



3rd December 2019

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COE Review Date: 25th November 2019

Summary

Faith Primary School is a smaller than average-sized Catholic and Church of England primary school situated in an area of high deprivation in the West Everton area of Liverpool with 190 pupils on roll. Attendance stood at an impressive 97.43% at the time of the review. It serves the local parishes of St Peter's Church of England Church and St Francis Xavier Catholic Church. 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 permeate school life and are at the heart of all policy and decision making and underpin every aspect of school life and can be seen particularly in the close relationships that flourish therein. The staff at the school recognise that the challenges facing their pupils are not just academic and recognise that there is a need to educate the whole child and often their families as well. Consequently, they aim to give their pupils the best education possible and an outstanding level of pastoral care so that they learn well and are happy in school, supported by the the same level of commitment to providing a highly inclusive teaching and learning environment for all pupils and staff, ensuring that the school is an inclusive enjoyable, friendly place for all to come to work and learn, this is a fact that was evident throughout the review and was recognised by Ofsted in their latest inspection in December 2018, where the school were judged as Good overall, but Personal Development, Behaviour and Welfare was judged to be Outstanding. They stated, 'Inclusion and nurture lie at the heart of the school's strong Christian ethos. All are welcomed and encouraged to thrive' and 'Pupils' behaviour is excellent. No learning time is lost in lessons and pupils develop as enthusiastic and resilient learners.' 'Pupils are proud of their school. They enjoy lessons and attend very regularly.' A fantastic accolade for the school, the staff and the pupils and one with which I wholeheartedly concur.

It was evident during the review that everyone involved with Faith works hard on a daily basis with the pupils to ensure the best outcomes. They are committed to providing the very highest standard of teaching and learning that not only develop the

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pupil's knowledge and skills, but also to instil an enjoyment of education and learning as well with an expectation that all staff model the schools Christian values of Love, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect that are embedded in everything that happens in the school and to instil them into their pupils on a daily basis. Faith Primary School is a very welcoming inclusive learning community that continues to be adapted for the benefit of the pupils and staff, making use of every available space in a creative and efficient way. No area is left unoccupied, if it can be used to support pupils learning and it is a vibrant ever-changing and developing community with a happy, family-orientated environment where exciting things happen in and out of the classroom. The learning environment continues to be developed with a focus on the encouragement of pupil's independence and taking ownership of their learning whenever possible. The school environment celebrates children's achievements and progress through colourful, vibrant and informative displays. This is a school where pupils are listened to and valued, where they feel they belong and continue to achieve and grow as individuals, as evidenced when talking to pupils throughout the review. The school has a warmth to it that has been created and continues to evolve through the relationships that exist between everyone who teaches, works or learns here and is now a core ethos of the school. There is a clear vibrancy about teaching and learning both in lessons, in break out spaces and in other areas during social times, with a real buzz to the learning environment and a very clear focus that helps pupils to develop the skills, they need to be active participants in their community and in society.

The school and its staff enact its inclusive approach to learning through the provision of a rich, challenging and stimulating learning experience for all pupils that aims to give them the ambition and self-belief to pursue their dreams and help them understand the purpose of learning. While at the same time creating a happy family atmosphere and environment where all pupils and adults are nurtured. The environment that the staff at the school foster is both stimulating and interesting and incorporates a family environment that has a focus on honesty, happiness and tolerance where everyone is valued and respected as much for their difference as their similarities. They all belong to 'The Faith Family.' This is a fact I can attest to from the evidence of the review and from discussions with all stakeholders. A learning environment that is committed to providing the highest standard of teaching and learning and wider experiences in order to develop children's knowledge and skills but to also develop their confidence to wherever and whenever possible to become independent learners.

The naturally caring, supportive environment that has been created at Faith ensures all pupils receive the best education and care possible, delivered by highly motivated 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.

Through discussions and observations during the review it was clear that the experience of everyone who works at or with the school is touched by their unique and highly inclusive ethos and culture. Faith Primary School is clearly a school that knows its community well and is determined to help everyone that is involved to the best of its ability. It is a school that understands where it sits in the community and how it can

help and make a difference not only to its pupils but their families as well. Everyone involved should be proud of what they achieve here. Mutual respect is evident in all areas of the school and across the staff body. All adults who work in the school led by the inspirational and aspirational Headteacher and her team have a clear vision for the school and their pupils with a relentless drive for all to succeed, but they also support their colleagues and work together extremely well.

During the review process I was able to talk to a number of staff, pupils who spoke to me openly and frankly about their school. I was privileged to watch a Year 2 class involved in The Peace Project looking at Conflict Resolution and how they would resolve issues led by a member of staff from the project and supported by the class teacher and support staff. I participated in a Learning Walk with The Deputy Headteacher visiting all classrooms and was able to see Zones of Regulation Areas and displays that are incorporated into the schools new Behaviour Policy that identified the different Zones – Red, Blue, Yellow and Green - a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways people feel and states of alertness they experience into four concrete coloured zones. Outdoor Learning was also observed taking place in different outdoor areas and settings with a particular focus on Maths and problem solving using Active Maths. All pupils involved in the differing maths learning opportunities were utterly absorbed in their learning and were actively involved and engaged.

During a discussion with the Deputy Headteacher as we moved around the school it was suggested that a member(s) of staff from the school should attend the next CIN NW cluster meeting at St Mary's RC Primary School, Manchester where the focus will be on their superb Outdoor Learning provision – where at least 10% of learning is undertaken outdoors and their Growth mindset – Learning Powers Approach, which would support what is being offered and delivered at Faith. It was agreed that The IQM Ambassador, would invite staff from Faith to the Meeting in March 2020. I was also able to meet with the staff who run The Nurture Clubs and talk about the principles and their impact on pupils' well-being, as well as visiting the Nurture clubs at lunchtime and talking to the pupils involved and seeing how engaged the older pupils were while working with the schools rabbits and also being actively involved in a number of other activities such as painting and Minecraft and were able to talk to me and explain why they came to the clubs and what they got from attending. It was suggested that they might benefit from visiting a secondary school that has a superb farm onsite and actively encourage other schools to visit to see how they use the animals with their students. The assessor left contact details for the staff to arrange a visit if it was felt appropriate for the nurture club pupils. It was very clear from the detailed discussion with the staff how passionate they are about the nurture clubs and they were clear about the benefits that the two clubs provide for the pupils who attend, it was a pleasure to speak to them and see how committed they are to ensuring the pupils are looked after and nurtured. They should be commended for their commitment in this respect. I met with a teacher who was new to the school and an NQT to discuss how they had been inducted/supported and their feelings about the school and its inclusive nature. They were effusive in their praise for the school I was also able to have an interesting conversation with pupils about pupil voice and discussed the school's new behaviour policy and in particular Zones of Regulation. The pupils understood the zones and what each zone meant in terms of their emotional states at different times during the day and they were quite clear in

their understanding of how to manage their emotions and use the toolkits to get back into the Green zone. It will be interesting to see how this develops during the next review period.

From the evidence of this review it is clear that Faith Primary is an outstanding school committed to providing the highest standard of teaching and learning experiences developing the pupil's knowledge and skills for life alongside academic achievement. This was recognised recently in their Section 48 Inspection in June 2019. They stated, 'Relationships within the school are outstanding and the mutual respect shown epitomises Christian teaching. Children are outstanding, loyal ambassadors. Their behaviour is exemplary in keeping with their core values of compassion, forgiveness and friendship. Children genuinely respect the needs of others and strive for justice and fairness for all.' The superbly, inclusive environment ensures each pupil receives the very best care, nurture, support and education, delivered by extremely dedicated staff. Faith is an outstanding school in every sense with inclusivity at the heart of everything that happens on a daily basis and was observed in multiple interactions between staff and pupils of all ages and abilities; between pupils and between staff; from discussions with all stakeholders and from evidence provided. Everyone involved with the school pull together to realise the school's vision and understand that this is an outstandingly inclusive place to come to work and learn. Staff, pupils, governors and parents should be commended for their efforts in making Faith Primary School such a special place in such a short period of time.

Having completed a rigorous and thorough review of the schools Action Plan for 2018-19 and having discussed and agreed the targets for 2019 – 20. I am of the opinion that Faith Primary School continues to be a school with the Inclusion agenda at the forefront of everything it provides for its pupils and staff. The environment is outstanding providing a superb teaching and learning environment for teachers, support staff, pupils and the local community.

I recommend that the school continues to hold Centre of Excellence status and is reviewed in one year's time. The school has fully embraced involvement in their IQM Cluster Group (TEAM NW) having attended all three meetings since achieving COE status and will host a meeting in June 2020.

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



Sources of Data

Prior to the day, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinize both hard and electronic information presented to me and I can confirm that the school's evaluation of progress continues to be extremely accurate. During the review meetings were held with the Headteacher, Deputy Headteacher and SENCO, a range of Staff, including Teachers, Teaching Assistants and Pupils in classes and during social times. As part of the review process there was a discussion and evaluation of the progress and impact of the Action Plan for 2018-19, documentary scrutiny and opportunities to discuss and evaluate the schools Action Plan for 2019 -2020 with a variety of stakeholders. This included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's outstanding inclusive practice.

COE Action Plan 2018 - 19

The school has diligently implemented the actions identified at their initial assessment and provided a comprehensive summary of actions taken to meet the targets set and the impact of these actions. Actions from the last review period successfully achieved include:

Developing the use of outdoor learning as a whole school approach. This was achieved through the following actions; Staff spent the Spring and Summer terms of 2019 exploring the outdoor spaces available to them and planned what was needed to develop these spaces further; INSET at the beginning of September 2019 was used to train staff in Outdoor Learning across the curriculum and subject leaders mapped out opportunities for outdoor learning to occur; SLT set non-negotiables for outdoor learning as one topic per half term to be planned and delivered outdoors as well as at least one English and Maths lesson per week; All children have an outdoor kit to ensure they can access the lessons outdoors and these lessons are now well under way; The school has introduced two lunchtime nurture clubs with an emphasis on the outdoors. These clubs enable children with SEMH to access lunchtimes in a more productive, structured way which has seen a reduction in the numbers of behavioural incidents; The school has welcomed animals to school, three rabbits and a school dog. These animals are well looked after by a team of children who attend the lunchtime nurture groups. Lessons are also planned around the animals and links made wherever possible; They have also generated links with the allotments next door to the school and groups of children access the allotments and speak to experts in horticulture who provide support.

Future Developments over the next review period will include the following: The school have also applied for two funded projects. The first for a campfire kit along with training for staff, which hopefully will be delivered in December 2019. The second was funding for the Edible Playgrounds initiative (<https://www.treesforcities.org>) in which the school will receive £25,000 with a £5,000 contribution supplied by the school for a total redesigning of the two main outdoor areas to include planters, seating areas, sheds, trellis etc. Edible Playgrounds transform school grounds into vibrant outdoor teaching gardens that inspire hands-on learning and get children excited about growing and eating healthy food. They help improve health and well-being, open up access to



nature and provide a fun outdoor learning environment that supports cross-curriculum teaching. This work will commence January 2020. It will be interesting to see how this has developed at the next review point.

The second action was the use PASS (Pupils Attitudes to Self and School) to identify internal barriers to achievement. All KS2 children took part in their first PASS survey in September 2019. The results were analysed and “self-regard as a learner” was found to be the weakest area for the whole cohort. In order to address this Growth Mindset lessons and PSHE sessions have been built into the curriculum to address the issue identified through the use of PASS. Staff meetings have been held to discuss results and how the change in approach can support this. Future Developments over the next review period will include the development of The Growth Mindset approach across the school during the year.

The third action was to continue to develop and expand links with other schools locally and consider developing links with other schools nationally and Internationally. The school has shared good practice across cluster groups within IQM; They have continued to work with other schools locally and will continue to investigate the possibility of working with international schools to share good practice as appropriate in the future.

COE Action Plan for 2019 – 2020

The following COE Action Plan has been ratified after a thorough discussion during the review process with actions identified that are linked to the schools ‘Focussed Priorities for Improvement’ and will be enacted over the next twelve months by:

Embedding the new school behaviour policy using the Zones of Regulation materials and Restorative Thinking. The Zones framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts. They are designed to help move pupils toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them and learn what tools they can use to manage their feelings and states. The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone. The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions. However, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs. The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick or bored. The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go.” A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop and when one is the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to



experience, but the framework focuses on teaching pupils how to recognise and manage their Zone based on the environment and its demands and the people around them, for example, when playing on the playground or in an active/competitive game, pupils are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the classroom where there are different expectations than the playground, pupils may still be in the Yellow Zone but have to manage it differently, so their behaviour meets the expectations of the classroom setting. Each classroom has a practical toolkit that pupils are able to use when needed to regulate themselves and dip into and use during lessons as needed.

The school will achieve this through the following actions: The delivery of Zones of Regulation lessons to all classes; the monitoring and tracking of behaviour incidents; the tools and sensory breaks used effectively; Attachment and ADHD behaviour management training; Restorative Thinking training and whole school implementation and through a consistent approach with individual members of staff across the whole school.

Introducing the Wellcomm Speech and Language support programme to remove barriers to learning in the Early Years and foundation Stage. A toolkit for early years practitioners to help identify children who may need extra help with their speech, language and communication development. This will be achieved by: Training all teachers and TAs in the Wellcomm Programme; Baselining all children in Nursery and reception (this was completed in October 2019); Sharing individual learning plans with parents including ideas for support etc; Timetabling appropriate Wave 2 support as identified; referring directed children to external agencies for support; monitoring children with 3 monthly review assessments and track the impact at end of year whole cohort data reviews.

The school may wish to consider

- Contacting Pikes Lane Primary School, Bolton and The Valley Community Primary School, Bolton in respect of exploring links to multicultural schools in the North West. Contact details have been supplied.
- Utilising the very positive responses from Parental Questionnaires that are collected at key points and disseminate to parents and the community via social media and the website in a user-friendly manner.

Assessor: Steve Gill

Date of Review: 25th November 2019