideas in my own school.

As with many city schools, OLI faces many challenges, such as varied ethnicity with the range of language barriers that brings. (EAL 27.9%). A higher-than-average level of SEND (25.1%). Free School Meals are much higher than the national average at 43.6%. Absence is slightly higher than the national average at 5.4%, with a similar statistical disparity for persistent absence. (15.8%)

There is a wide range of SEND in the school, such as ASD, cognition, learning and social, emotional and health difficulties.

We began with a meeting with the Senior Leadership Team (SLT) and Governors. The challenges that the school faces above were echoed by staff. Other issues, such as uniform challenges and the continuing negative legacy of COVID-19, were discussed.

Governors are appreciative of the support that the school receives from parents and that fostering good relationships is paramount. They felt a strong sense of heritage in the way generations of families maintained contact with the school.

Suspension rates are low compared with national figures, but we did discuss how, sometimes, suspension is necessary for the good of others and, if used purposefully, can be a benefit.

The school clearly embraces these challenges and provides a warm, caring, and nurturing environment at all times of the day. The day starts with a short briefing of upcoming events and an opportunity to network with colleagues.

Children move around school in an orderly manner. Voices are never raised, and children always seem to be cheerful and purposeful.

Playtimes could be a time of conflict and negative behaviour due to the layout and geography of the site. However, it was very apparent that children manage themselves very well and they are trusted to conduct themselves in a sensible and age-appropriate way.



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This is not something that happens overnight, and clearly, the behaviour standards at OLI have been in place for some time.

This is supported by staff who are happy to supervise play activities every day, as they realise that the short-term loss of their time results in a long-term gain in behaviour and attitudes.

They have also seen an improvement in oracy and concentration skills as a result. I was particularly struck by how older children engage with each other in lessons. As 1 pupil speaks, the class would turn to show interest and display active listening.

Bullying issues are reported as being dealt with quickly and effectively, and work has been done around toxic masculinity, which could be a major issue in Liverpool.

Staff talked very positively about how they are supported. They feel that any difficulties are sympathetically and sensitively dealt with.

They work well together and 'enjoy a laugh.' This is something that I personally value greatly. A happy staff means happy pupils.

One member of staff who is from overseas was very vocal about the warmth and support they had since starting at OLI. There has been support for learning and qualifications, as well as support in school. 'It's like a substitute family from my homeland.'

It is particularly striking how many people stay at OLI. I met several parents who used to attend the school themselves, as well as staff who attended there. Several staff now send their own children to OLI, and as a teacher, I can think of no greater seal of approval. A member of staff reported that 1 of her children didn't attend OLI, and she can see the difference.

It was also very positive to see that this ethos will continue with the selection of a new Headteacher from within the school.

The IQM targets set and achieved at OLI serve to complement and enhance the inclusive ethos of the school. Children are well-supported in their learning with careful, well-managed curriculum reviews; thoughtfully purchased resources such as new reading books and playtime activities; a well-resourced sensory room; and an excellent range of extra-curricular activities such as football, crafts, and dance.

Children attending OLI certainly get a good deal.

School trips are subsidised, particularly the PGL trip that Y4 children were excitedly talking about. I look forward to seeing some pictures of Dexter the bear at Winmarleigh Hall. Not all children are able to go, but that will not stop the drive towards total inclusivity. The IQM lead will be doing PGL-type activities with children who are remaining in school, such as campfires and cooking.





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There is a lively atmosphere in the school canteen where excellent food is prepared by friendly staff. A variety of healthy options are on offer, although from a limited observation, there didn't seem to be much take-up. Perhaps there could be some sort of incentive to encourage children to eat more greens, and staff seemed interested in the idea of music playing during the lunch break. In conversation, a staff member reported that 1 of the biggest challenges faced is healthy eating and under-nourishment.

Parental engagement is another strength. Families are greeted warmly at the gate, and it is apparent that staff know their families well. Parents are appreciative of the efforts staff go to when supporting learning, and also appreciate the open-door policy when issues arise. A parent said, 'they don't know how good they are because it's so natural.'

Clearly OLI has a deep and continued commitment to inclusion. I would like to express my thanks and admiration to the IQM lead and to all associated with the school.

I also feel that OLI will make an inspiring Flagship School in years to come if staff feel they would like to follow that route.

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 Richard Collings**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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