



IQM Self Evaluation Report



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| School/Academy Name: | Willaston Primary School | | |
| School Address: | Willaston School, School Road, Douglas, Isle of Man, IM2 6RD | Tel No: 01624 621577 | |
| Exclusions (for previous 12 months given as a whole number) Fixed Term: Of these, please state how many are repeat fixed term: Permanent: | 0 Exclusions in the past 12 months. | Number of students on roll | 148 Students. (65 boys and 83 girls) |
| | | Attendance | In the past 12 months the whole-school attendance has been 91.6%. |
| Headteacher's/Principal's Name | Executive Headteacher – Max Kelly Head of School – Beth Lace | Email: | Max.Kelly@sch.im Beth.Lace@sch.im |
| IQM Co-ordinator's Name: | Abbie Irving | Email: | Abbie.Irving@sch.im |



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| School Website: | https://willaston.sch.im/ Facebook: https://www.facebook.com/WillastonSchool/ | Twitter Name: | @WillastonSchool |
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IQM Self Evaluation Report



Guidance for successful completion of the IQM award

Leaders ensure that a clear picture of the school's approach to inclusive practice is captured within the self-evaluation report document. Evidence should be gathered through a distributive leadership approach in order to demonstrate that Inclusion is central to the school's vision and values. Evidence of this approach should be apparent during the IQM assessment.

Please complete this document which includes all eight elements of the assessment framework. This should not be an unduly onerous task. It is acceptable to use bullet points under "Comment" and "Evidence Location". Schools should then be able to summarise their 'Strengths' and 'Areas of Development' for each element.

The IQM documentation should reflect accurate self- evaluation based upon internal monitoring and external reviews. In addition to this, it should reflect the priorities on the current school development plan. **It should demonstrate what can be seen in practice.**

Please include a numeric judgement:-

- 1 = Excellent level of inclusive practice**
- 2 = Good level of inclusive practice**
- 3 = Developing level of inclusive practice**

The first page allows the school an opportunity to support the IQM Assessor in creating a clear view of the school, context, the reasoning behind the IQM award application and sustainability, as well as evidence of inclusive practice throughout the school.

The elements may be completed in any order and some evidence may be used to support two or more criteria. In advance of completing the IQM Self Evaluation, leaders are asked to forward at least three completed elements to IQM for an overview and guidance. This will reduce the possibility of wasting any unnecessary time and give you the confidence to complete the remaining elements as you work towards achieving this award. Email support is available, please contact us using elements@iqmaward.com. Feedback will be given within 4 –5 working days. For telephone support, please use: **02871 277 857**. By the time you have completed **three** elements you should set a date for assessment. This gives IQM the time to organise for an assessor to be assigned to your school. The assessor will be in contact approximately 2 weeks before the assessment with regards to the actual requirements for the visit.



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Please note - all sections of this document must be completed

School context description: ASP (Analyse School Performance) DfE Performance Tables, FFT (Fischer Family Trust Aspire), Recent Ofsted.

Willaston Primary School is located in the City of Douglas in the Isle of Man. Willaston School forms the beating heart of the Willaston Community, providing education for children from the ages of 4 to 11, Reception to Year 6. Forming part of a partnership with Dhoon School and Laxey School, the overall responsibility for the schools lies with the Executive Headteacher, Maxim Kelly, and the day to day organisation of Willaston School is overseen by Beth Lace, Head of School. We are a one-form entry school with children from Reception to Year 6 and currently have 148 children on roll. There are 83 girls and 65 boys in attendance. There are high levels of deprivation in the catchment area, including social housing. We currently have 57 children that are eligible for free school meals. There are currently 56 children receiving additional support and intervention on our Special Educational Needs register, with 11% of these children with complex learning needs, 25% with additional support plus, 48% with additional support and 16% as record of concern. We work in partnership with the Education Support Centre and have had 5 children who have attended to support their social and emotional wellbeing in the past year. There is one child with 'Looked after' (LAC) status. We have a small number of three children with English as an Additional Language. In the past 12 months, the whole-school attendance has been 91.6%. We are a 'Trauma informed school' with large amounts of research linked to 'Paul Dix's' restorative practice. In the past 12 months there have been zero permanent exclusions and fixed term exclusions.

Rationale for undertaking the IQM assessment

We believe that our team at Willaston School is dedicated to creating positive opportunities for all of our children and families in the Willaston Community. We have been keen to embrace the Inclusion Quality Mark (IQM) process as a means of reflection and improvement. This process has allowed us to work as a team to identify positive inclusive areas as well as areas in need of further development in our inclusive practices. Recognising the value of collaboration, Willaston School is eager to work alongside its school cluster group, which includes Laxey and Dhoon School. This collaborative approach underscores the school's commitment to fostering a supportive and inclusive environment for all. As Willaston School embarks on its first IQM assessment, we have already seen meaningful impacts on school practices. The insights gained from this process has helped us to inform policy adjustments and curriculum enhancements. Through this ongoing commitment to reflection and improvement, Willaston School continues to strive towards creating an environment where every member of our school community feels valued and supported.



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Overview of Leadership and Management of Inclusion (an organisation chart and short summary would suffice)

Forming part of a partnership with Dhoon School and Laxey School, the overall responsibility for the schools lies with the Executive Headteacher, Maxim Kelly.

Beth Lace is our Head of School and oversees the day to day organisation of Willaston School. She is Designated Safeguarding Lead and an extremely experienced SENCO.

Alison Honeyman supports Beth and Max as Assistant Headteacher and Year 2/3 teacher. Alison has led restorative behaviour practices and assessment tracking.

Abbie Irving is the Projects and Innovations Leader and Reception teacher. Abbie has focus on the innovation of our Early Years Curriculum and environment and is leading our school's IQM journey.

Willaston School Leadership Team

Max Kelly -
Executive Head teacher of
Willaston, Laxey and Dhoon
Schools.



Beth Lace -
Head of Willaston School



Alison Honeyman -
Assistant head of Willaston
School (TLR2C)



Abbie Irving
Projects and Innovation Lead -
IQM Leader (TLR2A)

Interest in Centre of Excellence (COE) status (tick as appropriate) ☐ Yes

☐

No



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Element 1 - The Inclusion Values of the School

School Overview Commentary

At Willaston School, our commitment to inclusion is evident through the positive application of our core values: 'fair, respect, and safe.' These principles serve as guiding lights, emphasising the importance of fairness, respect for diverse perspectives, and the creation of a safe environment where differences are embraced. These values permeate every aspect of our school community, shaping our culture and ethos. When visiting our school, you will witness firsthand how our school values are integrated into daily interactions, creating a welcoming and inclusive atmosphere.

Our dedication to continuous improvement is reflected in our detailed action planning process, which stems from a thorough analysis of the needs of our children. Through recent initiatives such as adopting the WhiteRose Mathematics program, embedding the Cornerstones Curriculum, and providing 'Walkthru' training for staff, we aim to enhance teaching practices and improve academic achievement across all subjects. These efforts are documented in our School Improvement Plan (SIP), serving as a roadmap for achieving positive outcomes.

At Willaston School, clarity in communication and effective delegation are prioritised in policy development. We are currently in the process of re-writing our policies into a comprehensive document that reflects our collective values and priorities. Through transparent communication and collaboration, we strive to create policies that are easily understood and implemented by all stakeholders. These efforts underscore our commitment to fostering an inclusive school community where everyone feels valued and respected.

Future plans in this area

By Autumn 2024, SLT will have updated all school policies to reflect our holistic approaches, ensuring clarity in communication and effective delegation, as evidenced by the involvement of staff from various expertise and clear articulation of roles and responsibilities.

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| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |
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Element 1 - The Inclusion Values of the School

| Criteria | Comment | Evidence Location |
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| 1.1 Inclusion is articulated and evident as central to school ethos. | Our commitment to inclusion is evident through the positive use of our core values: 'fair, respect, and safe.' These values serve as guiding principles across all aspects of our school community. 'Fair' emphasises the importance of fairness, ensuring that each individual is treated with fairness and equality. 'Respect' values the recognition and appreciation of diverse perspectives, fostering an environment where everyone feels respected. 'Safe' reinforces our dedication to providing a secure and welcoming space for all, creating an atmosphere where differences are embraced. Through the embodiment of these values, inclusion becomes more than a principle; it becomes a lived experience, shaping the culture and ethos of our school. | School tour. School values – 'Fair, respect safe'. |
| 1.2 There is clear analysis of need leading to detailed action planning with evidence of positive outcomes. | In our School Improvement Plan, we conducted a thorough analysis of the need to raise the overall attainment and progress of our students, particularly focusing on the core curriculum and pedagogy. As part of our action planning, we have decided to adopt the WhiteRose Mathematics program to provide a structured and comprehensive approach to teaching mathematics. | School Improvement Plan (SIP) |



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| | <p>Additionally, we are fully embedding the Cornerstones curriculum to ensure a cohesive and engaging learning experience across all subjects. To support our teaching staff, we have been introducing 'Teaching Walkthru' training to enhance pedagogical strategies during staff meetings. Furthermore, we are implementing the Pobble assessment tools to effectively evaluate student progress and tailor writing lessons accordingly. Through these initiatives, we anticipate evidence of positive outcomes, including improved academic achievement and enhanced teaching practices within our school community.</p> | |
| <p>1.3 There is evidence of holistic and collegiate approaches to policy development, clarity in communication and effective delegation.</p> | <p>We are committed to fostering holistic and collegiate approaches to policy development to reflect our caring nature as a school. SLT are currently in the ongoing process of re-writing our policies into a comprehensive, up-to-date document.</p> <p>Clarity in communication is paramount, and we strive to write policies in a manner that is easily understandable to members of our school community including, teachers, parents, and the wider school staff. By embracing these principles, we aim to create a cohesive and accessible policy document that reflects our collective values and priorities as a school.</p> | <p>School policies – available on school website – in the process of being re-written - see policy drafts/updates.</p> |
| <p>1.4 Staff are effective role models, understanding and fully engaging with Inclusion agenda promoting high standards. They take professional</p> | <p>Our Willaston staff are positive role models who fully engage in promoting our inclusive culture. During an inclusion based staff meeting in January, led by Abbie Irving, all staff discussed examples of our inclusive</p> | <p>School tour.</p> |



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| responsibility for individual needs of learners within their class. | nature to help with completing the IQM evaluation document. There was a keen sense of dedication and enthusiasm among the team. Teachers shared examples of how they had tailored their teaching methods to accommodate diverse learning styles and needs, their positive links with wider community and parents and behaviour expectations. Support staff highlighted instances where they had provided additional assistance to students with special educational needs. Through open dialogue our staff demonstrated their commitment to upholding our inclusive values and promoting high standards for all learners. | Inclusive practice notes from staff meeting. |
| 1.5 Collegiate approaches to planning and review demonstrate value and respect for colleagues. | <p>At Willaston School, our collegiate approaches to planning and review are deeply rooted in our values of respect and collaboration among colleagues. An instance of this is our "Teaching Walkthru" sessions during staff meetings. In these sessions, teachers have the opportunity to showcase their teaching methods linked to specific pedagogical practices, such as the use of "show-me" boards or cold calling.</p> <p>During a typical Walkthru, a teacher might lead a brief demonstration or presentation, illustrating how they effectively incorporate these techniques into their lessons to enhance student engagement and learning outcomes. Through these collaborative Walkthru sessions, we not only celebrate the expertise and</p> | Teaching Walkthrus – Staff meetings. |



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| | creativity of our colleagues but also collectively elevate our teaching practices for the benefit of our children. | |
| 1.6 Pupils are aware of the inclusive ethos of the school. They show respect for the whole school community. | <p>We believe that fostering an inclusive ethos is paramount, and our children demonstrate a positive awareness of this core value. They actively uphold respect for the entire school community, embodying our values of 'fair, respect, and safe' in their daily interactions. This is evident in various aspects of school life, including our celebration assemblies, where the values of 'fair, respect, and safe' are highlighted and celebrated.</p> <p>Moreover, these values are integrated into our daily language and interactions, reinforcing their importance in shaping positive relationships among students, staff, and the wider community. Through consistent reinforcement of these values and the promotion of a culture of inclusivity, our students develop a profound understanding of respect and empathy, contributing to a harmonious and supportive school environment.</p> | <p>Fair, respect, safe.</p> <p>Celebration assemblies.</p> |
| 1.7 Achievement by all learners is celebrated. | <p>We are so proud to celebrate the achievements of all learners, recognising the diverse talents and accomplishments of our children. A positive example of this is our weekly Celebration Assembly held on Fridays, where we highlight outstanding achievements through our "Willaston Wow and Wonder" certificates. During these assemblies, children who have demonstrated exceptional effort, progress, or achievements</p> | <p>Celebration Assembly – Willaston Wow/Wonder. 'Share your achievements.'</p> |



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| | <p>academically and socially are celebrated and awarded certificates in front of their peers and teachers.</p> <p>Additionally, we provide opportunities for children to share their skills and achievements outside of school including sport competitions, dancing events, shows, community events. By actively celebrating the achievements of all learners, we foster a culture of positivity, motivation, and pride.</p> | |
| 1.8 The school is friendly and welcoming. | <p>We pride ourselves in fostering a friendly and welcoming environment for all students, staff, and visitors. From the moment you step into our school, you'll be greeted with warm smiles and enthusiasm. Our dedicated staff members go above and beyond to create a supportive and inclusive atmosphere where everyone feels valued and respected.</p> <p>Whether it's a new student joining our school community or a visitor attending the school, we strive to make everyone feel like they belong to our Willaston School Family. Our commitment to friendliness is evident in every interactions, making Willaston School a place where all individuals can thrive both academically and socially.</p> <p>We have allocated our school funds towards enhancing the school environment, ensuring it's warm and inviting. Our recently renovated front entrance warmly greets</p> | School tour. |



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| | visitors, filled with school photos and wall displays that highlight our core values. | |
| 1.9 There is effective communication with all learners. | <p>Effective communication with all learners is a top priority in our school. We recognise the importance of clear and open communication in facilitating learning and fostering positive relationships consistently throughout the school.</p> <p>Our teachers employ a variety of strategies to ensure that information is conveyed effectively to students of all ages, abilities, and learning styles. This includes using visual aids, hands-on interactive activities, and technology to enhance understanding and engagement.</p> <p>Additionally, we encourage students to ask questions, seek clarification, and provide feedback, creating a supportive environment where communication flows freely. Whether it's in the classroom, during extracurricular activities, or through digital platforms, we are committed to ensuring that every member of our school community feels heard, valued, and understood.</p> | School tour. |
| 1.10 Transition Programmes are in place and learners' needs are met from the outset of joining the school. | We prioritise positive, smooth transitions for all learners, ensuring their needs are met prior to day one. Abbie Irving has led our Early Years Foundation Stage (EYFS) transition program offering a range of activities, including nursery visits, two half-day transition sessions, parent briefings, and welcome packs. To ease the transition further, we provide starting school social | EYFS Transition - Nursery Visits, 2xhalf day transition, parent briefing, welcome packs, starting school social stories, All about me books. |



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| | <p>stories and encourage children and parents to create personalised "All about Me" books, fostering a sense of familiarity and comfort as they join our school community.</p> <p>Similarly, Mary Thompson leads our Year 6 transition to high school through carefully managed meetings, open evenings, and events, enabling our year 6 class and parents to familiarise themselves with the new environment and expectations of high school. These initiatives aim to alleviate any concerns and ensure a smooth transition, demonstrating our commitment to meeting the diverse needs of learners at every stage of their educational journey.</p> | <p>Yr 6 transition to high school - meetings, open evenings, events with school.</p> |
| <p>1.11 Excellent communication exists with all external partners so that appropriate provision impacts on the quality of education provided by the school.</p> | <p>We strive to maintain positive communication with external partners to enhance the quality of education and opportunities provided to our students. For instance, our collaboration with the Isle of Play Charity facilitates a weekly Forest School program, enriching our curriculum with outdoor learning experiences. Additionally, we work closely with Jane, a dedicated yoga teacher who visits once a week to promote physical and mental well-being among our EYFS and KS1 students.</p> <p>Furthermore, we engage with Jules, a Beacon Play Therapist, who provides valuable support to students once a week, addressing their emotional and behavioral needs. Additionally, our partnership with local Manx</p> | <p>Isle of Play Charity – Weekly Forest School.</p> <p>Jane - Yoga Teacher (one morning a week).</p> <p>Jules – Beacon Play Therapist (once a week).</p> <p>Manx teacher – Yr 4,5,6 once a week for two terms.</p> <p>Education Support Centre Links supporting children.</p> |



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| | <p>teachers allows Year 4, 5, and 6 students to benefit from specialised Manx lessons once a week for two terms.</p> <p>Lastly, we establish links with the Education Support Centre to provide targeted support for children requiring additional support, ensuring that every student receives the necessary resources and interventions to thrive academically and emotionally. Through these collaborative efforts to name a few, we ensure that external provisions positively impact the educational experience and holistic development of our students.</p> | |
| <p>1.12 Support for staff and pupil well-being are an integral part of the school ethos.</p> | <p>Supporting the well-being of both staff and pupils is deeply ingrained in our school ethos. We prioritise initiatives that promote a healthy work-life balance and foster a positive school environment. For our staff, we offer solutions such as providing PPA time at home, allowing for flexibility and reduced stress. Additionally, we've recently created a dedicated PPA room furnished with brand new furniture, providing a comfortable and conducive space for teachers to prepare their lessons.</p> <p>Recognising the efforts and contributions of our staff is also paramount. As part of our Celebration Assemblies staff members are also acknowledged and awarded certificates for their hard work and dedication. Furthermore, a wellbeing fund is given to our catering team, Faye and Stacey, to support staff well-being by surprising them with treats such as cookies, pancakes,</p> | <p>Option to have PPA home and the creation of a new PPA room.</p> <p>Celebration assembly – staff certificate.</p> <p>Monthly wellbeing budget.</p> <p>Viking Room</p> |



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| | <p>pastries, and even daffodils, adding moments of joy and appreciation to their day.</p> <p>At Willaston School, supporting pupil well-being is equally integral to our ethos. We provide various initiatives and spaces to ensure our students feel safe, supported, and respected. For instance, our Viking Room serves as a calming space where students can retreat to when they need a moment to regroup and recharge. This dedicated area is equipped with sensory tools, soft furnishings, and resources to help students manage their emotions and alleviate stress.</p> <p>These initiatives demonstrate our commitment to nurturing a supportive and caring school community where both staff and pupils thrive.</p> | |
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IQM Self Evaluation Report



Element 2 - Leadership, Management and Accountability

School Overview Commentary

Willaston School's leadership is driven by an inclusive, ambitious, and aspirational vision, evident in its detailed School Improvement Plan crafted by Executive Head, Max Kelly. This plan underscores the school's commitment to providing high-quality education, fostering creativity, and consistently striving for excellent pupil outcomes. Additionally, our school fosters a culture of high expectations, continuous learning, and parental engagement, as highlighted on our website and demonstrated through staff CPD meetings.

Safety is paramount at Willaston School, with a developing safeguarding culture in place. Led by Head of School Beth Lace and Executive Head Max Kelly, the school prioritises vigilance and accountability, ensuring that every member of the community contributes to maintaining a safe and secure learning environment. Our safeguarding policies and procedures are diligently implemented, and staff are equipped to recognise and respond to safeguarding concerns effectively. We are in the process of raising the overall safety of our school building after recent health and safety checks. These include the addition of a visitor sign in e-system, addition of security door passes and daily site manager checks. There is an ongoing focus on raising the safety of our school building with the promise of future funding from the Isle of Man Government for a new soft room and taller fences.

In acknowledgement of the historically high staff absence rate we are working at raising the staff well-being and staff attendance at Willaston School through various initiatives, including a wellbeing fund for staff treats, a new comfortable PPA room, and the introduction of "Willaston Wonder" certificates for staff recognition. The leadership team, led by Max and Beth, fosters a supportive environment where staff feel valued, supported, and encouraged to share concerns openly. This commitment to staff well-being reflects the school's dedication to nurturing a positive work environment conducive to both personal and professional growth.

Future plans in this area

1. SLT to continue to update and write school policy documents to ensure that they are up to date by September 2024.
2. SLT to write and complete the school self-evaluation QA report (quality assurance) demonstrating their knowledge of school by external validation in Autumn term 2024.
3. SLT to roll out an internal safeguarding audit in the Summer term 2024 to develop the safety of the school site.

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| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |
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Element 2 - Leadership, Management and Accountability

| Criteria | Comment | Evidence Location |
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| 2.1 Leaders have an inclusive, ambitious and aspirational vision for the school. | <p>Willaston School is guided by a clear and ambitious vision focused on providing an inclusive and aspirational learning experience for our children. This stems from our aspirations as a school demonstrated in our detailed School Improvement Plan (SIP) written by Executive head Max Kelly. Our SIP highlights our belief that all of our pupils are entitled to the very best education we can provide. Therefore, we are keen to offer a creative and innovative curriculum, consistently delivering high quality learning opportunities using a variety of approaches designed to engage, enthuse and inspire.</p> <p>As outlined on our school website we believe that in order to raise aspirations and expectations we should expect the best from ourselves and others; have high standards in behaviour, appearance, presentation and environment; challenge children and take them to the edge of their capabilities, and in doing so encourage children to challenge themselves; enable children to learn independently, applying the skills that they have learned; be brave enough and informed enough to take considered risks; be engaged enough to question; inform parents and carers about the learning that is taking</p> | <p>School Improvement Plan.</p> <p>School Website.</p> <p>IQM Inclusion Staff meeting led by Abbie Irving- PowerPoint/staff room display.</p> |



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| | <p>place; and provide opportunities for parents to further their own learning. This is our current vision but we are looking to update it with staff in the Autumn term to reflect our evolving vision after completing the IQM process.</p> <p>After extensive research and a positive belief that Willaston School is an inclusive, ambitious, and aspirational school, IQM leader Abbie Irving led a staff meeting on Inclusion to aid discussion around our inclusive strengths as a team and school. This allowed staff to share their opinions, examples, and next steps through discussion.</p> | |
| 2.2 An effective safeguarding culture is in place. | <p>At Willaston School, safety is paramount, and we foster a culture of vigilance and accountability, where every member of our community plays a role in ensuring a safe and secure learning environment, aligned with our values of 'fair, respect, and safe'.</p> <p>Head of School, Beth Lace serves as one of the designated safeguarding officers, emphasising her dedication to ensuring a safe environment for all children and staff. Working closely with Executive Head Max Kelly and the leadership team, Beth oversees the implementation of safeguarding policies and procedures, ensuring that all staff members are trained to recognise signs of abuse or neglect and respond appropriately to safeguarding concerns.</p> | <p>Safeguarding policy/action plan.</p> <p>Safeguarding Officers – Beth Lace and Max Kelly.</p> |



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| | <p>Beth's leadership extends beyond administrative duties; she fosters a supportive atmosphere where students and adults feel comfortable voicing any concerns they may have. By prioritising safeguarding at all levels of the school, Beth reinforces the importance of student welfare and creates an environment where safety is a shared responsibility among the entire school community.</p> <p>We are in the process of raising the overall safety of our school building after recent health and safety checks. These include the addition of a visitor sign in e-system, addition of security door passes and daily site manager checks. There is an ongoing focus on raising the safety of our school building with the promise of future funding from the IOM Government for a new soft room and taller fences.</p> | |
| 2.3 Staff well-being is addressed effectively. | <p>To reinforce our commitment to staff well-being, various initiatives have been implemented. A dedicated well-being fund supports the catering team, Faye and Stacey, in surprising staff with treats like cookies, pancakes, pastries, and even daffodils, bringing moments of joy and appreciation to their day. Additionally, the school has recently invested in a new, comfortable PPA room furnished with brand new furniture, offering teachers a tranquil space to relax and prepare for lessons. Staff also have the flexibility to choose whether to conduct their PPA time at home or on-site, accommodating individual preferences and needs.</p> | <p>Wellbeing Fund</p> <p>New comfy PPA room.</p> <p>Willaston Wonder certificates for staff.</p> |



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| | <p>Beth has introduced "Willaston Wonder" certificates for staff, presented during celebration assemblies, to acknowledge and celebrate those who go above and beyond. This positive recognition plays a crucial role in fostering staff well-being and morale.</p> <p>Despite a historically high staff absence rate, which warrants further exploration and focus, the leadership team are eager to foster a culture where staff feel comfortable sharing concerns and engaging in open dialogue in a highly supportive environment to raise overall staff attendance.</p> | |
| 2.4 Effective structures and systems of self-evaluation are in place. | <p>Our leadership team, led by Max Kelly, have established effective structures and systems for self-evaluation, including a detailed School Improvement Plan and a 1:1 staff professional development framework. These tools enable the school to assess its performance comprehensively and provide targeted support for staff growth and improvement.</p> <p>Our School Improvement Plan outlines specific goals and strategies for enhancing overall performance, while the 1:1 professional development framework allows for personalised discussions between staff and leadership to identify areas for growth and set clear development targets. Together, these initiatives ensure that Willaston School maintains a proactive approach to continuous improvement and supports the ongoing professional development of its staff.</p> | <p>School Improvement Plan.</p> <p>PDF – Professional development framework.</p> |



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| <p>2.5 Monitoring systems improve the quality of education, learner engagement and achievement.</p> | <p>At Willaston School, monitoring systems play a crucial role in improving the quality of education, learner engagement, and achievement. Our strategic focus revolves around refining the core curriculum and its delivery, supported by a comprehensive framework of self-evaluation systems outlined in our School Improvement Plan. Through data analysis and individual discussions with Executive Headteacher Max, staff are actively involved in identifying areas for improvement and setting clear goals for professional development.</p> <p>One initiative, the 'WalkThru' program, aims to enhance teaching skills and ensure consistent curriculum delivery, while the Pobble Writing Moderation tool facilitates smoother assessment practices and collaboration with partner schools. Embracing the White Rose Mathematics curriculum enhances the rigor of mathematics education and enables precise evaluation of student progress.</p> <p>Additionally, the full integration of the Cornerstones Curriculum emphasises structured lesson sequencing, to provide a cohesive learning experience for all students. We continue to maintain our commitment to a caring, nurturing and inclusive approach, supported by individualised professional development and a holistic focus on student and staff well-being alongside academic success.</p> | <p>School Improvement Plan – Direction of travel.</p> <p>PDF – Professional development framework 1:1 meetings.</p> |
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| <p>2.6 Leaders ensure staff engage fully in focused professional development so that subject knowledge consistently improves over time.</p> | <p>Willaston SLT prioritise staff engagement in focused professional development opportunities to consistently enhance subject knowledge over time as well as achieve school improvement objectives. Leadership have been dedicated to welcoming local and global visitors to lead CPD Staff meetings covering various areas such as Cornerstones Curriculum, Walkthrus program, Morrell's handwriting, trauma-informed training, AI training and Paul Dix's restorative practice training. These sessions aim to provide staff with the necessary tools and knowledge to excel in their roles and ensure continuous improvement in teaching practices.</p> <p>Furthermore, we employ a Professional Development Framework (PDF) that includes yearly 1:1 meetings between staff and leadership. These discussions serve as opportunities to identify individual development needs and set clear goals for improvement. By actively involving staff in their professional growth and providing tailored support, we aim to foster a culture of continuous learning and development, ultimately benefiting both staff and students.</p> | <p>Staff meeting CPD – Cornerstones, Walkthrus, Morrell's handwriting, trauma informed training, AI training and Paul Dix restorative practice training.</p> <p>PDF – Professional development framework 1:1 meetings.</p> |
| <p>2.7 There is effective induction for all new staff, including middle and senior management and staff are effectively deployed.</p> | <p>Staff deployment is managed efficiently to maximise effectiveness and productivity. Through careful consideration of individual strengths, skills, and areas of expertise, staff members are assigned roles and responsibilities that align with their qualifications and interests. This strategic deployment ensures that each</p> | <p>ECT and IQTS mentoring.</p> <p>Staff Inductions</p> |



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| | <p>staff member can make meaningful contributions to the school's goals and objectives, fostering a culture of collaboration and success.</p> <p>Our mentoring systems for our current Early Career Teachers (ECTs) and Initial Qualified Teacher Status (IQTS) trainees have been supportive, involving regular meetings, observations, and assistance. Despite facing challenges over the past 12 months, including multiple staff absences, our staff inductions have been impacted, prompting us to seek enhancements in our induction procedures for all new staff members.</p> | |
| 2.8 There is access to high quality external advice and support, which is used to good effect to improve the quality of education. | <p>Access to high-quality external advice and support is utilised effectively to enhance the quality of educational opportunities. Staff members benefit from continuous professional development sessions during staff meetings, covering a range of topics such as Cornerstones Curriculum, Walkthrus program, Morrell's handwriting, AI in education training, trauma-informed training, and Paul Dix's restorative practice training.</p> <p>Additionally, Claire Campbell from the Education Support Centre has provided invaluable assistance during staff meetings, particularly in sessions focused on trauma-informed approaches. Tina Moore, an Early Years Advisor, has visited Willaston School to provide advice and training to our reception teachers regarding the newly reformed Early Years Foundation Stage (EYFS). This support helps ensure our teacher is up-to-date with</p> | <p>Staff meeting CPD – Cornerstones, Walkthrus, Morrell's handwriting, trauma informed training, AI in education, Paul Dix restorative practice training.</p> <p>Education Support Centre – Claire Campbell training.</p> <p>Tina Moore (Early Years Advisor)</p> |



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| | <p>the latest EYFS curriculum, improving early years education at our school.</p> <p>These external resources and expertise contribute significantly to improving teaching practices and ensuring the well-being of students and staff alike.</p> | |
| <p>2.9 The Governing Body is well trained and knowledgeable about Inclusion, capable of a challenge and support role.</p> | <p>Due to our inclusive ethos we're excited to announce that Willaston School has invited local Police Officer PC Louise Kennaugh to join our Governor team. Her positive partnership and inclusive nature make her a wonderful role model for our young community.</p> <p>Our Governor Body is led by Barbara Brereton as Chair, and including Lee Price and Lulu Gillow as co-opted governors, as well as Toby Smith as a parent governor. The role of School Governing Bodies in the Isle of Man differs from that in the UK. Here, their involvement is more restricted, resulting in less influence on the day-to-day operations and life of our school. Therefore, it would be positive to build up the knowledge of inclusion with our Governing Body in the future, especially with the help of PC Lou.</p> | <p>Governors Barbara Brereton - Chair of Governing Body Lee Price - Co-opted Governor Lulu Gillow - Co-opted Governor Toby Smith - Parent Governor</p> <p>PC Lou – Local Community Police Officer.</p> |



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Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

School Overview Commentary

We are in the exciting process of updating our school's curriculum to carefully design it to be broad and sequenced over time in each subject area, aiming to build new learning while fostering the development of pupils' characters for success in life. By including initiatives such as Pie Corbett's Talk for Writing approach and the integration of the White Rose Mathematics and Science curriculum, we aim to provide rigorous and relevant educational opportunities. These efforts are part of a broader commitment to fostering deeper understanding and engagement among students, preparing them for success in both academic and personal endeavors.

Central to our curriculum strategy is the promotion of reading skills and a love for literature. Investments in a diverse range of reading materials for each year group, alongside innovative practices like whole-class guided reading and RWI phonics schemes, aim to nurture reading proficiency and enjoyment among students. Initiatives such as 'ERIC' time and cosy classroom reading areas create a calming environment where students can explore the world of books, fostering a culture of literacy within the school community.

Underpinning our curriculum approach is strong leadership and a commitment to continuous improvement. Through strategic planning and collaboration, the leadership team at Willaston School has been actively remodelling the School's Curriculum to provide a robust foundation for student growth and achievement. We have mapped out a brand new Long Term Plan using the Cornerstones planning model, ensuring alignment with our school's vision and goals and a clear progression of learning throughout the school. We have also worked as a staff team to add Manx links to our curriculum with examples of trips and visitors. This proactive approach ensures that our curriculum reflects our dedication to providing a high-quality education that empowers our children to thrive in the modern world, whilst also celebrating our local Manx culture.

Future plans in this area

SLT to review and update the core subject planning, teaching and assessment of the school's curriculum to raise whole-school attainment and progress in line with our School Improvement Plan 2023/2024. To fully implement and embed the new Core Curriculum and Cornerstones Curriculum with staff CPD to ensure comprehensive curriculum coverage in a Long Term Plan from September 2024.

| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |
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Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

| Criteria | Comment | Evidence Location |
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| 3.1 The curriculum is broad and sequenced over time in each subject area to build new learning as well as developing pupils' characters to succeed in life. | <p>We are in the exciting process of updating our school's curriculum to carefully design it to be broad and sequenced over time in each subject area, aiming to build new learning while fostering the development of pupils' characters for success in life.</p> <p>We follow Pie Corbett's Talk for Writing approach to structure our literacy curriculum. This approach provides a systematic method for teaching writing skills, emphasising the importance of oral language development, storytelling, and imitation in the writing process. Nicola Boylan is in the process of writing a literacy overview linked to this to ensure consistency of literacy planning across the school.</p> <p>Furthermore, we are in the process of embracing the White Rose Mathematics and brand-new Science curriculum to enhance the rigor of mathematics and science education at Willaston School. This curriculum provides structured learning experiences that allow for precise assessment of student progress, ensuring that each student receives targeted support and challenges to maximise their potential.</p> | <p>Pie Corbett's Talk for Writing.</p> <p>Whiterose maths and science schemes.</p> |



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| | <p>This alignment fosters deeper understanding and engagement, enabling students to make meaningful connections between different areas of learning and facilitating their overall academic growth and development.</p> | |
| <p>3.2 The curriculum allows pupils to develop reading skills that enables them to develop key vocabulary and inference skills.</p> | <p>Over recent years, enhancing reading attainment and fostering a love for reading has been a central focus of our School Improvement Plans, led by Nicola Boylan and Shelley Rutter. Significant investment has been made in acquiring brand-new, diverse reading materials for both the library and classroom sets. In 2022, the entire school had the opportunity to visit a local Waterstones bookstore, where every child was able to select a book to add to the school's collection. Each classroom now boasts a dedicated, cosy reading area, thanks to funds allocated for this purpose.</p> <p>Nicola Boylan has led the implementation of 'Whole-class Guided Reading' across the school, using the 'Take One Book' scheme using exciting class sets of books to enhance vocabulary and inference skills. Additionally, for younger students, the Read Write Inc. phonics scheme has been adopted, with the recent purchase of book bag books aligned with this scheme.</p> <p>After lunchtime there is an encouraged calmness throughout the school due to a dedicated time for reading known as 'ERIC,' which stands for 'Everyone Reading In Class.' This tradition has become a beloved</p> | <p>Large investment in reading materials across the school.</p> <p>ERIC time – Consistent in all classes.</p> <p>Class reading areas.</p> <p>School Library.</p> <p>Nicola Boylan –Whole-class reading – Take one book.</p> <p>RWI phonics Scheme.</p> |



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| | <p>routine across the entire school, where each class devotes time to immersing themselves in the world of books. During this period, students and teachers alike indulge in the pleasure of reading, fostering a calm and focused environment conducive to exploring the wonders of fiction and non-fiction in guided reading and independent reading opportunities.</p> <p>As of April 2024, Willaston School is in the process of updating its reading files, planning, and progression sheets to align with the Isle of Man's recently updated English Curriculum. These efforts reflect our commitment to providing a rich and engaging reading curriculum that supports pupils' development and fosters a lifelong love for reading.</p> | |
| 3.3 Leaders ensure the curriculum provides the platform for pupils to develop and build upon their knowledge, skills and understanding. | <p>Our leaders recognise the crucial role of the curriculum in fostering students' development of knowledge, skills, and understanding. This recognition is reflected in our School Improvement Plan (SIP), where curriculum development has been identified as a key method of raising the attainment and progress of our children.</p> <p>The Senior Leadership Team has been actively involved in remodelling our Cornerstones Curriculum, a process underway throughout this year. We have mapped out a Long Term Plan and recently introduced it to staff in a staff meeting to share ideas and opinions as well as add Manx links, visitors and trips. Our new</p> | <p>Willaston Long Term Planning.</p> <p>School Improvement Plan.</p> |



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| | curriculum will officially roll out from September 2024. Through this strategic approach, we are keen to provide students with a robust platform for continuous growth and achievement. | |
| 3.4 Curriculum design addresses the local, national and international dimension. | <p>We are in the exciting process of designing a personalised curriculum that addresses local, national, and international dimensions by adapting the Cornerstones Curriculum.</p> <p>As part of our School Improvement Plan (SIP), we are committed to enhancing this dimension by integrating Manx Links into our Cornerstones curriculum. During a recent staff meeting, we discussed potential Manx links, visits and visitors and worked as a team to add these to the newly updated Long Term Plan. This addition will provide students with opportunities to explore and appreciate the unique cultural heritage and traditions of the Isle of Man, fostering a deeper understanding of our local community and its place within a global context.</p> | Manx Links in Cornerstones curriculum part of SIP. – Long Term Planning. |
| 3.5 The curriculum is designed to inspire and motivate pupils to develop their character to succeed in the modern world. | <p>We are designing a curriculum that will ignite students' passion and motivation while nurturing their character for success in the modern world. Cornerstones projects, like "Moon Zoom" in Year 1 and "Frozen Kingdoms" in Year 6, are not only exciting and relevant but also incorporate interest-based activities</p> | <p>Cornerstones Curriculum.</p> <p>30 Days of Kindness challenge.</p> |



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| | <p>promoting skills like collaboration, resilience, and resourcefulness.</p> <p>Additionally, in Spring term 2024 the whole-school participated in a 30-day kindness challenge, fostering empathy, compassion, and positive social behaviours among our students.</p> | |
| 3.6 The curriculum offers opportunities for learning beyond the classroom. | <p>We are keen to extend learning beyond classroom walls to provide enriching and hands-on learning experiences, as referred to in our LTP. We believe that trips and visitors play a crucial role in bringing learning to life through local adventures (see element 8). For instance, our Reception and Year 1 students recently visited a farm to learn about animals, while our Year 4 students delved into Viking history with visits to a museum and beach. These hands-on encounters deepen understanding and ignite curiosity. By integrating these experiences, we aim to enrich our students' education and inspire lifelong learning.</p> | <p>Trip examples – photos, visitors. (See Element 8).</p> |
| 3.7 The wider curriculum contributes to the development of basic skills of reading, writing and maths. | <p>As highlighted in our School Improvement Plan (SIP), we are committed to enhancing the attainment and progress of our students in core subjects. Our broader curriculum plays a significant role in developing fundamental skills in reading, writing, and maths.</p> | <p>Lesson examples/ book work.</p> <p>Lesson visits.</p> |



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| | <p>We utilise RWI phonics, whole-class reading through the 'take one book' approach, and Talk for Writing by Pie Corbett to strengthen literacy skills. In mathematics, we employ the White Rose Maths curriculum to ensure a comprehensive and rigorous approach to mathematical learning. These strategies are integral to our efforts in nurturing well-rounded students who excel academically across all subject areas.</p> | |
| <p>3.8 The curriculum offers opportunities for staff and learners to take risks and to challenge themselves.</p> | <p>Our curriculum fosters opportunities where both staff and learners are encouraged to take risks and challenge themselves. Our teaching staff are eager to incorporate innovative teaching methods, explore new topics, and experiment with different learning approaches to enhance the educational experience. Recent staff professional development sessions, such as Teaching Walkthrus, further empower our team to refine their teaching practices and embrace new instructional strategies.</p> | <p>Lesson visits.</p> <p>Teaching WalkThru's CPD.</p> <p>Curriculum.</p> |
| <p>3.9 If the curriculum is delivered using a thematic approach, does this enable pupils to acquire the knowledge, skills and understanding across subject areas?</p> | <p>We are eager to empower our teachers with flexibility and trust to deliver our curriculum using a thematic approach, facilitating students' acquisition of knowledge, skills, and understanding across subject areas. Thematic teaching fosters interconnected learning experiences, where students explore topics or themes that span multiple subjects.</p> | <p>Lesson visits, displays, curriculum, books.</p> <p>Rec/Year 1- Floor books and Continuous Provision.</p> |



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| | <p>Our teachers in Reception and Year 1 value Continuous Provision and the use of floor books, providing students with opportunities for independent exploration and learning within a rich and stimulating environment. Floor books are a lovely way of capturing this learning in a whole class, cooperative way. These approaches with our younger children promotes active engagement and a deeper understanding through making connections between different areas of learning.</p> <p>Additionally, our teachers strive to expose children to reading texts linked to projects, as well as integrating writing activities into extra-curricular subjects. For example, after an exciting 'Aspirations fortnight' in Year 6 they then were given opportunity to reflect on this in their writing. This allowed Year 6 to apply their knowledge and understanding in a meaningful context. By incorporating literacy skills into thematic units, we enhance students' comprehension and expression across various subject areas, fostering holistic development and academic success.</p> | |
| 3.10 Can all staff discuss the curriculum approach in a coherent and succinct manner? | <p>Our leadership team prioritise effective communication and offer professional development opportunities to ensure all staff feel confident discussing our curriculum approach coherently and succinctly. As we update our curriculum, staff actively contribute insights and ideas. Through regular meetings, workshops, and training sessions, we keep</p> | <p>Staff meetings/CPD – Evidence from our responses to 'current teaching practise and target' staff meeting.</p> <p>Updates to curriculum and schemes.</p> |



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| | <p>everyone informed and aligned with our evolving approach. For instance, recent CPD sessions have included training on Cornerstones Curriculum implementation and Morrell's Handwriting techniques. These opportunities empower our staff to stay informed, engaged, and ready to contribute to our curriculum development process.</p> <p>Furthermore, we recently conducted two staff meetings specifically dedicated to sharing current teaching practices linked to the core curriculum. These meetings provided a platform for staff to discuss what is working well in their teaching and identify areas that need improvement. By encouraging open dialogue and collaboration, we ensure that our curriculum reflects best practices and meets the needs of our students effectively.</p> | |
| 3.11 Extra-curricular activities are widely promoted and take up is monitored. | <p>We actively promote extra-curricular activities to enrich our students' school experience. Examples of these activities include coding club, football, choir, School Council, gardening, and netball. By offering a diverse range of opportunities outside of the classroom, we aim to foster students' interests, talents, and social development. Monitoring opportunities ensures that our children have access to a variety of activities and can benefit from a well-rounded education.</p> | <p>Evidence of clubs and events – School Council, sports, choir, coding.</p> <p>Facebook/website – events.</p> |



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

School Overview Commentary

At Willaston School, our tailored and inclusive approach to education is drawn from educational schemes like WhiteRose Maths and Science, Pie Corbett's Talk for Writing, Cornerstones, and RWI Phonics. We are dedicated to creating a well-rounded learning experience for our children. Engaging "wow moments" and practical, hands-on activities, such as a 'dinosaur' visitors in reception and Viking Shield making in Year 4, make learning meaningful and enjoyable for our children.

The effective deployment of SESOs and ESOs support and enhance learning experiences for our children through additional interventions and classroom support. Our support staff team are instrumental in creating a supportive learning environment, deploying interventions like precision teach, reading, speech&language and phonics. As well as addressing academic needs our support staff also support the nurturing of personal, social, and emotional needs of our children.

We are committed to building an inclusive ethos which is reflected in our calming learning environment, featuring calming nature tones, interactive working walls, and a focus on continuous provision in Reception and Year 1. Resources are strategically adapted to meet diverse needs, including maths resources linked to the WhiteRose Maths scheme and a recent investment in whole-class reading book sets. The quality of learning environments, from the calming Viking Room to classrooms, fosters inclusivity, creating a supportive atmosphere. Teachers' reflective practices, collaboration, and openness to constructive criticism contribute to ongoing improvement, enhancing the overall teaching quality at Willaston School.

Future plans in this area

For all staff to continue to share positive teaching practices in staff meetings following the 'Teaching Walkthrus' approach over the next year. Evaluate the impact through staff reflection and lesson drop-ins.

| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |
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| Element 4 - Teaching and Learning- Learning Environment, Planning Resources and Pedagogy | | |
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| Criteria | Comment | Evidence Location |
| 4.1 Lessons are varied to provide challenge to individuals and groups as well as the whole class. | <p>Learning experiences are thoughtfully planned to suit each student's needs, drawing from various educational schemes such as WhiteRose Maths and Science, Talk for Writing, Cornerstones, and RWI Phonics. WhiteRose Maths provides an engaging approach to mathematics, fostering a deep understanding of concepts.</p> <p>Talk for Writing enhances literacy skills through interactive storytelling and writing exercises. Cornerstones offers cross-curricular lessons, connecting subjects in a meaningful way. RWI Phonics focuses on foundational reading skills. We are eager to cater to individual learning styles and group dynamics, ensuring a well-rounded and inclusive educational experience for all students.</p> | <p>Lesson Visits.</p> <p>Curriculum – WhiteRose Maths, Talk for Writing, Cornerstones, RWI Phonics (See element 3).</p> |
| 4.2 Learners are engaged in all aspects of the lesson. | <p>Our teaching team aim to make an effort to enage learners so that they are eager to actively participate in every aspect of a lesson. Teaching styles vary to emphasise engagement with a range of practical, hands-on, visual and collaboartive learning experiences.</p> | <p>Lesson Visits.</p> <p>Facebook posts of wow moments - E.g. Wolf dressed up visitor in Yr</p> |



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| | <p>As highlighted in our Cornerstones curriculum, each project starts with a "wow moment" to ignite learner interest and curiosity. For instance, in Year 1, a memorable experience involved a dressed up 'wolf' visitor as part of their Little Red Riding Hood literacy genre. In Year 4, after a local beach trip, students engaged in Viking Shield making, connecting their outdoor experience to the curriculum.</p> <p>Additionally, hands-on practical maths activities are integrated, linked to the WhiteRose scheme, ensuring a dynamic and interactive learning environment. These experiences aim to captivate our children's attention and make learning both meaningful and enjoyable.</p> | 1 as part of Little Red Riding Hood, Viking Shields in Year 4 |
| 4.3 Technology is used effectively to support the learning in the lesson. | <p>Technology is a valuable tool actively utilised to enhance learning experiences. Each class has access to a range of Apple iPads and MacBook Laptops. We have access to a range of online resources such as Times-table Rockstars, Oxford Owl Reading and Spelling Shed, which are accessed both in and out of school hours. The school subscribes to these platforms, enhancing the learning experience by making subjects like math and spelling interactive and enjoyable.</p> <p>In Year 5, students have engaged in coding activities via the app 'scratch', fostering valuable digital literacy skills through projects like animating an imaginary world. Moreover, a coding club, led by our enthusiastic Year 6 students, provides an opportunity for younger children</p> | <p>iPad/Laptop use.</p> <p>TT Rockstar's, Oxford Owl and Spelling shed subscriptions.</p> <p>ICT Display in Year 5 – Scratch coding.</p> <p>Coding club led by passionate Yr 6's.</p> |



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| | to explore coding in a collaborative and supportive environment. This approach not only integrates technology into the curriculum but also promotes peer learning and mentorship, creating a dynamic and inclusive educational atmosphere at the school. | |
| 4.4 Support staff are effectively deployed within lessons. | <p>There is a genuine team effort amongst teachers and support staff throughout our school, through seamless collaboration to address students' diverse needs. This collaborative approach ensures that students benefit from a cohesive and supportive learning environment. Our experienced and dedicated support staff play a vital role in lessons by being deployed effectively to facilitate group work that span across abilities. Our teachers and support staff work in collaboration to plan and support personalised learning, ensuring that each child's unique needs and strengths are addressed. By fostering group activities, the school creates an environment that challenges every student, promoting inclusive learning experiences.</p> <p>Our support staff also plan and lead various targeted interventions to address individual needs. Examples include, precision teach, phonics, speech and language interventions. Beyond academics, our valued support staff play a vital role in nurturing students' personal, social, and emotional development. This holistic approach ensures that students receive not only</p> | <p>SESO/ESO Intervention timetables.</p> <p>Lesson visits.</p> |



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| | academic support but also guidance and encouragement in navigating various aspects of their personal growth. | |
| 4.5 Effective planning leads to clear outcomes for each group in every lesson. | <p>As a school we are in the exciting process of updating our school's curriculum to carefully design it to be broad and sequenced over time in each subject area. Recent training of how to use planning tools like Cornerstones has enabled our teacher to plan easily and effectively using their timetabling approach.</p> <p>In particular lessons, teachers strategically group students based on their needs and abilities. This planning includes constant assessment for learning, allowing teachers to adapt and tailor instruction in real-time. The emphasis on clear outcomes ensures that every lesson is purposeful and aligned with the overall educational objectives.</p> | <p>Planning examples e.g. Cornerstones timetables, personal planning.</p> <p>Evidence of grouping/differentiation.</p> <p>School tour.</p> |
| 4.6 The learning environment allows a variety of teaching and learning approaches. | <p>The learning environments around Willaston School are designed to accommodate a variety of teaching and learning approaches. Our teachers have the flexibility to set up their learning environment to suit the needs of their class and teaching styles. Most classrooms feature working walls that visually display the ongoing learning process as well as to celebrate a range of learning abilities. There are clear areas within each classroom designated for specific activities, these include maths areas with access to practical maths resources to dedicated, cosy reading areas.</p> | <p>School tour.</p> <p>Display examples – working walls.</p> <p>Learning Lab.</p> <p>Continuous Provision in Reception and Year 1 – Floorbooks and Tapestry.</p> |



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| | <p>In the centre of our school is the 'Learning Lab' and Library. This is primarily used as a quiet learning space for classes to expand out to. Many SESOs bring small groups of children to this space for quiet interventions and activities.</p> <p>In Reception and Year 1, the innovative use of continuous provision creates an exciting and child-friendly environment for our youngest learners. This approach has allowed our children to be engaged in consolidating their learning through practical, hands-on activities linked to their interests. We document this powerful learning journey in large floor books as well as on our online learning journal, Tapestry.</p> <p>Furthermore, the inclusion of an outdoor learning environment in Reception and forest school opportunities across the school promote exploration adventures, connecting our children with nature.</p> | |
| 4.7 Resources support learning of groups and individuals as well as whole class. | <p>Our school is well-resourced, including a creative stock cupboard, science materials area, music resources and cooking utensils. Each classroom is equipped with a range of maths resources thoughtfully linked to the WhiteRose Maths scheme. Recent investment in whole-class reading book sets enhances reading experiences with diverse and modern texts links to children's interests. In Reception and Year 1, a dedicated focus on hands-on, natural learning materials enriches the overall learning experience. Our learners are encouraged to</p> | School tour/lesson visits. |



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| | show school values of 'fair, respect and safe' when looking after resources and learning environments in our school. | |
| 4.8 Regular audit of resources to reflect needs of pupils and impact review. | <p>We use a whiteboard system managed by our school administrator, Julie Slater, to help us facilitate the addition of required resources from staff to benefit the needs of the pupils. There is a budget tracker and regular meetings between Julie Slater and the leadership team to review the impact of resources to reflect the needs of pupils.</p> <p>We are looking to re-work our auditing and budget focus so that it reflects and builds upon our school priorities in our School Improvement Plan. Recent purchases have focused on the upkeep and improvement of our school building, including our refurbished front entrance, class reading areas and PPA room.</p> | School administrator – Julie Slater. |
| 4.9 Digital technology resources contribute to learners' engagement and progress. | <p>We feel fortunate to have access to a range of Apple technology, such as iPads and laptops. This technology integration includes a variety of educational apps, creating an enriched learning experience for our children. Through class activities like class Kahoot quizzes, TT Rockstars, Book creator, Scratch, our classes can engage in fun and educational activities that not only reinforce knowledge but also make learning enjoyable.</p> <p>In Reception and Year 1, teachers use Tapestry observations to assess practical learning. This platform</p> | <p>Use of iPads and Laptops apps.</p> <p>Tapestry online learning journey – observations and assessments.</p> |



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| | allows us to capture and evaluate hands-on experiences, providing a comprehensive understanding of each child's progress. | |
| 4.10 The quality of all learning environments reflects the inclusive ethos of the school. | <p>Our teachers and children take pride in the quality of our learning environments contributing to the inclusive ethos of our school. The Viking Room, at the heart of our school is designed as a calming nurture space, which highlights the school's dedication to providing a supportive atmosphere.</p> <p>Classrooms are calming learning spaces reflected in natural colours and hessian, creating a setting for focused learning. The use of working walls not only aids in the learning process but also serves as a dynamic display that celebrates achievements and contributions from children. This intentional and thoughtful approach to learning spaces ensures that every environment at Willaston School promotes inclusivity, fostering a sense of belonging and support for our students.</p> | Viking room, classroom tour. |
| 4.11 Staff are knowledgeable about the specific needs of individual learners They provide appropriate resources to enhance their learning and progress. | We value positive relationships between adults and children to help identify specific needs of individual learners. This knowledge helps our teachers to provide tailored resources that enhance learning and support progress. Staff members actively build strong, positive | Class visits. Additional needs resources. Intervention Packs – fine motor EYFS. |



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| | <p>relationships with learners across the school, creating a nurturing and inclusive environment.</p> <p>To facilitate learning, additional resources range from phonics strips, reading overlays, fidget toys and personalised intervention packs carefully curated to meet the individual needs of children. These materials are designed to cater to the unique needs of each student, ensuring that they receive targeted support. This commitment to individualised learning resources reflects the school's dedication to fostering a supportive and enriching educational experience for every student at Willaston School.</p> | |
| 4.12 Learners contribute positively in lessons. | <p>Most teachers create learning opportunities that excite learners to actively contribute positively in lessons. Varied approaches range from engaging discussions, peer collaboration, and practicing 'whole-body listening' helps our children to contribute in lessons. This proactive participation not only creates a vibrant and dynamic learning environment but also serves as a valuable tool for teachers to assess progress.</p> <p>Our school resonates with a positive, happy buzz, where learners display genuine passion and eagerness to learn. This enthusiastic atmosphere reflects the commitment of Willaston School to fostering a love for learning and creating an environment where students actively contribute to their own educational journey.</p> | <p>Class visits.</p> <p>Social Media - photos</p> |



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| <p>4.13 Teaching staff demonstrate a range of teaching approaches.</p> | <p>Our teaching staff showcase a diverse range of teaching approaches and experience, ensuring a dynamic and effective learning environment. Recently, CPD opportunities have been provided in our weekly staff meetings via the 'Teaching Walkthru' books and website. These tools facilitate the sharing of positive teaching approaches among teachers. Examples include strategies like 'think, pair, share,' 'cold-calling,' and the use of 'show me boards.'</p> <p>By incorporating these methods, our teachers at Willaston School not only enrich their own teaching practices but also contribute to a collaborative culture that benefits the entire school community. This commitment to ongoing professional development reinforces a dedication to providing high-quality and innovative education.</p> | <p>Walkthru's CPD https://walkthrus.co.uk/</p> <p>Class visits.</p> |
| <p>4.14 Teachers are reflective in their practice, communicate with each other to improve their pedagogical skills, accept constructive criticism, and tolerate 'controlled chaos' in their classrooms.</p> | <p>Our teaching team are dedicated to improving their teaching methods by being reflective and communicating openly. During staff meetings, CPD and daily discussions our team are always keen to share their knowledge and expertise. This reflective culture extends to staff meetings, where teachers discuss insights and share experiences during Walkthru CPD sessions, contributing to ongoing improvement in teaching quality at the school.</p> | <p>Lesson Drop-in/observation feedback.</p> <p>Teaching Walkthrus – Reflective CPD.</p> <p>Staff meeting notes reflecting on our current teaching strengths and whole-school targets.</p> |



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| Element 5 - Assessment | | | |
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| <p>School Overview Commentary</p> <p>Willaston School is committed to a student-centered educational approach, utilising data to identify and address learning gaps effectively. Through schemes such as the Talk for Writing progression sheets, White Rose Maths, Cornerstones Curriculum, and Read Write Inc phonics, the school ensures a diverse and comprehensive strategy for individualised student development. This approach reflects a dedication to fostering a well-rounded education that addresses specific needs and promotes a growth mindset culture.</p> <p>The school prioritises ongoing assessment and progress tracking, employing platforms like Arbor and Tapestry to maintain a thorough understanding of each student's journey. Clear communication through yearly reports, meetings, and parent involvement strengthens the collaborative relationship between the school and parents. This commitment to transparency and partnership contributes to a supportive learning environment.</p> <p>Strategies such as 'Super Sharing' plenaries in the EYFS/YR1 and weekly celebration assemblies create a positive and supportive learning culture, reinforcing the value of effort and resilience. The encouragement of collaboration through talk partners and peer learning further contributes to the school's goal of creating an inclusive and engaging learning community. Willaston School's holistic approach ensures not only academic success but also the overall well-being and personal growth of all children showing our values of 'fair, respect and safe.'</p> | | | |
| <p>Future plans in this area</p> <p>Implement writing moderation opportunities across the school using the 'Pobble 365' program by September 2024 to ensure consistency in assessing writing and lead to acknowledging the progression of writing across the school.</p> | | | |
| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |



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| Element 5 - Assessment | | |
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| Criteria | Comment | Evidence Location |
| 5.1 Staff use prior attainment data to identify gaps in learning in order to plan effective learning opportunities. | <p>Our dedicated staff utilises prior attainment data to carefully identify learning gaps, ensuring a targeted and effective approach to student development. Our Talk for Writing progression sheet aids in tracking and addressing gaps in literacy, providing a clear roadmap for enhancing writing skills. In mathematics, the school follows the White Rose Maths framework, guiding teachers to pinpoint and address specific gaps in students' mathematical understanding through a structured and progressive curriculum. Additionally, the Cornerstones Curriculum enriches our cross-curricular approach, fostering a well-rounded education.</p> <p>Recognising that each student's learning journey is unique, our staff organises additional interventions, such as small-group sessions or one-on-one support, to address specific gaps. This personalised and comprehensive strategy ensures that every student at Willaston School receives the targeted assistance needed for their individual growth and success.</p> | <p>Arbor – Levels</p> <p>Curriculum– Cornerstones, WhiteRose maths, Talk for Writing, RWI Phonics (see element 3).</p> <p>SESO Interventions.</p> |



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| <p>5.2 There is a clear programme and methodology for tracking learners' ongoing progress.</p> | <p>At Willaston School, we prioritise a comprehensive approach to tracking learners' ongoing progress. In line with the Isle of Man's current assessment changes we are currently building and reconstructing our assessment programme. Currently, we complete regular pupil progress reports and termly meetings where teachers discuss individual student achievements and areas for improvement with SLT. Trackers, integrated into our teaching methodologies, help monitor and document progress across subjects and key skills. Utilising the Arbor level documenting system enhances the efficiency of our progress tracking.</p> <p>In our Early Years Foundation Stage (EYFS) reception classroom, progress is tracked through Tapestry, aligning with the newly updated EYFS framework. This platform enables teachers to capture and record observations, photos, and assessments, ensuring a holistic understanding of each child's development. The combination of pupil progress reports, termly meetings, trackers, Arbor level documenting, and the EYFS Tapestry approach creates a robust framework for monitoring and supporting learners' progress at Willaston School.</p> | <p>Arbor</p> <p>Pupil-progress reports.</p> <p>EYFS – Tapestry Assessment tool.</p> |
| <p>5.3 Developmental records of individual needs and progress are kept over time and progress is reported to parents during the year.</p> | <p>At Willaston School, we maintain thorough developmental records for each student, helping us to track individual progress over time. Utilising Arbor, our school management system, we employ specific levels to</p> | <p>Arbor – levels.</p> <p>Year 2 and 6 data.</p> |



IQM Self Evaluation Report



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| | <p>capture and communicate various aspects of students' learning development, ensuring a comprehensive understanding of their academic ability.</p> <p>In Years 2 and 6, we collect and analyse specific data points to assess academic achievements and milestones, providing parents with detailed reports to showcase their child's progress and areas for potential improvement. For our youngest learners in the Early Years Foundation Stage, we use Tapestry observations and tracking to document key moments and developmental milestones, sharing these insights with parents at parents evenings to provide a rich understanding of their child's early learning experiences.</p> <p>Yearly reports and parent meetings held twice a year serve as formal opportunities to communicate overall progress, strengths, and areas for improvement, ensuring transparent and collaborative communication between the school and parents.</p> | <p>EYFS – Tapestry observation journal (See element 4).</p> <p>Yearly Reports and parent meetings twice a year. (see element 7).</p> |
| <p>5.4 The learning environment supports a growth mindset type of culture using effective feedback to allow learners to take the next steps in their learning journey.</p> | <p>We are working to build a growth mindset culture within our learning environment, emphasising the value of effort and resilience. Our Year 4 teacher, Fiona Bousfield prides herself in supporting the growth mindset of her class through the use of phrases and displays in her classroom. This approach is something that we would like to build upon throughout the school in the future. Teachers provide constructive verbal feedback that not only recognises achievements but also guides students</p> | <p>Variety of verbal and written feedback– Books.</p> <p>Weekly Celebration assembly.</p> <p>Super Sharing Plenary – Rec/YR1 – classroom area – stage and washing line.</p> |



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| | <p>on their next steps, encouraging a continuous journey of improvement.</p> <p>In our weekly celebration assemblies, we take the time to acknowledge and celebrate instances where students exhibit positive values including a growth mindset. 'Super Sharing' plenaries occur in Reception and Year 1, to create a supportive atmosphere where our youngest children can reflect on their positive learning moments, share successes, and focus on the next steps in their learning journey. These practices instill a mindset that embraces challenges and inspires students to approach learning with enthusiasm and perseverance.</p> | School tour. |
| 5.5 Learners' understanding is checked throughout the lesson and any misconceptions are accurately addressed. | <p>At Willaston School, we prioritise ongoing, daily assessment to ensure learners' understanding is consistently monitored throughout each lesson. Teachers employ various formative assessment strategies such as questioning, quizzes, and peer discussions to gauge levels of understanding.</p> <p>When misconceptions arise, our teachers promptly and accurately address them, providing clarification and additional support as needed. This proactive approach ensures that students receive immediate feedback, fostering a dynamic learning environment where misunderstandings are swiftly identified and rectified to promote continuous and effective learning.</p> | Lesson visits. |



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| 5.6 Teachers engage with learners to develop a clear analysis of individual needs from their discussions. | <p>Our teachers prioritise active engagement and positive relationships with all learners to gain a comprehensive understanding of individual needs. Verbal feedback serves as a powerful tool during these discussions, allowing educators to provide specific insights that celebrate achievements and address areas for improvement. Through this ongoing dialogue, teachers create an environment where learners feel heard and supported, contributing to the development of a clear analysis of each child's unique strengths and needs.</p> <p>Building positive relationships is crucial to our educational approach. By taking the time to get to know each student personally, we can establish trust and rapport. This investment in relationships allows our teachers to uncover the knowledge of learners' strengths and needs, facilitating targeted and effective interventions. From personalised support from our SESOs to differentiated instruction, our teachers leverage this knowledge to ensure that every child receives the individualised attention necessary for their growth and success at Willaston School.</p> | <p>Lesson visits – positive relationships.</p> <p>SESO intervention timetables.</p> |
| 5.7 Learning intentions and success criteria are understood by learners and contribute to their acquisition of new skills and knowledge. | <p>We prioritise the clarity and understanding of learning intentions and success criteria by our learners, recognising their importance in acquiring new skills and knowledge. Teachers plan lessons according to next steps and regularly refer to these learning intentions and success criteria throughout the lesson, emphasising their</p> | <p>Lesson visits.</p> |



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| | significance in guiding the learning process. This ensures that students are not only aware of what is expected but also understand how to measure their progress and success. | |
| 5.8 Learners have a shared awareness of their personal targets and can describe their learning journeys and progress made. | We are keen to foster a culture where learners actively participate in their educational journey by maintaining a shared awareness of their personal targets. In our yearly written reports, our children are given opportunity to reflect on their learning journey as well as adding a target for the following year. After discussion and moderation, we would like to work on a consistent approach throughout the school in creating personal targets for our children in the future. | Lesson visits. Yearly Reports – Child section. |
| 5.9 Learners are actively encouraged to support each other in the learning process. For example, talk partners and peer learning. | <p>We actively encourage a collaborative learning environment where students support each other in the learning process. One example of this is the use of talk partners, where learners are paired up to engage in meaningful discussions, share ideas, and help each other understand concepts. This collaborative approach promotes peer interaction and communication, fostering a sense of teamwork and shared responsibility for learning.</p> <p>Additionally, collaborative peer learning is integrated into daily learning opportunities. Students work together on projects, group activities, and problem-solving tasks. This not only enhances their understanding of the subject matter but also develops important social and</p> | Lesson visits. |



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| | interpersonal skills including our school values of 'fair, respect and safe.' By fostering a culture of mutual support and collaboration, we aim to create a positive and inclusive learning community at Willaston School where students can thrive academically and socially. | |
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IQM Self Evaluation Report



Element 6 - Behaviour, Attitudes to Learning and Personal Development

School Overview Commentary

At Willaston School, we are committed to providing an effective learning environment through the intentional creation of a calm and supportive school for all. At the heart of our school is the recently moved and well-loved 'Viking Room,' a calming, nurturing space led by Family Support Workers Andrea McAdam and Vickie Dignan. This calming space plays a vital role in providing personalised interventions, ensuring a supportive environment for all children to engage fully in school activities. Andrea and Vickie implement impactful interventions, including 'Sand Therapy' and the 'Seasons for Growth' program, to support emotional expression and processing. These holistic approaches underscore the school's commitment to providing tailored and comprehensive well-being support for every student at Willaston School.

Character development is a focal point at Willaston School, emphasising our core values of 'fair, respect, and safe.' Strategies such as self-regulation plans and clear expectations empower our children to take responsibility for their actions and emotions. Special events, such as the annual Rock Kidz visit assembly and 30 days of kindness, reinforce themes of resilience and positivity, contributing to the development of well-rounded individuals who excel academically and possess essential character traits for successful adulthood. Alison Honeyman has developed our school's routines and behavior expectations, influenced by Paul Dix's restorative approach training. This is to create a harmonious and supportive atmosphere where staff and learners share a commitment to a calm, consistent, and fair approach to behavior management.

We actively instill high aspirations in learners through initiatives like the weekly celebration assembly, where positive efforts are recognised with certificates and treats, fostering a motivating environment that empowers students to believe in their potential and reach for excellence. Overall, we are dedicated to creating a nurturing and inclusive learning community where every individual has the opportunity to flourish.

Future plans in this area

1. Alison Honeyman, our Behaviour Lead and Assistant Headteacher to continue the journey following Paul Dix's Restorative approach to refresh and support new teachers to the school and implement our behaviour blueprint.
2. By Summer term 2024, relocate the Viking room and divide it into three separate rooms to better cater to its increasing demand, to include a Therapy room called Greeba, a soft sensory room and a Viking room.

Inclusive Practice Grade

(please circle relevant grade with 1 being the highest)

1

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IQM Self Evaluation Report



Element 6 - Behaviour, Attitudes to Learning and Personal Development

| Criteria | Comment | Evidence Location |
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| 6.1 The environment is calm and organised. | <p>At Willaston School, the atmosphere is intentionally calm and organised, contributing to an effective learning environment. The use of soothing botanical colors and materials like hessian in displays creates a visually pleasing backdrop for focused learning. This attention to detail reflects the school's commitment to students' well-being, providing a structured and predictable setting.</p> <p>In addition to the calming aesthetics, Willaston School places emphasis on clear routines. This further enhances the organisation of the learning environment, ensuring that students have a clear understanding of school expectations. Clear routines help students feel secure and confident, and the use of visual timetables in most classrooms provide a clear guide for the day's activities. The combination of a calm atmosphere, thoughtful aesthetics, and structured routines underscores Willaston School's dedication to providing a nurturing and effective educational setting.</p> | School tour. |
| 6.2 The inclusive environment promotes attitudes of understanding | Willaston School prioritises inclusivity, nurturing an environment that encourages understanding and acceptance of individual differences. This approach | Modified timetables |



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| and acceptance of individual differences where learners and staff can thrive. | <p>creates a space where both learners and staff can thrive. Modified timetables can be implemented to cater to varied needs, ensuring that all children can fully engage in their educational journey. Staff training, led by Claire Campbell from the Education Support Centre, focused on a trauma-informed approach. This equipped our staff with the skills to support learners who may have experienced trauma, fostering a school culture where both students and staff can thrive emotionally and academically.</p> <p>Abbie Irving, our EYFS teacher places emphasis on interest-based learning by recognising and valuing the unique strengths and preferences of each learner, allowing them to explore topics and activities aligned with their interests. By fostering an inclusive environment that embraces diversity and supports individual needs, Willaston School creates a welcoming community where everyone has the opportunity to flourish.</p> | <p>SEN paperwork.</p> <p>Trauma informed training CPD – ESC Claire Campbell.</p> <p>Abbie Irving – EYFS classroom – interest-based learning – displays/whiteboard planning in the moment.</p> |
| 6.3 Learners' individual character is developed so that they understand the importance of tolerance, co-operation and resilience guiding them to make positive choices that will impact upon their future journey into adulthood. | <p>At our school, we focus on shaping each learner's character by emphasising our school values 'fair, respect and safe.' Our approach encourages students to make positive choices that will influence their future journey into adulthood. We use strategies such as self-regulation plans and clear expectations to support students in taking responsibility for their actions and emotions.</p> | <p>Self-regulation Plan</p> <p>Therapeutic timetable</p> <p>Rock Kidz (see element 8).</p> <p>30 days of kindness event.</p> |



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| | <p>Our therapeutic timetable plays a crucial role in supporting identified children with their social and emotional development. This specially designed schedule exposes them to a variety of activities outside of school, creating a nurturing space for their growth and well-being.</p> <p>In addition, we organise special events like the annual Rock Kidz visit assembly and a 30 days of kindness event to highlight themes of resilience, positivity and kindness. These events provide valuable insights and inspiration for students, reinforcing the importance of overcoming challenges and maintaining a positive outlook on their personal journeys. Through these efforts, our goal is to develop well-rounded individuals who not only excel academically but also possess the character traits essential for a successful transition into adulthood.</p> | |
| 6.4 Routines and expectations of behaviour are known and adhered to by both staff and learners. | <p>At our school, there is a clear and shared understanding of routines and behavior expectations among both staff and learners. Everyone follows our behavior blueprint, which includes relentless routines like using "hands up for silence," "whole-body listening" and warmly welcoming children at the start of the day and saying goodbye at the end. The school values a calm, consistent, and fair approach to behavior management.</p> <p>Influenced by Paul Dix's CPD training, our staff are equipped with effective strategies, including stepped sanctions, microscripts, and restorative questions. These</p> | <p>Behaviour Blue Print/behaviour policy.</p> <p>Alison Honeyman – Behaviour lead.</p> |



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| | tools help maintain a positive and respectful learning environment. Stepped sanctions provide a structured approach to addressing behavioral issues, while microscripts offer a precise way to communicate expectations. The use of restorative questions aligns with fostering a culture of understanding and accountability, allowing learners to reflect on their actions and make positive choices. This comprehensive approach ensures a harmonious and supportive atmosphere at our school. | |
| 6.5 Effective systems are in place to promote attendance and punctuality of all learners in line with the most recent national average for each sector (e.g. Special, Primary, Secondary, PRU, Alternative Provision and any other educational setting). | Willaston School has implemented a supportive system to ensure optimal attendance and punctuality, aligning with national averages. Regular monitoring of our Arbor register system identifies attendance patterns, and reminder letters are sent to parents to emphasise punctuality's importance. We have an onsite breakfast club which also supports families at the start of each day if required. Additionally, a partnership with the Education Welfare Officer (EWO) Service provides additional support for persistent attendance challenges, reinforcing Willaston School's commitment to maintaining high standards of attendance and punctuality. | Arbor – registers. Breakfast club. |
| 6.6 Early identification and effective interventions are in place to reduce fixed term (including repeat FTE) and permanent exclusions. | Inspired by Paul Dix's restorative approach, we adopt a proactive strategy to minimise fixed-term exclusions, including repeat occurrences, and permanent exclusions through early identification and effective interventions. We are dedicated to implement additional interventions | Self-regulation plans. Therapeutic timetable. Modified timetables. |



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| | <p>tailored to individual student needs, such as therapeutic timetables offering trips to benefit social and emotional needs.</p> <p>Moreover, we employ self-regulation plans as a valuable tool to empower students in managing their behavior. This approach fosters a sense of responsibility and control, encouraging students to take an active role in their personal development. In instances where modifications to the timetable are deemed necessary, personalised schedules are created to accommodate specific needs, with links with the ESC (Education Support Centre) and wider establishments such as forest school, local swimming pools and farms. This multifaceted approach demonstrates Willaston School's commitment to reducing exclusions and promoting positive behavior among its students.</p> | Links with ESC and forest school. |
| 6.7 Positive attitudes of both staff and learners are promoted through growth mindset and mindfulness approaches to learning. | <p>At Willaston School, the promotion of positive attitudes among both staff and learners is a priority, achieved through the incorporation of growth mindset and mindfulness approaches to learning. We have organised fun class workshops and whole-school assemblies with Rock Kidz, providing an engaging platform for students to embrace a growth mindset through creative activities.</p> <p>In addition to growth mindset initiatives, Willaston School offers weekly yoga sessions with Jane, an externally trained yoga teacher for several classes. This provides an opportunity for both staff and learners to</p> | Rock Kidz Yoga Teacher - Jane |



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| | engage in mindfulness practices, promoting a sense of calmness and concentration. These intentional efforts to incorporate growth mindset principles and mindfulness practices underscore Willaston School's commitment to cultivating positive attitudes within the school community. | |
| 6.8 Healthy lifestyles are promoted across the school for both staff and learners. | <p>Willaston School, in collaboration with Faye and Stacey from our dedicated school catering team, is committed to fostering healthy lifestyles among both staff and learners. The school, prioritises wholesome choices by offering a diverse range of healthy options in school lunches, including a fruit and salad bar. Students are actively encouraged to opt for fruit snacks, and the provision of water in bottles ensures easy access to hydration throughout the day. Furthermore, Faye and Stacey play a crucial role in maintaining the high standard of school lunches, contributing to the overall health and well-being of the school community. Additionally, we provide free fruit, reinforcing the importance of making nutritious choices. During Autumn and Spring term, our Reception and Year 1 classes teamed up with the 'Smile of Mann' charity providing additional daily toothbrushing for our children.</p> <p>Recognising the link between physical activity and health, we have established a bike/scooter shelter, promoting active transportation methods and encouraging regular exercise. As a school, we have local links with yoga, MSR sports coaching, forest school and</p> | <p>School dining hall/menu.</p> <p>Smile of Mann – Toothbrushing in Reception and Year 1 (Aut/Spr).</p> <p>Bike shelters.</p> <p>Weekly active activities- yoga, swimming, MSR coaching, forest school etc.</p> |



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| | the NSC Swimming pool for weekly active activities. This collaborative effort, involving both nutrition and physical activity initiatives, underscores our commitment to cultivating and maintaining healthy lifestyles across the entire school community. | |
| 6.9 Learners demonstrate a shared ethos of respect within their understanding of Inclusion. | Our learners exhibit a collective ethos of respect, rooted in their understanding of inclusion as highlighted as one of our school values, 'fair, <u>respect</u> and safe.' This is evident through initiatives like the Kindness Challenge held in the Spring term 2024. During this challenge, students actively demonstrated acts of kindness, fostering a positive and inclusive school culture. The Kindness Challenge served as a platform for learners to engage in thoughtful and considerate actions, reinforcing the values of respect and inclusivity. | School Values 'Fair, <u>respect</u> and safe' Whole School 30 day kindness Challenge – journals. |
| 6.10 Learners have a clear understanding of the school's expectations on behaviour, bullying and harassment including online or offline. | Our Willaston learners demonstrate a clear understanding of the school's expectations and core values of 'fair, respect, and safe'. Integrated into daily language and reiterated during weekly assemblies. These values serve as guiding principles for the entire school community. Alison Honeyman has led our behaviour approach reflected in our behavior policy and during staff Continuous Professional Development (CPD) designed in alignment with Paul Dix's restorative approach and behavior blueprint. This comprehensive framework ensures that both students and staff are well-versed in principles that prioritise accountability, | Paul Dix's Restorative Approach. Clear behaviour policy – behaviour blue print. PC Lou – Partnership. |



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| | <p>empathy, and constructive resolution when addressing behavioral issues.</p> <p>Additionally, Willaston School maintains a strong partnership with PC Lou, our local community police officer. This collaboration further reinforces the school's commitment to a safe and secure environment. PC Lou's presence and engagement with the school community on a weekly basis contributes to the implementation of proactive measures and support in fostering positive behaviour among learners.</p> | |
| <p>6.11 Learners are made aware of the key personnel on site to discuss any inclusion issues they may have.</p> | <p>Positive relationships with teachers form a cornerstone of the school's approach to fostering an inclusive environment. Learners feel comfortable to share any worries they have at any point.</p> <p>In addition to the teaching staff, learners benefit from the dedicated support of Family Support Workers, Andrea McAdam, and Vickie Dignan based in our calming and nurturing 'Viking room' space. They provide extra interventions and support to ensure the well-being and inclusion of all students. Both will be attending an online course with Jenny Knox focusing on anxiety support and pathological demand avoidance. Beth Lace, our Head of School and SENCO, is readily available, fostering an open-door policy to address any concerns and provide support.</p> | <p>Andrea McAdam and Vickie Dignan – Family Support Workers based in the Viking room.</p> <p>Beth Lace – Our Head of School.</p> |



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| <p>6.12 There is obvious support for different needs, enabling full access to participation in school life.</p> | <p>There is evident support for diverse needs, ensuring full access to participation in school life. Support staff interventions play a crucial role in addressing individual requirements, facilitating an inclusive learning environment. These are identified by the class teacher and tailored to the individual needs of children.</p> <p>At the beating heart of our school is the recently moved and well-loved 'Viking room' which is a calming space led by our Family Support Workers, Andrea McAdam and Vickie Dignan. They play a vital role in providing personalised assistance and fostering an environment where all children can engage fully in school activities. Andrea and Vickie implement impactful interventions, such as the use of 'Sand Therapy' and 'Seasons for Growth.' Sand Therapy involves providing our children with a safe and non-verbal space to express their emotions and thoughts. This intervention has proven to be effective in helping students, particularly those facing challenges in expressing themselves verbally, explore and process their emotions in a supportive and creative environment. The incorporation of sand therapy aligns with our commitment to providing holistic and personalised support for the well-being of our students at Willaston School.</p> <p>Jules Cowin, an external play therapist works at the school one day a week offering children 'beacon therapy' sessions helping children through of bereavement,</p> | <p>SESO intervention timetables (See element 4)</p> <p>Viking room</p> <p>Family support workers – Andrea McAdam and Vickie Dignan</p> <p>Intervention examples - Sand therapy and Seasons for Growth.</p> <p>Jules Cowin – Play Therapist – Beacon Therapy – Timetable.</p> |
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| | sibling separation, trauma through play and creative arts, funded by a local Microgaming Charity. | |
| 6.13 Staff instil high aspirations in learners. Every opportunity is taken to embed learners' self- belief to seek ambitious goals. | <p>At Willaston School, staff actively instill high aspirations in learners, consistently encouraging them to pursue ambitious goals. The school seizes every opportunity to embed self-belief in students, fostering a mindset that embraces challenges and sets high expectations for personal achievement both in and out of school.</p> <p>A tangible example of this commitment is the weekly celebration assembly, where outstanding efforts are recognised through "Willaston Wow" certificates, earning delicious hot chocolates in our staff room, and "Willaston Wonder" certificates, earning ice cream treats at lunchtime. This recognition system not only acknowledges individual accomplishments but also reinforces the importance of setting and striving for ambitious goals. Through these initiatives, Willaston School creates a positive and motivating environment that empowers learners to believe in their potential and reach for their dreams.</p> | Celebration assembly – wow/wonder. |



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Element 7 - Parents, Carers and Guardians

School Overview Commentary

Willaston School is a proud community school in the heart of Willaston. We prioritise effective communication between parents and school staff and are keen to get to know the families at our school through a range of formal and informal opportunities in order to build positive relationships. Parent-teacher meetings occur twice a year, providing a structured space to discuss a child's progress, with additional meetings arranged as needed. Teachers maintain accessibility through phone calls and are available at the start and end of the day, ensuring a collaborative approach to support students' overall development. Clear communication is further emphasised through various channels, including direct phone calls, social media platforms like Facebook and Twitter, and monthly newsletters.

We are eager to ensure that our parents, carers, and guardians feel valued as partners, evident through positive interactions on Facebook, and engagement in events such as trips, Christmas concerts and weekly swimming session support. The school's contact systems, managed by our welcoming school administrator Julie Slater, respond effectively to the needs of parents. Modern systems like Arbor and ParentPay enhance communication efficiency. Staff, including Head of School/SENCO Beth Lace and Family Support Worker Andrea McAdam, maintain clear, consistent communication, especially with parents of vulnerable learners. The school's commitment to accessible and diverse communication methods, combined with a positive and inclusive atmosphere, fosters confidence and trust among parents in the school leadership and overall educational experience.

Future plans in this area

- 1. Develop and publish a school inclusion policy document by Autumn term 2024 that outlines the school's commitment to fostering an inclusive environment, accessible to parents and all members of the school community via our school website.
- 2. Establish a parent forum and draft a parent partnership policy by 2025 to enhance collaboration and communication between parents and the school community.

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| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |
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Element 7 - Parents, Carers and Guardians

| Criteria | Comment | Evidence Location |
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| 7.1 High quality opportunities exist for parents to engage with teachers to discuss the needs of their own child at different stages. | <p>Willaston School values strong communication between parents and teachers, providing both formal and informal opportunities. Parent-teacher meetings occur twice a year, offering a structured space to discuss a child's progress. Extra meetings are arranged as needed to address any emerging concerns promptly.</p> <p>Teachers are available at the beginning and end of the day, enabling quick, on-the-go discussions. Additionally, Teachers maintain accessibility through phone calls, providing direct updates on a child's progress and addressing concerns. This collaborative approach ensures the overall development of students at Willaston School.</p> | Parent meetings – twice a year – timetables on Arbor. |
| 7.2 School Inclusion policy is clearly stated, easily accessed and easy to understand. | As part of our IQM mission, we are currently in the process of writing a school inclusion policy to show our commitment to our inclusive nature as a school and accessibility for all. We aim for this to be available to parents via our school website in an easily accessible format. This reflects the school's dedication to fostering | School Inclusion Policy draft. |



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| | an inclusive environment for all members of the school community. | |
| 7.3 Ease of communication by different means. Translation is available when required. | <p>At Willaston School, we strive to make communication with parents straightforward and inclusive. We use various channels to keep parents informed. Direct phone calls provide immediate updates on a child's progress. Social media platforms like Facebook and Twitter help us share timely information and create a sense of community. Understanding the importance of language diversity, we can offer translation services when needed, ensuring that all parents can easily access information.</p> <p>Additionally, our monthly newsletters keep parents in the loop about school activities, important dates, and educational updates. This commitment to diverse and regular communication reflects our dedication to making information accessible and understandable for all parents at Willaston School.</p> | Phone calls, Facebook, twitter, monthly newsletters. |
| 7.4 Parents, carers and guardians feel valued as partners. | <p>As a school, we cherish our partnership with parents, carers, and guardians, making them feel appreciated. Positive comments on our Facebook posts reflect the strong connection we have with our school community. We also use positive postcards, along with "Wow" and "Wonder" certificates, to recognise and celebrate students' achievements and the support of their families.</p> <p>Parents play an active role as helpers during trips and swimming sessions, contributing their time to enrich the</p> | <p>Facebook posts – comments/likes/ parent engagement.</p> <p>Positive posts, wow/wonders (see element 6).</p> <p>Parent helpers – trips/swimming.</p> |



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| | students' educational experience. These efforts reinforce the sense of value and collaboration between the school and parents, creating a positive and supportive educational environment at Willaston School. | |
| 7.5 The school's contact systems respond effectively to the needs of parents, carers and guardians. | <p>Our contact systems are designed to meet the needs of parents, carers, and guardians promptly and effectively. Julie Slater, our school administrator, is a warm and positive role model who ensures a welcoming atmosphere. She plays a key role in facilitating communication and support for parents. Our commitment to effective communication extends to the use of modern systems like Arbor and ParentPay. These platforms enhance our ability to respond promptly to the needs of parents, carers, and guardians.</p> <p>Upon entering our school, parents and visitors are greeted by a welcoming and bright front entrance, designed to celebrate the ethos of our school. This thoughtful design aims to create a positive first impression and reflects our commitment to providing a friendly and inclusive environment for everyone visiting Willaston School.</p> | <p>Julie Slater – school administrator.</p> <p>Arbor/ParentPay.</p> <p>Front entrance.</p> |
| 7.6 Staff communicate clearly, effectively and consistently as needs arise especially with parents of vulnerable learners. | We are dedicated to maintaining clear, effective, and consistent communication, especially with parents of vulnerable learners. We understand the urgency in addressing needs and building regular communication with parents, so they feel comfortable sharing any concerns, via phone calls, formal and informal meetings. | <p>Arbor – Phone call logs.</p> <p>Parent Meetings</p> <p>Beth Lace – HoS/SENCO</p> |



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| | <p>This approach ensures that parents are promptly informed and actively involved in their child's education, creating a supportive environment.</p> <p>Beth Lace, our committed Head of School and SENCO, is always available for discussions. Additionally, Andrea McAdam, our Family Support Worker, provides valuable assistance to families. These efforts ensure that parents are well-informed and supported, contributing to a nurturing learning environment.</p> | Andrea McAdam – Family Support Worker. |
| 7.7 Staff engage with parents, carers and guardians ensuring that all communication is easily understood. This promotes positive relationships with parents to support learning. | <p>At Willaston School, staff actively engage with parents, carers, and guardians, ensuring that all communication is easily understood to foster positive relationships supporting learning. We use various communication channels, including direct phone calls, to provide personalised updates and address concerns promptly. Social media platforms such as Facebook and Twitter keep parents informed about school events and highlights, contributing to a sense of community.</p> <p>Additionally, our yearly reports offer comprehensive insights into a child's academic progress, while monthly newsletters keep parents regularly updated on school activities. These varied communication methods aim to ensure that information is accessible and promotes a collaborative partnership between the school and parents, ultimately supporting the learning journey of students at Willaston School.</p> | <p>Arbor – Phone call logs.</p> <p>Social Media - Facebook, Twitter.</p> <p>Yearly reports with parent feedback.</p> <p>Monthly newsletters.</p> |



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| <p>7.8 Parents, carers and guardians have confidence in the school. They trust leaders. They feel included and informed about their child's education.</p> | <p>Parents, carers, and guardians have confidence in our school and trust its leaders. This trust is nurtured through inclusive practices, ensuring that families feel informed about and connected to their child's learning journey. Our school prospectus covers details about our educational approach, curriculum, facilities, and overall school life. It's a helpful resource to ensure families have a clear understanding of what to expect, making the transition for their child into Willaston School a positive experience.</p> <p>Events such as Christmas concerts and sports days provide opportunities for parents to actively participate and witness their child's achievements, further strengthening the sense of inclusion. Additionally, regular social media posts keep parents updated on school activities, reinforcing transparency, and fostering a strong sense of community trust at Willaston School.</p> | <p>Meeting and discussion with parents.</p> <p>Events – Sports Days, Christmas Concerts (see element 8).</p> <p>Social Media - Facebook, Twitter.</p> <p>School Prospectus.</p> |
| <p>7.9 Workshops support key areas of the curriculum including literacy, numeracy and the social and emotional well-being of their child.</p> | <p>In the past, Andrea McAdam, our dedicated Family Support Worker, has taken the lead in organising SOLIHULL, a weekly parent workshop. This program focuses on providing valuable guidance to families, aiming to support them at home for the benefit of the social and emotional well-being of our children and their families.</p> <p>In March 2023, Gareth Moorwood, a UK leading SEN advisor, visited the school and took the lead in conducting a parent workshop. This workshop</p> | <p>Andrea McAdam – Family Support Worker – SOLIHULL.</p> <p>Gareth Moorwood Parent Workshop (see element 8 CPD).</p> |



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| | specifically focused on providing guidance and support to parents in assisting children with additional needs at home. | |
| 7.10 Parent Associations support the school in raising funds and providing learning opportunities outside of the curriculum for learners. | PAWS (Parents at Willaston School), led by Assistant Headteacher Alison Honeyman, actively supports the school through fundraising and additional learning opportunities. PAWS organises events like Mother's and Father's Day, gifting items like tulips and chocolates, and hosts festive discos for occasions such as Valentine's Day and Hop Tu Naa. These activities, including the Christmas fair, contribute to a vibrant and supportive school environment, enriching the learners' experiences beyond the curriculum. PAWS are currently raising money to fund new outdoor play equipment. | PAWS – Parents At Willaston School – led by Alison Honeyman (assistant head). Examples of events.- discos, Mother's and Father's day gifts, Christmas Fair (See Element 8) |
| 7.11 Family support mechanisms are in place. | We prioritise comprehensive family support mechanisms. Our Family Support Worker, Andrea McAdam, has led the 10-week SOLIHULL program in past years, providing crucial assistance to families and fostering a supportive network. Andrea is also trained in leading the 'VIG Support' programme to support parents with specific needs at home. This is a positive programme focusing on celebrating the positive interactions between a child and their parents in a supportive environment. | Family Support Worker – Andrea McAdam – SOLIHULL 10-week program. VIG support trained. Links with EHAs, Isle Listen and CAHMS. Local Foodbank/Willaston Community Fridge. |



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| | <p>In addition to our internal support initiatives, we have established relationships with external agencies, including EHaS (Early Help and Support), Isle Listen and CAHMS (Child and Adolescent Mental Health Services). These valuable partnerships enhance our ability to address a wide range of needs within the school community. The Salvation Army have supported our parents with uniform vouchers and Christmas presents. Furthermore, we maintain a connection with the local food bank making provisions available at the end of the school day several times a year. This underscores our commitment to the well-being of our students and their families, creating a caring and inclusive environment at Willaston School.</p> | <p>Salvation Army – Uniform vouchers for M&S and Christmas Presents.</p> |
| <p>7.12 Parents, carers and guardians feel listened to and as a result, are comfortable to approach the staff with any concerns or issues that may arise.</p> | <p>At Willaston School, we prioritise creating an environment where parents, carers, and guardians feel heard, fostering a comfortable atmosphere for addressing any concerns or issues that may arise. Our friendly and positive teachers, SESOs and SLT make themselves available at the start and end of the day on the playground, providing an informal opportunity for parents to discuss matters face-to-face.</p> <p>For those who may prefer a different approach, phone calls are also available, ensuring that parents have various avenues to communicate concerns, contributing to a collaborative and supportive partnership between the school and families.</p> | <p>Start/end of the day.</p> <p>Parent Forum.</p> <p>Arbor – Phone calls.</p> |



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Element 8 - Links with Local, Wider and Global Community

School Overview Commentary

Willaston School is deeply rooted in its community, actively engaging with local resources to enhance learning. The school proudly embraces its Manx identity, integrating local culture into the curriculum through initiatives like weekly Manx language lessons and immersive trips. Community resources, such as local museums and visits from the fire brigade, enrich learning experiences for students, making education more engaging and relevant while fostering stronger ties between the school and the Manx community. The school places a strong emphasis on providing diverse opportunities for learners to access enrichment activities. Through events like the Christmas candlelit carol service, sports competitions, and involvement in local charity initiatives, Willaston School actively encourages students to showcase their talents beyond the classroom. These opportunities not only contribute to personal growth but also create a sense of pride and togetherness within the school community.

Willaston School extends its collaboration to the broader community, both locally and globally. Partnerships with the Isle of Man College, UK universities, Isle of Play Charity, 'Open the Book,' and local yoga teachers showcase the diverse and positive relationships that expand learning opportunities. Engaging events like Christmas fairs and visits from influential figures, including local charity leaders, PC Lou and MHKs, demonstrate the school's commitment to welcoming the local and global community into its environment, fostering positive connections and enriching the overall educational experience of our children.

During March, our Year 6 teachers spearheaded an 'aspiration fortnight,' providing our students with invaluable insights into potential future careers. The fortnight featured engaging visits to various establishments such as the Villa Marina, Manx Radio, Douglas Fire Station, Wildlife Park, and Coincorner, offering first hand experiences of different professions. Additionally, we welcomed esteemed visitors including a local police officer, mental health nurse, Mayor, fitness coach, and interior designer, all sharing their expertise and inspiring our students towards their future paths. This was a fantastic opportunity to include the wider community to enhance the educational opportunities.

Future plans in this area

1. To consider how best to deploy our Co-Op funding through action planning when it arrives later in the year.
2. Create an inspirational display in the school corridor by 2025, celebrating influential people from the Willaston School community. Include photographs and brief biographies showcasing their achievements.

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| Inclusive Practice Grade (please circle relevant grade with 1 being the highest) | 1 | 2 | 3 |
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Element 8 - Links with Local, Wider and Global Community

| Criteria | Comment | Evidence Location |
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| 8.1 The school is aware of the range of community resources available to enhance learning opportunities. | <p>Willaston School takes pride in its Manx identity, celebrating local culture through curriculum integration and possible trips/visitors, enriching learning opportunities for our children. We are lucky to welcome a Manx teacher on a weekly basis to teach several KS2 classes the Manx language.</p> <p>We highly value community resources to enhance our students' learning experiences. For instance, Year 4 recently explored Manx culture at a local museum for their Vikings project and staged a Viking invasion on the beach. Reception and Year 1 recently visited a local Manx farm, bringing their current topic to life in a hands-on experience. Whilst updating our Long Term Plan, we have recently worked as a staff team to add Manx links to our curriculum with examples of trips and visitors. Incorporating these resources provides practical insights, making education more engaging and relevant. Additionally, it fosters stronger ties between the school and the Manx community.</p> | <p>School Facebook Page – local trip examples.</p> <p>Manx lesson examples.</p> <p>Learning examples of Year 4's trip to museum.</p> <p>Long Term Plan – Manx Links.</p> |
| 8.2 Opportunities are developed for learners to access enrichment activities. | <p>Our students enthusiastically engage in enriching activities both within and beyond the school premises. Our school actively participates in local events to</p> | <p>School Facebook Page – competition examples.</p> |



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| | <p>encourage the children to access enrichment activities. Angela Gerrard and Beth Lace have led our school choir show casing our talented singer's musical talents in various school and community events E.g. Big Noise event at our local high school, The Sounds of Magic concert at the Villa Marina, performances at the local church and at Crossroads charity. We have also sent teams of children to sport competitions including football, swimming, cross-country and netball tournaments. These opportunities have enabled our children to share their talents outside of the classroom.</p> <p>Remarkably gifted individuals are present among our students, ranging from those representing our Island football team, passionate dancers participating in competitions, to shining stars contributing to our local theatre company. Every week, we take pride in acknowledging and fostering these talents during our weekly celebration assembly. These accomplishments are shared and celebrated with the entire school community in order to celebrate skills and talents.</p> | <p>Monthly Newsletters</p> <p>Celebration Assembly – sharing our skills section.</p> |
| 8.3 The school can demonstrate partnership within the broader community including other education establishments. | <p>Willaston School actively forges strong community partnerships to enhance opportunities for learning. Our close proximity to the Isle of Man College allows several year groups to participate in weekly sports sessions at Centre 21 through a close partnership with the college's sports course. Local sports coaches from MSR conduct PE classes for several classes every Friday.</p> | <p>Visitor book.</p> <p>Photos of weekly sports lessons, forest school, yoga (Facebook page.)</p> |



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| | <p>Emphasising outdoor learning, we maintain a robust partnership with the local charity Isle of Play, providing weekly forest school sessions for each class on a half-termly basis. 'Open the Book,' a local organisation performs Bible stories for the children on a termly basis. Additionally, a local yoga teacher visits every Wednesday morning, offering mindfulness sessions for selected classes. As you can see, we build positive partnerships with the broader community in a range of ways as a way to expand opportunities for our children across the curriculum.</p> | |
| <p>8.4 Events are developed that welcome the local and global community into the school.</p> | <p>As a school, we are eager to organise events that embrace our children and welcome the local and global community into school. Events have ranged from Christmas fairs, discos, sports days, and charity fundraisers.</p> <p>Last year, Abbie Irving extended an invitation to the local charity Beach Buddies, along with local MHKs and Mrs Natalie Byron-Teare - Mayor of the City of Douglas to visit the school. Bill Dale, leader of the charity, led a whole-school assembly and litter pick around the school grounds. This was a great success in engaging our children on the importance for caring for the environment by picking up litter and was a good way of building positive links with influential people in the wider community.</p> | <p>Visitors Book</p> <p>School Facebook Page / Website</p> <p>Monthly Newsletters</p> <p>Photos of community Events – whole-school litter pick, Christmas candlelight carol service.</p> |



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| | <p>Additionally, it has become an annual occasion for students from Years 2-6 to walk to the nearby church to present a Christmas Candlelit carol service for both families and the local community. There is a sheer sense of joy and togetherness in this yearly celebration so that our children are proud of where they're from.</p> | |
| <p>8.5 Teaching staff are aware of, and make use of, the local area and global community to enhance the educational opportunities for learners.</p> | <p>Teachers are keen to embrace learning experiences outside of the classroom around the Isle of Man linked to current educational themes. Trips have ranged from experiences at Curragh's Wildlife Park, museums, local beaches, farms and churches, all tied to the curriculum so that our children can make clear links with their local environment linked to the curriculum.</p> <p>Andrea Mcadam, our family support worker has organised and led a therapeutic timetable, benefiting our children to experience a range of activities outside of school in a nurturing space. These have massively benefitted the children's social and emotional development. Weekly activities have ranged from rock climbing, horse riding, dog walking to swimming.</p> <p>During March, our Year 6 teachers spearheaded an 'aspiration fortnight,' providing our Year 6 students with invaluable insights into potential future careers. The fortnight featured engaging visits to various establishments such as the Villa Marina, Manx Radio, Douglas Fire Station, Wildlife Park, and Coincorner, offering first hand experiences of different professions.</p> | <p>School Facebook Page – trip photos.</p> <p>Therapeutic timetable example.</p> <p>Yr 6 – 2 week aspiration fortnight photos/work examples/display.</p> |



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| | <p>Additionally, we welcomed esteemed visitors including a local police officer, mental health nurse, Mayor, fitness coach, and interior designer, all sharing their expertise and inspiring our students towards their future paths. This was a fantastic opportunity to include the wider community to enhance the educational opportunities.</p> | |
| <p>8.6 Staff CPD opportunities in collaboration with local and global partners.</p> | <p>At Willaston School, we provide staff with continuous professional development opportunities through collaborations with both local and global partners. In November, Sue Smits, the UK's foremost handwriting expert from Morrells visited the school to share handwriting techniques with our team.</p> <p>Alison Honeyman our assistant head and behaviour lead, has led behaviour training linked to Paul Dix's Restorative Practice techniques. UK educational advisor, Gareth Moorwood visited the school in March 2023 and led staff 1:1 meetings, CPD and a parent workshop focusing on supporting children with additional needs. As you can see, these local and global partnerships foster a dynamic learning environment that benefits both our staff and, ultimately, the students at Willaston School.</p> | <p>CPD staff meetings – visitors, PP, resources.</p> |
| <p>8.7 Alternative providers work together with the school to provide and enhance new learning opportunities.</p> | <p>Willaston School is thrilled to collaborate with alternative providers like Isle of Play and Saint John's Ambulance to enhance learning opportunities for our students. Local charity, Isle of Play is contributing to our outdoor learning forest school programs, promoting physical fitness, teamwork as well as social and</p> | <p>Visitors - Isle of Play – Forest school, Saint John's Ambulance, Beach Buddies examples.</p> <p>Co-op – Local Community Fund.</p> |



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| | <p>emotional development. Additionally, Saint John Ambulance have visited our Yr 6 class to share first aid training, ensuring our school community is well-prepared for emergencies.</p> <p>We were thrilled to have been shortlisted to be chosen to be part of the Co-Op local community funding project and are excited to see the positive outcomes that future funding will provide for our school.</p> | |
| 8.8 The local community understands and values the place of the school in the community. | <p>Willaston School holds a cherished place within the local community, recognised and appreciated by various stakeholders. PC Lou, the community police officer, sees the school as a vital partner in promoting safety and community trust through collaborative initiatives. As well as being a school governor, PC Lou visits the school on a regular basis to continue to build positive relationships and views for the children with the police. She has also led class workshops and whole school assemblies reflecting our values of 'fair, respect and safe.'</p> <p>The school is valued by our local community, and we are eager to send representatives to local events. Our School Council led by Leah Adams, were recently proud to meet the Queen Consort during her visit to the Island. On another occasion, several year 6 role models were sent to the Remembrance Sunday Parade. The school choir have also performed Christmas carols at local charity, Crossroads. Overall, Willaston School's commitment to active community involvement and fostering well-</p> | <p>PC Lou – Photos/PP visits.</p> <p>Facebook page – School Council meeting Queen Consort, Remembrance Sunday parade/charity choir.</p> |



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| | rounded individuals resonates positively with various community members, reinforcing its pivotal role in the local area. | |
| 8.9 The local, wider and global community shares and supports the inclusion philosophy. | <p>The inclusive philosophy at Willaston School receives strong support and understanding from the local, wider, and global communities. Locally, families, teachers, and community members appreciate the school's commitment to providing an inclusive environment, ensuring equal opportunities for all students. For example, PC Lou's is a common visitor to our school and values our inclusive nature.</p> <p>The wider community embraces Willaston School's inclusive practices, fostering collaborations with nearby organisations and businesses to promote inclusivity on a broader scale. Lyndsay from Grant Thornton IOM, encouraged children in our school to take part in the Kindness Day competition. One of our children came in second place for her artwork showing kindness. This shares our philosophy of kindness and respect.</p> <p>On a global level, the school's dedication to inclusion aligns with broader educational ideals, contributing to the worldwide effort to create inclusive learning environments. We have welcomed trainee teachers from Edge Hill University as a way to welcome members and work alongside establishments further than the Isle of Man. Leah Adams had a placement as part of her PGCE</p> | Facebook - PC Lou Visits, Kindness Day challenge. Edge Hill links. |



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| | year in our year 1 class and then secured a job at our school the year afterwards. | |
| 8.10 The local community contributes appropriately to school life. Participation of learners in community events is encouraged. | <p>Willaston School thrives on the active engagement of the local community, where PC Lou, the community police officer, plays a vital role in promoting safety and trust within the school.</p> <p>Parents, particularly those involved in Mums and tots and the youth club, contribute to school life by participating in events and supporting various activities. In addition, our daily breakfast club serves as a central hub for community interaction, bringing together students, parents, and community members to kickstart the day on a positive note. Furthermore, the collaborative links between Willaston School and Saint Joseph's Nursery ensure a smooth transition for young learners, establishing a seamless educational experience from nursery to primary school. These connections exemplify a positive relationship between Willaston School and its local community, reinforcing a shared commitment to the holistic development of students.</p> | <p>Facebook Page – events.</p> <p>Breakfast club/mum's and tots/youth club.</p> |
| 8.11 Staff access resources in the local and global community to support the curriculum. | At Willaston School, staff actively tap into resources available within both the local and global communities to enrich and support the curriculum. Locally, teachers leverage community expertise, inviting visitors or organising school trips. Visitors have included the local fire brigade to support Year 1's topic of the Great Fire of London, Adrian Walters from young engineers who | <p>Facebook/Visitor Book – visitors.</p> <p>Cornerstones curriculum map.</p> |



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| | <p>visited Year 6 and Sammy the Lamb visiting Rec/Yr1 from the Manx NFU to name a few.</p> <p>Additionally, the global community offers a wealth of online resources, virtual collaborations, and educational platforms that can enhance our curriculum at Willaston School. Online educational materials and digital resources can also supplement classroom learning, providing diverse perspectives and fostering a global mindset among students. We follow the Cornerstones curriculum which includes up-to-date projects. We have also taken part in a whole-school 'kindness matters' challenge and took part in an virtual assembly to kick start the challenge.</p> | Kindness matters challenge. |
| 8.12 Extended opportunities available outside the classroom including day and residential trips. | Willaston School prioritises immersive learning experiences beyond the classroom, offering a spectrum of day and residential trips to enhance students' education. In Year 6, STEMfest sparked a passion for science and technology through hands-on activities, while Year 3 students embarked on a cultural journey with the Stars trip to St Ninian's Church, connecting classroom lessons with local history. The Year 6 venture centre and Shropshire residential trips foster teamwork and resilience, providing students with valuable outdoor skills. Meanwhile, Year 4 students explored Viking history through a local beach and museum trip, blending historical education with interactive, local experiences. | Examples/photos of trips. |



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| | <p>These diverse opportunities not only enrich students' academic understanding but also contribute to their personal growth, curiosity, and a broader perspective on the world. Willaston School's commitment to extending learning beyond the classroom ensures a holistic education that prepares students for the challenges and excitement of the future.</p> | |
| <p>8.13 Leaders make effective use of international links and opportunities to promote global awareness.</p> | <p>Willaston School's leaders effectively integrate international links and opportunities to cultivate global awareness among students. Last year, our visually impactful "Around the World" corridor display created as a whole-school project showcasing learning about diverse cultures, fostering cross-cultural understanding and celebration.</p> <p>Simultaneously, Year 6 students engaged in a global context through STEMfest at the Villa Marina, where they explore cutting-edge developments in science, technology, engineering, and mathematics. With several plans in place for the future months, Year 6 will also be taken on a residential weeks trip to 'Shropshire' in May and a day trip to Edge Hill University in the Summer term. Our intentional incorporation of these international initiatives ensures that students graduate with a holistic global perspective, well-equipped to thrive in our diverse and interconnected global community.</p> | <p>Photos of whole school corridor display/learning.</p> <p>Yr 6 opportunities - STEMFEST Trip, Shropshire trip, Edgehill trip.</p> |