



Report on IQM Inclusive School Award



School Name: Anfield Road Primary School

School Address: Anfield road
Liverpool
L4 0TN

Head/Principal Mrs Claire Drew-Wiliams

IQM Lead Mrs Jennifer Elliott-Carline

Assessment Date 25th and 26th June 2025

Assessor Mr Alex Coughlin

Sources of Evidence:

- Meetings
- Learning walk
- Visit to Liverbirds
- Review of books
- Review of SEN paperwork
- Case studies
- Parental feedback
- Pupil voice
- Displays
- Website
- Policies
- Social media
- Observing interactions

Meetings Held with:

- Headteacher
- SENCo team



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- Inclusion team
- SLT
- Pupils KS1, KS2, and positions of responsibility
- Governors
- Parents



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Overall Evaluation

I was genuinely privileged to visit Anfield Road Primary School to verify its submission for the Inclusion Quality Mark (IQM) Inclusive School Award. What I experienced over the course of the assessment was not only inclusive practice but a deeply embedded, lived culture of equity, compassion, and unwavering ambition for every child. Anfield Road is not simply an inclusive school, it is a beacon of hope and opportunity for its community.

This large, vibrant three-form entry school serves a richly diverse population in the heart of Liverpool. It is situated in an area of significant social and economic challenge, yet what defines the school is not the adversity it faces, but the relentless positivity, creativity, and moral purpose with which it responds. Staff do not just work in Anfield Road, they believe in it. They see the potential in every pupil and act daily to remove barriers and build bridges, regardless of starting point or circumstance.

The school's inclusive ethos begins at the top. The Headteacher speaks with conviction and humility about her commitment to never turning a child away. This ethos is not rhetoric, it is reality, upheld by a strategic and passionate leadership team and embedded in every layer of school life. The decision in 2022 to appoint 4 Special Educational Needs and Disabilities Coordinators (SENDCOs), each with specific phase responsibilities, is a transformative structure that allows for both strategic oversight and responsive support. This inclusion-led leadership model is a standout strength.

Staff at all levels demonstrate exceptional knowledge of their pupils. The Inclusion Team is purposeful and strategic, holding weekly meetings and conducting termly reviews using tools such as the Lancashire SEND audit and bespoke provision maps. But what struck me most was not the systems alone, it was the conversations. Staff speak with insight, respect, and genuine love for the children in their care. Whether discussing trauma, language acquisition, or learning needs, their approach is solutions-focused and grounded in deep professional reflection.

The school's bespoke nurture base, Liverbirds, is a shining example of inclusive innovation. Created for children with the most complex needs, this safe, structured and sensory-informed space operates with a 1:3 staffing ratio and exemplifies the school's determination to reach every learner. Pupils who cannot yet access full-time mainstream education are still included in the community, and their progress, academic, social and emotional, is carefully nurtured by skilled staff who understand the importance of belonging.

The environment itself speaks volumes. From calming, clutter-free classrooms to QR code-linked displays, that promote memory recall, every space has been designed to support regulation, curiosity and self-expression. Corridors are not merely transitional, they are destinations for celebration, with vibrant, pupil-led displays that reflect culture, curriculum and character.

Anfield Road's trauma-informed, attachment-aware practice is among the most embedded I have seen. Staff across the school understand behaviour as communication and use de-escalation, sensory strategies, and relational language as standard. This



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consistent approach enables children to feel secure, respected and understood. Every child I met described school as a safe place, some even called it their "happy place."

Curriculum provision is ambitious, relevant and responsive. Leaders have worked tirelessly to adapt and redesign learning sequences in response to the school's evolving demographic. Initiatives like the Anfield Music of Black Origin (Anfield MOBOs) and mother tongue storytelling days provide children with a powerful sense of cultural validation and joy. At the same time, the curriculum is underpinned by academic rigour and careful planning. Read Write Inc. (RWI) interventions, Maths Mastery overlearning, and carefully curated pictorial curriculum maps all support strong progress across subjects.

The commitment to pupil voice and personal development is exemplary. Children apply for meaningful leadership roles, gardeners, language ambassadors, counsellors, play leaders, with genuine pride. Every child gets the opportunity to contribute over their time in school. These roles are not tokenistic, they are embedded in school life and nurture a sense of purpose and agency.

Assessment practices are both intelligent and compassionate. Data is used not as a blunt tool but as a guide for reflection and planning. The school has recently developed an innovative tracking system for English as an Additional Language (EAL) pupils that captures key information such as arrival date and prior English exposure, allowing for targeted intervention and realistic goal-setting. Staff ensure that pupils are not judged solely on written output, allowing alternative ways to demonstrate knowledge and celebrate learning.

Family engagement is a significant strength. The English for Speakers of Other Languages (ESOL) programme, SEND workshops, and parent wellbeing events build community and trust. One parent movingly told me, *"This school saved my child's life."* This sentiment was not isolated. Parents repeatedly described the school as fair, welcoming and transformative. Initiatives such as *"School Around the Family"* meetings and the Parent Hub exemplify the school's commitment to working *with* families, not just for them.

The wider community links are outstanding. From practical life skills at Kitty's Laundrette to aspirational university visits, Anfield Road broadens horizons in meaningful, lasting ways. Partnerships with Everton Free School, local shops, Liverpool City Council and Climate 180 show a commitment to both social responsibility and innovation. Leaders are outward-facing and eager to learn from others while generously sharing their own expertise.

While high pupil mobility remains a challenge, the school does not use this as an excuse. Instead, leaders and staff meet it with urgency, adaptability, and unwavering care. Children who arrive mid-year are assessed quickly, welcomed warmly and offered the same high expectations as their peers. In a setting where only 49% of pupils complete their full primary education at the school, outcomes remain a priority, and so too does the journey each child experiences along the way.



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In conclusion, Anfield Road Primary School exemplifies what it means to be inclusive in action, not just intention. It is a community that holds space for every child, regardless of ability, background or barrier, and builds the conditions in which all children can thrive. This is a school where aspiration, joy, rigour, and care come together with clarity of purpose and collective will. It has been a privilege to witness this in action.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years.

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. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Mr Alex Coughlin

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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Joe McCann MBA NPQH
CEO Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Inclusion is the heartbeat of Anfield Road Primary School and is evident from the moment you step through its doors. The school's ethos is built on the belief that every child deserves to feel seen, heard, and valued—regardless of their background, ability, or personal circumstance. This ethos permeates not only the policies and practices in place but also the physical environment, relationships, and day-to-day interactions that take place across the school. The sense of warmth, belonging and celebration of difference is not manufactured—it is lived authentically by all members of the school community.

The school's five core values—Respect, Responsibility, Democracy, Freedom, and being “Scouse and Proud”—are not abstract ideas pinned to the walls. They are visible in the decisions made by leaders, the way staff communicate with children, and the pride with which pupils speak about their school. Initiatives like “Language of the Month” and the vibrant celebrations during Neurodiversity Week ensure that diversity is not only acknowledged but truly celebrated. These values provide a framework within which pupils feel empowered to express themselves, take risks in their learning, and develop a strong moral compass.

What stands out particularly is the way the staff talk about pupils—not only to me as a visitor, but to one another. Conversations about children are filled with compassion, insight, and genuine care. Staff at all levels are deeply attuned to the needs of the children in their care. There is a shared commitment to finding solutions, adapting provision, and going the extra mile. Staff are not simply reacting to inclusion policies—they embody them in their practice.

The Inclusion Team meet weekly with a clear focus on adapting provision and ensuring that strategic priorities are consistently met across the school. These meetings are purposeful and provide a platform for collaborative problem-solving. The use of robust tools and expertise such as the Lancashire SEND audit and provision mapping ensure that staff are guided by accurate data and reflective analysis. Importantly, this is not a top-down approach—class teachers feel empowered to take ownership of inclusive practice, supported through high-quality continuing professional development, detailed pupil profiles, and regular check-ins.

Anfield Road's trauma-informed approach is fully embedded. All staff have been trained to understand that behaviour is a form of communication, and de-escalation strategies are second nature across the school. There are clear routines, calm transitions, and a genuine respect for the emotional world of each child. For pupils who face complex safeguarding concerns, this culture of consistency and understanding provides a lifeline. Several children spoke to me about school being the “safest place” in their lives, which is a profound testament to the culture that has been nurtured here.

Recognition is inclusive and deeply meaningful. Weekly “Superstars” assemblies provide a platform for celebrating character, kindness and effort—not just academic attainment. These moments make a tangible difference to children who may otherwise go unrecognised. The culture of praise is specific, personal, and consistent.



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Parents are seen as valued partners in the inclusion journey. The school's proactive engagement of families, particularly those who are new to English or navigating SEND systems, demonstrates a belief in true co-production. Weekly ESOL classes, SEND parent workshops, and school events help to build trust and reduce barriers. Parents I spoke to described the school as a "place of no judgement" and spoke openly about the positive impact staff have had on their children's confidence, behaviour and learning.

Pupil mobility is a significant challenge, with only 49% in year 6, having began their journey in Anfield Road. However, staff are acutely aware of this and do not allow it to become a limiting factor. Instead, they respond with flexibility, rapid assessment, and carefully adapted support. Staff are keen to capture what pupils know, regardless of their starting points, and work diligently to avoid writing or speaking ability becoming a barrier to demonstrating understanding.

In every sense, Anfield Road Primary School is a model of inclusive values in action. The sense of belonging, pride, and equity is woven through all aspects of the school's life—from curriculum design to corridor displays, from classroom interactions to parent partnerships.

Next Steps:

Develop the thread of diversity as a major strength through further use of culture days. This could be used as a tool to build even stronger parental engagement.



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Element 2 - Leadership and Management and Accountability

Leadership at Anfield Road Primary School is grounded in a deep moral purpose, driven by the belief that every child deserves to succeed regardless of the challenges they face. The leadership team is strategic, compassionate, and highly effective. The decision to expand the Senior Leadership Team to include two Deputy Headteachers and five Assistant Headteachers has significantly increased leadership capacity. This structure allows the school to maintain high standards of education and care across a complex and changing pupil demographic.

The Inclusion Team, made up of four SENDCOs, is a standout feature of the leadership model. Each SENDCO has a defined phase or area of responsibility, allowing for focused support and strategic oversight. This distributed model ensures that inclusion is not an isolated area—it is woven into the fabric of the entire school. Weekly meetings, collaborative planning, and shared accountability underpin the team's approach.

Safeguarding is a clear strength. Weekly supervision meetings involving the Headteacher and the Safeguarding Team offer a structured space for reflective practice, challenge, and problem-solving. The school's use of Child Protection Online Management Systems (CPOMs) is exemplary, ensuring real-time communication and effective case management. Staff across the school are confident in their safeguarding responsibilities, and there is a strong culture of vigilance, care, and support.

Staff wellbeing is taken seriously. During my visit, I heard multiple examples of how leaders actively listen to staff, seek feedback, and adjust policies based on staff voice. The emphasis on professional trust and mutual respect is evident in how decisions are communicated and implemented. Staff described feeling "valued and supported," and praised the school's approach to managing workload and promoting a healthy work-life balance. Activities such as off-site team-building and structured supervision for senior leaders reflect the school's commitment to sustaining the wellbeing of its workforce.

Self-evaluation is a continuous and rigorous process. Leaders at all levels engage in data analysis, lesson visits, pupil voice activities, and book reviews to evaluate the impact of teaching and provision. Subject leaders are given time and support to develop their areas, and regular presentations to governors help to build shared ownership and understanding. Importantly, the school is already taking steps to embed inclusive practice more explicitly into subject leadership monitoring—an exciting next step in its journey.

The Governing Body is knowledgeable, engaged and deeply committed to the school's inclusive vision. Governors meet regularly with leaders and are proactive in holding the school to account. They ask informed questions, review data in detail, and take part in learning walks. Inclusion is a standing agenda item at full governing body meetings. Governors also benefit from termly presentations from the Inclusion Team and other leaders, ensuring that they have a full picture of strengths and areas for development.

The school is also outward-facing. Leaders have sought out and contributed to national and local partnerships, awards, and projects. This willingness to collaborate and learn from others demonstrates a humility and commitment to ongoing improvement. It is



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clear that Anfield Road Primary School is not content with maintaining its current level of provision—it is striving to be a beacon of excellence for inclusive practice across the city and beyond.

Next Steps:

If Centre of Excellence was to be awarded, consider engagement in the CoE programme to keep being reflective on inclusive practise. Having spoken with many SLT members I can see the passion for progress and inclusion.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Anfield Road Primary School is a rich tapestry woven with care, strategy, and inclusivity. It is evident that the leadership team and staff have taken significant time to ensure that the curriculum is not only broad and balanced but also truly reflective of the community it serves. The school's motto, "Aim High," is embedded in curriculum design and is not limited to aspirational language. Rather, it defines the high expectations staff have for all learners, including those with complex needs, those new to English, and those who have experienced disruption in their education.

The curriculum is constantly evolving to meet the needs of its ever-changing cohort. Leaders have shown a strong commitment to reviewing and restructuring subject content to ensure progression and coherence. Subject overviews and knowledge organisers are in place across all year groups and provide consistency in delivery while also giving children clarity on what they are learning and why. Pupils are frequently asked about their experiences in lessons and their feedback is actively used to shape future planning. This is a school that listens to its learners.

A highlight of the curriculum work at Anfield Road is the focus on representation and relevance. The leadership team has taken bold steps to ensure that children see themselves and their cultures reflected in what they learn. A recent school-wide project on African culture, music and heritage culminated in the "Anfield MOBOS" celebration—a joyful, inclusive event that left a lasting impression on the children and their families. Pupils spoke proudly about their involvement, and staff reflected on the increased engagement and sense of identity it inspired. These projects are not standalone events; they are part of a wider ambition to embed cultural representation across the entire curriculum.

The Personal, Social, Health and Economic (PSHE) curriculum is another area of strength. Developed in collaboration with Lancashire and shaped by local safeguarding issues, the curriculum addresses both national priorities and community-specific concerns. Staff adapt PSHE content regularly to reflect the changing needs of the children, and safeguarding leads play a direct role in supporting delivery where needed. There is a clear commitment to helping pupils understand their rights, responsibilities, and personal safety in an accessible and age-appropriate way.

Core subjects have also seen significant strategic development. Reading is a whole-school priority, with early intervention provided through Read Write Inc. (RWI), and bespoke 1:1 tuition offered for those pupils who require it. Importantly, when a specific intervention is not effective for a child, staff act quickly to seek out alternatives. There is no "one-size-fits-all" mentality. Comprehension and inference skills are developed through VIPERS lessons and classroom environments that promote a love of reading. Maths has been strengthened through the introduction of daily Maths Mastery sessions, which enable overlearning and fluency through short, focused teaching blocks.

Curriculum design also takes into account the high mobility of pupils. Overlearning opportunities are built into planning to ensure that children who have missed prior content can still access key concepts. Displays in classrooms and corridors are not merely decorative—they contain QR codes and pictorial references to support retrieval



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practice. Pupils with EAL and those with SEND particularly benefit from these adaptations, which promote independence and reduce barriers to learning.

Teaching Assistants (TAs) play an integral role in curriculum planning, especially in the Early Years Foundation Stage (EYFS). Staff have invested time in understanding the Development Matters framework, and their deep knowledge of the children is evident in both the provision and the work in books. Curriculum progression is clearly visible and rooted in what children need, not just what they are expected to cover.

Furthermore, the school is committed to broadening children's horizons through experience-based learning. Pupils take part in carefully planned enrichment activities, trips and theme days that link meaningfully to the curriculum and provide exposure to the wider world. These experiences are seen as essential to children's personal development and are a hallmark of the school's inclusive practice.

In summary, Anfield Road has crafted a curriculum that is ambitious, inclusive, and responsive. It reflects the school's values and the aspirations they hold for every child who walks through their doors.

Next Steps:

Continue to embed the tracking tools and new curriculum. This is a large undertaking and so much hard work has been put into it. I am confident under the current leadership this will bear fruit for the pupils in Anfield Road over the coming years.



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

Teaching and learning at Anfield Road Primary School are grounded in a deeply inclusive philosophy that embraces both the academic and emotional needs of every child. The school's commitment to adaptive teaching, high expectations, and creating a safe and stimulating environment is evident in every classroom. It is a setting where barriers are actively dismantled and where all children, regardless of starting point or need, are supported to thrive.

One of the most impressive aspects of the teaching at Anfield Road is the consistency across classrooms. From Early Years to Key Stage 2, learning environments are calm, neutral, and purposefully structured to reduce cognitive load—particularly for pupils with SEND and those with Autism Spectrum Condition (ASC). Classrooms are thoughtfully organised to support regulation and access. Each class contains a designated regulation area, a visual timetable, and subject-specific vocabulary walls, promoting independence and predictability.

Teachers follow a clear cycle of “assess–teach–reflect,” which allows them to adapt teaching rapidly and responsively. Pre-assessments are used to determine starting points, and end-of-unit reflections give pupils opportunities to demonstrate understanding in ways that suit their individual strengths. Staff are skilled at differentiating their approaches based on need, whether through scaffolding, modified tasks, or the use of assistive technology. Pupils are supported to engage without feeling singled out.

The use of Kagan Cooperative Learning Structures is a clear strength. These techniques are embedded throughout the school and support collaboration, turn-taking, and structured dialogue. They are particularly effective for EAL learners and those who lack confidence in spoken language. During my visit, I observed high levels of pupil engagement and mutual support as learners tackled tasks together and discussed their ideas with peers. The structures enable pupils to practise oracy skills in a non-threatening way and have a positive impact on behaviour and participation.

Displays are purposeful, accessible, and informative. Rather than acting as decoration, they are active tools for learning. Classroom walls support current curriculum content, while corridor displays serve to celebrate achievement, trigger conversation, and reinforce previous learning. Many of the displays include QR codes that link to pupil work, videos or key concepts—an excellent strategy to reinforce memory and provide inclusive access.

Staff have carefully considered how digital technology can support access to learning. Every class has access to iPads and a wide range of apps and platforms are used to support pupils in translating, reading, writing and accessing lessons independently. Tools such as Flash Academy, Read Write Inc. (RWI) phonics videos, and Google Translate are embedded into daily routines. Google Classroom is used consistently to ensure pupils can continue learning at home or in the event of disruption. Technology is not a bolt-on—it is integrated with clear purpose.



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The corridors and wider school environment are truly exceptional. Vibrant, high-quality artwork and themed murals reflect the local community and curriculum topics. These displays help children take pride in their school and also serve as prompts for memory retrieval and discussion. Pupils I met spoke with enthusiasm about their work being on display, and it was clear that the environment is used to celebrate everyone's contribution, not just academic success.

Support staff are highly valued and well deployed. In Reception and Year 1, every class benefits from a dedicated Teaching Assistant (TA), and additional TAs are assigned based on the needs of pupils with Education, Healthcare and Healthcare Plans (EHCPs). TAs are confident, well-trained and proactive. Many spoke about their involvement in curriculum planning, their understanding of pupils' targets, and how they adapt activities in real-time. This collaborative approach between teachers and TAs has a tangible impact on pupil outcomes.

Staff regularly engage in coaching, CPD and reflective dialogue. The "assess-teach-reflect" cycle underpins their professional learning, and feedback from book scrutiny, lesson observations and pupil voice is used constructively to shape next steps. Leaders have created a culture where continuous improvement is embedded and where innovation is encouraged.

Outdoor learning is embedded into provision, particularly in the Early Years and Key Stage 1. High-quality outdoor areas are used for physical development, sensory exploration, and curriculum-linked investigations. Staff creatively use the space available, despite being in an urban setting with limited green areas, and the ongoing investment in outdoor resources speaks to the leadership's commitment to whole-child development.

In summary, teaching and learning at Anfield Road are exemplary. The staff's responsiveness, use of evidence-based practice, and inclusive environments allow all pupils to participate meaningfully in their education.

Next Steps:

Potential further adaptation of playground provision with an approach to outdoor play and learning being creative and imaginative. This will help pupils transition back into afternoon learning effectively and aid social development.



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Element 5 - Assessment

Assessment at Anfield Road Primary School is purposeful, inclusive, and closely aligned to the school's ethos of meeting every child's needs. It is not merely a mechanism for accountability but a dynamic tool for identifying strengths, pinpointing barriers, and tailoring provision to ensure meaningful progress for all learners. The school has established robust systems that give staff the insight they need to respond proactively and intelligently.

The assessment strategy is multi-layered, encompassing both summative and formative methods. Reading and mathematics are assessed at key points throughout the term using standardised assessments, while writing is evaluated through teacher assessment and moderation. Moderation takes place both internally and externally to ensure that judgements are fair and consistent. The inclusion of RWI assessments every half term ensures precise grouping in phonics and rapid intervention for those falling behind. When pupils are not responding to specific interventions, staff are empowered and supported to try different approaches, demonstrating a true commitment to personalised learning.

A standout feature of assessment at Anfield Road is the emphasis on professional dialogue. Termly pupil progress meetings are not passive data reviews—they are robust and reflective discussions attended by class teachers and senior leaders. In these meetings, each pupil is considered holistically. If there is a dip in progress, the conversation does not stop at the numbers. Staff consider issues such as language acquisition, wellbeing, attendance, and home circumstances, allowing them to plan appropriate next steps that go beyond academic support.

The school has taken significant steps to improve tracking systems for vulnerable groups. They have developed bespoke assessment tools to monitor pupils known to social care and are in the process of rolling out new systems for EAL pupils. This tool, which will launch fully in September, tracks how long a pupil has been in the country, how long they have been speaking English, and how these variables relate to expected rates of progress. This is a thoughtful, research-informed approach that reflects a deep understanding of EAL learners and avoids applying inappropriate benchmarks to newly arrived pupils.

Equity is a key driver of assessment practice. The school actively monitors the attainment and progress of SEND pupils, those eligible for Pupil Premium, and those with EAL to ensure that no group is overlooked. These tracking systems enable early identification of those falling behind and allow for timely and targeted intervention. Importantly, this data is not used punitively. It is a starting point for collaborative action planning between teachers, SENDCOs, and inclusion leads.

The curriculum-wide approach to assessment is also evolving. Subject leaders have been supported to develop subject-specific assessment criteria and to use pupil voice to understand what knowledge is retained and how it is experienced. This emphasis on “sticky knowledge” is shaping how topics are revisited and how learning is deepened over time. Assessment is also inclusive of pupils who may not be able to show their knowledge through traditional writing. Staff are encouraged to allow pupils to evidence



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learning through drawing, speaking, videos or practical tasks. This flexibility is empowering for many pupils who have specific needs or who are still acquiring English.

Pupil Profiles are regularly updated based on assessment outcomes. These profiles are not static documents—they are living tools that inform planning, support differentiation, and shape the deployment of support staff. Teachers work closely with the Inclusion Team to adjust provision maps and ensure that interventions have clear goals and are regularly evaluated for impact.

The assessment culture at Anfield Road reflects the school's overall philosophy: high expectations combined with compassion, precision with flexibility, and data with humanity. It is a model of best practice for schools serving complex communities.

Next Steps:

Fully implement and evaluate the new EAL tracking tool across all year groups to ensure it is supporting staff in identifying progress trends and delivering timely, effective intervention.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour and attitudes to learning at Anfield Road Primary School are excellent and stem from the school's deeply held values and consistent, whole-school strategies. Behaviour is not managed reactively; instead, it is guided by a trauma-informed, relationship-focused approach that puts the child's emotional needs and life experiences at the heart of every decision. This philosophy is embedded throughout the school and is clearly understood and embraced by staff, pupils, and families alike.

The school fosters a learning culture where pupils are encouraged to take risks, explore their ideas, and be proud of who they are. This is achieved through consistent expectations, calm routines, and respectful relationships. Classrooms are calm and orderly, not because of strict compliance but because pupils feel secure, respected, and included. Children consistently demonstrate positive attitudes to learning. They are motivated, resilient, and genuinely enjoy coming to school. During my visit, I saw numerous examples of children persevering through challenges, collaborating effectively with peers, and showing pride in their achievements.

The consistent use of Kagan Cooperative Learning Structures has played a key role in shaping positive behaviour and attitudes. These strategies are used across the school to support engagement, collaboration, and peer-to-peer interaction. Pupils benefit from frequent opportunities to share ideas, listen actively, and develop social confidence in a structured and supportive way. The impact of these structures is particularly notable in the development of pupils' oracy skills and self-esteem.

The PSHE curriculum is responsive and dynamic, shaped by the specific needs of the school's context. Developed in partnership with safeguarding staff, it allows teachers to deliver relevant content that resonates with pupils' lived experiences. Staff are given the flexibility to focus on key local issues, such as online safety, relationships, and personal boundaries, and to adapt provision in real-time. Small-group work is used strategically to support vulnerable pupils, and safeguarding leads are directly involved in both design and delivery. This joined-up approach has resulted in a curriculum that is impactful, preventative, and empowering.

Opportunities for personal development extend well beyond the classroom. Every pupil at Anfield Road is given the chance to take on a role of responsibility during their time at the school. These roles—ranging from class buddies, language ambassadors and gardeners, to prefects, councillors, and event organisers—are applied for through a formal process that mirrors real-world experience. Pupils spoke with great pride about their responsibilities, and I observed pupils carrying out their roles before the school day even began, greeting visitors, tidying spaces, and supporting their peers. These roles are not tokenistic; they are valued and meaningful.

The school's annual themed events are highlights of the personal development calendar. Pupils look forward to these with great excitement. This year's celebration of MOBO was particularly successful, allowing children to explore heritage, identity, and expression through music. These events are not only celebratory; they are immersive learning experiences that raise aspirations and widen cultural horizons.



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Wider community links are harnessed to extend personal development further. For example, pupils learn to mend uniforms with support from Kitty's Laundrette, and they participate in local environmental initiatives. These experiences reinforce core values such as responsibility, service, and care for the world around them. Pupils also learn practical life skills in context, such as creating grant videos for equipment funding, designing lunch menus, and engaging in charity projects.

Relationships between staff and pupils are warm, consistent, and rooted in mutual respect. Pupils are confident to speak to adults about concerns, and there is a strong emphasis on pupil voice. Children told me they feel "safe to have a go" in lessons, and staff reinforce a "can-do" culture that underpins learning and behaviour alike. There is a strong sense of fairness, with restorative conversations used as a tool to resolve issues and repair relationships.

In summary, the school's approach to behaviour and personal development is exemplary. It creates confident, respectful, and self-aware learners who are ready to take their place in the wider world.

Next Steps:

Potential for adaptation of chess into the curriculum. This can be used to empower SEN pupils and give pupils different experiences that focus around calmness, problem solving and respect.



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Element 7 - Parents, Carers and Guardians

Anfield Road Primary School has cultivated a strong, trusting, and inclusive relationship with parents, carers, and guardians, recognising them as essential partners in the educational journey of every child. Staff deeply understand the significance of family engagement in ensuring pupil wellbeing, progress, and inclusion, and this is reflected in the school's extensive and responsive approach to working with its families.

Communication is a key strength. The school employs multiple platforms to connect with families, ensuring that messages are accessible, regular, and relevant. The ParentApp is used to share weekly newsletters, event updates, and key reminders, while the school's Instagram account provides a lively and visual celebration of learning and life at Anfield Road. For families with EAL, the website and communication materials are available in different languages, and interpreters—both in-house and external—are regularly employed to support face-to-face and written communication.

The school has made significant investment in a dedicated Parent Hub Room, which serves as a safe, welcoming, and practical space for parents to attend workshops, meet with staff, and build a sense of community. A wide range of sessions are offered, including workshops on ASC, managing sleep difficulties, supporting children through transition, and navigating social media use. Parents are supported to understand how best to advocate for and support their children, with many parents reporting that these sessions have directly improved family life and reduced anxiety.

One of the most impressive aspects of Anfield Road's approach is its bespoke ESOL provision. Weekly classes are run by the EAL team, who have developed a curriculum based on the needs of their community. These classes are consistently well attended and allow parents not only to develop their language skills, but also to feel more confident engaging with school systems. For example, staff deliver focused sessions on understanding and completing medical forms, consent slips, and SEND documentation. This targeted support builds trust, independence, and a stronger home-school partnership.

The school also places a strong emphasis on co-production. Parents of pupils with SEND are actively involved in developing Pupil Profiles, attending EHCP review meetings, and helping to shape the interventions in place. The school's "School Around the Family" (SAF) meetings bring together key professionals and parents to create joined-up plans for children requiring more intensive support. This transparent, relational approach means that parents feel heard and valued, even in the most challenging circumstances.

The feedback from parents is overwhelmingly positive. During the assessment, I met parents who described the school as *"life-changing," "a second home,"* and *"a place where we feel safe and supported."* One parent shared that the school had *"saved"* their child's life—an incredibly moving statement that reflected the depth of care and impact Anfield Road has had. This sense of safety, consistency, and non-judgement is clearly recognised and appreciated by the families the school serves.

Parental involvement extends beyond workshops and meetings. Many parents volunteer in school, participate in community events, and take part in seasonal



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celebrations. The Christmas and summer fairs are well attended, as are family craft sessions, where parents and children create projects together. These opportunities help foster belonging and further strengthen the relational culture the school has built.

Innovative initiatives such as Mother Tongue Story Days provide EAL parents with opportunities to read to children in their home languages, promoting cultural identity and allowing all pupils to see their heritage valued. Language ambassadors—pupils who speak additional languages—also read stories and support their peers, deepening connections and modelling inclusive values.

Looking ahead, the school is in a strong position to reintroduce academic-focused workshops that help parents support learning at home. Leaders are keen to align these workshops with community celebration events to maximise attendance and impact. This is a thoughtful and strategic way of building on the relational foundations already established.

Next steps:

Keep up a focus on parent workshops linked to pastoral, academic and SEN support and strengthen learning partnerships at home.

Parental voice, what do parents want from the school in terms of support.



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Element 8 - Links with Local, Wider and Global Community

Anfield Road Primary School is deeply embedded within its local community and actively nurtures partnerships that enhance pupils' learning, wellbeing, and aspirations. The school recognises that education does not exist in isolation, and its proactive engagement with families, agencies, and organisations—both local and national—provides children with a wealth of experiences and opportunities they may not otherwise access.

At the heart of this work is the school's partnership with its Governing Body. The Governors at Anfield Road are knowledgeable, visible, and well-informed. They play a strategic role in ensuring the school's inclusive vision is enacted and sustained. Meetings are purposeful and focused, with inclusion a standing agenda item. Governors receive termly presentations from the Inclusion Team, EAL leads, and curriculum leaders, which helps to create a robust shared understanding of current strengths and areas for development. These presentations are not tokenistic—they are part of a culture of transparency, shared ownership, and continuous improvement.

The Chair of Governors meets regularly with the Headteacher, providing a balance of challenge and support. There is a clear understanding among governors about the importance of using funding—particularly Pupil Premium and SEND resources—effectively and impactfully. Governors engage with school life through learning walks, events, and monitoring activities. They are not passive observers but active contributors to the school's journey.

Beyond governance, the school has built powerful and innovative links with the local community. Staff have actively sought out partnerships with other schools that share similar demographics and challenges. These professional networks have allowed staff to share practice, test ideas, and evaluate what works best in the unique context of Anfield Road. There is a strong spirit of reflection and humility underpinning this outward-facing work.

The school's relationships with local businesses and community groups are a defining strength. For example, children learn practical life skills by mending uniforms at Kitty's Laundrette, a local social enterprise that also supports families with washing and recycling uniforms. Local shops and residents donate materials, and the school minibus is used to give children access to places and experiences beyond their immediate environment. This deliberate use of community resources provides a safety net and springboard for pupils and families alike.

A standout example of local collaboration is the partnership with Everton Free School, whose woodwork department designs and builds playground furniture for the pupils. Not only does this foster intergenerational community links, but it also provides visible examples of what local young people can achieve when given the opportunity.

The school is also supported by a community liaison officer from the local authority, who keeps the school informed about relevant events, services, and funding opportunities. This role has helped Anfield Road staff tailor their offer in line with wider



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community needs, such as signposting families to support services or involving children in city-wide initiatives.

University partnerships play a significant role in raising aspirations. Pupils participate in visits that introduce them to university life, graduation ceremonies, and different courses. These experiences are powerful in showing children what is possible beyond primary school and provide a meaningful connection to the school's motto, "Aim High."

Training links with Lancashire Local Authority have also been pivotal. Experts from the authority have supported curriculum design, particularly in areas such as PSHE, safeguarding, and SEND. These partners understand best practice across a range of contexts and bring valuable external perspectives to the school's leadership team. The involvement of Focus Education in quality-assuring curriculum provision further exemplifies the school's commitment to self-improvement and excellence.

A growing area of focus is environmental sustainability. As a Climate 180 school, Anfield Road is working to adapt its environment to become more eco-friendly—despite the challenges of limited outdoor space in an urban setting. This work is driven by a passionate Senior Leadership Team and is already visible in the well-maintained outdoor areas, use of recycled materials, and ongoing green improvement projects. Pupils are actively involved in these initiatives, which help to embed environmental awareness as a core value.

In summary, the school's local, national and global links are highly developed, strategic, and rooted in its inclusive vision. These partnerships extend pupils' horizons, enrich their education, and provide concrete ways for them to make sense of the world around them.

Next Steps:

Links within the community are exceptionally strong and the school has a real expertise in giving its pupils experiences that they would not get at home or in other settings. It would be great to get involved with centre of excellence clusters to share this practice with other settings.