Assessor's Evaluation for the IQM CoE Award

School Name	Broad Square Primary School Norris Green Liverpool L11 1BS
Head/Principal	Mrs Charlotte Foden
IQM Lead	Mrs Charlotte Foden
Date of Review	30th June 2026
Assessor	Mrs Gemma Rannard

IQM Cluster Programme

Cluster Group	All Inclusive
Ambassador	Mrs Sarah Linari
Next Meeting	TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2025	10th October 2025	Yes
Spring 2026	29th January 2026	Yes
Summer 2026	8th June 2026	Yes

Evidence

This was Broad Square Primary School's Centre of Excellence Review visit. Prior to the visit, the IQM Lead submitted a detailed self-evaluation and Centre of Excellence action plan, alongside a comprehensive timetable for the day. This enabled the assessor to review a wide range of evidence relating to the school's inclusive practice, progress against previous priorities, and ongoing development of the IQM Centre of Excellence objectives.

The assessor evaluated the school's commitment to inclusion and the impact of its work through a range of activities, discussions, observations, and documentary evidence, including:

- IQM Centre of Excellence Self-Evaluation and Action Plan.
- School website and published information.

- School improvement and inclusion documentation.
- SEND and pastoral provision documentation.
- Attendance and behaviour information.
- Display work.
- Intervention records and impact evidence.
- Curriculum and teaching and learning materials.
- Professional development planning.
- Padlet documentation.
- Pupil support and wellbeing information.
- Evidence relating to stakeholder engagement and partnerships.

The review visit included:

- Initial discussion with senior leaders regarding the school context, inclusion priorities, and key performance information.
- A tour of the school, including classrooms, SEND provision, intervention spaces, and pastoral support areas.
- Informal lesson drop-ins observing learning in action.
- Observation of targeted support.
- Observation of breaktime and lunchtime provision to evaluate inclusion within social environments.
- Follow-up observations and evidence gathering activities where required.

Meetings were held with:

- Headteacher/IQM Lead
- Senior Leadership Team.
- SENDCo.
- Teachers, including Early Career Teachers and middle leaders.

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- Teaching Assistants.
- Pastoral staff.
- Administrative and support staff.
- Pupils representing a range of groups, including pupils with SEND and disadvantaged pupils.
- External partners, including the school counsellor and EWP support.
- Governors.
- Parents and carers.

This evidence provided a comprehensive picture of the school's inclusive culture, the effectiveness of its provision, and the impact of its work on pupils, staff, families, and the wider school community.

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Evaluation of Targets for last 12 Months

Target 1: To enhance our approach to inclusion by developing and implementing a comprehensive policy for English as an Additional Language (EAL).

There is clear evidence that Broad Square Primary School has responded proactively and strategically to the changing demographic profile of the school. The increase in the proportion of EAL pupils from approximately 6% to 17.3% over a three-year period has been met with a thoughtful, inclusive, and well-coordinated response.

The school has established a comprehensive EAL policy that provides a clear framework for supporting pupils and families from their point of entry into the school. The policy is not simply a procedural document but reflects the school's wider commitment to inclusion, belonging, and equity for all. Evidence gathered during the review demonstrates that the policy has translated into practical systems including structured induction processes, buddy systems, baseline language assessments using the Bell Foundation framework and access to interpreters and multilingual support where required. These systems ensure that children and families experience a welcoming and supportive transition into school life.

A significant strength is the way the EAL strategy sits within the school's broader culture of inclusion. Staff consistently spoke about the importance of creating a sense of belonging for pupils who are new to the country or community. Initiatives such as coffee mornings, community-building events, links with local services and the school's School of Sanctuary work have strengthened relationships with families and reduced barriers to engagement. Parents and pupils report feeling welcomed, listened to and valued.

The visit provided evidence that staff have developed increased confidence in meeting the needs of EAL learners. Training has supported staff understanding of language acquisition and communication needs, while leaders have ensured that EAL provision is considered alongside SEND, safeguarding and pastoral support. The appointment of a designated EAL lead and the use of a graduated approach to intervention demonstrate that support is increasingly strategic rather than reactive.

The impact of this work is evident in the school's inclusive ethos. New arrivals are integrated successfully into classes, pupils develop friendships quickly, and there is a strong emphasis on celebrating diversity through the curriculum and wider school experiences. The school's School of Sanctuary work further reinforces these values and complements the EAL policy effectively.

Broad Square Primary School has responded exceptionally well to a rapidly changing community context. The development and implementation of the EAL policy have strengthened inclusive practice, improved consistency across the school and enhanced support for pupils and families. The work is underpinned by strong leadership, a highly inclusive ethos, and a genuine commitment to ensuring every child feels a sense of belonging. The school is now well placed to move into the next phase of development: systematically evidencing the impact of its highly effective EAL provision on pupil outcomes and experiences.

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The school recognises that longer-term evidence is now required to demonstrate how the policy influences language acquisition, academic progress, attendance, wellbeing, and wider participation outcomes for EAL pupils.

Next Steps:

Develop and implement an EAL policy that strengthens inclusive practice through meaningful parent/carer engagement and structured pupil voice systems. Establish clear processes for gathering and responding to pupil feedback to support effective inclusion monitoring and continuous improvement.

Target 2: Complete School of Sanctuary award.

The school demonstrates a strong and authentic commitment to the principles that underpin the School of Sanctuary framework. The evidence presented during the review clearly indicates that Broad Square Primary School has met the intended outcomes of this target and has embedded the values of sanctuary throughout school life.
One of the most striking features of the school's provision is that the School of Sanctuary work is not viewed as a standalone initiative. Instead, it is woven into the culture, ethos, and daily practice of the school. Leaders, staff, pupils, and governors all articulated a strong commitment to ensuring that every child and family feels safe, welcomed, respected, and valued regardless of their background or circumstances. This commitment is particularly significant given the increasing diversity of the school community and the rise in the number of pupils who are new to the country.

The school has embraced the School of Sanctuary principles of Learn, Embed and Share with considerable success. Evidence gathered demonstrates that pupils are developing a meaningful understanding of the experiences of refugees, asylum seekers and families arriving in new communities. Through curriculum opportunities, assemblies, pupil discussions and wider personal development activities, children are encouraged to consider the perspectives of others and develop empathy and compassion. Pupil voice and observations during the visit highlighted a culture where differences are celebrated and diversity is viewed positively.

The embedding of inclusive practice is particularly strong. The school has implemented robust induction procedures for pupils arriving from overseas or entering the school mid-year. These include buddy systems, structured welcome processes, home-language support where required and pastoral provision tailored to individual needs. Staff demonstrated a clear understanding of the potential challenges faced by newly arrived families and showed sensitivity in supporting both emotional wellbeing and academic integration.

The school's engagement with families and the wider community is another notable strength. Initiatives such as coffee mornings, community events and partnership working with external agencies have helped build bridges between different groups within the local community. Staff showed awareness of emerging community issues and demonstrated a proactive approach to promoting understanding, inclusion, and respect. The school's, School of Sanctuary Padlet provided extensive evidence of this work and highlights a growing culture of advocacy and community engagement.

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Leadership has played a key role in driving this agenda forward. Leaders have ensured that School of Sanctuary principles are aligned with wider school priorities including inclusion, safeguarding, personal development, and EAL provision. The work has not only enhanced the experiences of pupils new to the country but has strengthened the school's inclusive culture for all members of the community. Governors also demonstrated a clear understanding of the importance of this work and its contribution to pupils' sense of safety, belonging, and wellbeing. They recognise and value how Broad Square can effectively serve the community in which it is located.

The work extends far beyond accreditation requirements and is reflected in the lived experiences of pupils, families, and staff. The school's compassionate, welcoming, and community-focused approach has created a strong sense of belonging and has significantly enhanced inclusive practice across the school.

Next Steps:

Develop and embed a whole-school inclusion framework that clearly articulates values, inclusive pedagogy, and curriculum approaches for oracy, reading and pupil support to build upon successful School of Sanctuary work. Strengthen the use of the Assess–Plan–Do–Review cycle to inform adaptive teaching and intervention planning.

Target 3: To create and implement a comprehensive policy aimed at enhancing playtime and lunchtime play for all children.

Broad Square Primary School has developed and implemented a clear, inclusive, and purposeful approach to playtimes and lunchtimes that reflects the school's wider commitment to ensuring that all children feel safe and engaged throughout the school day. The work undertaken has moved beyond improving supervision arrangements and has established play as an important component of children's social, emotional, and physical development.

During the review, it was evident that leaders have carefully considered how unstructured times can present both opportunities and barriers for different groups of pupils. The introduction of a comprehensive play policy has resulted in a more structured and consistent approach to play provision, with clear expectations for staff and pupils. This has created a calmer and more purposeful environment where children are supported to interact positively and access a wider range of play experiences. Leaders have implemented staggered playtimes and lunchtimes to maximise space and reduce congestion, enabling pupils to engage more meaningfully in activities. The introduction of additional play resources and the careful review of playground organisation have further enhanced the quality of provision. Staff reported that these changes have contributed positively to pupil engagement and behaviour, while observations during the visit indicated that pupils were able to access activities successfully and confidently.

The introduction of the 'Full of Beans' programme has added further quality to play provision. Structured play opportunities delivered by trained play workers ensure that pupils who may find unstructured times challenging are actively engaged and supported. This is particularly beneficial for vulnerable pupils, including those requiring

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additional social or emotional support. Discussions with staff demonstrated a clear understanding of the importance of play in supporting regulation and wellbeing.

Next Steps:

Develop and implement a playtime and lunchtime policy that includes clear systems for monitoring impact through behaviour data, pupil voice, and wellbeing measures. Regularly evaluate outcomes for different groups of learners to ensure equitable access and benefit. The foundations are strong and provide an excellent platform for future development, particularly if funding can be secured.

Target 4: To create a more inclusive environment in our school, we aim to develop our classrooms and learning spaces to be trauma informed.

Broad Square Primary School has taken significant and meaningful steps towards creating a more trauma-informed learning environment. Importantly, this work is not viewed simply as an environmental project but as part of a wider commitment to inclusion, ensuring that all pupils are ready to learn and able to thrive within a supportive school community.

During the review, it was evident that leaders have a clear understanding of the relationship between emotional wellbeing, regulation, and successful learning outcomes. The school's approach is rooted in a strong pastoral culture where relationships are prioritised and where staff seek to understand the lived experiences of children and families. This philosophy was consistently reflected in discussions with leaders, staff, governors, and parents, who all described a nurturing environment where children are known, understood, and supported as individuals.

A key strength has been the development of the two Year 6 classrooms as trauma-informed learning environments. These classrooms provide a strong model for future development across the school. The learning spaces have been thoughtfully adapted to support regulation, engagement, and wellbeing, demonstrating how environmental changes can positively influence pupils' experiences of school. Governors highlighted these classrooms as examples of how the school has successfully translated trauma-informed principles into practice.

Beyond the physical environment, there is increasing evidence that trauma-informed approaches are becoming embedded within classroom practice. Staff demonstrated a growing understanding of how adverse experiences can affect behaviour, communication, and emotional regulation. During discussions, staff consistently referred to relational approaches, emotional support, and the importance of understanding the reasons behind behaviours. The school's philosophy of "regulate before educate" was evident throughout the visit and reflected a mature understanding of inclusive practice.

Professional learning has also been a significant feature of the school's progress. Staff have engaged with training linked to trauma-informed practice, attachment, communication needs, and emotional wellbeing. Discussions during the review demonstrated that staff are reflective practitioners who are committed to continuing

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their development in this area. The willingness of staff to deepen their understanding and adapt practice is a notable strength and provides confidence that this work will continue to evolve.

Pupils spoke confidently about adults who support them, while staff and parents consistently described the school as a place where children feel valued and safe. The school's highly relational culture is a significant factor in its success and provides a strong foundation upon which trauma-informed practice can continue to develop. Whilst considerable progress has been made, leaders rightly acknowledge that the work is not yet complete. There remains some variation in classroom environments across the school and further development is required to ensure that trauma-informed principles are reflected consistently in all learning spaces. The challenge now is to move from pockets of highly effective practice towards a fully embedded and sustainable whole-school model.

Next Steps:

Continue the development of trauma-informed classrooms and learning spaces by prioritising planned environmental adaptations and creating clear, phased implementation actions. Monitor the impact of changes through staff and pupil feedback to ensure spaces effectively support wellbeing, regulation, and inclusion for all learners.

Agreed Targets for next 12 Months.

Target 1: Develop inclusive, trauma-informed learning environments by enhancing classrooms and shared spaces to promote emotional wellbeing, safety, regulation, and engagement, ensuring all pupils are supported to thrive.

Comments:

This target links directly to the school's plans to develop learning environments for pupils. Whilst the school has made real strides in this area, there remains various classrooms that have not been adapted. This target addresses one of the strongest discussions emerging from the review. The Year 6 classrooms provide an excellent model of trauma-informed practice, and the next logical step is to extend this approach across the wider school. The target supports the school's vision of "regulate before educate" and builds upon the strong pastoral culture already evident. Successful implementation will further strengthen inclusion, emotional wellbeing, and readiness for learning for all pupils, particularly vulnerable learners. Broad Square may consider some more cost-effective means to adapt classroom environments whilst they continue to source and secure appropriate funding.

Target 2: To develop oracy approach to teaching and learning to ensure that all pupils are equipped with the communication skills that they need. All pupils will demonstrate improved confidence, participation, and spoken language skills across the curriculum, with a particular focus on disadvantaged and SEND learners.

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Comments:

The review identified strong examples of emerging oracy practice through Picture News, poetry recital, reading in full sentences and classroom discussion. However, these approaches were not yet captured within a clearly articulated whole-school framework.

Broad Square should create a greater formalisation of curriculum approaches for oracy, with the potential to use the Voice 21 framework. Development of a whole-school model for oracy including structured talk routines, sentence stems, and opportunities for pupil discussion. Teachers should model high quality talk with pupils given the opportunity to evaluate and improve their speaking and listening skills.

There are lots of great practice of oracy across the school, but these require greater consistency and codification. This target directly addresses that recommendation and has the potential to significantly enhance access, participation, and confidence for all learners, particularly those who may struggle to communicate their ideas. The school should bring together their strong inclusive practices into a coherent whole-school framework for inclusion.

Target 3: Work to improve attendance of vulnerable cohorts specifically in reducing PA levels.

Comments:

The attendance work at Broad Square was recognised as a significant strength during the review. Daily review systems, home visits, targeted intervention, strong relationships with families and a highly visible attendance team are already having impact. This target reflects the school's commitment to maintaining momentum and moving from improvement towards excellence by reducing persistent absence, particularly for vulnerable pupils. The target also supports inclusion by ensuring pupils can fully access the rich curriculum and pastoral support the school provides.

Continued focus should be given to addressing attendance barriers and strengthening engagement with harder-to-reach families and vulnerable cohorts to ensure inclusive outcomes for all pupils.

Target 4: Introduce and embed a new Personal Development curriculum to further support all children, particularly our vulnerable groups.

Comments:

The review highlighted exceptional strengths in personal development through the school's School of Sanctuary work, pupil leadership opportunities, enrichment experiences, wellbeing provision, and community engagement. This target now provides an opportunity to bring these elements together within a coherent Personal Development framework that clearly reflects the needs of Broad Square's community. It will also provide stronger opportunities for evaluating impact on confidence, wellbeing, aspirations, and inclusion.

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The school is well placed to build on its strong inclusive ethos by developing further opportunities for outreach work with parents and carers and strengthening pupil voice.

More structured and explicit processes for gathering, monitoring, and acting on pupil feedback would support inclusion monitoring and school improvement. A clear, embedded inclusion framework, alongside a mapped and formalised Personal Development curriculum, would help bring together existing strengths and ensure consistency of practice. There is also an opportunity to further evidence the impact of wider inclusion initiatives while continuing to build on the school's established culture of belonging, empathy, diversity, pupil leadership, and wellbeing.

The Impact of the Cluster Group

Attendance at cluster group meetings has provided valuable opportunities to strengthen the school's inclusive practice through professional dialogue and the sharing of effective approaches from other settings.

The visit to Anfield St Margaret's offered insight into pupil leadership, EAL provision, personalised learning, SEMH support and the use of AI. This enabled the school to reflect on and refine its own approach to pupil leadership, ensuring that pupils have greater opportunities to contribute to decision-making and influence school development. The focus on personalised learning and inclusion also reinforced the importance of responsive provision that meets the needs of diverse learners.

The visit to Stockton Wood Primary School provided opportunities to explore effective practice in ELSA development, sensory support, Autism Initiative support work via OSSME and the use of a Quiet Place. This has informed plans to further develop sensory support within Broad Square and strengthen provision for pupils who require additional emotional regulation and wellbeing support, contributing to a more inclusive learning environment.

Participation in the Edge Hill University Cluster Collaborative, supported professional reflection and evidence-informed practice. Engaging with colleagues from other schools enabled leaders to evaluate current provision, consider new approaches and identify priorities for future development.

Overall, attendance at the cluster meetings has had a positive impact on the school's inclusion journey. The opportunities to observe practice, share ideas and engage in professional learning have supported the ongoing development of inclusive provision, particularly in relation to pupil leadership, sensory support and meeting the needs of vulnerable learners. These experiences will continue to inform future school improvement priorities and strengthen outcomes for all pupils.

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Assessor's Evaluation for the IQM CoE Award

Overview

Broad Square Primary School continues to demonstrate the qualities of a highly inclusive Centre of Excellence, with inclusion firmly embedded within its ethos, leadership, and daily practice. Throughout the review, there was compelling evidence that the school's commitment to ensuring every child feels valued and able to succeed remains at the heart of all decision-making. Leaders have created a strong culture of belonging, underpinned by high expectations, nurturing relationships, and a genuine understanding of the diverse needs of the school community. This was consistently reflected in discussions with pupils, staff, governors, parents, and external partners.

Over the past year, the school has made significant progress against its agreed targets. The development and implementation of a comprehensive EAL policy have enabled leaders to respond effectively to the changing demographic profile of the school. The increase in EAL pupils has been met with a strategic and compassionate approach that prioritises belonging, family engagement and personalised support. Systems for induction, assessment and ongoing provision have been strengthened, ensuring that pupils and families are welcomed into a school community where diversity is celebrated and differences are valued.

The completion of the School of Sanctuary Award represents another significant achievement. Importantly, this work extends beyond accreditation and is reflected in the lived experiences of pupils and families. Pupils demonstrate empathy, respect, and awareness of others, while staff work proactively to remove barriers and ensure all members of the community experience a strong sense of belonging.

The school's work to improve playtime and lunchtime provision has also had a positive impact. Leaders have recognised the importance of unstructured times in promoting inclusion, wellbeing, and social development. Enhanced play opportunities, pupil leadership roles, and structured support programmes have contributed to positive experiences for pupils. The school has created social environments where children feel safe, engaged, and included, further strengthening the wider culture of care.

Particularly impressive is the school's investment in leadership opportunities for pupils through the development of the Year 6 Play Leader programme. Pupils undertake meaningful responsibilities in supporting younger children and promoting positive interactions during playtimes. This approach not only supports younger pupils but also develops leadership, communication, and social responsibility among older pupils. The wider peer support culture, including buddy systems and mentoring opportunities, further strengthens the school's inclusive ethos.

Pupil voice gathered during the visit was overwhelmingly positive. Pupils spoke enthusiastically about opportunities available during playtimes and lunchtimes, including organised activities, leadership roles, and the support available from both staff and peers. Children described the school as a place where they have friends, enjoy spending time outdoors and feel included in activities. This reflects the positive impact the school's work has had on the overall playground culture. A notable strength throughout the review was the school's commitment to trauma-informed practice. Significant progress has been made in developing learning environments and approaches that support emotional regulation, wellbeing, and readiness to learn. The strong pastoral culture has created a nurturing environment where relationships are

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prioritised and children are supported holistically. While leaders recognise that further development is required to ensure consistency across all learning spaces, the foundations are firmly established.

The school's wider pastoral offer further strengthens the trauma informed approach. Children benefit from a comprehensive system of support that includes daily check-ins, targeted pastoral interventions, counselling provision, mental health support services and close partnerships with families and external agencies. These structures ensure that trauma-informed practice extends beyond classroom environments and forms part of a coordinated multi-agency and whole-school approach.

The review also highlighted several areas that now represent the next stage of the school's development. Broad Square is well placed to move from strong and effective inclusive practice towards a more codified and systematically evidenced model of inclusion. Priorities include formalising whole-school approaches to oracy, strengthening the use of pupil voice, embedding a clear inclusion framework, further enhancing trauma-informed environments, and continuing to improve attendance, particularly for vulnerable groups. These developments will help ensure that the impact of the school's extensive inclusion work is consistently captured, evaluated, and shared.

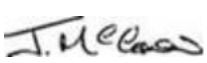
Attendance at cluster meetings has further enriched the school's development journey, providing opportunities to engage with innovative practice, reflect on current provision and refine approaches to inclusion. Leaders demonstrate a strong commitment to collaboration and professional learning, ensuring that new ideas are carefully considered and adapted to meet the needs of Broad Square's community.

Thank you to everyone at Broad Square for such a welcoming, enjoyable, and informative day. Overall, Broad Square Primary School remains a highly inclusive school where pupils are known, valued, and supported to thrive. The school's strengths in pastoral care, community engagement, leadership, wellbeing, and inclusive practice are considerable. The agreed targets for the coming year are ambitious yet entirely appropriate and position the school well to further strengthen its Centre of Excellence status by developing a coherent, sustainable, and evidence-informed model of inclusion that delivers exceptional outcomes for all learners.

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 Gemma Rannard

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

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