



Assessor's Evaluation for the IQM CoE Award



School Name Anfield Road Primary School
Anfield Road
Liverpool
L4 0TN

Head/Principal Mrs Claire Drew-Wiliams

IQM Lead Mrs Christine Turner

Date of Review 26th June 2026

Assessor Mrs Sarah Linari

IQM Cluster Programme

Cluster Group Inclusion NW

Ambassador Mrs Sarah Linari

Next Meeting TBC

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2025	9 th October 2025	No
Spring 2026	19 th March 2026	No
Summer 2026	8 th June 2026	No



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

The school has not been represented at any of the cluster meetings this academic year. The previous IQM Lead went on maternity leave and the emails about the clusters were not initially getting through to the current IQM Lead. The IQM Lead was unable to attend the final meeting of the year due to being needed in school for the Phonics screening. The Assessor explained that it does not have to be the IQM Lead who attends the meetings, and it is better if different staff attend to share practice more widely. Leaders have kindly agreed to host the Spring Cluster meeting at Anfield Road. Due to parking constraints, they will arrange for IQM colleagues to park at the local park, and the school minibus will be used as a shuttle service. The focus for the agenda will be agreed nearer the time, but the impressive corridors displays and use of outdoor spaces will be showcased.



This was the school's first annual Centre of Excellence Review. The IQM Lead submitted a Centre of Excellence evaluation and action plan. The timetable for the review day included a range of activities including discussions of the IQM action plan with different stakeholders, thus enabling the assessor the opportunity to review a broad range of evidence linked to the plan, and the ongoing development of the 8 IQM elements.

The assessor evaluated the school's commitment to inclusion and successful completion of the previous year's targets through a wide range of evidence, including:

- IQM Centre of Excellence review documentation
- School website
- Most recent Ofsted report
- Learning walk
- Observation of lunchtime
- EHCP target tracker
- SEND Venn Diagram overview
- Video of band performance
- Observation of Liverbirds provision
- Musical performance by learner from the Liverbirds provision

Discussions held with:

- Headteacher
- Deputy Headteacher/Curriculum Lead
- IQM Lead/SEND/CO/EYFS Lead
- SEND/CO/Pupil Mental Health Lead
- Liverbirds SEND Hub Teacher
- Safeguarding Team
- Assistant Headteacher/Teaching and Learning Lead/Attendance Lead
- Class Teachers & Teaching Assistants
- Parents/carers
- Pupils

Evaluation of Targets for last 12 Months

Target 1: Implement the 'World in One School' vision.

Objective: Promote inclusion, celebrate diversity, and ensure pupils from all backgrounds feel represented and valued. To relaunch the school vision to meet the changing demographic of our pupils.

The 'World in One School' vision has had a clear and positive impact on pupils' sense of belonging and identity. Launched in September through staff INSET and pupil assemblies, the vision has been incorporated into cultural events, themed displays, language-focused activities, and a visible celebration of different cultures. The vision is now woven into daily school life rather than being a standalone initiative. During the review day, pupils spoke confidently about welcoming new children, learning about different religions and cultures, and feeling that everyone is valued, which demonstrates that the work has strengthened inclusion across a highly diverse and mobile school community. The impact is particularly significant given the school's high levels of transience, with 116 children joining since September and 37 languages spoken across the school. The vision has supported pupils to understand that Anfield Road is a place where new arrivals are welcomed quickly and respectfully, helping to maintain an inclusive culture despite ongoing demographic change.

Next Steps: Introduce QR codes on displays so pupils who join mid-year can access key information about the curriculum independently.

Target 2: Update the English Curriculum for Anfield Road pupils & develop a simple view of writing.

Objective: Tailor the English curriculum to local context and develop an effective, inclusive approach to writing.

The work to update the English curriculum and develop a simple view of writing has led to a more precise and inclusive understanding of pupils' needs. Leaders identified that writing data was not providing the same clarity or impact as assessment in other areas, and as a result they trialled a new approach that uses short-burst writing, regular assessment, and the simple view of writing to identify barriers and plan targeted support. A trial in Year 6 this year, supported by School Improvement Liverpool, has provided useful evidence for how smaller, needs-led groups can support pupils who are significantly below age-related expectations while still accessing the same texts and curriculum themes as their peers. There is evidence through recent moderation that the trial has been positive and that writing outcomes are improving. Staff are increasingly using vocabulary, sentence stems, sound mats, and teacher-guided groups to scaffold pupils' writing more effectively. The planned whole-school approach from September, including a new handwriting policy and focused staff training on editing, shows that Leaders have used this target to build a clearer, more consistent model for writing across the school.

Next Steps: Implement the writing initiative across the school from September, provide staff training on editing and handwriting, and continue to use regular assessment and moderation to refine targeted support for pupils who need additional help.

Target 3: Expand Parent Hub workshops.

Objective: Provide inclusive, accessible support and information for all families, tailored to their diverse needs.

The expansion of the Parent Hub has had a strong impact on family engagement, early help, and access to support. The Hub provides a welcoming, non-daunting space where families can access workshops, English Speakers of Other Languages (ESOL) classes, multi-agency meetings, school health referrals, SEND support, coffee mornings and practical advice. Partnerships with the Children's Centre, community laundrette, dental care providers, Shelter, YMCA, and the LFC Foundation have extended the support available to families beyond school-based provision, helping to address barriers linked to poverty, housing, health, communication, and confidence.

The nurturing programme, targeted workshops around toileting, sleep and neurodiversity, and the use of 'School Around the Family' meetings demonstrate that the Hub is being used strategically to respond to identified needs. Parents have shared during Education, Health, and Care Plan (EHCP) reviews that involvement has led to positive changes at home, showing that the support is beginning to make a difference beyond the school day.

Next Steps: Broaden the Parent Hub offer so it continues to support families beyond SEND, increase parent participation through the Arbor app, and use survey feedback to plan workshops that reflect families' priorities.

Target 4: Develop the Nursery curriculum to strengthen early foundations.

Objective: Ensure the nursery curriculum promotes strong language development and readiness for future learning as per the target identified in the Ofsted Inspection (October 25).

The development of the Nursery curriculum has had a positive impact on early language, communication, and readiness for learning. Leaders have responded to the Ofsted target by strengthening planning, separating the 30-hour and 15-hour provision groups to support progression, grouping children more precisely according to need, and using WellComm screening and half-termly assessments to inform teaching. The move to floor books, a weekly vocabulary focus, planned key stories and evaluations that inform next steps has helped staff to consider the purpose and rationale behind provision more carefully. Children benefit from a rich and engaging learning environment, including immersive zones, small-world play, a calming regulation room, outdoor learning, and improved design of the outdoor space.

External feedback from the EYFS Education Partner indicates that provision is well-matched to children's developmental needs and interests, and Leaders report that WellComm scores show significant progress. Where children are not making expected progress, the school is using EHCP processes, the Liverbirds provision and Bucket Therapy interventions to provide additional support.

Next Steps: Continue to strengthen early communication and language through high-quality adult interactions, Support Assistant training, consistent use of assessment checkpoints, and the extension of the data tracker into Nursery.

Agreed Targets for next 12 Months.

Target 1: Strengthen reading and writing outcomes through consistent targeted support and rigorous monitoring.

Comments

Leaders will continue the focus on developing reading and writing as a key priority for the next 12 months, building on the foundations already in place and responding to the challenges linked to high levels of pupil transience. Leaders have clear plans to strengthen consistency through targeted support, regular monitoring, and sharper use of assessment information. Phonics outcomes from this year provide a positive starting point, and the school intends to introduce Salford reading tests from Year 3 upwards to gather more in-depth analysis of wider reading skills and comprehension. Intervention groups will focus on phonics, comprehension and specific skills identified by Class Teachers. In writing, the school plans to develop pupils' stamina through the Lancashire English curriculum, staff training, a working party involving Year Group Leads, and shared learning from the pilot this year.

Target 2: Expand parent hub and workshops.

Comments

The expansion of the Parent Hub remains an important next step because it is already a trusted and welcoming space for families. The school intends to build on the current offer while continuing to respond to the needs of the community. ESOL provision is now delivered in-house, with the same parents attending regularly, making progress, and building stronger relationships with staff. The practical focus of the Hub, including support with school application forms, creative workshops, cultural activities, and opportunities for different staff to become involved, reflects the school's commitment to removing barriers and strengthening family engagement. Over the next 12 months, this target should help the Hub develop further as a community resource, enabling families to access information, support and connection in ways that feel relevant, accessible, and inclusive.

Target 3: Strengthen early communication and language through data-driven practice, high-quality interactions, and consistent provision.

Comments

The focus on early communication and language is a natural continuation of the school's work to strengthen early foundations and ensure provision is increasingly precise. Leaders plan to use oracy training through the Literacy Trust and School Improvement Liverpool to develop staff confidence in supporting children's spoken language, vocabulary, and interactions. The introduction of assessment checkpoints and a data tracker, trialled in Reception and planned for Nursery next year, will enable staff to take a more forensic view of each child's needs, including barriers to learning and agreed next steps. This should support more accurate grouping, clearer transition information, and more consistent provision across the Early Years. The target places early



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identification, high-quality adult interaction, and responsive planning at the centre of practice.

Target 4: Strengthen early intervention and EHCP provision through effective deployment of TAs in relation to fulfilling EHCP targets.

Comments

The school has identified the deployment of Teaching Assistants (TAs) and the impact of 1:1 support as an important area for development in relation to early intervention and EHCP provision. The SENDCO has reviewed each EHCP and plotted provision into a spreadsheet so that support can be matched more carefully to pupils' individual targets, interventions, and the adults responsible for delivering them. There are plans for a September INSET training session for TAs on specific interventions, drawing on Special Educational Needs Inclusion Support Service (SENISS) support. The move towards pre- and post-assessment, intervention registers and tighter evaluations should strengthen accountability and help Leaders measure the impact of support more effectively. This target should support a shift away from over-reliance on individualised 1:1 support towards more purposeful, targeted, and evidence-informed provision for pupils with additional needs.

Overview

Anfield Road Primary School is a school community where pupils, families and staff are known well and supported with care. Leaders respond thoughtfully to the school's ever-changing demographic and high levels of pupil mobility, ensuring that systems, provision, and relationships are continually adapted to meet the needs of the children and families who join the school. With 709 pupils on roll, thirty-seven languages spoken, a high proportion of pupils with English as an additional language (EAL), significant levels of SEND and high levels of pupil transience, the school serves a complex and diverse community. Leaders understand this context deeply and have built inclusive approaches which are practical, responsive, and rooted in strong relationships.

The learning walk was a particular strength of the review day and demonstrated the school's commitment to creating an environment that stimulates curiosity, celebrates identity, and brings learning to life. Corridors, classrooms, and shared spaces are used creatively, with immersive displays, 3D features and carefully chosen visual prompts helping pupils to connect with the curriculum. The use of murals, including themes linked to Beatrix Potter, David Attenborough, rainforests, the Titanic, Henry VIII and Darwin, contributes to a rich and memorable environment. These displays are not decorative alone; they support curriculum engagement and show pupils that learning can be exciting, visual, and meaningful. The school has also made creative use of outdoor and less conventional spaces, including the allotment and arboretum, where pupils learn about growing and nurturing plants, and where food comes from. This is especially impressive given the constraints of the school site and reflects Leaders' determination to maximise every available space for learning and wellbeing.

Classroom visits showed that staff employ purposeful teaching approaches which support access for pupils with a wide range of needs. In writing, pupils were seen using vocabulary prompts, sentence stems, sound mats, and structured group work to help them organise their ideas and participate successfully. A Year 2 writing activity, based on how Jasmine from Aladdin might feel, provided an engaging stimulus, and demonstrated how teachers are using familiar texts and contexts to support language, imagination, and independence.

The provision in Early Years is another clear strength. Leaders and staff have responded proactively to the need to strengthen early foundations, particularly in communication, language, and readiness for learning. The learning environment includes immersive zones, high-quality small-world play, a calming regulation room, outdoor learning opportunities, and joyful, well-supervised play. Children were observed enjoying water play outdoors, with staff actively engaged alongside them.

Pupil voice was highly positive and provided compelling evidence that children understand the school's inclusive ethos. Pupils spoke confidently about the 'World in One School' vision, explaining that everyone is welcome and that new pupils are helped to settle through class friends, welcome cards, and encouragement from peers. They described learning about different religions, cultures and countries through assemblies, language of the month, cultural events, and creative activities. Pupils were clear that it "doesn't matter where you're from" because everyone is welcomed and encouraged.

Their comments showed pride in belonging to the school and an understanding that diversity is something to be celebrated. The school's minibus, carrying the World in One School message, was also recognised by pupils as a visible symbol of this inclusive identity.

The assembly observation further illustrated the school's positive culture. Pupil Leaders supported the assembly, and celebration was used well to recognise achievement, effort, and contribution. Class Teachers presented certificates and spoke warmly about why they were proud of pupils, while 'superstar' and 'super learner' tickets and the behaviour 'spotted' raffle reinforced positive choices in a way that felt inclusive and motivating. The celebration of the school band's performance, following their invitation to rehearse and perform for the Foo Fighters at Anfield Stadium the previous day, reflected the high value placed on pupils' talents and wider achievements.

Music is a notable strength of the school. From Year 1 upwards, pupils have access to music teaching, instruments, and opportunities to develop their skills. The school band is open to all, with staff identifying and encouraging talent. This inclusive approach ensures that enrichment is not reserved for a small group but is available to pupils across the school.

Pupils benefit from a broad range of experiences, including cookery, visits to the allotment, outdoor learning, after-school clubs, and residential opportunities from Year 2 onwards. During the review day, pupils in the cookery room were learning practical skills, preparing gnocchi and pesto, using school-grown produce which links well with the school's work on food growing and life skills. Residential visits to places such as Crosby Hall, York, Caernarfon, London, and the Lake District provide valuable opportunities for pupils to develop confidence, independence, and cultural capital. Leaders are clear that these experiences matter because they help pupils discover talents, build resilience, and see themselves as capable learners beyond the classroom.

Communication with families is thoughtful and increasingly accessible. Leaders recognise the importance of translation, face-to-face contact, and practical support in a school community where many families may be new to the area, new to the education system or speaking English as an additional language. Induction letters, reports, and key information are translated where needed, and staff who speak additional languages are used to support communication. Senior Leaders are visible at the school gates, teachers are available at the end of the day, and there is a clear escalation route for parents who need further support. The planned move to the Arbor Parent Portal, alongside technical support for families, shows that leaders are seeking to improve engagement while recognising that some parents will need help to access digital systems confidently.

Inclusive provision for pupils with SEND and additional needs is developing in a strategic and responsive way. The recruitment of SEND administrative support has increased capacity for SENDCOs, while the planned expansion of the Liverbird provision from September demonstrates a strong commitment to meeting complex needs in school wherever possible. The provision is led by a qualified teacher with SENDCO expertise and supported by additional adults, providing a more specialist pathway for pupils who need this level of support.



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The school is also using approaches such as Bucket Therapy, nurture provision, sensory spaces, therapy areas, and targeted intervention to support pupils' communication, regulation, and readiness for learning.

A key strength across the review was the quality of relationships. Pupils spoke positively about staff, noting that adults help them when they are upset and provide care when they need support. Staff described the school as a place where colleagues are passionate, hardworking, and committed to doing the best for children. Leaders have been open and reflective. The school's work on staff wellbeing, including the provision of a calm room for staff, reflects an understanding that adults also need support to sustain high-quality inclusive practice. There is a strong sense of shared purpose, with leaders involving staff and stakeholders in plans and explaining the rationale behind developments.

This Centre of Excellence review clearly showed that the school remains deeply committed to inclusive education. I recommend that Anfield Road Primary School retains its Centre of Excellence Status and is reviewed again in 12 months. Thank you to everyone involved in the review for a well-prepared, enjoyable, and informative day.

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 Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Chief Executive Officer of Inclusion Quality Mark (UK) Ltd