



Assessor's Evaluation for the IQM CoE Award



School Name Banks Road Primary School
Banks Road
Garston
Merseyside
L19 8JZ

Head/Principal Mr Jamie Wilson

IQM Lead Mrs Alison Seaton

Date of Review 26th February 2025

Assessor Mrs Heather Whitfield

IQM Cluster Programme

Cluster Group Gardeners

Ambassador Sarah Linari

Next Meeting 19th May 2025

Meeting Focus TBA

Cluster Attendance

Term	Date	Attendance
Spring 2024	22 nd March 2024	Yes
Summer 2024	2 nd May 2024	Yes
Autumn 2024	5 th November 2024	Yes
Spring 2025	13 th February 2025	Yes
Summer 2025	19 th May 2025	TBC

Evidence

- CoE action plan
- Website
- Tour of the school
- IQM evidence file
- Pupil voice



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- Meetings with staff members
- Meeting with Governors
- Meeting with parents



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Summary of Targets from 2023-2024

Target 1: There is a clear program and methodology for tracking learners' on-going progress.

Staff talked passionately about the assessment process and the need to be purposeful to both the children's needs and for staff to identify the next steps within the pupils' journeys. Staff at Banks Road access information from Fisher Family Trust (FFT). By the assessment lead inputting the children's NFER termly assessment data into FFT, staff are able to make comparisons on their children's attainment and progress against their peers nationally. The assessment lead carries out an analysis of the data and goes through this with the teaching staff. This takes place prior to the pupil progress meetings and then supports staff in identifying what's working well and identifying next steps. A member of the SLT said "This is also a great CPD opportunity for staff to learn about data analysis. By the assessment lead knowing the data for the whole school, this is then driving up attainment for all of our pupils". The FFT data is used to RAG rate the children of Banks Road against their peers and identifies 'spotlight' children who are not achieving what they ought to be and therefore focuses teachers' attention to specific children and their gaps in learning. SLT are able to ask questions about previous support and if it has been effective for the children. Reflection time enables staff to look at their classes, three times a year, to see what they are doing well and then staff can action plan for moving forwards.

A member of SLT said "For us to make changes, it needs to be evidenced informed. We need to have the whole picture before making changes". Clear methods of gathering progress data are enabling and empowering staff to have a clear understanding and awareness of pupils' progress and the expectations of teaching within this. "We want staff to know how our children are doing and how to improve outcomes for the children in their class".

In some areas of learning, assessment has been stripped back for example in physical marking, and the Early Years lead shared that "it's important to be present with the children, joining in with their learning, modelling language and learning alongside their engagement. We need to trust our teacher's judgements". In order to develop informative and effective assessment, some elements of teaching have been slowed down as a result of the assessment. This has promoted the building and securing of positive relationships between staff and pupils. By staff knowing their children, assessment is more effective.

Led by the SLT, staff have become confident in asking "if it's not working, why are we doing it?" This line of questioning has fed into assessment and as a result, changes and adaptations have been made to the assessment process within different subjects. For example, staff identified that Mastery of Number was not having the desired impact for the children of Banks Road, so the 'Flash Back' elements from White Rose, which was already being used for fluency of maths, is now used to support retention of facts. "We're more responsible for the subjects that we're leading and changing and adapting them to meet the needs of our children". "Skills can't be mastered if you don't practice them".

Next Steps:

This target is being continued next year.



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Target 2: Parent associations support the school in raising funds and providing learning opportunities outside of the curriculum for learners.

The Governors at Banks Road Primary School understand the importance of parental engagement and involvement and constraints on the school budget. With these factors in mind, the governors set the Headteacher the target of parental engagement as part of his performance management.

Since last year's IQM assessment, staff at Banks Road have worked on developing the strong parental and carer links that had been previously created into a staggered introduction of Friends of Banks Road which will hopefully develop into a full parent, teacher association (PTA). The SLT have driven this further engagement with parents and carers through the introduction of a Summer Festival and a Winter Wonderland.

The Summer Festival was held in July 2024 and incorporated inflatables, go-karts and duels to name just a few of the attractions. Staff told me, "Over 800 people came and supported the event. They were queuing the length of Banks Road to come in! It is now going to be an annual event. We aim for it to grow each year". Even the storms in December 2024 couldn't deter the determination of staff and the Winter Wonderland again worked with parents and carers to bring in funding to support the enrichment projects for the pupils and strengthen the relationships within the community.

The Headteacher said, "I want it to be a staggered induction for parents. Within 2 years I want to move Friends of Banks Road into a PTA. I want people to see that as a school, we don't make rash decisions. We trial things and then implement them if we see a positive impact". "We asked for a small representation of parents, one from each year group, to support the Summer Festival and help us with developing different roles and processes. We want them to become advocates and ambassadors for Banks Road Primary School".

Parents told me "I attended both the Summer Festival and the Winter Wonderland. I couldn't believe how amazing they were!" SLT recognised the economic impact on families and with this at the front of their considerations, the community were charged an entrance fee that included accessing all of the rides and most facilities, meaning that families could enter and not have to experience financial worries for them and their children to fully enjoy all of the amenities available. A parent told a teacher, "I didn't know it was going to be this good!" The feedback on social media from families and through questionnaires has demonstrated that the community is already looking forward to future events.

Always having inclusion at the heart of their decision making and planning, staff at Banks Road recognised that not all of the attendees at the school events would feel comfortable within the hustle and bustle of the occasions and created a 'breakout room' for those attending who would appreciate a quieter space. This has also been incorporated into school disco events.

Next Steps:

This target is being continued next year.



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Target 3: The local community contributes appropriately to school life.

“I’ve noticed a lot more opportunities for parents and carers to become involved within Banks Road. There is more parental engagement than ever before”. This has been observed by the governing board members. “Staff are trying hard to engage with the community and it is being well received. Through the talk in the community, you can tell how much work is being put into events and how much the community are appreciating it”.

The Headteacher shared that “We are proactively welcoming families into school and letting them know that we’re here for your child. We want them to know that we want what they want, their children to be happy and thrive”.

Parents can engage with school and their children by attending the many opportunities that are being created to share and celebrate learning, such as the design and technology showcases. During a recent Art Exhibition, every child from Years 1 to 6, produced a piece of artwork that was showcased within the exhibition and parents and carers were able to view the artwork as though it were in a real gallery. A staff member shared, “We even put barriers around the room, like in a real gallery, where the public were not allowed to go too near to the exhibits. The children loved it. Their families loved it too”.

Linked to the music curriculum, each classes’ name is linked to music. The children then learn and perform music and dance linked to their music curriculum and perform it for their families to come and watch. Staff said, “We use Class Dojo to share our learning, but it’s so much nicer to see it in real-life. Children are talking about dance and music because they’re seeing it across the school”.

It's not just through the celebration of the children’s learning that the community are now contributing to the life of Banks Road. The introduction of SEND focused coffee mornings and the early years lead working with nursery settings is bringing in and taking out the name of Banks Road and celebrating all that is being done for the children and families. A member of the SLT said, “We’re raising the profile of Banks Road. By getting people through our doors and into the heart of the school, we are able to work on changing their pre-perceived ideas of our school; once they’re in, they’re hooked”. Over the last 18 months, the deputy headteacher has worked on the development of positive advertising of the school and is using social media to fully promote all that takes place at Banks Road.

Community links with the emergency services have been strengthened by them attending the Summer Festival and the PCSO has been into school to work with the children on strengthening relations and impressions of the policing service.

Next Steps:

This target is being continued next year.



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Target 4: Positive attitudes of both staff and learners are promoted through growth mindset and mindfulness approaches to learning.

Parents commented that “over the last 3 years, there have been positive changes at Banks Road, and these have been led through leadership”. “Our children aren’t just a number, staff know their names and as a result, our children are thriving”. “Staff are teaching our children everything, including how to deal with issues outside of school”.

The reputation of Banks Road Primary School hasn’t always been positive within the community, with intergenerational ideas as to how the school is perceived to be. The headteacher said, “Our vision for our school, is to change the mindset of others”. A recent INSET training day was spent exploring the upward trajectory of the school. The headteacher said, “People will want to come here, to work here, to bring their children here”. A governor said “Our headteacher is a good thinker. He’ll take onboard questions and opinions, think about them and then present back, usually in a power point presentation!”

Staff talked about how they model growth mindset with the children, how developing resilience is different to teaching it directly. Staff shared that they model making mistakes to the children and use phrases such as ‘let’s work together to make it easier’, ‘mistakes help us to grow’, ‘if you don’t know it, it helps me to know what it is I need to teach you, so you’re actually helping me be a better teacher for you’.

All staff, including those in the office, wear lanyards with scripted mindfulness responses on them so that children have consistent responses to their needs. The children know that if they try something and don’t get it right, that their teacher will be proud of them for having tried.

The SLT look beyond the academic achievements as they want all, pupils and staff, to achieve as a person too. For the pupils, staff want to ensure that the children leave Banks Road, with the confidence to move on to wherever their new adventures take them.

Banks Road have adopted the Jigsaw scheme of work as part of their PSHE curriculum, however, they have addressed that some areas of the curriculum don’t meet the needs of their children in the current climate and are making adaptations to it so that it does meet the needs of the children within their community and locality. By incorporating the school’s values into the scheme through a new charter, it is making what the children learn, real and relevant, meeting the dreams and aspirations of the children. In each classroom, there are Zones of Regulation (ZoR). These areas hold tools that the children can use throughout the day to express how they are feeling, such as lolly sticks and colour pots, enabling staff to have conversations with children when the need is identified. The Inclusion lead shared, “The children are watching out for each other too as they can identify when children need support and ensure that an adult is made aware of this. Children understand what they need might be different to what other children need. They’re developing their emotional intelligence”. “This is such a powerful tool to be able to teach our children how to have conversations with trusted adults, to articulate their thoughts and feelings and communicate with words rather than behaviour”.



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SLT realise the importance of staff wellbeing too and after a recent IQM cluster meeting, the Inclusion lead came back and shared the idea of having a staff Wellbeing Ambassador, which is now being planned out.

Next Steps:

This target is being continued next year.



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Agreed Targets for 2024-2025

Target 1: There is a clear program and methodology for tracking learners' on-going progress.

Comments

It is clear that the staff, through the clear direction and vision of the SLT at Banks Road Primary School are on their desired upward trajectory and as a result have a clear pathway for further development of the curriculum and assessment process. During discussions with all stakeholders, it was evident that all staff are involved in the why behind decisions and the implementation and evaluation of them.

Although a member of the SLT, the assessment lead and KS2 lead is currently on maternity leave, school have ensured that the roles have been allocated to other staff members to enable school to continue to grow and develop in these areas. Discussions with the SLT demonstrated an awareness of how by developing subject leaders, middle leaders and the assessment team, the progress of all pupils will be supported further.

Staff have a clear understanding of the next steps within this target and plans to develop a clear framework that allows teachers to judge progress and plan for next steps in learning is ongoing. From talks with the support staff, they demonstrated an understanding of their role within the assessment process and how best to support and inform class teachers.

Staff are aware of the importance of strong, positive relationships with parents and carers and one way to strengthen this further is through clear and effective communication. Staff plan on further developing the communication of attainment and progress to parents and carers so that the team around the child are all involved and informed as to how best to support them.

Target 2: Parent associations support the school in raising funds and providing learning opportunities outside of the curriculum for learners

Comments

I was told by the Headteacher, "we're an outward facing school. Over the last 2 years, my vision has been for us to grow as a team and develop community cohesion. I want Banks Road to be a school of choice. I want people to be inherently proud to belong to Banks Road and I want to give the children opportunities that they wouldn't normally have". One way of driving this vision forwards is by raising the status of the school within the community. All staff are working together to encourage new parents/carers to join the Friends of Banks Road. Communication through emails, letters, posters, and social media is being shared within the community to publicise that everyone is welcome to join the 'Friends of Banks Road' / PTA.

Plans are in place to involve all stakeholders, including the governing body, so that a whole community awareness develops, and discussions will begin to spread the news



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and work that is being done. There is a clear understanding behind the running of a PTA and SLT show an awareness of roles and actions that need to be undertaken.

**Target 3: The local community contributes appropriately to school life.
Participation of learners in community events is encouraged.**

Comments

The community are more than ever, a part of the day-to-day life of Banks Road due to the investment and commitment of the staff. This is hoped to be built on through building on the good practice that has already been established and seek further voice and ideas from the community, through initiatives such as questionnaires. The SENDCo has a clear map of ideas for future Coffee Mornings covering issues and support around SEND and also in creating 'drop-in' sessions where parents and carers can seek advice and support.

Plans are underway for establishing parents Literacy and Numeracy skills learning courses demonstrating a want within Banks Road to support not only the children's potential, but their parents and carers too.

Target 4: Positive attitudes of both staff and learners are promoted through growth mindset and mindfulness approaches to learning.

Comments

After being inspired from an IQM cluster meeting, the SENDCo returned to school and put forward to the other members of the SLT of Banks Road having a Well-being ambassador to represent all staff. Within this role, it is hoped that termly events will be organized for staff, further building on and developing the staff cohesion, which is evident within the Banks Road family.



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

"I really enjoy attending the cluster groups. It's so good to see what other schools are doing". The IQM lead at Banks Road spoke with genuine passion when reflecting on the impact of attending the cluster group sessions and was able to share the best parts of the best practice she has experienced and how this is now feeding into the development of Banks Road Primary School. "I find it really helpful having someone to email and seek support from".

During one of the cluster meetings, one-page profiles were the focus and the IQM lead at Banks Road was able to take on board and adapt some of the initiatives to meet the needs of the Banks Road community.

A visit to the Isle of Man where the focus for the cluster meeting was on parental engagement, has inspired the Banks Road's IQM lead to share with other members of the SLT, their methods to include parents into all aspects of school life and some of the 'maggied' ideas have filtered in to developing the Centre of Excellence project for Banks Road. "This was the best 'maggie' as I believe it will have the biggest impact for our children. We've got a good staff team, positive relationships with the parents and carers, let's build on it and benefit our children".

During a visit to a school in a different authority for their cluster day, IQM lead from Banks Road was impressed by their staff wellbeing charter work. This has fed into the work being undertaken at Banks Road to establish a Wellbeing Ambassador for staff.

At the most recent cluster meeting, within the school's provision were several independent 'break out'/sensory areas which children could access without adult intervention and/or support. Banks Road's SENDCo/IQM lead has since had conversations with the pastoral lead at their school as to how these station ideas could be facilitated within the Banks Road environment to further support the needs of their pupils. "We want to empower our children to be able to self-regulate, so the pastoral lead and I have looked at how we can adapt the ideas I've seen to suit Banks Road".

Other members of the senior leadership team who I spoke to demonstrated wholehearted support and understanding for the importance of attending the cluster meetings and were inspired by the positive impact that the CPD was having on the SENDCo. "She came back buzzing from the last meeting, talking about the podcasting and how PSHE was embedded in their bespoke curriculum". "Her growth is feeding into the growth of Banks Road. This enables other staff to see the vision of an outward facing school and the growth for our staff, school and community". "We're always looking for new ideas and being on the IQM journey is the momentum to be part of discussions on how to move our school forward".

The Headteacher said, "Being part of IQM is making her (IQM lead/SENDCo) curious with her asking myself and the deputy headteacher why are we doing things and why in a certain way". This professional curiosity could be seen through the passionate way in which the SENDCo embraced the assessment day and her role within the school and the impact of it. "IQM has been a springboard to provide our children with amazing opportunities".



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Staff at Banks Road are yet to host a cluster meeting, but I'm certain that when they do, they will inspire those who attend with their practice and provision for their children and community.



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Overview

What a pleasure to revisit Banks Road Primary School. It continues to be a very special place for children, families and staff. The inclusive school culture demonstrates the relentlessness of the staff in their commitment to meeting the needs of all the children who attend and passionate about providing an inclusive curriculum for each child. The support offered is extended to the families and the community it serves. With inclusion embedded at its heart, the senior leaders, and staff team continue to identify and support the needs of all who attend.

Banks Road Primary School is an average sized two form entry school which welcomes 271 pupils each day, with a nursery provision. The children are drawn from the immediate local community and many children attend within a generational pattern.

Since becoming a Centre of Excellence, senior leaders and staff at Banks Road Primary School have further explored the advantages of being part of the Inclusion Quality Mark family and through attending the cluster meetings and sharing best practice, the SENDCo has been able to 'magpie' and adapt ideas to benefit the children, staff and community of Banks Road. The IQM lead shared that "Being part of IQM has been a springboard for giving our children and the community amazing opportunities". The Headteacher said that, "it's been a culmination of our school's SLT growing and knowing our community's needs with the IQM that is driving us forwards". The Governor I spoke to said, "you don't realise how much work and decision making goes on behind the scenes. Staff are always looking to see how they can make things bigger and better. When the IQM lead presented at our Governors' meeting after achieving Inclusive School's status, we told her she needs to scream it from the roof tops! It is such an acknowledgement of the work that goes on here".

Staff at Banks Road Primary School are passionate in what they do and invested in the subjects and activities that they lead. This is driven by the whole staffing community wanting the best outcomes for all children and their families. Within Banks Road, the best outcomes are also sought for the staff too with staff members embarking on CPD opportunities within leadership roles. A member of the SLT shared, "As staff embrace CPD, they bring back new ideas to school".

Members of the school community took time to share their thoughts and opinions of school during the IQM assessment day. The children, from Years 1 to 6 were happy, confident and polite and were able to clearly articulate their day-to-day enjoyment at Banks Road. Pupils told me, "I love it here. The teachers are amazing because they will help us if we're not sure about something". "Teachers say nice things about your work". "I do lots of clubs. I'm really thankful for that". Many after school clubs are available to the children of Banks Road, including girls' and boys' football, and Young Voices where they are encouraged to "sing and dance like no-one is watching!" The children were able to talk about initiatives that have been put in place, such as the one to drive the improvement with pupil attendance. They shared how the 'Pizza Party' worked, with classes who receive 100% attendance each week gaining a slice of the 'pizza'. Once the pizza is complete, the class are able to have their 'Pizza Party'. A member of the support staff shared, "We all expect high expectations for all of our children. We push for the



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best attendance for all of our children as if they are always engaging and their attendance improves, relationships strengthen and then standards rise”.

The learning environment within the classrooms at Banks Road cater for all children's needs. Adaptions are made for individual children within their classrooms such as wobble cushions, adapted learning styles and adult support. When talking to the children, it was clear that they knew how to get support with their learning if they were unsure. Adaptations are also made within the curriculum and school provision. The inclusive nature and focus of the school ensure that it never rests and with this in mind, staff and SLT are working on adapting the curriculum and certain subjects such as PSHE, to ensure that they suit the needs of the current cohort of children who attend Banks Road.

Senior leaders continue to work with and inform the governing body of pupils' needs and attainment and what provision and support is being put in place to support the pupils' needs. The headteacher shared, “We want our children to leave knowing that they have had the same experiences as children from other schools so as to not disadvantage them compared to other children when starting high school”. A parent said, “There are lots of leadership opportunities for children to hold. This is inspiring for their younger siblings”. The headteacher said, “we are mindful of who's in such roles, as some children would never volunteer but being successful in a leading role can have a huge impact on their self-esteem”.

The Headteacher of Banks Road wants the school to become the ‘school of choice’ and the vision, passion and drive of the staff will ensure that this becomes reality. The enrichment activities that Banks Road provides for its children are outstanding. Through funding from the newly formed Friends of Banks Road and pupil premium, children are offered the opportunity to experience events, places and occasions that they may otherwise never experience within their lifetime. This includes, Year 5 and 6 children travelling to France later in the Spring term, when they will experience French culture, way of life and visit and explore landmarks. A ski trip is hoped to be planned for next year through the Liverpool Ski Association. The access to music and musical instruments is truly inspirational, with all children accessing, as a minimum the opportunity to sing as a choir and to learn a stringed instrument during their time at Banks Road. The headteacher shared, “We're building opportunities for children that they may never otherwise experience”. A teacher said, “Their map in their mind just keeps getting bigger and bigger from the experiences we're giving them”. What powerful tools to have as the children embark on their journey into secondary provision.

As new families are joining the Banks Road family, the status of the school within the community is rising, which in turn has the positive effect of community cohesion and partnership, which then feeds back into the Banks Road family. The Headteacher said “we're moving in the right direction”.

It was a privilege to revisit the school and work with a staff team who regard inclusion as a way of life, offering children and their families rich experiences and opportunities.



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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 Heather Whitfield

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
Director of Inclusion Quality Mark (UK) Ltd