



Assessor’s Evaluation for the IQM Flagship Project



School Faith Primary Academy
 Prince Edwin Street
 Liverpool
 Merseyside
 L5 3LW

Executive Head Mrs Lynne Gannon

Head/Principal Ms Sarah Williams

IQM Lead Ms Kate McDowell

Date of Review 28th November 2024

Assessor Mrs Sarah Linari

IQM Cluster Programme

Cluster Group All Inclusive

Ambassador Mrs Sarah Linari

Next Meeting 12th March 2025

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	17th Oct 2023	Yes
Spring 2024	20th Mar 2024	Yes
Summer 2024	13th Jun 2024	Yes
Autumn 2024	22nd Nov 2024	Yes
Spring 2025	20th Jan 2025	
Summer 2025	20th May 2025	

The Impact of the Cluster Group

Faith Primary Academy continues to engage fully as a valued member of the cluster group. The new IQM Lead attended the latest meeting. She found the meeting to be beneficial and enjoyed making connections with other IQM schools.

Leaders always ensure the cluster meetings are attended. On the review day, examples were provided of where the school has taken ideas from cluster meetings to enhance practice at Faith. One example of this is the 100% Attendance Club display, which the IQM Lead saw during the visit to Holy Cross Primary School. There is now a similar display prominently featured at Faith.



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Evidence

- IQM Flagship review documentation.
- Ofsted Report
- National performance data
- School and Trust websites
- Report cards
- Displays

Additional Activities

- Learning Walk to evaluate the whole-school learning environment.
- Observation of gardening club sessions.
- Observation of Open Classroom sessions with parents and carers (Y1,2, 3 & 5).
- Observation of Stay and Play session – Reception.
- Observation of maths session.
- Observation of whole-class lesson with Gardening Club Lead.

Meetings held with:

- Head of School.
- Assistant Headteacher/SENDCo/ IQM Lead.
- Class Teachers.
- Teaching Assistants.
- Pupils.
- Parents/carers.

Evaluation of Annual Progress towards the Flagship Project

Project Title:

“To develop a mentally healthy wider school community through education around emotional regulation, mental health and wellbeing.”



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During the review day, the assessor observed a variety of lessons, including Open Classroom sessions, a Stay and Play session and a gardening club session to evaluate the impact of the previous year's Flagship Project.

Lesson observations highlighted the school's nurturing and inclusive atmosphere, supported by thoughtful environmental features such as regulation toolboxes, diffusers, salt rocks, and calming reading corners. Staff are consistently calm and supportive in their approach, creating a welcoming environment for pupils. New Teaching Assistants and teachers have seamlessly integrated into school life, contributing to the positive and consistent atmosphere noted during the learning walk.

Parental engagement was a key focus of the project, with targeted initiatives to strengthen home-school relationships. In Reception, the "Stay and Play" session, led by a School Improvement Liverpool representative, fosters connections between families and the school while promoting home learning. These sessions focus on practical and accessible activities parents and carers can do together with their children, with 95% of parents reporting they replicate the ideas at home.

Similar efforts were evident in the Open Classroom sessions. In Year 2, parents and carers participated in making paper chairs with their children as an extension of their work on Goldilocks and the Three Bears. In Year 3, families were encouraged to bond over creative Christmas craft activities. These initiatives not only enhance parental involvement but also empower families to support their children's learning in meaningful and enjoyable ways. In the Year 1 classroom, parents and carers observed a lively phonics session, attentively watching as the teacher engaged the children with Read Write Inc approaches. After the teacher input, parents and carers joined their children at activity tables, reinforcing the phonics work with guidance from a handout detailing progression and tips for home learning, including Seesaw videos. In the Year 5 classroom, parents and carers were invited to participate in a unique self-portrait activity. Dads and mums sketched their children while sharing meaningful time together, gaining a fresh perspective on their child's daily school experience. Across the Open Classroom sessions, the calm, focused setting allowed families to connect in a way that was both engaging and heartwarming, with many cherishing the opportunity to witness their children's school life. The warm rapport between staff and pupils was evident, creating a joyful and supportive atmosphere.

Beyond the classroom, the school provides a range of enrichment activities to enhance mental health and wellbeing, as well as encouraging social development. After-school clubs include a Key Stage 2 choir which will soon participate in the Trust's Advent Service at Liverpool Cathedral, with some Year 6 pupils showcasing their talents as soloists. 'In Harmony' continues to be bought in to provide music tuition across the year groups. Class teachers learn the instruments alongside the children, promoting confidence and a collective sense of accomplishment. Additionally, there are targeted interventions, such as the focused Year 4 after-school groups, to boost academic progress outcomes. Creative projects, like the sustainability fashion show linked to science week, and partnerships with external organisations, such as Liverpool Museum, further enrich the pupils' educational experiences.



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Pupil representatives from Years 3 to 6 met with the assessor to share their enthusiasm for the school's enrichment activities. Highlights include special occasions like 'pyjama days' to raise money for charities such as Alder Hey Children's Hospital, Christmas crafts to take home and share with their families, and the memorable sustainability fashion show. Pupils praised the after-school clubs for offering a mix of academic support and fun activities, mentioning the booster sessions, gymnastics club, choir, hockey with the PE lead, and the Commando Joe sessions as favourites.

The school's Gardening Club plays a vital role in fostering both personal development and social skills, particularly for children with social, emotional, and mental health (SEMH) needs. The Gardening Club Lead, affectionately known as the "Gardening Lady," works one day a week, leading the club as part of the "Growing Together" programme. Her calm, nurturing approach ensures children feel supported, and her work is guided by Pupil Attitudes to Self and School (PASS) data to target those who will benefit most. The club operates on a rolling programme, with a core group of five children and up to 18 participants, offering flexibility to meet the varying needs. The Gardening Club Lead's dedication goes beyond gardening, as she consistently prioritises the wellbeing of every child she works with. Due to the impact, she has, the Lead also delivers whole-class sessions. The Year 3 lesson observed on the review day showcased creativity and community involvement as pupils were enthusiastically decorating pinecones to sell at the upcoming school fair.

Outside, the Gardening Club area has flourished into a vibrant, engaging space that nurtures both practical skills and personal growth. With a well-equipped mud kitchen area, greenhouse, and planters, the club provides a hands-on, interactive experience that captivates the children. A roofed mud kitchen, complete with guttering that channels rainwater into a sustainable water tank, reinforces the club's commitment to environmental sustainability and allows the club to take place each day regardless of the weather. At the club, the children enjoy various activities, from growing produce for the school's salad bar to creating bird food shaped into festive decorations to sell at the Christmas fair. Other seasonal projects, such as decorating pumpkins for Halloween, add creative flair. The Gardening Club Lead's warm, supportive manner fosters positive relationships, enhancing the children's enjoyment. Participants describe the club as "very fun and exciting," appreciating the chance to connect with nature and proudly take home their plants/produce. Beyond horticulture, the club promotes teamwork, communication, and boosts self-esteem, providing a space where children feel valued and inspired.

Throughout all activities and meetings on the review day, it was clear that the focus on emotional regulation, mental health and wellbeing ensures that all stakeholders feel well-supported in the calm, nurturing environment.

Agreed Actions for the Next Steps in the Flagship Project

Project Title:

Creating an inclusive curriculum to improve the provision of teaching, learning and assessment for all pupils.



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During the review day, the assessor advised the Leaders to change the focus of the Flagship Project to align with one of the current key priorities on the academy development plan: curriculum development, with a particular focus on the Quality First Teaching (QFT) approach. Through collaborative discussions, it was decided that the flagship project would prioritise adaptive teaching strategies to ensure that all pupils, regardless of their individual needs, are both supported and challenged to achieve their full potential.

The Special Educational Needs and Disabilities Coordinator (SENDCo), currently establishing her role at Faith, will play a pivotal part in this initiative. She will collaborate with staff across the school to ensure that the curriculum is delivered in an inclusive manner, creating a learning environment that accommodates diverse needs while maintaining high standards of achievement.

Aligned with the Academy Improvement Plan, the project aims to strengthen curriculum delivery and develop subject leadership. Key objectives will include a comprehensive review of the implementation and impact of current planning, the upskilling of curriculum leaders, and refining assessment processes to enhance their effectiveness in informing teaching practices. QFT will be embedded in all lessons to ensure that the curriculum supports the retention, recall, and application of knowledge and skills. Subject Leads will be responsible for gathering evidence of progress and reporting their findings to the link governors. The SENDCo will meet with each Subject Lead to review the curriculum from a SEND perspective, with a continued focus on challenge for all.

Actions will include (but are not limited to):

- The implementation of a new monitoring system.
- Auditing of current curriculum expectations.
- Weekly management time for Core Subject Leads.
- Support for new Subject Leads from more experienced counterparts at partner schools.
- Access to Trust-wide focussed CPD.
- Whole-school CPD for Maths, English, and the principles of teaching.
- The development of curriculum booklets (which will be uploaded onto the website).
- The opportunity for Subject Leaders to work with external improvement partners to develop their skills and experience.
- The creation of new assessment framework to analyse learning and inform teaching and next steps.



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- Series of lesson observations to be carried out by the SENDCo who will work alongside Subject Leads to ensure challenge and appropriate content for all.
- Story time progression from EYFS – Year 6 with a selection of diverse and inclusive texts.
- Use of electric interventions to close the gap of those not currently reaching ARE.
- Fluency assessment completed termly, and children targeted for 1-1 reading.
- Core subject planning document to highlight adaptive planning for core subjects.
- All EAL children to be assessed using Bell Foundation framework and the placed in appropriate interventions.
- Staff meeting time to be set aside for a focus on ensuring activities are adapted for pupils at all levels of language proficiency.
- Focusing Open Classroom sessions on curriculum content

Additionally, the IQM assessor will facilitate collaboration by connecting the SENDCo with the IQM Lead at St. Sebastian's Catholic Primary School and Nursery, to enable the sharing of an adaptive teaching document to further enrich the school's inclusive practices.



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Overview

Over the past year, Faith Primary Academy has experienced a significant period of change and growth. Following the secondment of the previous Headteacher for two and a half days a week to work across the Trust, the Deputy Headteacher stepped up as Head of School, providing stability during a challenging time.

To manage SEND and safeguarding responsibilities 2 Senior Leaders initially took on non-teaching roles, but staffing challenges required them to return to the classroom and reflect the school's teamwork and responsive approach.

Following the successful appointment of the previous Headteacher into a full-time Trust role, the strategic decision was made for the Head of St Cleopas, a fellow Trust school, to become the Executive Head of both schools. Faith's previous Deputy Headteacher was successfully appointed as substantive Head of School at Faith. A staff member from St Cleopa's was appointed as SENDCo and Assistant Headteacher at Faith, bringing a different perspective to the role.

Throughout all changes, staff wellbeing and teamwork have been paramount, with the collective effort ensuring the school remains on a positive trajectory, committed to continuous improvement.

Being part of the All Saints Multi-Academy Trust (MAT) has further strengthened Faith Primary Academy's inclusive practice.

Many staff are new to Subject Leadership roles; therefore, they are working in close collaboration with Subjects Leads from St Cleopas as the curriculum is recognised as an area of strength there. Likewise, Faith Leaders have shared the best practice on attendance with other Trust schools, due to this being widely recognised as an area of strength at Faith.

There are shared networks across the MAT in reading, safeguarding, and Religious Education (RE) which provide additional layers of support to the individual schools.

All Saints MAT was recently recognised as the "Most Inspirational Trust" at the Educate Awards, reflecting the success of the MAT growth.

The inclusive learning environment at Faith Primary Academy continues to be a core strength. In the main atrium, there is a display which beautifully reflects the school's commitment to inclusion, with the message that everyone is welcomed, nurtured, loved, and appreciated for being exactly who they are. A new attendance display, linked to the school's house system, which is named after 4 different Saints, further reinforces this sense of belonging. Both pupils and staff are allocated to a house, with their names displayed under the corresponding Saint's picture.

To promote excellent attendance, those who attend every day throughout the week earn a place in the 100% Attendance Club, receiving a ticket which is placed into a tube for a chance to win a festive hamper filled with toys and chocolates before Christmas.



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The school's ongoing success with the Zones of Regulation remains another standout strength. The consistent references to the Zones provide a supportive framework that nurtures emotional wellbeing. Twice-daily check-ins continue to serve as touchpoints for all pupils, offering a regular opportunity to reflect on their feelings and regulate their emotions in a confidential, non-threatening manner. The regular check-ins create a safe space for children to disclose concerns, which are promptly addressed by the Safeguarding Team. This embedded system continues to enhance both emotional regulation and the school's nurturing environment.

A small number of children who struggle to regulate their behaviour within the universal approach, benefit from additional support through the use of a personalised target card, monitored by Senior Leadership members twice a day. These cards, featuring 3 clear, positive targets, are collaboratively developed with the children, fostering a sense of ownership and accountability. Discussions focus on setting goals for the next day, allowing pupils to engage in a process that builds confidence and looks ahead rather than dwelling on the issues. Rewards, chosen by the children, further enhance motivation and engagement. The staff's deep understanding of each child ensures tailored strategies which meet individual needs, with subtle approaches that build trust.

In the Early Years Foundation Stage (EYFS), significant changes have led to a 100% increase in Good Level of Development (GLD) results. This success is attributed to a strong emphasis on communication and language across all subjects, including maths, where WellComm interventions and targeted staff training enhance learning. Daily story time sessions, and the integration of stories into various activities, further support language development, while the use of Widgit symbols creates an inclusive learning environment. Staff, including the Reception Teacher who has completed extensive EYFS and SENDCo training, receive consistent support from the Senior Leadership Team.

To support progress in maths, the Mastering Number programme has been rolled out from Early Years to Year 3. During the review day, the assessor observed a Reception class maths session which showcased an engaging, well-structured approach to early numeracy, with a focus on developing a strong understanding of parts and wholes. The session began with a lively song, setting an energetic and positive tone.

The teacher utilised the "I do, you do" model, ensuring that all children grasped the concept by referring to previous learning and using repetition to reinforce key vocabulary. The enthusiastic teacher's dynamic teaching style made learning both fun and memorable. Throughout the session, the use of Read Write Inc. strategies enhanced comprehension. Talk partners encouraged peer collaboration, and a short Numberblocks clip further enriched the lesson, making abstract concepts more tangible.

The teacher modelled splitting 2 tiles to form the number two before children worked individually with their own packs to explore different combinations. Mistakes were celebrated as "magic," fostering a growth mindset and creating a safe, supportive environment. The session concluded with the class regrouping to discuss their findings, ensuring that every child remained engaged during the 20-minute focused session. The thoughtful balance of structured guidance, independent work, and repetition made the session highly effective in developing mathematical understanding.



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Parents and carers hold the school in the highest regard, praising its unwavering commitment to supporting both children and families. Several parents shared with the assessor that they moved their children from other schools, where their needs were not adequately met, and found the support at Faith Primary Academy to be exceptional. The school’s focus on trauma-informed care, including access to Seedlings support, has been life-changing for many families. A parent shared, “the early help instigated by the school changed my life completely,” highlighting the profound impact of the Leaders’ proactive approach.

Parents and carers appreciate the school’s efforts to educate them on trauma and related behaviours, supporting greater understanding and collaboration. Parents and carers also discussed the practical assistance offered to them, with a parent stating, “the support they gave me on a personal level is second to none.” Whether it is help with form-filling or emotional support, parents and carers consistently describe the school as “brilliant” and “nothing but supportive and helpful,” reflecting the trust and gratitude they feel.

It is always a pleasure to visit Faith Primary Academy.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I wholeheartedly recommend that the school retains its thoroughly deserved Flagship status for another 3-year cycle and is reviewed again in 12 months. 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 Flagship status.

Assessor: Mrs Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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