



Assessor's Evaluation for the IQM COE Award



School Name: Faith Primary School
Liverpool
Merseyside
L5 3LW

Head/Principal: Sarah Williams

IQM Lead: Danielle Fox

Date of Review: 24th November 2020

Assessor: Steve Gill

IQM Cluster Programme

Cluster Group - TEAM NW

Ambassador - Steve Gill

Date of Next Meeting - 4th February 2021

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

The review was conducted remotely using Zoom. Prior to the day, documentary evidence related to inclusion and the schools Centre of Excellence status was reviewed. I was able to scrutinise electronic documents prior to and during the review. The school submitted very comprehensive documentation of their evaluation of progress and during the online review the next steps for 2020-21 were discussed and agreed.

Discussions during the review with members of the school community included the following:

- Headteacher
- Deputy Headteacher, SENCO and IQM Lead
- Governors
- Parents
- Attendance and Office Manager
- Reception, Year 1,3 & 6 Teachers



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- Outdoor Learning Lead
- Teaching Assistants
- School Council Representatives from Year 3, 4, 5 and 6

Summary of Targets from 2019-2020

The School's targets for 2019-20 year were based on a number of school development foci that include the successful completion of the following actions:

Target 1 - To embed the new school Behaviour Policy using the Zones of Regulation materials and Restorative Thinking.

A behaviour policy was designed that was rooted in the values of Zones of Regulation, highlighting the importance of Restorative Thinking. It was sent out to parents and it was available on the school website. Staff were introduced to and trained on Zones of Regulation. During the first week, the whole school completed a series of tasks linked to this and designed their own displays and toolbox areas and children explored different equipment and created their own written '*toolbox*' listing methods that helped them get back into the green zone. Certain individuals who need to regulate more frequently were given their own toolbox and they decided which tools they needed to regulate.

Staff also received training from the ADHD Foundation on, attachment, ADHD and behaviour management. The school focussed on identifying triggers and patterns of behaviour and putting in place measures prior to situations escalating. Resulting in reasonable adjustments to classroom life made and a consistent approach adopted by all staff.

Restorative thinking has also been introduced so that children are able to reflect on their behaviour, explore how it developed and look at the impact on other people involved. Children showing negative behaviour have received reflection time once they have self-regulated, on the same day the incident occurred with an adult. During this time, they would sit with an adult and discuss what had happened, reflect on how it had got to that point, the impact their actions had upon themselves and others, while also exploring what they can do if it happens again. This allowed children to unpick their behaviour and with adult support begin to identify their own triggers and allowed an opportunity to discuss emotions and strategies that could be used to help them remain regulated.

The implementation of the new behaviour system has been very successful, with a decrease in behaviour incidents and pupil voice has identified that children are a lot more aware of their feelings, but more importantly know what tools and strategies they can use to help regulate themselves. They had become very knowledgeable about self-regulation, but due to lockdown have come back to school less equipped. In September the programme was relaunched with a dedicated week to familiarise themselves with the Zones of Regulation and how it can help to them remain calm and focused.



Target 2 - To use Wellcomm to boost speech and language and communication outcomes in EYFS.

Teachers and TA's were provided with training to use the Wellcomm Programme. All children were then assessed and any children scoring amber or red were targeted for interventions. The programme identified the specific areas children needed support in and provided activities to complete with them. Following this, assessments were carried out at the end of each unit. The Wellcomm Wizard allowed the Inclusion Manager to see trends and gaps in knowledge of children and this information was then used by class teachers who incorporated it into their whole class planning. The data has shown that all children made progress and teacher voice has supported the view that the programme has had a positive impact on speech and language.

Target 3 - To become a Rights Respecting School.

The Rights Respects School Award was introduced during a staff meeting in the autumn term. An action plan was then put in place to cover the rights that scored low on the questionnaire. Teachers explored the rights and worked together to link them to their planning. A child friendly version of the rights was displayed in each classroom with children designing their own class charter. A pupil led steering group was developed and delivered whole school assemblies linked to the rights so that their peers were knowledgeable in respect of this. The children met weekly with the Inclusion Manager to feedback and plan new ways of promoting the rights, such as weekly references in the school newsletter. The school received the Bronze award.

Areas for Development:

- Train new staff members and educate parents about the benefits of the Zones of Regulation and how they can be implemented at home.
- Continue to develop Restorative Thinking for children as lockdown has led to a decreased ability to apply this in practice.
- Continue to use and evolve the Wellcomm Programme throughout EYFS.

Agreed Targets for 2020-2021

Target 1 - Introduce the Take Ten App within every classroom to help children understand the effect of stress on the body and equip them with the skills to manage this and regulate themselves.

This will be achieved through staff meetings to train staff how to use the app; The App being rolled out to children attending lunch time Nurture Groups and to KS1 and KS2 with Nurture group children explaining to their peers how it is used; Pupil voice will measure their opinion of the app and CPOMs and PASS data will be monitored.



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Target 2 - To improve the use of vocabulary within EYFS through the use of the Nuffield Early Language Intervention programme.

This will be achieved via an intervention launch where information about the programme will be shared with parents and carers. All children will complete the language screening app, with children then selected for intervention based on the data, after training has been put in place for Reception staff. Post intervention assessments will then be carried out, with SLT comparing end of year data to previous years and if proven to be successful the process be repeated over the next year.

Target 3 - To develop a nurture space within school.

The school will use pupil voice to assess what activities children use to keep themselves calm. PASS assessments will be taken by all children to identify those who are suffering from low confidence and or low self-esteem. A nurture space will be identified, with meetings held to discuss vision, layout and budget. Once in place appropriate furnishing and equipment will be ordered. Followed by meetings and training so that the equipment and the room can be used effectively. The ADHD Foundation will also lead training on sensory processing, leading to the identification of a year group that will benefit the most from a lunch time nurture group in the current pandemic, rather than identifying which group of children would benefit the most from participation. The use of the nurture space will be closely monitored and behaviour tracked to ensure the most successful outcome and usage of the space.

The Impact of the Cluster Group:

The school is an active member of its cluster TEAM NW having all meetings so far and having participated in the first online cluster meeting on 19th November 2020. The school and staff who have attended have benefitted from membership of the group and the school is a valued members of the cluster, who will host a meeting when restrictions allow. The impact so far has been:

12.3.2019 - Barnton Community Primary School.

The focus was on, *'No Outsiders – creating a positive and cohesive school community'*. As a result of the meeting Skills Builder was commissioned by school, who signed up for one year for teacher training, projects and visit days.

10.6.2019 - Whitefield Primary School.

The focus was, *'The Whole School SEND project, Inclusion, Support staff in relation to the latest TA review guidance from NASEN, Social cognition approaches and Growth Mindset'*. As a consequence of the meeting Faith's Behaviour Policy was re-written based on Zones of Regulation.



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Overview

Faith Primary School is a smaller than average-sized Catholic and Church of England Primary School with 200 children on roll at the time of the review. It is situated in an area of high deprivation in the West Everton area of Liverpool and is an outstanding and extremely successful school with excellent and ever evolving facilities that serves its local community very well. As a joint church school the distinctly Christian ethos of faith is valued by the whole community and it is widely recognised as a cohesive community that works for the good of all. Their clear Christian Values encompassed by their mission and vision statement, *'Loving and Learning in the Light of the Lord'*, along with their core Christian Values that underscore everything that happens within the school and permeates every aspect of school life.

Everyone at the school is actively involved in enacting its inclusive vision where everyone has responsibility to ensure *all* are included at all times and this is at the heart of their superb ethos and vision. Inclusion is something that all staff work tirelessly to ensure happens, with interventions and strategies evolving and developing as the nature of the school's children and families change, an outstanding inclusive ethos that is naturally occurring part of the school. Staff at the school know their children, families and community very well. They are determined to help everyone to the best of their ability, often going above and beyond what is expected to make a difference to children and their families who are part of the school community. All adults who work are inspirational and aspirational for their pupils, families and for each other. There is a clear vision for the school and *their* children with a relentless drive for all to succeed, but they also support their colleagues and work together extremely well. As with the previous review it was clear to see, albeit through an online review that there is a naturally caring, supportive environment at the school that ensures every pupil receives the best possible educational experience and the best care possible, delivered by highly motivated, inclusive and dedicated staff. Pupils at the school are allowed to experience as many opportunities as possible in order to broaden their life experience and develop confidence and self-esteem so that each pupil can find what is unique about themselves and capitalise upon it, whilst being supported and eased through areas of challenge as they occur.

Discussions with staff, pupils, parents and Governors during the review was extremely useful in confirming that the school continues to successfully address all elements of the IQM Award, supported by documentary evidence both prior to and during the review to enhance and underpin discussions. This included both factual information evidence and also photographic and video evidence showing staff and pupils involved in learning and a wide variety of activities that allowed a remote and highly positive picture of the school to be seen. Staff actively engaged in discussions during meetings to talk about inclusion and the Centre of Excellence Action Plan, their part in it and to talk about successes and future developments. There was also in-depth discussion about the Centre of Excellence Action Plan for 2020-21. The meetings with staff and Governors demonstrated their professionalism, enthusiasm, inclusivity and passion for education and supporting children, families and the community. Their continued outstanding inclusive ethos and nature is shown by the way that they educate, care about support and nurture *their* children, as part of *'The Faith Family'*. It is clear from these conversations including those with pupils from a variety of years and parents that



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everyone involved with Faith Primary School is highly invested in providing the best possible experience for children and this has an enormously positive effect on both themselves and the children and is something, they are and should continue to be proud of.

The initial discussion with the Headteacher and Deputy Headteacher set the scene for the review and looked at how the school has moved forward since the last review in terms of inclusion, how they had successfully operating during lockdown, supporting their pupils and their families as well. It was very clear that *'The Faith Family'* have been and continue to be a priority for the staff, with all involved having worked hard to provide the best possible education and care for all during lockdown and beyond ensuring the safety of all pupils, staff and families. Highlighting staff determination to ensure the pupils are supported, whatever it takes and that pupils are beginning to make up for lost time in a safe and appropriate manner. A fantastic achievement that goes to the calibre of staff at the school and their naturally inclusive nature. The staff should be congratulated for their efforts in this regard, demonstrating that for the staff at Faith Primary School working in education is a vocation and not just a job. There was the opportunity to discuss the plan to extend the school and they are awaiting the outcome of a bid to fund the extension that will allow them to provide improved opportunities for pupils. It will be interesting to see how far the process has got at the next review. We also talked about investment in staff training with a member of staff being enrolling on the SENCO course each year developing and broadening the knowledge and skills of all staff and how due to the success of and the outstanding inclusive nature of the school they are being asked to share their expertise with other settings in Liverpool. A fantastic accolade for the school and staff.

The conversation with Governors was particularly useful in confirming that the school continues to successfully address all elements of the IQM Award and are well on the way to becoming a Flagship School at their next review if they wish to consider it. The wide ranging and extremely illuminating conversation demonstrated their knowledge, expertise, understanding, as well as support for the staff and families in local community and a clear determination that the school will continue to succeed. They clearly understand their role and are able to be supportive to the ethos of the school, but they are also aware of their role as a critical friend and ensuring that decisions made are in the interests of all stakeholders. It was a pleasure to speak to both Governors who clearly have such an active and close relationship with the school.

All staff are passionate about their roles and proud of what they have achieved since March in identifying need and providing appropriate support given the challenges that they, pupils and families have faced. They were clear that from this difficult and chaotic time that better parental relationships and engagement has evolved, and they are very proud to work in such a supportive school. This was followed by a number of discussions with the Deputy Headteacher, governors, parents and pupils. Parents I spoke to were very forthright and outspoken in their view that Faith Primary school is a superb school in every way and has supported their children extremely well and continues to support not only the children but themselves as parents. They were quite clear that this isn't just the case for them but for every child and family who are part of the *'Faith Family'*. They were both effusive about the level of support offered to their children and themselves during the initial period of lockdown and since, ensuring that



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they were able to either attend school or complete work at home, it is clear from the parental comments that staff understand the needs of the children and their families. They are fantastic advocates of and for the school and its outstanding inclusive nature. The school should be proud of the way in which they interact with and support their children and families and from the evidence of this conversation it is clear that families are proud of their school.

The conversations with pupils and staff continued to reinforce my belief that Faith Primary School is an outstanding school where inclusion is ingrained in its ethos and is enacted each and every day. The School Council were eager to talk to me about their experiences and how they enjoyed being back in school with their friends and the staff and how they were supported and cared for. They were a joy to talk to and showed self-confidence and maturity, they should be proud of themselves as should the school. Staff spoken to were equally proud of what they achieve on a daily basis and talked with pride and passion about their roles and the opportunities they offered in terms of teaching, learning, support. For example, the development of the Sanctuary Suite a nurture space that has recently been set up in the school, the embedding of Zones of Regulation that is having a massive impact in school and for some families at home. As well as interventions both in the classroom and outside involved in Outdoor Learning opportunities that continues to develop as a whole school approach. It was great to hear that the Edible Playgrounds initiative is now taking shape and it will be interesting to see how it has evolved at next year's review and how it is being used by the staff and pupils.

A further conversation with the Deputy Headteacher focussed on an interesting pilot project that the school are engaged in with the Shrewsbury Youth & Community Centre nearby, who successfully secured funding through the Merseyside police Operation Stonehaven fund to work with young people in and around the Everton area. The programme is for children who are at possible risk of criminal exploitation. The initial project is exclusively for pupils at the school. The programme runs for 10 weeks ending in a trip out as a reward for all who participate. The young people participating attend the centre every Tuesday for 9 weeks from 9:30-11:30am, accompanied by a member of staff from the school. The project focuses on raising their confidence and self-esteem and providing them with the tools to become more independent. In each session the group are presented with a scenario, a sort of "*what would you do if?*" and they then role play and discuss their responses. As the sessions progress the scenarios become more complex with the main aim being for the children to be able to identify the feeling that something is not right and regardless of acceptance or financial gain understand it is still the wrong thing to do and walk away. It is an interesting and innovative project that will be worth discussing with staff and pupils at the next review.

It was a privilege to participate in discussions with such passionate, professional, dedicated and enthusiastic staff, who are fully supported to achieve success. The review underlined their outstanding and continually evolving inclusive ethos, care, nurture and support that is at the heart of their approach to teaching, learning and supporting the pupils and families their care and was talked about and discussed openly and implicitly during the review. This is a school where pupils are actively encouraged and supported to begin to grow and to reach their full potential no matter their starting points. Where staff are supported and encouraged develop as educators and as human beings and



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where they are constantly looking at ways to evolve what they do for the benefit of the children and families in their care, enacting superb inclusive practice into each day. There is mutual respect and a superbly supportive caring ethos that is evident across the staff body and a fantastic rapport between the staff and between the staff and pupils that I clearly saw demonstrated during the online review and from the evidence of a previous in school review and assessment. Everyone involved with the school should be extremely proud of what they achieve on a daily basis and the emphasis placed on ensuring everyone is nurtured and included and where no one is left out or left behind.

The school continues to move from strength to strength in terms of its outstanding inclusive practice. The school fully meets the standard required by the Inclusion Quality Mark to maintain its Centre of Excellence status. I recommend that the school retains its IQM Centre of Excellence Status and is reviewed again in 12 months' time. They are extremely well aligned to achieve Flagship status at their next review if they wish to consider and apply for it. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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