



Assessor's Evaluation for the IQM CoE Award



School Name Pleasant Street Primary School
Pleasant Street
Liverpool
Merseyside
L3 5TS

Head/Principal Mr Neil Verdin

IQM Lead Ms Jessica Leong

Date of Review 17th June 2026

Assessor Ms Louise McCallion

IQM Cluster Programme

Cluster Group All Inclusive

Ambassador Mrs Sarah Linari

Cluster Attendance

Term	Date	Attendance
Spring 2025	12 th March 2025	Yes
Summer 2025	23 rd June 2025	No
Autumn 2025	10 th October 2025	Yes
Spring 2026	29 th January 2026	Yes
Summer 2026	8 th June 2026	Yes



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

10-10-2025 St Margaret's Anfield

The day focused on the themes of Pupil Leadership, English as an additional Language and personalised curriculum. The school's Family Liaison Officer attended the day and on return to school shared information around further ways to develop the roles within the Pleasant Street School Council.

29-01-2026 Stockton Wood Primary School

During this cluster meeting there were inputs from SENISS and OSSME, Quiet Place Provision and Life Savers – school banking initiative. Following the cluster session the IQM lead shared the information around the school banking initiative with leaders as Pleasant Street were planning to also launch a school banking initiative. The IQM lead commented that, as ever, the shared discussions were extremely valuable and through the links within the group she has since visited Faith school to look at learning environment and share good practice.

08-06-2026

NW Cluster Collaborative 2026 – Edge Hill University. IQM lead attended and found the sessions valuable as well as the opportunities to link with such a wide range of Inclusion colleagues from a range of settings and backgrounds.



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Evidence

This was Pleasant Street's second annual Centre of Excellence review. The IQM Lead submitted a detailed Centre of Excellence evaluation and action plan, and the assessment day provided opportunities to review a range of evidence linked to the IQM action plan and the school's ongoing commitment to developing 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:

- Review of available documentation prior to visit
- Review of available online data and statistics related to the school.
- School website
- Review of samples of books
- Information available from external bodies including OFSTED.
- Learning Walk
- Visit to Lunch Hall
- Meeting with Headteacher
- Meeting with SENCo/IQM Lead
- Meeting with support staff
- Meeting with teaching staff
- Meeting with parent representatives
- Meeting with pupil representatives
- Meeting with Governor representative
- Review of outdoor learning environment
- Meeting with DHT – Curriculum and Forest School Lead



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Evaluation of Targets for last 12 Months

Target 1: Review and update One Page Profile (OPP) process.

The SENCo has successfully led a comprehensive review and redevelopment of the school's One Page Profile (OPP) documentation. Through consultation with staff, parents and pupils, a more user-friendly and purposeful document has been created which is embedded within daily practice and regularly updated to reflect pupils' current needs and provision.

A review of existing plans has ensured that individual targets are closely aligned to recommendations from specialist services and class teachers. Targets are now consistently formulated using SMART principles, enabling clear measurement of progress, and ensuring that support is both focused and impactful. These targets are shared with parents, strengthening partnership working and promoting a shared understanding of desired outcomes. The revised OPPs provide all staff and professionals working with a pupil with immediate access to key information, including current support strategies, evidence of impact and any identified next steps. This has improved consistency of provision and strengthened accountability across the school.

A significant strength of the system is the ongoing chronology of support that is maintained within each pupil's record. This provides a clear audit trail of the graduated response and robust evidence to support future referral pathways where required. Staff are also able to quickly access the most recent professional reports and recommendations, ensuring that advice from external agencies is implemented effectively. To support consistency, staff training on writing and reviewing SMART targets was delivered during both the Autumn and Spring terms. The SENCo maintains a central overview of OPPs across the school, while ensuring that all key adults working with individual pupils contribute to and update the working documents.

Discussions with senior leaders confirmed the positive impact of the revised documentation on outcomes for vulnerable pupils with SEND. The Headteacher reported that the systems ensure no pupils are overlooked and that intended outcomes are being achieved. The Deputy Headteacher works closely with the SENCo to rigorously monitor and evaluate provision, ensuring systems remain robust and effective. Evidence from sampled SEND pupils' books demonstrated clear progress over time alongside consistently high expectations. The Headteacher affirmed that *"One Page Profiles are now a purposeful working document. Targets are much more specific, short, and precise. It is out all the time and used all the time, not just a paper exercise."*

Next Steps:

To continue to embed the skills of developing and reviewing SMART targets.

To place greater emphasis on gathering pupil voice so that they can contribute to the document purposefully.



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Target 2: To support all EYFS children, including those with SEND and EAL, to develop core school readiness skills such as following routines, social interaction and communication through targeted inclusive strategies and personalised support.

The school has demonstrated a strong commitment to ensuring that all children, including those with SEND and EAL, develop the skills, confidence and resilience required for a successful start to school. Leaders recognise the increasingly complex needs of incoming cohorts and have implemented a range of proactive and inclusive strategies to support school readiness. The Deputy Head/EYFS Lead has successfully established a programme of home visits for all new families, supported by the Family Liaison Officer (FLO). These visits provide an opportunity to welcome new families into the school community, introduce expectations for school readiness, and identify any emerging needs prior to admission.

Within the Early Years environment, the team have established highly effective and consistent routines and expectations that reflect the school's ethos and the principles of the 5R's. Learning walks and classroom observations demonstrate that these expectations are embedded throughout daily practice, providing children with a secure and predictable environment in which to learn and thrive. Provision is tailored to meet children's individual starting points. Staff effectively support children across a range of areas, including personal care, communication and language development, social interaction, and emotional regulation. A range of language interventions are used to develop communication and language skills.

Stay and Play sessions provide valuable opportunities for parents to engage directly in their child's learning environment and gain a deeper understanding of school routines, expectations and learning experiences. A varied programme of parent workshops and learning opportunities are delivered by both school and wider services. The assessor met with a group of parents who were embarking on a new training programme that day. They could not speak highly enough of the opportunities this school offers.

Discussions with the Headteacher reinforced the significance of this work within the school's wider vision of ensuring that every child receives the "Best Start in Life." Leaders recognise the value of identifying needs early through home visits and collaborative working between the EYFS Lead and Family Liaison Officer. This approach enables both educational and wider family needs to be identified and addressed at the earliest opportunity, reducing barriers to learning and promoting positive outcomes.

Next Steps:

To continue to develop parental engagement opportunities across EYFS.

To continue to adapt provision to meet the needs of the families and children.

Target 3: To design and implement consistent, inclusive, sensory circuit provision across the school.

The school has successfully built upon its established programme of targeted sensory interventions through the implementation of a whole-school sensory circuit approach. This development reflects the school's commitment to creating an inclusive environment where *all* pupils can access support that promotes emotional regulation, wellbeing, and readiness to learn. A universal, whole school approach to sensory circuits provision, has been introduced which is accessible to all pupils and embedded within daily routines.

To ensure consistency of implementation, all staff received training from both internal and external professionals. Staff demonstrated a clear understanding of the purpose of sensory circuits and their role in supporting children's regulation and engagement. Sensory circuits are now an integral part of the school's daily routine, supporting pupils before difficulties arise and helping them to maintain an optimal state for learning. Additional sensory breaks are available throughout the day where required, allowing staff to respond flexibly to individual needs.

Staff consistently reported that pupils understand the routines, know what to expect and engage enthusiastically in the activities. The predictable nature of the sessions contributes to pupils feeling calm, secure, and ready to learn. Staff described how the shared experience of sensory circuits has strengthened classroom routines and improved engagement, while continuing to provide targeted support for those pupils who require additional regulation opportunities.

Pupils spoke positively about their experiences of sensory circuits and demonstrated a strong understanding of their purpose. Comments made in discussion with the assessor included: *"Sensory circuits help warm our brains up."* *"I like the stretches and star jumps. It really helps me."* *"I like sensory circuits because it gets me ready for the day and the lessons, but I can use it at other times if I need it."* These responses demonstrate that pupils are beginning to understand the relationship between sensory regulation and their own learning and wellbeing.

Leaders have identified the next stage of development as further strengthening pupil independence and ownership of self-regulation strategies. Children are already developing a shared language around sensory circuits and regulation. The school's ambition is to move pupils progressively from co-regulation towards greater self-regulation by enabling them to recognise their own sensory and emotional needs, select appropriate strategies independently and take a more active leadership role within the provision.

Next Steps:

To continue to review and adapt sensory circuits to meet individual needs.

To share effective practice with parents.

Target 4: To improve communication and language outcomes for all pupils, including those with speech, language, and communication needs (SLCN) and EAL learners by embedding consistent use of interventions and strategies.

The school has established an effective and graduated approach to improving communication and language outcomes for all pupils, including those with Speech, Language and Communication Needs (SLCN) and pupils with English as an Additional Language (EAL). The Interventions Lead has successfully implemented a range of communication and language strategies across EYFS and KS1, ensuring that children receive timely and appropriate support from their individual starting points. A key strength of the school's provision is its close partnership with Speech and Language Therapy services and the Language Base where therapists work alongside school staff to deliver targeted programmes and review progress regularly. Staff spoke positively about the significant progress pupils make through this collaborative approach.

Early identification is a notable feature of the school's practice. The consistent use of the WELLCOMM toolkit enables staff to identify communication and language needs at the earliest opportunity and implement targeted interventions swiftly. Staff have received training in the delivery and assessment of WELLCOMM and use assessment information effectively to track progress and evaluate impact. New pupils, particularly those who are new to the country or present with emerging language needs, are screened as soon as possible ensuring that support is responsive and appropriately matched to need. In addition, NELI (Nuffield Early Language Intervention) is delivered across Nursery and is demonstrating measurable impact on children's language development.

The school has successfully embedded communication-friendly practice throughout the learning environment. Visual supports are used across classrooms and shared spaces, helping children to develop understanding, independence, and confidence in communication. Staff make effective use of visual timetables, language prompts, and communication aids, supported by Widgit Online, to create a consistent approach across the school.

Leaders are driving the development of oracy across the curriculum, introducing structured opportunities for discussion, performance, poetry, and presentation. This consistent whole-school focus is helping pupils to develop confidence as communicators and strengthening their ability to access the wider curriculum.

Next Steps:

To continue to develop communication friendly classroom environments.

To use monitoring procedures to measure the long-term impact of interventions across all year groups.



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Agreed Targets for next twelve Months.

Target 1: To develop children's 'life skills' beyond Pleasant Street by introducing a range of opportunities to broaden children's understanding and skills that will support them in the wider world beyond the classroom.

Comments

Over the next 12 months, the school will further strengthen its personal development curriculum by providing pupils with a wide range of meaningful opportunities that extend beyond their immediate lived experiences. Leaders recognise the importance of equipping children with the knowledge, skills and confidence needed to navigate life beyond Pleasant Street. The Headteacher and the team at this school are committed to providing a range of opportunities for its pupils that develop aspiration, independence, leadership, and social responsibility. Initiatives such as the Banking Project and Aim Higher programme will enable pupils to develop a greater understanding of money management, decision-making, goal setting, and future career pathways. Links with local universities and community partners will be strengthened to raise aspirations and expose pupils to a broader range of educational and career opportunities.

Oracy will continue to be a key focus across the school, ensuring pupils develop their communication skills, confidence, and self-expression. Through presentations, performances, and participation in events at impressive historic venues such as the Victoria Gallery and Museum, children will be provided with authentic opportunities to speak to wider audiences, articulate their ideas, and develop confidence in public speaking. Leadership opportunities will be further enhanced through the development of more pupil-led initiatives and the work of the School Council. Pupils are encouraged to take an active role in shaping school life and engaging with issues that matter to them through social activism projects, community engagement, and decision-making opportunities. Participation in events such as the Young Citizens programme at the Everyman Theatre will further develop children's understanding of citizenship, responsibility, and their role within the wider community. These activities will support the development of teamwork, creativity, resilience, and confidence, whilst exposing children to opportunities they may not otherwise encounter.

Through these initiatives, the school aims to ensure that pupils leave Pleasant Street as confident, aspirational, and socially responsible young people who possess the skills, experiences and knowledge needed to succeed in the next stage of their education and in life beyond the classroom.

Target 2: To further develop and embed a whole school nurturing ethos in line with our restorative behaviour policy.

Comments

Leaders have built strong foundations in terms of their whole school ethos, values, and restorative behaviour policy. They truly value and respect the practice already established through the school's nurture provision, leaders have identified the need to further embed this practice beyond the Nurture Room and into mainstream classrooms and wider school practice. The school recognises that many pupils benefit from the highly effective strategies currently used within nurture. Leaders aim to ensure that these approaches are consistently applied across the whole school, enabling a more cohesive and graduated response to social, emotional, and behavioural needs.

A review of current nurture and behaviour practices will commence in July 2026. This review will evaluate the effectiveness of existing systems to identify strengths and areas for development. Existing assessment and screening tools, including Thrive, will be utilised to strengthen identification processes and support strategic planning. Leaders are aiming to develop a whole-school framework that clearly outlines expectations, intervention pathways, and referral criteria. This will include the development of a flowchart of expectations and the implementation of consistent routines and strategies to support pupils social, emotional, and mental health (SEMH) needs.

The school will continue to build upon the skills and expertise already developed within the staff team through targeted professional development, consultation, and collaboration with external agencies. This will lead to greater consistency in the use of nurture-informed and restorative approaches across all classrooms and learning environments as well as improved staff confidence and expertise in supporting pupils' emotional regulation and behavioural needs.

Parental engagement will form a key element of the strategy. During Autumn Term 2026, the school will host a coffee morning to share its restorative approaches and nurture principles with families, strengthening understanding and promoting consistency between home and school. This collaborative approach will support even stronger partnerships with parents in supporting children's emotional wellbeing.

These developments will build upon the school's existing strengths in inclusion, emotional wellbeing, and restorative practice.

Target 3: To strengthen Pupil Voice across the school.

Comments

Over the next 12 months, the school will build upon its already strong culture of listening to and valuing children's views by embedding pupil voice more consistently across all aspects of school life. Leaders recognise that effective pupil voice extends beyond formal consultation and are committed to ensuring that children have authentic opportunities to influence decisions, shape provision and take on leadership responsibilities. An audit of current pupil voice opportunities will be undertaken in July 2026 to identify strengths, gaps, and areas for further development, with a particular focus on ensuring equitable participation from pupils with SEND, EAL, disadvantaged and vulnerable backgrounds. Findings will be linked to subject leaders' monitoring processes to ensure pupil voice informs curriculum development and school improvement priorities.

Strategies including pupil voice interviews, contributions to One Page Profiles, collective worship discussions, floor books, worry monsters, visual communication tools, and communication-friendly approaches, will be further embedded as part of everyday practice. Emphasis will be placed on capturing and responding to the views of pupils with SEND, ensuring that children who may find traditional methods of communication challenging are supported to share their experiences, wishes and aspirations.

A key strand of development of pupil voice will be the expansion of leadership opportunities linked to the school's wider life skills agenda. Building upon the success of the School Council and other pupil leadership roles, children will be provided with increased opportunities to take responsibility, contribute to decision-making, and develop skills such as communication, teamwork, problem-solving, and enterprise. During Autumn Term 2026, the school will launch its new school bank, with pupils undertaking leadership roles such as cashiers and ambassadors. This initiative will be complemented by enterprise projects, fundraising activities and social action opportunities that enable children to make meaningful contributions to the school and wider community.

These experiences will support the school's ambition to prepare children for life beyond Pleasant Street by developing confidence, independence, responsibility, and aspiration. By Spring 2027, the school aims to demonstrate that pupil voice is fully embedded within its culture and decision-making processes. Children will have increased opportunities to lead, influence, and contribute across the school community, whilst staff will have strengthened systems for gathering, responding to, and acting upon pupil feedback.

Target 4: To further develop provision to support sensory regulation across the school.

Building upon the successful implementation of whole-school sensory circuits, leaders are committed to embedding sensory-informed practice consistently across all aspects of school life. They recognise that the principles underpinning sensory regulation are not solely beneficial for pupils with identified SEND. During discussions with the Headteacher and SENDCo, they were keen to emphasise that there needs to be an equitable approach when implementing these strategies as they can enhance learning, wellbeing, and engagement for **all** children.

Over the coming year, the FLO, Inclusion Lead and SENCo will undertake a comprehensive audit of current sensory provision, reviewing the impact of sensory circuits, classroom adaptations and regulation strategies alongside the school's nurture and restorative approaches. This work will ensure that sensory provision is fully aligned with the school's behaviour policy and its commitment to developing an equitable, relationship-centred approach to managing behaviour and SEMH needs.

There are plans to further develop the learning environment to ensure that classrooms and shared spaces actively promote calm, regulation, and successful participation in learning. They aim to build upon the successful roll out of whole-school sensory circuits to further incorporate flexible sensory breaks, standing desks, physical adaptations and planned sensory spaces. This will enable them to enhance opportunities for pupils to access sensory support proactively throughout the day.

Leaders' ongoing commitment and passion for developing their outside spaces, including a sensory garden, will provide additional therapeutic space to support emotional wellbeing, self-regulation, and restorative practice. Staff will continue to embed the consistent use of visual timetables, movement breaks, sensory tools, calm spaces, and the Zones of Regulation, ensuring that children are supported to regulate their emotions before restorative conversations need to take place.

This work will be underpinned by further training and support to deepen staff understanding of the relationship between sensory processing, emotional regulation, and behaviour. Training will focus on strengthening staff confidence in implementing sensory strategies alongside nurture-informed and restorative approaches, enabling all adults to respond consistently and effectively to pupils' needs. Leaders also recognise the importance of extending this shared understanding beyond the school and will work with parents through workshops, nurture sessions, and information events to promote consistency between home and school in supporting children's regulation and emotional wellbeing.

The impact of the school's current sensory provision provides a strong foundation for this next stage of development. In discussions with pupils, they spoke highly of Sensory Circuits and described how it helps to *"warm our brains up"* and prepares them for learning. Staff report significant improvements in children's readiness to learn, particularly following key transition points such as lunchtime. One member of staff reflected, *"The impact has been phenomenal!"*



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Overview

It was an absolute pleasure to return to Pleasant Street Primary School for its second annual Centre of Excellence Review. Since the previous review, the school has continued to strengthen its inclusive practice despite an increasingly complex context. Leaders spoke openly about the growing number of pupils presenting with complex SEND, many awaiting specialist placements due to limited specialist provision across the city. Rather than allowing these challenges to become barriers, the leadership team has demonstrated remarkable responsiveness, continually adapting provision, staffing, learning environments and policies to ensure that every child receives the support they need. This proactive approach reflects a deeply embedded culture of inclusion where decisions are made with the best interests of their pupils at the forefront.

A defining strength of Pleasant Street is its exceptionally warm, nurturing and relationship-centred ethos. Throughout discussions with leaders, governors, staff, parents, and pupils there was an overwhelming consistency in the messages shared. There is a genuine sense of family and belonging which permeates every aspect of school life. Parents described the school as welcoming, reassuring, and responsive, praising staff for taking the time to understand the reasons behind children's behaviours rather than simply reacting to them. One parent who had recently moved from France explained how their child had settled immediately because of the *"warmth, stability and support provided."* Another, who works within a secondary school, commented that such a culture *"doesn't just happen"* and recognised the considerable commitment required from every member of staff. The work of the Family Liaison Officer was praised repeatedly by parents, who spoke warmly of the accessible support, coffee mornings, workshops and opportunities to engage with school life that they provide. Parents described staff as approachable, kind and genuinely committed to working alongside families, resulting in relationships built on trust and mutual respect.

The school's inclusive values were reflected consistently through every member of the team and pupils alike. The 5Rs underpin the school's ethos and are embedded throughout the environment, enabling pupils to clearly articulate the expectations of respect, resilience, and responsibility. Leaders have successfully developed a restorative and nurture-informed culture where behaviour is recognised as a form of communication and children are supported to understand and regulate their emotions before restorative conversations take place.

The consistent implementation of the Zones of Regulation, sensory regulation strategies, restorative approaches, and therapeutic practice ensures that high expectations for behaviour are maintained alongside compassion and understanding. Staff demonstrate a strong understanding of children's individual needs and a shared commitment to equitable practice, recognising that strategies introduced to support pupils with SEND frequently improve outcomes for all learners. This philosophy was captured succinctly by staff who described inclusion as *"good practice for everyone"*. The impact is evident in the calm, purposeful atmosphere throughout the school, the respectful relationships observed between adults and pupils and the confidence with which children described feeling safe, listened to and valued.



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Teaching, learning and the wider curriculum continue to evolve in response to the changing needs of the school community. Leaders have carefully developed a highly adaptive curriculum that places equal importance on academic achievement, communication, wellbeing, and personal development. Significant work has taken place to strengthen communication and language provision, school readiness, sensory regulation and SEND support, ensuring that barriers to learning are identified early and addressed effectively.

The school's commitment to developing pupils' experiences and skills beyond the classroom is particularly noteworthy, with ambitious plans to further expand leadership opportunities, financial education, enterprise, oracy, and careers education. A significant strength of the school is its proactive approach to forging and sustaining partnerships with a wide range of organisations across the local community and beyond. Leaders continually seek opportunities to enrich pupils' experiences through meaningful collaboration with local universities, schools and colleges, charities, community groups, and cultural organisations. Partnerships with Liverpool FC and Everton FC provide valuable opportunities to promote health, wellbeing, teamwork, and aspiration, whilst links with higher education institutions, including the University of Liverpool, expose pupils to university life and raise aspirations from an early age.

Collaborations with organisations such as the Victoria Gallery and Museum, local businesses, financial education providers, community charities, and city-wide initiatives further broaden children's understanding of the wider world and provide authentic learning experiences beyond the classroom. These carefully planned partnerships ensure that pupils benefit from a rich programme of visits, visitors, performances, enterprise projects, and enrichment activities that extend well beyond their immediate lived experiences. Leaders' relentless pursuit of new partnerships reflects their determination to ensure that every child, regardless of background or circumstance, has access to opportunities that inspire ambition, raise aspirations, and enable them to flourish.

One of the most striking developments since the previous review has been the continued transformation of the school's outdoor environment. Recognising the limitations of its city-centre location, leaders have made a significant investment in creating high-quality outdoor learning and wellbeing spaces that enrich the curriculum and promote inclusion. The addition of the Multi-Use Games Area, greenhouse, enhanced outdoor learning spaces, sensory garden, and woodland planting, supported by donations from the Woodland Trust, has created an outdoor environment that transports you from the centre of the city to feeling like you are in a woodland or rural location! The school is also currently reviewing and re launching its Forest School initiative to ensure that they can introduce even more fabulous learning experiences in the outdoor environment.

The greatest strength of Pleasant Street Primary School lies in the collective commitment of its entire community. Staff consistently described themselves as **"one team"**, who support one another professionally whilst maintaining an unwavering focus on improving outcomes for children. Governors demonstrate a detailed understanding of the school's inclusive priorities and provide both support and challenge through regular engagement with leaders and subject teams. Pupils are confident that their



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voices matter and are increasingly involved in shaping school improvement through leadership opportunities, the School Council and wider pupil voice initiatives. The school's commitment to the education of the whole child is evident in every aspect of its work. There is a tangible sense that every member of the school community shares a common purpose: to ensure that every child feels safe, valued, respected, and empowered to achieve their full potential. It is this unwavering commitment to inclusion, coupled with highly reflective leadership and a genuine culture of collaboration, which continues to make Pleasant Street Primary School an amazing example of inclusive practice and a worthy Centre of Excellence.

Having visited the school, discussed an array of evidence with a range of stakeholders and reviewed the school's progress since last review, I am of the opinion that they should continue to hold Centre of Excellence status and be reviewed again in one year with a view to considering progression to Flagship Status.

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: Ms Louise McCallion

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