



## Report on IQM Inclusive School Award



**School Name:** Stockton Wood Primary School

**School Address:** All Saints Road  
Liverpool  
L24 3TF

**Head/Principal** Mrs Justine Clovis

**IQM Lead** Mrs Justine Clovis

**Assessment Date** 24th April 2024

**Assessor** Ms Sarah Linari

### Sources of Evidence:

- IQM Self-Evaluation Report (SER)
- National data and performance tables
- School Website and Policies
- School Development Plan
- School Self Evaluation Form
- Ofsted Report
- Pupils' exercise books
- Learning Walks
- Observation of break time
- Learning Environment audit
- SEND information
- Class Floor Books
- A Quiet Place Impact Report

### Meetings Held with:

- Headteacher
- IQM Lead/Special Educational Needs and Disabilities Coordinator (SENDCO)
- Deputy Headteacher
- Inclusion Lead
- Phase Leaders/Subject Leads
- Teaching Assistants
- Teachers
- A Quiet Place Facilitator
- Parents/carers
- Pupils
- Governors - Chair of Governors, Vice Chair of Governors, and Parent Governor
- School Improvement Partner (SIP)



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### Overall Evaluation

Stockton Wood Primary School is an above-average sized, two-form entry primary school with nursery provision. The school currently welcomes 370 pupils. 43% of pupils are eligible for Free School Meals (FSM), a figure significantly above the national average. The number of pupils with Special Educational Needs and Disabilities (SEND) is significantly above the national average with 23% currently supported for SEND.

Stockton Wood Primary School is located in Speke, a residential estate close to Liverpool John Lennon Airport. School location deprivation levels are well above the national average, as is pupil-based deprivation. With inter-generational poverty and low aspirations prevalent in the local community, the school's Leaders place a strong emphasis on raising aspirations and exposing the pupils and families to the rich diversity and opportunities which exist beyond the confines of Speke.

The Senior Leadership Team is fairly new, as are many current staff members. The Headteacher and Deputy Headteacher took up the post in September 2022, with the Special Educational Needs Coordinator (SENDCo) joining in January 2024. The Phase Leaders for Early Years Foundation Stage (EYFS), Key Stage (KS) 1 and Key Stage 2, were all new to the role in September this academic year and five new staff members also joined the school in September.

Stockton Wood Primary School deserves commendation for its exemplary approach to inclusive education and prioritising the holistic development of its pupils. Throughout the IQM assessment day, it was evident that the school provides an environment where emotional and mental well-being are paramount, enabling pupils to thrive academically and socially.

The support and provision for children with SEND was particularly praised by parents and carers. This support extends to the parents and carers, who fully appreciate the staff's time to ask how they are doing, with one describing it as akin to "free counselling." The new SENDCo has settled in well to the school community and role, already establishing close connections with SEND families.

The school's curriculum and enrichment activities were highlighted by Governors and the School Improvement Partner (SIP), who praised the school's commitment to broadening pupils' horizons. The focus on extending learning beyond the classrooms supports the vision to allow children to experience the world beyond Speke.

The school building itself is maximised to facilitate inclusive practices, including well-designed outdoor areas and bright, airy communal spaces. Classrooms are characterised by a calm atmosphere, with low stimulus displays in most classrooms to promote focus and concentration. People-centred planning ensures that physical spaces are optimised to meet the diverse needs of pupils and staff alike.

Pupils demonstrate excellent behaviour and attitudes throughout the school day. They are supported effectively with emotional regulation and know how to seek additional support when needed. The 'A Quiet Place' provision within the school is integral and



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valued by all stakeholders, demonstrating clear impact through effective therapeutic strategies. Pupils, staff, and families access support from A Quiet Place on a regular basis. The 'A Quiet Space' practitioners are valued members of the Stockton Wood community.

The staff at Stockton Wood Primary School exhibit a strong commitment to the wellbeing and wider development of the children, reflecting an inclusive ethos within the school community. The dedication of the staff to their roles, and the children, was evident throughout the assessment process. Senior Leadership Team (SLT) members are passionate and personable in their approach, reflecting a shared commitment to the school's values and goals.

The children at Stockton Woods are delightful, displaying friendliness and enthusiasm for learning. They were keen to talk to the Assessor about their school and to highlight all the support they receive. Pupils involved in the pupil voice meeting were confident and articulate. A clear sense of community and belonging was reflected in their interactions and attitudes.

The celebration of diversity is evident throughout the school, with careful consideration given to wider curriculum topics, assemblies, and displays. Again, the focus on diversity aligns with the school's overarching vision to broaden pupils' horizons and celebrate the diversity in Speke and beyond.

The assessment process was a positive experience, with active participation from all stakeholders and a willingness to share knowledge and insights. The collaborative approach towards the meetings and discussions contributed to a comprehensive understanding of the school's practices and areas for development.

The Assessor would like to thank the staff, pupils, and stakeholders of Stockton Wood Primary School for their warm reception and professional conduct throughout the assessment day.

In conclusion, Stockton Wood Primary School deserves recognition as an inclusive primary school that prioritises the well-being and holistic development of its pupils. The commitment of staff and SLT to fostering a supportive and enriching environment is evident throughout the school community. With continued dedication and collaborative efforts, Stockton Wood Primary School is well positioned to further enhance its inclusive practices and educational outcomes for all pupils.

I am of the opinion that Stockton Wood Primary School not only fully meets the standard required by the Inclusion Quality Mark but should be recognised as a Centre of Excellence for the comprehensive inclusive provision. All stakeholders are fully aligned with IQM's values. I recommend that the school be awarded Centre of Excellence status and reviewed again in one year. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.



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I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. I note your intention to pursue this status and that you have already submitted your Agreement to Participate. As you know this will commit the school to annual reviews for the next 3 years.

**Assessor: Ms Sarah Linari**

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

A handwritten signature in black ink, appearing to read "J. McCann".

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



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### Element 1 - The Inclusion Values of the School

At Stockton Wood Primary School, the Headteacher sets the tone, leading by example with a caring, personable approach. It is clear she has ambitions for all of the children to achieve their very best. Talking about how the staff have the children at the heart of everything, she explained that “everything we do is with the interest of the child - all for the well-being of the children.”

The Inclusion Lead explained how the staff are committed to supporting the school community “in any shape or form, whatever that looks like.” The ethos for relationships is based on the encouragement of restorative approaches and to teach the children empathy, to equip them with the skills they need in the wider world. They provide a “listening ear,” showing the children that it is okay to ask for help and give them a voice. Parents and carers know the school has an open-door policy. They know the staff will listen and treat them with respect.

At the heart of the school's nurturing approach to well-being lies their innovative ‘A Quiet Place’ provision, a sanctuary designed to support pupils through various challenges. As a company, A Quiet Place “provides evidence-based, personal development programmes, supporting the achievement of unique outcomes for all ages and abilities, focusing on future aspirations and dreams, whilst drawing upon a completely holistic approach.” Their services are engaged at Stockton Wood to improve well-being and to develop emotional intelligence. With two Therapists available 2.5 days a week, the school ensures ample support to pupils, parents, and staff through massage, computer bio-feedback programmes and a series of emotional intelligence sessions. Sessions are tailored to support specific issues ranging from self-esteem to bereavement. Massage therapy provides pupils with a tangible moment of relaxation and connection during the school day. Beyond scheduled protocol interventions, the A Quiet Place Facilitators offer ad hoc support, tailoring their approach to individual needs. Direct communication with families ensures a holistic support system, maintaining contact even during holidays and providing home activities to reinforce well-being strategies. Within A Quiet Place, pupils engage in breathing techniques, guided by calming music at transition points. They monitor their emotions using heart rate feedback. They are taught transferable strategies to support emotional regulation, for example, the “anchor button” technique which pupils use unprompted in everyday situations. The A Quiet Place music is utilised whole school during transition points and the Heart Cushion which is used in A Quiet Place therapy sessions is available in each classroom to reinforce the approach. The practice is fully embedded at Stockton Wood and forms an integral part of their inclusive provision.

In addition to A Quiet Place, there is a Sanctuary Chair, equipped with a timer, aiding in emotional regulation. The recent addition of a Sensory Room further enhances the school’s arsenal of supportive resources, allowing pupils to explore what works best for them at the moment, fostering a sense of empowerment and resilience.

Staff have a positive outlook. They focus on the beauty of the school community, taking the insular outlook of the local area as a strength due to the close-knit feel. This close-knit community feel is emulated in the school, with Class Teachers creating a sense of community within the classroom, a community ethos across the whole school community, a staff community, and a family community.



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In terms of the school's values, the school has traditionally followed various sets of values- for example, the British Values and LifeSaver curriculum values - to inform the different aspects of school life. However, there was a recent twilight meeting whereby the Senior Leaders led a session to look at redesigning the school's values, streamlining them to give clarity of meaning and direction.

### **Next Step:**

Devise a clear set of inclusive values to underpin all aspects of school life. Choose a small number of values which you feel best represent your vision for the children and the school. Incorporate the values into everything, for example, policies, displays, assemblies, lessons, and the Rewards System to ensure they are impactful.



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### Element 2 - Leadership and Management and Accountability

Staff at Stockton Wood Primary School express a genuine enjoyment in their work, citing it as a "good place to work" where teamwork is paramount and they "bounce off each other" in a supportive atmosphere. They feel fully supported by SLT, with one staff member noting, "I can approach [them] over anything." Guidance and learning opportunities are abundant, with a focus on individualised approaches designed around the needs of each child. Regular twilight sessions mix staff teams to provide opportunities for them to work with colleagues from different phases or with different roles in the school. There is a culture of openness and collaboration, where staff can freely ask to observe others and access online training sessions. Year group partners have joint Planning, Preparation and Assessment (PPA) time to co-plan and support each other. Career progression and personal development are actively encouraged, with endorsement for staff to undertake the National Professional Qualifications (NPQs).

Staff feel there has been an increased focus on their well-being under the new SLT. Flexible working arrangements, including the option to work from home for PPA time, contribute to staff satisfaction. A dedicated Well-being Team ensures staff concerns are addressed, with regular meetings and anonymous staff questionnaires. Inclusive practices extend to communication, with an open forum allowing staff to voice concerns, and all staff groups are represented in decision-making processes. Gestures like gratitude postcards with chocolate bars, and inter-staff competitions, further reinforce a supportive and appreciative work environment.

The Governors of the school hold a deeply rooted belief in the inclusive ethos and practices fostered within its walls. They see the school as an extended family, offering unwavering support to both pupils and their families. With a particular focus on SEND, the Governors feel that there is a culture where everyone is treated with the utmost consideration for inclusion. This commitment extends throughout every facet of the school, from the physical environment to the curriculum, from staff interactions to community engagement. They view the school as the vibrant heart of the community it serves, a sentiment echoed by the Headteacher whose ethos resonates deeply with the Governors. Their dedication to inclusivity is evident in their regular involvement to ensure that the school remains a welcoming and supportive space for all.

In their roles as Governors, drawn from diverse backgrounds including academia and safeguarding expertise, they prioritise the well-being of both staff and pupils. Regular visits and meetings provide opportunities to understand the intricacies of daily life within the school, from observing classroom dynamics to engaging with staff on a personal level. The Governors actively participate in initiatives aimed at improving staff well-being, recognising it as integral to maintaining a nurturing environment for learning. They approach disciplinary matters with a reflective and inclusive mindset, seeking to understand circumstances and explore alternatives to exclusion as a last resort. Their commitment to safeguarding is not just reactive but proactive, constantly seeking advice and reflecting to ensure the safety and well-being of all within the school community.

#### Next Step:

As part of your Centre of Excellence Status, engage fully with the Cluster Programme by contributing to best practice sharing at meetings and forging links with schools across the IQM network.





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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

At Stockton Wood Primary School, the curriculum is not a one-size-fits-all approach. Recognising the diverse needs of its pupils, adaptive teaching strategies are employed to ensure every child's learning journey is meaningful and effective. Through the implementation of a multisensory approach, pupils engage with the material through various methods such as 'manipulatives,' catering to different learning styles and preferences.

Understanding the importance of readiness for learning, the school incorporates 'Ready Steady Learn Time' and movement breaks into the daily routine. These moments allow pupils to refocus their minds and prepare for optimal learning engagement. Moreover, same-day interventions are readily available to pupils who may require additional support, ensuring that no child is left behind and everyone is adequately prepared for the next day's lessons.

'Working Walls' serve as active tools to support learning, providing visual aids and reference materials that reinforce lessons. Additionally, the school focuses on the offer of external visits, recognising the value of experiential learning and the enrichment it brings to pupils' educational experiences. The staff actively seek partnerships with external agencies and organisations to enrich pupils' learning experiences. From museum visits to interactive workshops, these activities broaden pupils' horizons and reinforce classroom teachings.

Over the past two years, the school has maintained consistency in delivering key curriculum components such as Read Write Inc. for phonics, Ready Steady Write, White Rose Maths, and White Rose Science. This consistent approach ensures a seamless learning experience and promotes cohesion across subjects. Furthermore, a concerted effort has been made to enhance representation and diversity within the curriculum, reflecting not only the pupils' identities but also the world and local community they inhabit.

Central to the success of the school's inclusive curriculum is comprehensive staff training. Teachers are equipped with the necessary tools and strategies to effectively implement inclusive practices across all subject areas. This commitment to ongoing professional development ensures that inclusivity remains at the forefront of teaching practices and is seamlessly woven into every aspect of the curriculum.

#### Next Step:

For one of your Centre of Excellence targets, focus on the development of reading across the curriculum. Liaise with the English Leads from IQM Flagship School Knotty Ash Primary School to look at their curriculum-based IQM project which prioritised the development of reading whole-school.





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### Element 4 - Teaching and Learning - Learning Environment, Planning Resources, Pedagogy

Inclusivity is at the forefront of the school's pedagogical approach. Teaching and learning methods embrace diversity, ensuring every pupil feels valued and supported. Utilising Pupil Passports, strategies are adapted to meet individual needs, fostering an environment where every pupil can thrive. Additionally, the deployment of support staff further enhances the inclusive atmosphere, providing targeted assistance to those who require it. Early Career Teachers (ECTs) engage in projects focused on inclusivity, particularly working closely with children with SEND.

Consistent teaching and learning methodology are implemented from the Early Years Foundation Stage (EYFS) to Year 6. From EYFS, there is a structured environment where the language and approaches remain consistent throughout their educational journey. For instance, the introduction of Read Steady Write in EYFS sets the tone for literacy development, which has been adapted to suit the younger learners' needs, ensuring impact and familiarity with the language from the outset. Moreover, the English curriculum ignites curiosity with every lesson, employing a variety of hooks to inspire and engage learners across all year groups, fostering a continuous learning experience.

The learning environment is vibrant and supportive of inclusive practice, marked by thoughtful design and a commitment to well-being. Recently constructed, the Sensory Room offers a haven for those needing moments of calm amidst the busy school day. Displays throughout the corridors reflect the school's ethos of inclusivity, featuring key messages such as the 'Emojis' display, embodying restorative practices and encouraging regular emotion check-ins. Notably, the school's dedication to Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Others (LGBTQIA+) awareness shines through a prominent display, supported by carefully curated books and recurring assemblies on the theme. The library, a newly renovated space, embodies pupil empowerment with pupil voice sessions shaping book selections and influencing the library's design. Amidst this atmosphere of empowerment, the main book display in the central corridor boasts a monthly theme, with the current focus inspiring pupils to "dream big."

The school benefits from vast, attractive grounds with lots of green space which is made best use of to support outdoor learning. The recent addition of a 'trim trail' for Key Stage 2 pupils has been welcomed by all. The equipment provides the older pupils with the opportunity to develop their gross motor skills whilst keeping fit. During the assessment day, Year 6 children were keen to show off the use of the 'trim trail' during lunchtime.

During the IQM assessment day, the Assessor witnessed a diverse array of teaching and learning practices across different year groups. In a Year 3 English lesson, pupils were deeply engaged in writing about Egypt, drawing inspiration from their class book, Egyptology. A Year 4 class utilised a captivating 'book hook' strategy to ignite curiosity and enthusiasm for learning. In another lesson, the integration of a narrative on refugee experiences, culminating in a shared exemplar, promoted a commitment to empathy and understanding. Year 5 pupils delved into "The Lost Book of Adventure", seamlessly integrating incidental writing into their English curriculum. In a Year 6 mathematics lesson, a focused approach was evident, with choral mental arithmetic practice led by the Teacher, supported by resources from the White Rose Maths scheme to help the pupils prepare for their upcoming external assessments.



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### Next Step:

Changes are already being made to classroom environments to create a more unified and 'low arousal' appearance. Where the changes have been implemented, the impact is already palpable. The vision is to create a consistent approach across the school to support transition.



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### Element 5 - Assessment

Leaders and Class Teachers analyse data to pinpoint groups and individual learners who may require extra support and intervention. Meticulous examination of Early Years Foundation Stage outcomes, the Phonics Screening Check results, and the data from end-of-Key-Stage assessments informs the direction of the School Development Plan priorities, shaping action plans led by Subject Coordinators, and influencing the planning of learning and use of resources. There has been a recent focus on leveraging question-level analysis to determine specific areas of concepts and skills which require intervention or further consolidation. In Reading, the lowest 20% of readers are identified, ensuring they embark on a robust intervention programme to support their literacy proficiency.

The school utilises the online Sonar tracker to record, monitor and evaluate formative and summative assessments. This interactive tool provides Leaders and teachers with comprehensive data. Any gaps in knowledge or skills are identified through the Sonar tracker.

A key aspect of the school's assessment framework is the regularity of Pupil Progress Meetings following the termly assessments. These meetings serve as forums for Class Teachers to discuss individual pupil progress, identify any challenges, and explore broader issues affecting pupil welfare and academic achievement. Importantly, these meetings facilitate collaborative decision-making regarding the support needed for each pupil. Additionally, through careful analysis, a cohort of pupils requiring additional adult support is identified, ensuring that resources are allocated effectively to meet the diverse needs across the pupil body.

The Special Educational Needs and Disabilities Coordinator (SENDCo) plays a pivotal role in ensuring the inclusivity of assessment processes. Through termly reviews of SEND plans, the SENDCo monitors progress towards individual targets and provides crucial support to teachers. By examining the provision to support progress and implementing the PIVATS framework for pupils unable to access the year group's National Curriculum, the SENDCo ensures that pupils' unique requirements are met.

#### Next Steps:

Following a review of the Marking, Assessment and Feedback Policy, Leaders have already identified the need to develop the focus/discrete time given to pupils to respond to their feedback promptly so that it impacts their learning.

Leaders are also planning to refine self and peer-assessment approaches to support pupils in taking ownership of their learning.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The behaviour, attitudes to learning, and personal development of pupils within Stockton Primary School reflect a holistic approach to education. Through supportive environments, and a focus on pupil voice, the school creates an inclusive community where every child can reach their full potential.

One notable initiative to support the wider development of pupils is the implementation of the Life Savers Curriculum, which not only imparts financial literacy but also instils values such as responsibility and empathy. Children are encouraged to reflect on their relationship with money, with questions such as, "How does money make you feel?". This curriculum is integrated into the school's ethos, evident in the engagement of Year 6 children who take on roles as cashiers, promoting a sense of responsibility and ownership.

The structured lunchtime approach highlights the school's commitment to personalised support for pupils. Through activities like Lego sessions and outdoor play, followed by dedicated time with members of SLT, pupils are provided with avenues for both relaxation and emotional support. Mental health assessments, emoji check-ins, and personalised interventions further demonstrate the school's proactive approach to emotional well-being.

Observations of pupil experiences reflect a nurturing and accepting environment within the school. Pupils express feeling safe and valued, with one pupil encapsulating the school's inclusive culture through the statement, "Everyone is different, and our school accepts everyone." Moreover, the school's emphasis on peer support is evident through initiatives like the Buddy Bench and Year 6 pupils assisting Nursery Children during lunchtime. Pupils are actively involved in decision-making processes through the School Council, enabling them to voice their ideas and contribute to shaping their educational experience.

A Year 3 pupil, reflected on the supportive environment at the school, stating, "The library room calms me down - I love reading." Another pupil highlighted the impact of teachers on their learning experience, stating, "My teacher is lovely - she has changed our class loads."

#### Next Step:

During the pupil voice meeting, one pupil suggested the idea of providing opportunities for the two classes within each year group to work together and get to know each other better. Leaders could look at introducing inter-class year group competitions to support this.



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### Element 7 - Parents, Carers and Guardians

The support for parents and carers exceeds expectations. The Learning Mentor lives in the community and has worked at the school for 20 years. This gives a deep insight into the families, their backgrounds, and interconnections, aiding in the day-to-day support for the children.

Each morning, the Senior Leaders are out on the playground, offering a warm and approachable atmosphere as they greet parents/carers and children alike. Simultaneously, Class Teachers are stationed at the classroom door, ready to exchange updates or address any immediate concerns or celebrations. Phone calls or face-to-face meetings with key staff are readily available throughout the day. This seamless communication flow ensures that any issues can be promptly resolved.

Additionally, the school organises "Stay and Learn" sessions on a half-termly basis, drawing in an average of 140 parents and carers. These sessions feature an array of engaging activities with varying themes, providing parents and carers with opportunities to actively participate in their children's learning journey. Furthermore, inviting parents to library sessions further strengthens the bond between the school and families whilst promoting a love of reading.

On the IQM assessment day, parent and carer representatives unanimously expressed positive attitudes towards the school and gratitude for the unwavering support they received. They acknowledge the school's extraordinary efforts, describing the school as "a second home" where they feel like part of a family. This familial atmosphere is nurtured through personalised interactions, ensuring that every parent and carer feels valued and heard. The absence of judgment and the comfortable environment extends not only to the parents and carers but also to their children, who thrive in an environment where inclusivity is a lived reality.

The school's commitment to inclusivity is also evidenced through the open-door policy and proactive approach to problem-solving. Parents and carers commend the staff's ability to prevent issues from escalating, thanks to consistent communication channels that allow them to address concerns promptly. Moreover, the school's readiness to make reasonable adjustments on "an hourly or daily" basis demonstrates its dedication to accommodating the diverse needs of its pupils. Parents and carers express relief and admiration, acknowledging that without such support, they would have struggled to cope with the challenges their children face.

Emotional well-being is a cornerstone of the school's inclusive ethos, evident in its comprehensive support system. With A Quiet Place intervention, the tailored therapy sessions provided by trained therapists and facilitators, the school prioritises the mental and emotional health of both pupils and parents/carers. Through championing parents and instilling confidence in them, the school not only supports the children but also strengthens the entire community.

#### Next Step:

No significant areas for development were identified within this target.



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### Element 8 - Links with Local, Wider and Global Community

In the heart of the school, nestled amidst the corridors and vibrant classrooms, lies a sanctuary born from the successful partnership between the school and A Quiet Place. This innovative intervention initiative has transformed the school into an environment exceptionally supportive of nurture and relaxation. Here, children find solace and safety, with trained therapists who offer compassionate support. The air in A Quiet Place carries the soothing aroma of essential oils infused into scented tissues. Low mood lighting casts a gentle glow over the comfortable chairs and accessories, inviting children to unwind. There are books tailored to provide emotional support. As an additional touch, massage therapy is available, providing tactile comfort and a sense of calm. Together, these elements create a haven where pupils can find respite, recharge, and emerge stronger.

The school, in collaboration with All Saints Church, is actively engaged in a community project aimed at enhancing the woodland area adjacent to the church grounds. With funding allocated specifically for the development of outdoor spaces, the church has initiated a collaborative endeavour to create a more welcoming and functional environment for members of the parish. The School Council has been invited to collaborate with an architect to design the land, ensuring that it fulfils the needs and aspirations of the community. This joint effort reflects a commitment to fostering a sense of unity and leadership within the local community, as well as providing opportunities for outdoor learning and recreation for generations to come.

The school works with external organisations such as Everton in the Community to enhance the curriculum. External links are forged to enhance the learning experiences such as the 'Space Workshops' delivered by Daresbury Laboratory in Warrington. The Class Teacher spoke excitedly about the 'moon rocks' which are soon to be exhibited at the school.

#### Next Steps:

Rekindle the links with Liverpool University through the Chair of Governors. The school has arranged visits to the university in the past as a part of a Year 6 transition project. It would be great to explore more opportunities for pupils to visit the university to support the raising aspirations agenda.

The school has recently joined the 'Global School Alliance' and staff are looking forward to the opportunities that this will bring. The Assessor advises that global development forms one of the targets of the school's Centre of Excellence plan.