



Report on IQM Inclusive School Award



School Name: Victoria Road Primary School

School Address: Victoria Road
Runcorn
Cheshire
WA7 5BN

Head/Principal Emma Roberts

IQM Lead Ms Gemma Neal

Assessment Date 3rd February 2026

Assessor Mrs Sandie Isherwood

Sources of Evidence:

- IQM Self-Evaluation Report (SER)
- School Policies – Behaviour
- Ofsted Report
- National Data and Performance Tables
- School Website
- School Vision and Values
- Pupils 'Books
- Observations - including lunch break with Mid-Day Assistants
- Learning Walks
- Learning Environment Audit
- Observation of Pupils 'Arrival at School
- Form Time Observation throughout year groups
- Observation of Personal, Social, Health and Economic Education (PSHE) - Whole school assembly
- School Tour at Structured and Unstructured Times

Meetings Held with:

- Chair of Governors and other members of the Governing Body
- Headteacher
- Deputy Headteacher
- SENCo/Senior Mental Health Lead/Designated Teacher for Safeguarding
- Resource Base Lead
- Parent, Pupils and Staff Voice
- Senior Leaders
- KS2 Phase Lead
- Teaching Assistants
- Parents and Carers
- Google meet with External Providers
- Leadership Team
- IQM Co-ordinator



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Overall Evaluation

Victoria Road Primary School is situated in Runcorn, part of Halton Education Authority. It serves a diverse community in an area with recognised significant economic and social challenges. The school is recognised in the above average quintile on the School Deprivation Indicator, catering for pupils from the age of 4 to 11. There are currently 199 pupils on role and over 33% of the pupils are recognised as Disadvantaged and there are 24 children in receipt of a Statement of Special Educational Needs. This data recognises the school as having above average percentages in these areas putting them again in the above average quintile nationally. However, it must be recognised that attendance records show as over 95%, in the lowest 20% quintile which demonstrates how Victoria Road Primary is an 'unique, exceptional, inclusive and inspiring place to learn.'

As one enters the 130 year old building and you learn more about the day-to-day experiences and opportunities offered in the school, you find that all professionals and pupils are pushing their limits, to be the best. Professionals innovate the best academic practice to ensure that they realise their vision for education excellence and they place no ceiling on pupil's success, overcoming many barriers. It is an inspirational school where pupils can take part in every aspect of school life, being supported, challenged and enthused. There is no doubt that the passion and determination from the professionals in the team leading inclusion leads the whole team to work as one and creates an inclusive and nurturing environment. Through this big-hearted approach to ensure that there is equality and diversity for all pupils, the pupils develop a strong sense of belonging to Victoria Road. They quickly gain confidence and share how they are learning to be brave learners, inspired to gain unique talents to enable them to flourish and lead remarkable lives. One parent spoke how Victoria Road was; 'like one big family, where every child is known, valued and more importantly belong.' Having experience of a previous school they transferred their child and shared that they have the: 'best team in the world, it's wonderful, offers so much. I cannot speak highly enough of how my child has experienced nurturing support and is achieving so much more than in their previous school.'

When the Headteacher and Inclusion lead introduced the school and professionals who work within it, they were described as 'talented professionals who ensured everything they do, opens up the world for all in our family.' Throughout the assessment it was clear that these strong, passionate, inspirational and creative leaders are driven by the schools key value to 'CARE'; expanding to be understood as 'Care, Achieve, Respect and Enjoy', all that is offered and make the most of every situation and opportunity you are presented with. They want all to develop a love of learning and meaningful conversations throughout the assessment day showed how every individual within Victoria Road family was proud to be part of the school, feel appreciated and impressively showed how inclusion is a natural occurrence within the building. They spoke about how their inclusive practice can always be improved upon year on year and that no-one at Victoria Road sits on their laurels and how all are treated as individuals 'who have a voice that needs to be heard,' which ensures they are constantly improving.



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They shared how strong relationships and good communication are at the heart of all they do and it became clear how impressive methodologies both formal, such as their website, Class Dojo and parent's evenings, as well as carefully structured informal, newsletters, coffee mornings disseminate information. Ensuring all are kept well informed they see it as the key that allows everyone to access the world and people in it. It is an inspirational place and one that works through, or around barriers to ensure all can communicate their wishes and needs. The school website delivers a wealth of information, as well as encouraging all to get involved with the wider workings of the school and events. One parent shared how 'communication is regular, warm, friendly and informative, furthermore you can ask anything and staff are quick to help.'

Staff morale is high and all professionals feel well supported and empowered to lead their areas of responsibilities, they have strong aspirations for the school to not only succeed but to be seen to be 'going above and beyond what is the norm.' 'While working towards the award, the Inclusion lead has ensured that there was an attention to detail within the Inclusion Quality Mark Flagship self-evaluation. She has ensured that all eight elements of the IQM award were implemented and in place to an impressive standard. The team was well prepared and totally dedicated to supporting the school to achieve the IQM award, showing how meeting elements totally align with their vision and their goal of 'every individual pupil or adult at Victoria Road, meeting their potential.' Diversity and uniqueness are celebrated, as focused attention is paid to the needs of all individuals. It was impressive to see that all pupils are given the opportunity to follow a well designed, bespoke school curriculum that starts following the basics of the National Curriculum requirements but also incorporates learning knowledge and awareness of their local area. The professionals are innovative in how they see themselves as 'duty bearers who ensure that every pupil they care for receives their rights;' and have worked to design a 'rich, highly effective, ambitious and aspirational curriculum offer.' They shared how they know they will need to further adapt areas so as to ensure where necessary, it is individually bespoke for those who need adaptation to access. It has been designed to ensure it is enhanced by many visits and visitors creating a myriad of memorable learning experiences for all. Pupils enjoy regular residential trips too, such as to the Robinwood Centre, theatre visits and planned enrichment theme days, such as the National Number Day. Senior and middle leaders are empowered to lead their areas of responsibility and pupils say that learning is fun at Victoria Road. The Inclusion lead and Key Stage 2 lead shared how learning and teaching methods are adapted to different strengths, requirements and learning styles, how they as professionals model inclusive approaches and methodologies and there is always a focus on learners capacities and aspirations when planning teaching activities. They say this holistic and social skill building is understood as essential, how they are allowed as professionals, 'to create a high participation, low shame culture environment where children feel empowered to have a go, take risks and make mistakes,' adding how they too as professionals learn like this.



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All pupils and staff learning is monitored and assessed regularly and it is reflected on, so that all can constantly improve and therefore can achieve more. The team share that high quality resources are readily available and used to support learning when appropriate. It became clear throughout the day that resources are used effectively to support development with a clear purpose, such as the impressive use of the outdoor space available to them as well as their strong desire to expand their learning opportunities within their local area such as the park and networking opportunities with other school, leisure and business facilities.

During discussion with the pupils on my tour, it was impressive how all had a 'strong sense of belonging to Victoria Road family.' Pupils spoke about how the teachers were 'amazing' on how they helped them and took them on trips out to the local community. It was also clear that they understood how caring, respecting and helping other people is seen as a great way to improve one's own wellbeing, how having responsibilities are important in life. As the assessor, they instantly included me by asking me questions and making me feel comfortable, I asked them about their thoughts on their school and they enthusiastically shared how everybody matters here, everyone belongs and are friends with each other. They shared their love of all subjects offered by the dedicated staff and how their voice is heard and that they are taught to understand other points of view, thus developing an understanding of what working in a family involves.

Parents and families are key stakeholders at Victoria Road, sharing how they have strong relationships with them and how they are made to feel part of the school family and is a key success for Victoria Road. It was humbling to hear how generations of families have been through the school and are still enjoying Victoria Road's family as parents and grandparents. Professionals engage well in partnership with parents, all who work at the school take time to understand the individual needs of pupils, parents and families and are seeking to help them wherever possible. They have a truly 'open door at any time' ethos which allows them to gain individuals trust and confidence. More importantly they listen and then work tirelessly to ensure that the right support and help is given to improve any situation in a sensitive way. Parents voice questionnaires are sent out regularly to ensure their voice is heard and used to make further improvements to the family ethos. It was interesting to learn from an external partner, the innovative ways that the school supports their pupils to cope with sensory issues, an example being where they gave space for medical teams to come into school to do an assessment appointment, ensuring the child felt secure in their familiar setting and not be put off by being in a strange, unknown building.

Victoria Road senior leaders are tenacious in their mission and do not give up on any young person. Throughout the day they shared how continuous reflecting and assessment, sees them ensuring that they are rigorous and relentless in their drive to provide the best experiences for their pupils and to move year on year from strength to strength. Staff, other stakeholders, and outside agencies at all levels were appreciative and complimentary of this top tier of leadership and how they lead on inclusion. The staff feel their skills are known and opportunities to use them are strategically planned, they are constantly offered high quality continual professional development, the Local Authority Deputy Head of Service for SEND spoke how Victoria Road staff; 'take every



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opportunity to learn, challenging themselves and adapting and being consistent so as to provide the inclusive practice that is needed to meet the needs of all including complex, challenging children.'

I am of the opinion that Victoria Road Primary School's go above and beyond what is considered typical with regard to being inclusive and constantly drive themselves so that they can when necessary, adapt their provision. They have a refusal to limit expectations and welcome all pupils, regardless of needs to be a part of their family at Victoria Road.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

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: Mrs Sandie Isherwood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Approaching Victoria Road Primary School, the assessor shared a conversation with the families arriving, setting the scene and gave an understanding that one was about to enter a school where everyone feels seen, valued and excited to belong. When you enter and learn more, you understand how Victoria Road Primary School truly believes passionately in inclusion; how they have created and continue to foster a truly inclusive culture, that is held in high regard in the local community and across their Local Authority. They support every member of their community and have created an environment where every individual, regardless of their background, feels a 'sense of belonging' and can participate fully in all aspects of school life.

Throughout the assessment evidence was presented of their holistic and collegiate approaches to policy development and how staff fully engage with the impressive inclusion agenda within the school. The strong inclusive school leaders recognise that supporting disadvantaged pupils is central to, rather than separate from, their overarching strategic priorities. The team shared how they have achieved this by inviting diverse voices to the table, actively listening to, and incorporating their perspectives into decision-making processes, school policies, and everyday interactions. They are passionate in their commitment to set high expectations within their vision and values priorities and understand how true inclusion requires active, ongoing effort at all leadership and management levels within the school. They have a clear rationale for undertaking the IQM assessment and were well prepared, submitting an extensive amount of evidence within their self-evaluation review of the award elements before the visit.

Discussions throughout the assessment day with staff saw them share that inclusion priorities and approaches are well articulated by leaders and that their school vision shows respect for the whole school community and that any opportunity is seized to celebrate the diverse community of pupils, parents and staff. Both Leaders and Governors show a clear analysis of need that has led to detailed action planning. This results in positive outcomes, for example, many staff spoke of the school's work in raising parental engagement and high-quality pastoral provision for pupils. This ensures that the school's ethos and vision is demonstrated through its values delivered in a way to ensure 'CARE; care, achieve, respect and enjoy' is at the heart of all the school community offers. Senior Leaders champion the school's clear vision, the Headteacher is an active member of the LA's SEND Strategic Improvement Board which supports inclusive improvement across the Halton Borough. They model the inclusive vision in day-to-day interactions and are 'firm and fair' in holding others accountable for their inclusive behaviours. They have developed inclusive policies and practices that go beyond non-discrimination clauses to actively promote inclusion, for example, they support staff to attend family events, partake in necessary caregiving responsibilities as they value individuals requests to achieve a healthy work/life balance and support good mental health. Alongside this all staff are considered as leaders with regard to their role and therefore all take a lead role in being effective role models for inclusion. The diverse nature of the schools is evident and this is seized upon to ensure pupils experience many cultures and languages, so that all stakeholders respect each other's differences and show tolerance for other's view and beliefs.



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Training programs focus on unconscious bias, cultural competency, with a recognition that building true inclusion is an ongoing journey rather than a destination. A concise continual professional development program is built around the School Development Plan and this year's focus has been to build staff skills in 'Adaptive Practice.' Impact is already being seen, learning and teaching for pupils has been enhanced, making opportunities given to each individual more relevant. Another success is how all interact with each other, staff meet pupils each day, children share in a quick activity on how they are feeling when they enter the classroom and adults take responsibility in ensuring that they address any worries before learning begins. Therefore they 'know pupils inside out.' Information gained is shared with all staff ensuring consistency is achieved. Speaking with Senior Leaders they illustrated how they monitored the engagement of all in the inclusion process, how safe spaces for open dialogue are in place, how pupils, staff and parents are encouraged to 'share their voices.' For example, regular questionnaires that respect the privacy of that individual are collected and acted upon.

Pupil's and families benefit as leaders of the school and have built up a strong extended family ethos and put in place a diverse range of highly trained nurture individuals who offer an excellent programme of pastoral care and signposting to support families. The schools 'Graduated Response programme' is extensive, ensuring the school offers all it can, ensuring every child matters and is supported to be successful. No pupil leaves Victoria Road Primary who is not celebrated for achieving success in their learning and knowing that they have been valued. One example for this is the arrangement for pupils to stay a further year within the primary sector if necessary so as to support successful transition to the next phase of their learning when they are ready.

The school is meeting this element of the IQM award in an impressive way, evident from the evidence presented and assessor discussions with all stakeholders, who can articulate the strong inclusive vision and values. They also work with determination to ensure that they permeate throughout the workings of the whole community. Leaders have judged the current practice to be Grade 2 on the inclusive practice grading. However, the assessor saw the impressive way that all take a collective responsibility to ensure the inclusive vision and values run through everything that they do, the team 'lives and breathes' inclusion, so is judging this element as Grade 1.

Next Steps:

- Establish a child-led Inclusion Charter to further amplify pupil voice.
- Launch a SEND Parent Voice Forum to support strategic co-production.



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Element 2 - Leadership and Management and Accountability

Leadership plays a pivotal role in shaping organisational culture, particularly when it comes to fostering inclusion. Leaders should go beyond, not merely supporting diversity initiatives; they should actively work to create environments where all individuals feel valued, respected, and empowered to contribute their unique perspectives and talents. It was evident that there is strong instructional leadership from the Headteacher of the school and they are highly skilled. They show an impressive capacity to build strength in the leadership structure in school. There is a culture of courage, where successfully distributed leadership of areas within the school is given to individuals, thus building individuals strength in the skills and expertise of their staff. In doing so staff now exude a climate of qualitative aspiration, where there is a strong desire for positive change and progress, willingly explore various approaches, learning from both success and failures, and adapt strategies as new information emerges.

Inclusion clearly is a strategic and moral imperative at Victoria Road, led from the top which unites all to understand that it is everyone's role and responsibility. Roles are clearly defined and the skilled, insightful support by the IQM lead showed how the team members know their roles in supporting inclusion and are given a strong feeling of confidence. From all discussions during the assessment, it was evident that staff, pupils and families feel valued and have a strong 'sense of ensuring they contribute.' They strongly shared how their voice is heard and support ongoing improvement, high morale and shared purpose in the school community shone through. The IQM lead is dedicated and ensured all aspects of the award criteria was clearly communicated to all and evidence collected was relevant and extensive. The capacity to seize additional extended learning and involvement with its wide community was clear and staff deployment and designation is flexible and pertinent to identify pupil needs. Those given leadership roles were seen to be diligent in ensuring they delivered an improvement in outcomes. There is clear evidence following the assessment that the school benefits from inclusive leadership skills across all management levels. There are strong inclusive practices that have been embedded and sustained over time. Benefits of how leaders have established a strong sense of belonging and inclusive culture have resulted in retention of staff, increased attendance, collaborative working and a clear professional development and appraisal offering. All these elements make a tangible difference to both staff and pupil's learning, development and well-being. For example, staff talk highly of the implementation of wellbeing days, flexible PPA and how time for leading clubs or leading residential is given back.

Governors are high quality, bringing a range of professional experiences to their role. They shared how they have a strong working relationship with the school and are involved in the life of the school on a regular basis. They carry out delegated statutory duties as a team and effectively show appropriate support and challenge. They have an accurate understanding of the school's current context and working practices through the committees they have in place. They come into school, observe and question and reflect with staff so their suggestions can be voiced and heard. They share that they feel valued as critical friends who can challenge if necessary and often see how their supportive voice is seen to implement change. They continued to speak how they are welcome in school at any time, encouraged to have an open dialogue with all, the school's proactive not reactive way of working ensures their inclusion and that they too



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belong in the family. They are as 'passionate about inclusion' as the leadership team. This both endorses, upholds and supports driving the inclusive ethos of Victoria Road. They shared; 'everyone contributes, everyone cares here, starting from the top which provides a ripple effect that transforms culture, enhances staff engagement ensuring everyone continually drives for better outcomes for every pupil.'

Leaders have judged the current practice to be Grade 2 on the inclusive practice grading. However, the assessor having visited and seen the impressive way that while leaders are 'firm and fair, they are also approachable and set high expectations for all.' They have all elements of this area in place and a strong understanding of their next steps. They ensure that all individuals in school see themselves as a leader, having a responsibility to ensure the inclusive vision and values run through everything that they do. This distributed leaders model is well structured at Victoria Road, all know that they are part of managing a fully inclusive family environment, and all belong. More importantly, all shared how supported they felt, how leaders at all levels worked alongside each other to ensure success for all. There is true camaraderie among the team here. Therefore the assessor is assessing this element of the award as a Grade 1.

Next Steps:

- Expand pupil voice at leadership level, exploring ways for children to co-produce aspects of policy and contribute feedback directly to SLT and governors.
- Further develop the outward-facing role of the Resource Base, build on the successful expansion of KS2.
- Staff provide peer-peer support externally and ensure future plans include extending outreach work within the Local Authority.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Extensive work has been started at Victoria Road to ensure that the curriculum aligns with the vision and core values, that of ensuring that every pupil is supported to reach their full potential. It has been redesigned to reflect new expectations from Government level and from the ever-changing context of the school, and in particular the introduction of the two new Resource Base provisions. As such it undergoes regular reviews and adaptations are made if necessary, quickly. Staff share that it is their curriculum, 'one that reflects the pupils that we serve.' Underpinning this belief, all leaders are passionately committed to ensuring they provide the necessary support for all staff, including regular training on effective teaching strategies, classroom management and subject-specific knowledge. In addition, they are cultivating a collaborative and coaching environment.

To illustrate the dynamic, engaging, and inclusive nature of the curriculum offer, evidence was presented to the assessor, from a number of leaders and managers and through observations of the curriculum delivery. They shared how first and foremost it was designed to combine a strong academic foundation with opportunities for personal development, preparing pupils, not just for tests, but for life. There is a strong sense of teamwork within the school, teams are successful in their tasks and they see this success in practice and it contributes to high morale amongst the staff. First shared was how a strong focus on improving pupils reading skills has been given a high priority within the school. They have worked successfully to introduce schemes of work such as the 'Successes for All,' phonics programme that gives a strong starting base. This is further enhanced by a carefully curated KS1/2 reading spine following the principles of the 'Five Plagues of the Developing Reader.' This ensures that there is wide range of quality texts introduced to pupils by staff who are well trained and well supported with high quality resources to develop pupils' reading knowledge. A further example is where their use of the Mastery Math's scheme has brought consistency for progression and pupils speak of their love of this subject, they enjoy the stages of retrieval, refreshing and then new learning and how this helps them to succeed. Where necessary resources such as, use of iPads to support visually impaired learners or extended learning with challenge, and a well-planned teaching assistant support, ensures the school has increased its offer of high quality, appropriate access strategies for all pupils. Live marking in lessons ensure teachers can constantly monitor tasks quickly and put same day pupil interventions when needed into place.

Subject leaders spoke about how as leads they have been given time to take effective action to improve their curriculums, they have identified important knowledge that pupils must learn and in which order, and context. Pupils spoke to spoke of how helpful these were in both consolidating their learning and knowing their next steps in a subject. Long-term cohort plans are available for all to share in each subject and how the subject has been linked to relevant life experiences and particularly linked where possible to their local and national environment. Examples given where opportunities outside the classroom are built in, Year 4 stay on a working farm for two nights, developing an understanding of rural life, Year 5 focus on outdoor and adventurous activities and Year 6 enjoy a cultural trip to London where they engage with the arts, history and urban life in spend a night on HMS Belfast.



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Curriculum organisation and delivery are well shared with both parents and pupils and the curriculum page of the school website is extensive and well designed. It allows all stakeholders to be informed of the progression of learning and how home and school can work together to support individuals learning. Each subject shares their intent, implementation, and impact priorities for each cohort year group. To further enhance the school offers extracurricular curriculum; football, athletics, arts, craft, music, gardening reading and games clubs. Pupils also benefit from opportunities such as the Forest School and inspiring outdoor spaces used by various curriculum areas. Staff share how visitors to school are regular and there are plans for further development are always being discussed so that every opportunity can be seized where possible to learn beyond the four walls of school. School wide themes such as Science and World Book, Number and Safer Internet Day, as well as Mental Health Week and Victoria Road's Got Talent events are planned to engage pupils while highlighting inclusivity and how diversity should be celebrated.

All discussions and observations showed the impact this work was having on pupils engagement and learning. Professionals should be rightly proud of the developments and improvements they have made to the curriculum offer to date and while it is recognised that the changes are making a difference, staff share how it is yet to be fully embedded. All are fully aware of the need to continue to focus on providing better outcomes and have graded themselves at Grade 2 in this element using the inclusive practice grading, the assessor is in agreement with this grading.

Next Steps:

- Continue to refine curriculum content to ensure it reflects the lived experiences, identities and backgrounds of all pupils.
- Further develop assessment for learning approaches that identify gaps and barriers earlier, with a focus on adaptive teaching and targeted feedback.
- Enhance training for staff on inclusive curriculum delivery, including decolonising the curriculum, using trauma-informed practice in planning, and embedding emotional literacy.
- Review and strengthen the curriculum offer in the SEMH Resource Base to ensure continued alignment with wider school planning while retaining flexibility and therapeutic support.
- Monitor the impact of curriculum adaptations on progress and engagement and use this to inform subject learning action plans and school improvement cycles.



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

There is a clear recognition that pupils entering Victoria Road are individuals who require teaching and learning methods to be adapted to their different strengths, requirements and learning styles. Therefore skilled professionals are required to model inclusive approaches and methodologies daily and staff need to be deployed for maximum effect. Leaders clearly understand this. They ensure learning is well planned and time is never wasted. Pupils have access to appropriate materials and practitioners that model energy of creative thinking, drawing everyone on board. They encourage pupils to think and discover answers together. Teachers have developed strong skills in connecting learning to real live cultural experiences and this is a driving force as to why the school enjoys an excellent reputation within its community.

Leaders shared how their pedagogy had developed this year as they had given professional development to all staff so that they understand that teaching is based on clear instructional principles, including 'Rosenshine's Principles of Instruction and Trauma informed Practice.' These approaches recognise the widespread impact of trauma and understand potential paths for recovery, focusing on creating safe and supportive environments that offer a consistent lesson structure of, modelling, retrieval practice and scaffolding. It has required a commitment from all to culturally change, ensure ongoing policy and practice development, along with a high-quality training programme. Enthusiastic leads within the school work as a team, supporting all staff, to adopt a 'reflective practice, collaboration and continuous improvement approach,' There are strong, trusting relationships, regular discussion so as to trial and refine their approaches happening now in a climate of trust, curiosity and professional integrity manner. An example is how staff were introduced to an understanding that discipline is to teach, rather than to punish. They have conducted audits, planned responses, trained staff on types and rates of trauma so that they may adopt trauma informed responses to pupil's behaviour, therefore separating behaviour from the pupil. One member of staff shared how successful this had been as by understanding the pupils behaviour and responding to the cause, supportive strategies had been put in place. More importantly they shared how this had raised the pupils self-esteem, they saw themselves now as succeeding and could understand why they behave the way they do and be proactive to choose the right positive behaviour and not make poor choices.

To further positively impact teaching and learning the leadership team introduced an Instructional Coaching Model, where the Senior Leadership Team work to ensure there is a shared understanding that inclusion, high expectations and adaptability in teaching approaches will sometimes require flexibility and a tolerance for non-linear progress. They focus on collaboration and celebrating excellent practice, all benefiting from sharing professionalism which will allow teachers to be creative, compassionate and evidence informed. Staff spoke on how they are developing a consistent approach to their 'Teacher WalkThrus,' where a consistent approach to observations and feedback have become expected, valued, everyday practice. They now have more confidence in their teaching and love the ability to observe and learn from other colleagues. It was shared how doing this has seen staff actively engage in coaching conversations, sometimes within corridor discussions as everyone appreciates all are experiencing similar problems and by problem solving together, solutions can be found. They shared



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how they gain specific guidance on applying techniques to support pupils with SEN and have had training on the Education Endowment Foundation's five-a-day principles. Using banks of research is allowing everyone in school the training and strategies to foster a positive climate for learning, a culture of encouraging praise and strong behaviour choices. They shared how regular drop-ins and the no blame culture is developing them to become a strong supportive team who work to ensure children have access to strategies and resources that support their learning. Many of the adults spoke about how they are more confident in providing pupils with explicit strategies, examples to scaffold their learning and to integrate related concepts to aid their understanding. Pupils who face barriers to learning benefit from this constantly professional growing team and teachers shared how excellent support professionals support them in tailoring provision to ensure that pupils achieve their potential and are vital to their work. They shared how their adaptive teaching supports all and that 'inclusion is just what we do here, Victoria Road is a special place where we ensure enjoyment and success walk hand in hand for everyone.'

The learning environment is bright, purposeful, and well planned and considering the building is over ninety years old every area has been updated to ensure maximum use can be made while keeping the historic features of the building. The learning process is enhanced through different spaces, used to deliver learning opportunities and the layout of each classroom is carefully planned to meet the needs of all pupils. The school is very well resourced and where the resources are placed is regularly monitored and adapted to ensure they are where they need to be to support the pupils at any given time. Importantly this enables staff to meet the needs of all pupils, including those recognised with SEND needs, within the mainstream classrooms as those pupils within the Resource Base provision join their peer group class when appropriate. The school works closely with their support network and makes excellent use of outside agencies and specialists to enhance its work.

The school evaluates itself in the Inclusive Practice Grading as being Grade 2 and their need to further embed what they have implemented, the assessor is in agreement with this grading.

Next Steps:

- Further embed Rosenshine's Principles and cognitive science-informed teaching strategies - including retrieval practice- through structured CPD, coaching and lesson observation.
- Develop consistent use of retrieval routines to strengthen long-term memory and knowledge retention across subjects.



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Element 5 - Assessment

Assessment at Victoria Road is seen as a powerful tool to support inclusion, they share how it has two purposes: to gauge where pupils are compared to their peers in the national picture at a particular point in time, and to be the starting point for purposeful planning; as well as understanding what barriers or misconceptions may be in place which in not allowing individuals to engage in learning and therefore assessments must work to make them feel safe and secure in how they can be supported in understanding how they support their own learning in new environments.

Clear assessment, monitoring, coaching and observation policies and processes are rigorous and in place with a capacity to use a range of strong tracking systems to identify areas that capture pupil's prior knowledge and current skills. Systems such as to name just a few; the PIRA and Ready to Progress for core subject attainment and curriculum alignment, TALC, WellComm, and the Language for Thinking Assessment Tools to evaluate and plan for speech, language and communications needs, The Boxall Profile and Hamish & Milo Navigator Tool to assess and respond to emotional wellbeing an regulations, Squared to tract and celebrate small-step progress, Intensive Intervention Trackers to ensure targeted programmes for individuals are having the expected impact to the Sensory Toolkit allowing staff to tailor sensory strategies to individual needs and measure impact over time. Behaviour is tracked by the CPOMS system and all individual's targets are set at any point during the year and pupil progress is inputted and tracked constantly by leaders.

This strategic and pragmatic analysis and articulation of practice improvement sees the strong processes in place beginning, where possible before a pupil is welcomed into school. From this point regular monitoring ensures teachers are able to use assessment to identify strengths and areas for development, allowing them to address gaps in knowledge and any misconceptions. Teachers and Teaching assistants have been given appropriate professional development to use the variety of tools for assessment and use them both daily, (formative assessment), and at three timetabled summative points in the year. Skilled leaders cascade information regularly between themselves and staff so that they can work together to plan in-the-moment or short-term interventions to close gaps quickly. Both short/long-term or specialist intervention such as Precision Teaching or Tutoring with the Lightning Squad are available and used when fit for purpose but closely monitored for impact.

All staff believe deeply in giving pupils their voice, as they know this empowers them to become better teachers, they understand that allowing this means they can create equal opportunities for pupils to express what they have learned and continue to make progress further. It is impressive how any assessment undertaken is shared with pupils and through this pupils know what they have learnt and how to continue to improve and progress further. When analysis shows a need for an intervention the school is quick to put in place the programme of study to ensure catch-up is achieved. Examples of this are the daily math's groups taken by skilled Teaching Assistants are focused for those who need a misconception explained or further reinforcement practice. All staff are consistent in their expectations for all pupils in their lessons, employing effective scaffolding strategies to ensure no learner is left behind.



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There is an experienced SEND Lead who leads their department ensuring that assessment and resources are well matched to the pupils needs, be this bilingual or for pupils with recognised needs such as neurodiversity or Irene's Syndrome. There are rigorous systems to identify pupils who may require an Educational Health and Care Plan and all staff know the routes to gain support for any concern they may have identified. Skilled staff support pupils with SEND within the two Resource Base areas in school so that they can access the same curriculum as their peers and pupil progress and SEN support plan review are accessible to members of staff allowing them to quickly access relevant documents to support ongoing progress for individuals. Communication to all parents to inform them of how their child is achieving throughout the year with regular reports sent to parents after each data drop. All work as an efficient coordinated team around individual pupils to ensure success. The school evaluates itself in the Inclusive Practice Grading as being Grade 2 and this is supported by the assessor.

Next Steps:

- Refine the use of Squared and Intensive Intervention Trackers by embedding regular review points and linking them more closely with SEN Support Plan Targets and provision mapping.
- Continue to promote the use of low-stakes retrieval practices across all subjects, refining shared strategies and building these into medium term planning expectations.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behavioural expectations of staff and children are approached at Victoria Primary with the same rigour, encompassed within the school's vision and aims. They have high expectations for pupils' behaviour and conduct and is understood through a relational and trauma-informed lens, recognising that pupil's actions are often a form of communication. The school's restorative and attachment-aware behaviour policy, shaped by Paul Dix's principles and co-constructed with staff, promotes consistency, fairness, and compassion. Professionals take account of the diverse cohort of children they serve and understand that sanctions should be proportional, logical, and restorative. For example, if a pupil disrupts learning, they are supported to repair the situation through reflection with a trusted adult. This teaches pupils that behaviour is a choice, that all behaviour has a reason, and are supported to understand and change behaviour where necessary.

All children are expected to follow the school values, that being to 'CARE.' This is further broken down to be understood as; to care for yourself and others; always to work to achieve the best you can; respect others, the environment and belongings; and to develop a lifelong love of learning by enjoy every opportunity offered. Pupils are taught to be leaders of learning, they are taught how to support each other respectfully and how to seek help or clarification if they feel unsure. This strong framework of fostering a collaborative ethos ensures that pupils are active participants in a community where everyone is valued for their contribution and where everyone belongs. Adults use the Zones of Regulation research programme to develop pupil's emotional literacy and resilience. This is supported through high-quality teaching, adaptive practices and a staff commitment to ensure all barriers to learning are removed. Pupils are encouraged to make mistakes, persevere, and reflect on their learning in a no-blame culture.

A digital behaviour tracking and analysis tool, 'Behaviour Smart' is used to both monitor behaviour, identify patterns and potential triggers and ensure a joined-up response to improving behaviour is put in place. Behaviour attitudes are taught by staff who take every opportunity to promote a culture of ambition, possibility and self-belief, where their message is that; 'you can be whatever you dream to be,' they are supported to strive to 'reach for the stars' and are given the tools to do so. For example, staff were seen to daily model the 'CARE' values, actively pursuing high aspirations, through their curriculum, relationships and personal support to pupils. This sees Victoria Road successfully creating an environment of enthusiastic learners who take pride in what they do and strive to meet the high behaviour and aspirations which are modelled by the adults daily. There is a demonstration of a shared ethos of respect within the understanding of inclusion as the school caters for several children with recognised special educational needs expertly. External reviews show that there is no discrimination in school and that all work and play harmoniously together.



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Pupils show respect for differences and are keen to talk to each other about their own experiences, they are learning how to contribute to a wider society through a well planned, PHSCE curriculum which is underpinned by the British Values and Protected Characteristics. Pupils report that they are confident they know how to recognise bullying or harassment and 'when they see this happening in school, they tell an adult.' Anti-bullying week and e-safety assemblies are used to introduce pupils to the importance of this area of work in the school and pupils have the confidence to know they have someone they can speak to if they need to.

Pupils shared how they can take responsibility within school with a variety of roles, School Council representatives, Eco Committee members, Reading Champions, Class monitors or by being Play Leaders. They talk about how this allows them to be involved and more importantly to have and listen to other voices. They are also given opportunities to co-operate and lead by working together in classrooms using talk partners, peer learning and by engaging in collaborative tasks. A strength of the school is how pupils understand what is expected, why it is important to be responsible for their own learning and wellbeing, and how they present themselves to others. Healthy lifestyles are promoted across the school for all, embedded in everyday practice is active lunchtimes, promotion of healthy eating with regular discussions about making balanced choices and learn about how wellbeing and emotional resilience are central to their success.

Achievements both in and out of school are shared and celebrated and staff are very proud of their pupil's achievements. They also talk about how they have supported further by seeking new ways of securing further opportunities and better support for them. All these strategies used contribute to nurturing emotionally secure and resilient pupils, the school celebrates diversity amongst its staff and pupils, all grow and learn alongside each other, showing them care, respect, empathy, and friendship. Staff show that they have high aspirations for all pupils and motivate them to achieve positive outcomes. There are effective systems in place to promote attendance, where concerns arise, staff act swiftly, support given and rewards are focused on being personalised for improvement not perfect attendance. The culture is one of high expectation, matched with high support and through this focused approach the school enjoys being recognised with high attendance percentage, being in the lowest 20% percentile of schools nationally.

The school leaders grade themselves as Grade 2 in this element. Following the assessment the assessor grades them as Grade 1 for this element.

Next Steps:

- Broaden the range of cultural capital experiences available to pupils, particularly this who are disadvantaged, and embed opportunities for reflection and connection to classroom learning.
- Develop pupil-led initiatives around peer support.
- Develop consistent use of post-incident learning conversations, drawing on Dean Cotton's research so as to build pupil insight, accountability and emotional regulation.



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- Strengthen the use of Behaviour Smart and use the data to inform strategic planning, intervention allocation, and the evaluation of the pastoral support systems
- Broaden the range of cultural capital experiences available to pupils, particularly this who are disadvantaged, and embed opportunities for reflection and connection to classroom learning.
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Element 7 - Parents, Carers and Guardians

Parents and families are key stakeholders in the development of an inclusive school and all staff at Victoria Road work tirelessly to build and secure strong partnership with parents, carers and guardians - 'It is an excellent feature of this school '

This is because the school takes time to understand the individual needs of all their families through their impressive pastoral work and seeks to find solutions wherever possible to support any area needed. They have designed an informative induction programme which welcomes all to the Victoria Road family, while communicating the high standards they insist on. The informative and visual school website gives parents the knowledge of how the school is organised on a day-to-day basis, shares the vision and values, uniform expectations, attendance and absence procedures and clearly sets out the school day. It shares how pupils are supported to learn and how they approach safeguarding of everyone in the family. It is comprehensive in sharing how the curriculum is organised and there is a full and comprehensive subject yearly overview so parents can support home learning. Good communication quickly lets parents know if their child needs additional intervention, being clear on how this is to be approached and regular clear information on how attainment, assessment and progress is reported through parents meetings and Class Dojo. No stone is left unturned and the website is a superb go-to for parents when needed.

The school welcomes parents into school at every opportunity and parents spoke highly of their experiences with the school. They complimented the caring ethos, mentioning the sensitive way in which the school meets the individual needs of all families, including those with barriers to learning. They shared how the good transition before their child started was experienced and how welcoming and informative staff were and continue to be. They spoke about how their child is seen as an individual and not one that should fit into a box, how 'honest and trusting relationships are built with us first, so that we work as a strong partnership to achieve the best for our child.'

It is clear that parents and pupils alike greatly value the discreet support offered and feel confident and safe. Parents spoke about how there are many elements to the support offered and their children are taught well by the teachers. Communication is excellent, regular and both informative and reassuring. There are many formal and carefully structured informal methodologies for communication and dissemination of information. For example, via informal contact such as the phone and Class Dojo text system, regular coffee mornings, the newsletter, through the website, parent's evenings, celebration evenings and regular collection through questionnaires the voice of stakeholders. One parent shared; "They have everything in place to support my child and myself and we are always treated with respect." Another spoke how they had transferred from another school and how Victoria Road and how, "they welcomed us, saw past our needs, just speaking to us to find out our worries, quick to reassure us that they could put anything in place that was needed, we even received videos to help my child settle."

Victoria Road are passionate to ensure all their families are valued as partners in their child's learning, development and wellbeing. They are well respected by all as a member of their family and produce weekly news bulletins to keep them informed of how well



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things are progressing. They are well supported by a committed and enthusiastic Parent Association who hold school discos, fairs, raffles and themed fundraising days. The school evaluates itself in the Inclusive Practice Grading as being Grade 2 but following discussions and seeing the clear communication and how well parents feel support the assessor is grading this area as a Grade 1.

Next Steps:

- Expand parent workshops and information events, in particular in areas such as managing anxiety, neurodiversity and behaviour at home.
- Create a parent-friendly guide which outlines the SEND process and how parents are involved in co-producing plans.
- Build a strong link with the Local Parent Carers Forum.
- Build on positive relationships already in place by ensuring transition support for families strengthened, particularly for families of children coming into the Resource Base.



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Element 8 - Links with Local, Wider and Global Community

The school has an impressive knowledge of their place in the local community and values the range of community resources both locally and nationally that are available to them to enhance learning both in and out of school. They make good use of the links with all and no opportunity is missed for the pupils' to access enrichment activities such as the links they have with local charities, the library, the sports centre and the local cricket club who host their annual sports day and cultural venues. Good links within their educational community and school to school collaboration is encouraged. There are excellent links with the Halton Local Education Authority.

During the assessment I was able to discuss the schools commitment to linking with working collaboratively with others with a number of external partners. These included the Deputy Head of Service for Halton Authority in the SEN and Inclusion office, Special Teacher and Advisory Service Autism Lead, Mental Health Service Team, Team Teach Training, partner primary school Headteacher. All shared how strong relationships are enjoyed with Victoria Road and how the team are: 'honest, human and have high professional standing, they are committed to make a difference to daily experiences and will adapt any challenging situation.' They speak of how they are boundary spanning in their action research and in the dissemination of good practice they share with others when asked. A partner school Headteacher shared how the professionals at Victoria Road are: 'amazing, they have helped my school to change by giving support in the form of training, one-to-one mentoring, and peer-to-peer support for my staff. This support has been given willingly and free! I cannot speak highly enough of how the support they have given us.'

Leaders and staff are well informed about what is available within the local area and their well-sequenced geography and PSHE curriculum also introduces a wider and global context. Pupils are encouraged to be global citizens, have a sound environmental awareness and cultural knowledge. They partake in initiatives such as Anti-Bullying Week, Black History Month, Children in Need and have access to projects and lessons that explore global religions, language, tradition and events. Impressively each class has their one dedicated charity for the school year, here they raise awareness for the charity as well as money for them. Halton Haven Hospice, The Trussel Trust Food Bank and Water aid are examples of those chosen this year and fosters within the pupils a culture of curiosity, empathy and pride as they are helping others. Staff embrace technology to broaden access to hard-to-reach or distant settings, for example the York Roam virtual tour and VR Earth Day and often use visitors in place of trips, so that opportunities can still be given while reducing financial burden on the school's budget. Every experience can be tailored for any individual who may need adjustments so as to access, for example when attending the Brindley Theatre, those children showing anxiety were allowed to go backstage and meet the actors before the show. All this ensures that pupils can access a broad, enriching programme of experiences that inspire joy, develop life skills, and promote personal growth.

Through their approach, leaders ensure pupils are taught to see difference as something to explore and celebrate, and to recognise that their actions - locally - can have global significance. They are never satisfied that they are doing enough and in the coming academic year the school will be participating in Partnerships for Inclusion of



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Neurodiversity in Schools (PINS) where they will focus on up-skilling staff further to better support the needs of neurodiverse learners. The school grades itself to be Grade 2 on the inclusion practice grading. However, after the assessment day and seeing the links the school has, too many to mention within this report but available to see within the school and through celebrations on the school website, the assessor is giving this element a Grade 1.

Next Steps:

- Continue to strengthen partnerships with local businesses, charities and services to create a broader range of opportunities for pupils - including workplace visits, mentoring and community projects that foster aspiration and real-world understanding.
- Develop outreach and peer support from the SEMH Resource Base, having inclusive practice and trauma-informed approaches with other local schools and setting as part of our commitment to system-wide improvements.
- Expand the range and frequency of cultural enrichment experiences.
- Continue to review and improve how the school celebrates community and global events, ensuring that assemblies, curriculum content and communications reflect and value the diversity of school and the wider society.