



## Report on IQM Inclusive School Award



**School Name:** Willaston School

**School Address:** Willaston  
Douglas  
Isle of Man  
IM2 6RD

**Head/Principal** Mr Maxim Kelly

**IQM Lead** Ms Abbie Irving.

**Assessment Date** 14<sup>th</sup> June 2024

**Assessor** Ms Sarah Linari

### Sources of evidence:

- IQM Self-Evaluation Report (SER).
- School data.
- School Website and Policies.
- Pupils' exercise books.
- Learning Walks: An Audit of the Learning Environment.
- Observation of lunchtime.
- Headteacher's welcome statement.
- Exercise books.
- Reception floor book.
- Parent handbook.
- School Improvement Plan.
- IQM evidence folder.
- Social media feeds.
- Willaston's journey to achieving an IQM portfolio.
- IQM display in the staffroom.
- Pupil regulation support plans.
- Observation of Milkshake Rewards.

### Meetings held with:

- Executive Headteacher.
- Head of School/Special Educational Needs and Disability Coordinator (SENDCo).
- IQM Lead.
- Teachers.
- Family Support Workers.
- Governors.
- Police Constable.
- Parents and carers.
- Pupils.



## Report on IQM Inclusive School Award



### Overall Evaluation

Willaston School is a one-form entry primary school located in the City of Douglas on the Isle of Man, providing education for children aged four to 11 years old (Reception to Year 6). There are currently [REDACTED] children on the roll. Forming part of a partnership with Dhoon School and Laxey School, the overall responsibility for the school lies with the Executive Headteacher and the day-to-day organization is overseen by the Head of School.

There are high levels of deprivation in the local area Willaston School serves, including a large social housing estate. [REDACTED] of pupils are currently eligible for Free School Meals (FSM). [REDACTED] children receive additional support and intervention on the Special Educational Needs (SEN) register, with [REDACTED] of these children having identified complex learning needs, [REDACTED] with additional support, [REDACTED] with additional support, and [REDACTED] as a record of concern.

The school works in partnership with the Education Support Centre and has had [REDACTED] children attend there to support their social and emotional wellbeing in the past year.

[REDACTED] the whole school attendance has been 91.6%, and there have been no permanent exclusions or suspensions.

Willaston School is described as the “beating heart” of the Willaston community by the leaders. The Executive Headteacher started working with the school in January 2023. Part of his vision for the school is to develop community cohesion and raise aspirations for the children, which is particularly pertinent given the demographic it serves. The IQM assessment visit to the school was a heartwarming experience. The process allowed the school the opportunity to showcase its commitment to creating a caring and inclusive environment. The consistent theme throughout all activities and discussions on the assessment day highlighted the school's foundational value of “care” in everything they do.

At the start of the assessment day, the IQM Lead set the tone by describing the school as “caring.” This sentiment was consistently reflected in interactions and behaviours observed throughout the day. The commitment to a caring ethos is not only a guiding principle but also a lived experience within the school community.

The Friday morning assembly is a shining example of best practice. Its structure and format are exemplary, fostering a sense of celebration for all in the school community. This assembly is more than a routine; it is a real celebration and an integral part of the school's ethos.

The school's learning environment is wonderfully inclusive. The flexible seating arrangements, calming neutral colours, natural foliage, and even the natural-style carpet create a safe and calming atmosphere. The use of fairy lights and trauma-informed design principles further enhance the environment, making it supportive and welcoming for all pupils.

The school's IQM journey has been an inclusive process in itself. The prominent IQM display in the staff room is a model of best practices for how to involve all staff in



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collating evidence for the criteria in the framework. This display indicates a reflective process, showing how the leaders have fostered a shared culture of continuous improvement and inclusivity.

Discussions with Senior Leaders and key staff on the assessment day revealed a clear understanding of behaviour as a form of communication. The staff's role in modelling inclusive behaviours, guided by the Paul Dix approach, is evident and contributes to the school's overall positive atmosphere.

The school's support systems, particularly the Family Support Workers and Viking provision, showcase amazing talent and have a significant impact on pupils' emotional wellbeing. The Solihull program is implemented effectively to support parents and caregivers, providing a more holistic support system.

The partnership with Police Constable (PC) "Lou" is a great model for building relationships within the community and changing perceptions of the police from a young age. This initiative is likely to yield long-term benefits and preventative outcomes.

The enrichment experiences across the school and Early Years provision are clear indicators of the school's dedication to providing a well-rounded education. The curriculum is designed to meet the individual needs of pupils, nurturing their development and love for learning. The environment in the early years is particularly noteworthy, offering a nurturing and stimulating environment for the youngest learners.

The visit to the school was inspiring. The school's inclusive practices, caring ethos, and commitment to reflective improvement are commendable. It is evident that everyone involved genuinely loves the children and is dedicated to providing a safe, inclusive, and enriching educational experience. The school's efforts, from the nurturing learning environment to the proactive community engagement, highlight its role as a model of best practices in inclusivity.

I am therefore of the opinion that Willaston School not only fully meets the standard required by the Inclusion Quality Mark as an inclusive school but should also be recognised as a centre of excellence.

All stakeholders are fully aligned to IQM's values. I recommend that the school be awarded Centre of Excellence status and be reviewed again in one year's time. Willaston School will be a fantastic addition to the IQM Cluster Group, and I am confident that the staff will be active contributors regarding best practice sharing at meetings.

**Assessor: Sarah Linari**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd