



Assessor's Evaluation for the IQM CoE Award



School Name: Faith Primary School
Prince Edwin Street
Liverpool, Merseyside
L5 3LW

Head/Principal: Sarah Williams

IQM Lead: Danielle Fox

Date of Review: 26th November 2021

Assessor: Sarah Linari

IQM Cluster Programme

Cluster Group: CIN Northwest

Ambassador: Craig Astin

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- IQM Centre of Excellence review documentation
- Updated IQM SER documentation
- IQM evidence folder
- Ofsted Report
- National performance tables
- School website
- Learning Walk
- Observation of circle time
- Active lesson observations
- Speech and Language intervention observations
- School environment audit
- Inclusion data
- In-school progress tracking data
- CPOMS data - behaviour overview

Meetings held with:

- Headteacher
- IQM Coordinator/Deputy Headteacher/SENDCo
- EYFS Teachers
- Pupils



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Summary of Targets from 2020-2021

The School's targets from the previous year were based on the school development focus areas of mental health and wellbeing and early language development.

Target 1: *To introduce the TakeTen app within every classroom which will help children understand the effect of stress on the body and equip them with the skill to manage this and regulate themselves.*

The TakeTen app was introduced in October 2020. Take Ten is an app designed for use in schools to support children in emotional regulation, to destress and build resilience. According to their website www.letstaketen.com, TakeTen "trains the body to deal with stress in a different way" and is a training programme which "improves resilience by teaching your body to gradually bypass the natural fight or flight response, speeding up your recovery from stress hormones and keeping your brain, heart and breathing patterns working together to improve your performance a little every day."

The IQM Coordinator had originally planned for the TakeTen app to be used as an additional resource in the class toolboxes to be accessed by all children. However, following feedback from staff that the children were not using it regularly, the decision was made to look at Pupil Attitudes to Self and School (PASS) assessment data and Child Protection Online Management System (CPOMS) data to see which children would most benefit from the resource as a targeted intervention.

The impact of the app as an intervention was hindered when the schools closed in the Spring Term. The intervention only started back up again in May. Unfortunately, due to Covid-19 safety restrictions, each class could only allow three children to access the app. The sessions had to be timetabled to allow for disinfecting of the iPads and ear sensors in between use. The children who were targeted in the Summer Term have continued to use the app into this term so that the impact could be evaluated.

The impact data so far is very positive. All pupils apart from one have shown improvements on their PASS assessment data in all areas linked to self-esteem and anxiety. During the review, I spoke with some of the children who access TakeTen, and they feel it is beneficial and helps them calm down when they are feeling stressed or anxious.

The IQM Coordinator is hoping that once the Covid-19 situation eases, they will be able to give the children access to the iPads and app when they need it as opposed to timetabled sessions. She is also planning to reintroduce the app for all children in the class but will look at how to improve engagement and use as part of the routine approaches.

Target 2: *To improve vocabulary within EYFS through the use of the Nuffield Early Language Intervention (NELI) programme.*

The Early Years Foundation Stage (EYFS) teachers spoke about the impact of the NELI programme during the review. They established the programme last year but due to the ongoing disruptions, they are still completing the first cycle of intervention. Six pupils



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with the lowest scores on the assessments were identified for the intense intervention programme. Half of the children partaking in the programme also speak English as an Additional Language (EAL). Two of the children were selective mute when they started. Although there is no end of intervention assessment data to compare to the baseline to measure impact, there is evidence of positive impact through the children's confidence levels which the teachers have seen improve significantly. The children who were mute are now able to tell stories and talk in group situations. The vocabulary taught at every group session is repeated in the individual sessions through an approach which is tailored to each child. The staff have noted significant improvements in their knowledge and use of vocabulary since they started the programme.

To assess all pupils' language skills in EYFS, the school has decided to use the Stoke Speaks Out approach. Stokes Speaks Out began as a city-wide, multi-agency strategy in Stoke-on-Trent, which was created to tackle the high percentage of children with delayed early language development. Due to its success, the strategy has been developed into speech and language training and resource programmes for use in schools. The teachers prefer the screening tool as it is a one-page, condensed assessment. This makes it easy for the school to screen all new starters in Reception. The tool has helped teachers to home in on specific skills gaps which informs their planning and identifies which individuals to target for intervention. It also generates a vocabulary list to use. The focus vocabulary is modelled to pupils and the lists are sent home to encourage parents to use the same language.

Target 3: *To develop a nurture space within school.*

This target was not only completed but it has been further developed. The nurture space was named "The Sanctuary Suite" following a consultation with the pupils and opened last September. It was successful in that pupils enjoyed accessing the space but the frustration the pupils had was that they always had to be accompanied by an adult when they wanted or needed to access it. The school devised a creative plan to staff the room with a Teaching Assistant in afternoons with the idea that pupils could access the provision as and when required. However, the plans were further hampered with the lockdown in Spring Term. As a result of classes being restricted to their 'bubbles,' time in the Sanctuary Suite had to be timetabled and lunch time nurture clubs could not take place. This led the Senior Leaders to review the provision and evaluate the intended purpose and impact.

It was through the evaluation of the provision that the purpose and use of the Nurture Room was developed. In September 2021, they employed a Play Therapist, who is also a qualified teacher, to be based in the room fulltime and deliver therapeutic interventions to individuals or groups of pupils. This provision was put in place to support the increasing mental health and wellbeing needs of the children as we emerge from periods of lockdown.



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Flagship Project 2021-2022

Project Title: Working together: transition partnership.

Outline of Project: To design a bespoke transition programme to enable all children, including those with SEND, to continue to thrive in the next phase of their education. The school aims to examine the current processes and systems, review and reflect on what is working well and implement what is needed for the children to transition smoothly to the next phase. The areas of focus will be: SEND, curriculum content, interventions, and design of delivery.

It is expected that the units of measure for the success of the project will include: a reduction in the number of exclusions at secondary phase, reduced anxiety for children in Year Six, a continuous curriculum that meets the needs of the children and enables them to make progress. Improved self-esteem and resilience (measured through PASS assessments data).

As a starting point, the Headteachers from Faith Primary School and the local Secondary School will meet to discuss the collaboration. The SENCOs from both settings will then meet to plan out the Flagship project and agree all actions and milestones. The IQM Lead intends to collate pupil voice from previous students to inform the plan. The Curriculum Leads in core subjects from both settings will meet to look at the opportunities for joint planning. The SENCOs from both settings will also meet to devise the transition plan for Summer Term 2022.

The Impact of the Cluster Group

The IQM Lead has recently taken on the role and is keen to become actively involved in the Cluster Group network. She has attended the online meetings and looks forward to being able to visit the other settings and share best practice in person. Faith Primary School would make an excellent host school. They have many areas of excellent inclusive practice to share including their Nurture Provision and their approaches for creating a relaxing, 'zen' learning environment across the school to support the mental health and wellbeing of all.



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Overview

The staff at Faith Primary School put the children at the centre of everything they do. Their priority is ensuring pupils' needs are addressed "above all else." The Headteacher explains how the vision is to "make them thrive and enjoy their education." The Leaders are conscious of their role in the wider community too. The Headteacher recognises that "these children are going to be the future adults in society, so our primary job is to make them function well and contribute positively to society."

As you walk through the door at Faith Primary School, it is impossible not to relax as the aromas from the essential oils enwreath you. The aromatic diffusers placed in each room, combined with the low, ambient lighting across the building, provide a calming, zen-like atmosphere. There are many areas in the school with comfy seating and mood lighting to provide spaces for pupils to regulate and stay calm. There are fish tanks throughout the building too, which add visually to the calming ambiance. In each classroom, there is relaxing music and lighting. The whole school environment is 'zen' and designed purposefully to stimulate all the senses. In the Cambridge Dictionary, Zen is defined as "relaxed and not worrying about things that you cannot change." Given the school's demographic, and the local area it serves which has higher than average levels of poverty and crime, it is inevitable that the children and families experience many challenges outside of school. Therefore, the Leaders deem it essential that school provides a sanctuary for all children. The school environment is purposefully designed to support all pupils, staff, and visitors in regulating their emotions and it encourages a positive state of wellbeing.

Faith Primary School was placed in special measures following an Ofsted inspection in 2017. Subsequently, new staff were appointed and the new Headteacher was able to build a school ethos from a blank canvas. The Leaders researched local areas of best practice and looked at pedagogical philosophy from further afield. Thanks to the new policies, systems and approaches, the learning culture has changed significantly. The school is now calm, and pupils' behaviour is much improved. The positive in-school monitoring data evidences the continued improvements in behaviour. The school's records show that overall negative behaviour points reduced by 58% last academic year compared to the previous year. All adults in the school have undertaken emotional regulation training and understand that behaviour is a form of communication. They look at the reasons behind the behaviour, then implement support and intervention accordingly. The Senior Leaders do not believe in exclusion and regularly welcome pupils into the school who have previously been excluded from other settings. Although these children present challenges, the staff work with them to understand those challenges and offer a nurturing approach to help them thrive.

The behaviour policy is based around the Zones of Regulation and places emphasis on children being able to identify when they are becoming dysregulated. The staff then equip pupils with the necessary tools to help them to regulate back to the 'green zone.' During the review, all children were able to confidently articulate what the Zones of Regulation are and what each colour represents. The Zones of Regulation system is fully embedded across the school and used consistently by staff. The Leaders have recently developed an emotions check-in system using a grid which corresponds to the Zones of Regulation. The grids are completed by all children in the morning and collated by Year



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Six Monitors – Regulation, Responders and Retrievers - who pass the information to the Safeguarding Team who then delegate any concerns to the relevant staff for timely interventions to take place.

Due to the high level of social, emotional, and mental health (SEMH) needs amongst the pupil body, the school utilises the Pupil Attitudes to Self and School (PASS) assessments to screen all children each term. This allows the staff to identify specific areas of need within their class, such as low-self-esteem, and plan the curriculum appropriately. The PASS assessments also identify any pupils who require targeted intervention. In September, a Play Therapist was employed to work with individuals and small groups of pupils. She is based in the Nurture Room for pupils to access support throughout the day and she also leads break time Nurture Groups in Key Stage Two. Constant access to this high-quality intervention ensures that all pupils who are struggling emotionally or mentally, can have instant support.

The wellbeing of staff is high up on the Headteacher's agenda. Their wellbeing is prioritised, and this has led to high levels of buy-in from all staff. They care for each other and see themselves as a "family." The Senior Leaders support staff through career development opportunities which are based on their personal areas of interest. Each year, at least one member of staff asks to undertake the National Award for Special Educational Needs Co-ordinator qualification. This demonstrates the extent to which the teachers value supporting the children with special educational needs and disabilities (SEND) and their desire to make a difference in this area.

During the review day, I observed the Year Five Class during a Restorative Circles' Session in the Hall. There were two groups of children sat in circles around a candle. As in all areas of school, the lighting was atmospheric, there was an essential oils diffuser, mindfulness meditation music with mindfulness images on the screen. Using a teddy to take turns to talk, the children were sharing their problems, such as recent peer conflict, with the group. Together, they then looked for alternative, positive solutions. These sessions take place at least once a week. Any child can share their problem or viewpoint. There are cards available with hypothetical situations on for any children who do not wish to share a personal issue but would like to contribute. There are 'Bubble Boxes' in classrooms for pupils to 'burst' their worries in. The staff at Faith Primary School listen to the children and do their best to help them resolve any issues they have.

In the Reception Class, the children had brought their favourite toys from home into school for the day. One group were sorting pictures of toys by material, another group were mark-making in glitter, others were drawing a picture of their toy and colouring it in. Some were writing the name of the toy. The standard of the pupils' work was high, and pupils appear to have settled well into the school routines. In a Year One active lesson, pupils were animated whilst exploring the activity outdoors, which was based on the book they are currently reading, Stick Man. There were pictures of emotions with characters from the story hung on trees and different areas around the play area. The children had to sort them into the Zones of Regulation categories. As an extension task, some pupils were challenged to write sentences about the picture, others were asked to use a clause in their sentences too. Pipe cleaners were used to hold the pictures in place across the playground, so pupils had to use their fine motor skills to untie them. They



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were all enthused and actively participating in the activity. Across all lessons observed, it was clear that pupils with SEND are well supported and fully integrated into the learning. The learning is differentiated to include all learners in the lesson. In the active lessons, instructions were clear so that pupils knew what was expected of them. The pupils carried out the tasks responsibly. Their attitudes towards learning were consistently excellent.

I thoroughly enjoyed my visit to Faith Primary School. It is a special place which has a lasting impact on all who visit due to the wonderfully relaxing and calm environment. There is an all-encompassing inclusive ethos. It is clear from the review process that the team at Faith continue to be fully committed to inclusive practice. They have proved their expertise over the years of IQM accreditation and I believe they have the passion and capacity to continue to drive the inclusion agenda in their own school and beyond. Therefore, I recommend that the school is awarded Flagship School Status. The next review will look closely at how the Leaders have fulfilled the objectives outlined in the Flagship Project and how they continue to promote outreach work.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd