



## Assessor's Evaluation for the IQM CoE Award



**School Name** Kirkdale St Lawrence CE Primary School  
Fonthill Road  
Liverpool  
Merseyside  
L4 1QD

**Head/Principal** Mrs Jo Campbell

**IQM Lead** Ms Emma Cottom

**Date of Review** 8<sup>th</sup> July 2024

**Assessor** Ms Siona Robson

### **IQM Cluster Programme**

**Cluster Group** Gardeners

**Ambassador** Sarah Linari

**Next Meeting** TBC

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2023</b>		Yes
<b>Spring 2024</b>	22nd March 2024	Yes
<b>Summer 2024</b>	2nd May 2024	No

### **The Impact of Cluster Groups**

#### **12.10.23: Yew Tree Primary Academy.**

- **The school benefited from ideas shared for sensory circuits and outdoor provision during a tour of the school- Impact:** Staff have all now had training on sensory circuits, why it is important that some children have movements, and how to spot the signs. The use of sensory resources is now more widespread.
- **Growth mindset- Impact:** Kirkdale St Lawrence CE Primary School is revisiting their whole class's wellbeing strategies relating to Growth Mindset.
- **Incorporating Alternative and Augmentative Communication (AAC) strategies into school practice for some children- Impact:** The school will be using visuals related to emotional regulation starting in September as part of a more widespread use of zones of regulation.



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- **The texts used across the curriculum and the rationale behind the choice of these - Impact:** The school took back ideas for texts that link to the cultural heritage of the children in the school.
- **Looking at the Alternative Provision (AP) in action - Impact:** Discussions in SLT around the potential need for a similar provision for Kirkdale St. Lawrence CE Primary School.

### 22<sup>nd</sup> March 2024: Knotty Ash Primary School.

- **Presentation on attendance and their work around Emotional Based School Avoidance (EBSA) from Thatto Heath Primary School - Impact:** The Kirkdale St. Lawrence CE Primary Schools Educational and Welfare Officer plans to follow a similar approach for September 2024. The plan is to widen the soft-landing provision and introduce Lego play as part of the attendance strategy for next year. There will be individual attendance plans for children.
- **Sharing of work with children with hearing needs at Knotty Ash- Impact:** Develop staff subject knowledge relating to children with hearing needs.

### Evidence

- Meeting with the Head and Senior Leadership Team
- Meeting with the Special Educational Needs Coordinator (SENCo)
- Meeting with pupils
- Meeting with teachers
- Meeting with Teaching Assistants (TAs)
- Meeting with parents
- Meeting with Governors
- Learning Walk, including continuous provision
- Playground visit
- Review of photos and documentation



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### Summary of Targets from 2023–2024

#### **Target 1: To support the development of the continuous provision and bespoke Key Stage 1 curriculum.**

The rationale for this project followed a close analysis of progress data, which showed that the school needed to make adaptations to meet the needs of the new demographic of the school. In particular, Year 1 wasn't ready for full-time formal provision but had no continuous provision in their curriculum, and the transition from Reception to Year 1 was not strong. The planning for continuous provision in Year 1 has been informed by involvement with the Early Excellence Team. As a partnership school, staff have accessed training and hosted visits from other schools. The school led a best practice-sharing event in November, and another one is planned for the autumn. This has led to further networking with other schools.

There has been an aspirational vision for continuous provision. Progress in reception was good, and this provision in Key Stage 1 aimed to support the transition and improve their readiness for learning. The school has devised their model. The approach enables pupils' needs to be met through revisiting prior learning and by providing opportunities to develop communication and language skills. As a result of this provision, the pupils are calmer, their stamina for writing, their quality of writing, and their use of punctuation have all improved. Pupils are more focused and independent. Pupils were busy before, but they are now productive and embedding prior learning. The provision will reflect current or prior learning or will address a misconception. An investment of funding changed the physical space and paid for resources and additional staffing for this year. Halfway through this year, the Early Years Foundation Stage (EYFS) team highlighted that the pupils were not accessing the full provision, so an additional team of experienced staff with a skill set in this area was added. The play became more structured, ensuring that the right children were accessing the right provisions in smaller groups. Staff model the play to maximize impact. Next year, a Higher Level Teaching Assistant will have responsibility for continuous provision in the mixed Year 1 and 2 classes. As a result of mixed-age classes, Year 2 also benefits in the afternoons from continuous provision in the foundation subjects. Geography maps with grid references stretched Year 2 children. In Science for the topic of plants, activities around labelling plants will be more sophisticated and require greater independence for the Year 2 children. The activities and access to continuous provision are based on needs and disproportionately benefit Special Education Needs and Disabilities and English as an Additional Language (EAL) pupils in Years 1 and 2. A first-year student showed me a yellow clock, which helps him learn the time. He went on to tell me of continuous provision: "We get to play with cubes, which teaches us to count. I like how in construction I can make something, and then I go to the English table to write about it." Another first-year child told me about continuous provision. "The best thing was decorating a big box; it inspired me to make a theatre." I finished it at home. We got to hold the ducklings, and we could feed them. We are doing a story now about ducks, and we know all about them as we had our ducklings."

Teachers also spoke of the benefits of the Year 1 provision, including the quality of the child-initiated learning, increased pupil independence, and language development. It meets pupils' Special Education Needs and Disabilities plans through small group work



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which supports sensory needs. Resources in continuous provision link learning across the curriculum; pupils used blocks to add the physical features on a map of the local area, connecting their structured play with their learning in geography. Takeaway homework is linked to the provision; pupils completed their map of the local area, adding their home, their local shop, and their mosque. Recently, a science life cycle topic was brought to life in continuous provision by observing eggs hatching into ducklings. This was then linked to their talk on writing topics and duck comprehension.

Parent volunteers are supporting this provision as part of their journey into a career in education. The Governors value the opportunities they have to visit the continuous provision as one of the many opportunities they get to see the school in action. They are aware of how the provision is continually being evaluated and dynamic, real-time improvements made.

From my observations, discussions, and the evidence provided by leaders, continuous provision is fulfilling its aims and objectives. It is having a significant impact on language development, communication, cooperative and collaborative play, and curriculum learning in Year 1.

### **Next Steps:**

- Ask early excellence to share evaluations for the best practice visits.
- To continue to monitor and adapt continuous provision to meet new cohorts of children's needs.
- Host more training events with Early Excellence to strengthen partnerships and the network of schools.
- Explore how children can access outdoor provision and learning in the next academic year.

### **Target 2:**

To improve the outdoor provision to engage pupils in play during break and lunchtimes as well as exploit outdoor learning activities. Increased opportunities to engage in structured play should lead to a reduction in behaviour incidents during lunchtime. The school is part of the Heart project and is developing a trauma-informed approach. As part of this, they needed to focus on an area of the school where trauma and attachment could be supported. A practitioner inquiry research approach highlighted that most of the dysregulation issues, conflict, and pupil isolation occurred on the playground or directly after breaks. The school identified that there was a lack of purposeful play. As part of the research, the Head watched a complete break on CCTV, and this, along with questionnaires, an audit, a heatmap, and a pupil's voice, informed a new, more purposeful approach, changing the interaction of adults and creating zones of play. The approach was launched in a whole school staff meeting and is continually reviewed. Staff were not initially assigned to particular areas. Following a mid-year evaluation, they now have ownership of a zone and the resources in it. By observing the pupils using a planter for mud games, the plan is to change this into a resourced mud kitchen.

Teachers reported a reduction in behaviour incidents as a result of the new structure, and this is backed up by school data. Staff told me, "Play is more purposeful, and adults



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are more engaged in the play and involved with the children.” “When children come in from break, it’s now positive, and they want to tell you what they have done, who they have danced with, and who they have played with.” There is a no-lining-up policy this year, and the pupils use ‘safe walking’ to return to class. The conversations as they return are more positive, as teachers are not distracted by enforcing the line-up.

This provision is a work in progress, but there is a clear, shared vision. It is adaptable and flexible, and staff are excited about the next stage of this project. Rotated equipment will support engagement, and the planned outdoor classroom will provide a quiet environment. The staff and pupils have been involved in the ongoing evaluation and review of this provision. In the words of the children, “The playground is now really fun as there is music, Jenga, and a construction area.” “Pupils can let their creativity out. “On the day of my visit, the pupils on the playground were happy, purposeful, and engaging positively with their peers and with the adults.

### Next Steps:

- School mentor/welfare officer (play coordinator).
- Involve parents to support play at home-planned workshops.
- Bid for funding to support financial costs.
- Bring learning outdoors—a new outdoor classroom to be built ready for September 2024.
- Continue to support and develop a whole-school approach to equip pupils with the resilience to manage their future lives.
- Meet with the Physical Education (PE) coordinator to make links with the National Curriculum and how this can be further developed (purposeful play).
- Use of recreational ground in a nearby park to allow supervised play in a grassed area.
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- Develop play leaders and investigate socially seated lunchtimes.

### Target 3:

To develop global citizenship through cultural heritage days, you could invite wider members of the community to deliver workshops and events for the children to celebrate the wide range of languages and cultures in the school community.

A ‘Welcome Week’ this year supported the integration of the high number of new children into the school community, many this year from Nigeria, and celebrated the increasing and wonderful diversity in the school. It was made up of several themed days, special events, and visitors. Themes included anti-racism, respect for world faiths, cultural heritage, neurodiversity, disability, relationships, equality, and diversity. Pupils spoke so positively about the impact of Diversity Day on their understanding of the needs of their peers and the adaptations the school makes to support them. Pupils and staff spoke to children about their neurodiversity or that of members of their family.

The school created an unsung heroes display with neurodiversity to inspire pupils. As a result, pupils are very knowledgeable about neurodiversity and the measures in place to support it across the school. The Relationships Day theme was around the message that it doesn't matter what your family looks like as long as it's healthy and happy, built on positive relationships. A teacher talked to the pupils about their blended family. Anti-racism Day kicked off with an artist who shared with the pupils that they are autistic



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and have Attention Deficit Hyperactivity Disorder (ADHD) and how, as a result, they should be taught in a neurodiverse-friendly way. The artist worked with the children to create the world flag display, which includes all the different nationalities represented in the school community. A theatre company worked with the children to create freeze frames for different scenarios relating to acceptance and anti-racism. The final day of the week was the Food Festival, which celebrated food from across the school with the school and wider community, reflecting the diversity of the school demographic. This was wonderful. Inspiring week, which had a massive impact on the pupils' journey to becoming global citizens.

### Next Steps:

- Link to school in Nigeria secured and begin sharing practice.
- Visits to a variety of places of worship to be visited by children: Princes Road synagogue, Liverpool Anglican Cathedral, Liverpool Metropolitan Cathedral of Christ the King, Al Rahma Mosque.

### Target 4:

Communication: To look at introducing a parent app in EYFS and Key Stage 1 to share regular updates with parents and caregivers about what the children have been learning. Share videos of staff explaining aspects of the curriculum or general school life to enhance parental engagement.

Currently, the staff use Twitter to share with parents the continuous provision in Key Stage 1 and EYFS. The Seesaw app is going to be used moving forward. All staff have been trained, and the children are now working independently with the app. A first-year pupil loved showing me images of their peers learning and playing. The next step is to engage parents. It was launched on a parent's evening last week, and there will be an opt-out rather than an opt-in approach to its use by parents.

Through the Education Endowment Foundation (EFF), the EYFS leader is embarking on a project to develop communication and language in the Early Years and to develop, through parental engagement, their language and vocabulary. The school has signed up for the Shine project, a parent intervention program working with another IQM school, Whitefield Primary School.

### Next Steps:

- During the parents' meeting for reception cohorts 24–25, assist parents in installing the app on their mobile phones.
- Login details for nursery children.
- Remaining Key Stage 1 staff complete online training.
- Key Stage 1 login details for parents.
- Identify the first group of parents and children to engage in the Shine project.



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### Agreed Targets for 2024-2025

After the Centre of Excellence (COE) review visit, it was agreed that the proposed targets for 24–25 would be amended to ensure that the 23–24 targets are fully developed and embedded. The targets below will be fleshed out in the revised action plan.

#### Target 1:

To establish an outstanding model for parental partnership to maximize their engagement and impact on their child's learning and personal development.

#### Comments

The school plans to implement more widespread use of zones of regulation and implement the Shine parental engagement project with support from Whitefield's. Seesaw in EYFS will be embedded as a tool for sharing continuous provision with parents.

#### Target 2:

To continue the work on delivering the vision for outdoor play and learning.

#### Comments

The PE lead has contacted Liverpool City Council (LCC) with the support of the Liverpool Sports School Partnership (LSSP) to get access to the adjacent recreation ground. The school now has a document that permits them to use the space for sports. This year, the school's sports day was held here, and it was being used the week of my visit for a reception class teddy bear picnic. Working with LCC and LSP on the use of this area will form part of this target.

The school has a vision for developing the playground further, and part of this will be creating an outdoor classroom. Leaders have used best practices in other schools to inform their planning.

#### Target 3:

To deliver safer homes and stronger families hub projects in partnership with Social Brokers.

#### Comments

The school has been working in partnership with The Social Brokers, a Children in Care (CIC), to secure funding from Cadent Gas to build a family centre and fund two family support workers for at least 2 years employed by the Social Brokers. This will provide access to translators, support for asylum seekers, and access to work and pension advice. This will build capacity in the school by providing external support for families. The pastoral lead has ideas for inviting local businesses and organizations to raise aspirations for parents and children.



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### Overview

'Together with God in our hearts, the path to our dreams will start.' It is evident that at Kirkdale St. Lawrence CE Primary School, dreams do start.

The school has experienced a demographic change over the last 7 years. The proportion of English as an Additional Language (EAL) children has risen from 5% to 45%, with 42 different languages spoken. The number of children with an Educational Health Care Plan (EHCP), currently sitting at 12, may well rise to over 20 by September 24. Often, a new starter is from a new country and comes to the school; asylum seekers, refugees, or transient families are coming for work. In the last two terms, the school has welcomed 20 new pupils from Nigeria. Some pupils have not experienced education after living in refugee camps, and many have experienced significant trauma. The school has had to work dynamically on Social, Emotional and Mental Health (SEMH) and Special Education Needs and Disabilities. SLT has strategically planned the deployment of Special Education Needs and the school has utilised reduced timetables with children with significant needs, and this approach has been very successful. The majority of this group of children now access full-time learning in school. The school is proactive, seeking and utilising help and support from external agencies. The school is at capacity, and all classes are now mixed apart from reception. This has been a real change this year, requiring amendments to the curriculum. Curriculum Maestro is used to meet the needs of mixed-year groups. An adapted version personalised for Kirkdale St. Lawrence CE Primary School will be launched in September. Pupils with no English have access to an iPad to support their language acquisition and aid translation. The Multidimensional Test Anxiety Scale (MTAS), funded by the school, comes in to support new starters. Leaders understand the pupils' lived reality, and this shines out in their approach to inclusive provision.

Classes are named after influential people from Liverpool. The pupils were involved in voting for these. Natasha Jones is one, and she has visited to talk about her journey to becoming a gold medal-winning boxer. There is a lovely display of flags representing all the countries from which the pupils in the school have heritage. The pupils are proud of this display and will ensure it is kept up to date when new pupils join the Kirkdale St. Lawrence community. Displays around the school have improved over this academic year and are of very high quality. There is a particularly lovely display showing the learning journey for pupils and another on influential women in Science, Engineering, Technology and Mathematics (STEM). Children having access to a library is one of the priorities of the school development plan. An old stockroom has been converted and beautifully decorated to support this objective. A morning phonics session is now part of each day's routine. Talk about writing has been introduced across the school this year. This particularly supports EAL pupils. Adapting this scheme to ensure stretch and challenge for more able pupils is a current priority. Military schools in the United Kingdom work with pupils to build emotional resilience and teamwork skills. Self-regulation activities are tailored to meet the needs of a particular class. The mentor this year provides a very positive male role model for the children.

The attendance and pastoral lead has developed her role significantly over the last 2 years. Children are now collected from home in the mornings for a period to establish regular routines for the child and the family. As a result of breakfast now being fully



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funded, twice as many pupils are accessing this provision from nursery to Year 6. Today, 78 children had a free breakfast from across the school. This initiative is having an impact on attendance. For children with low attendance, the focus is on supporting and helping them access outside agencies and charities, such as housing organisations and the Time for Bed charity. The attendance lead, along with other key staff, is at the gate at the start and end of the day to build relationships, and Twitter is used to raise awareness of the importance of attendance and punctuality.

The school has warm relationships with Governors and will be welcoming new members in September. They are actively looking to expand their skill set on the team. The Governors are kept up to date with the inclusive plans of the school. A Governor told me, "We are a very, very inclusive school. The children are so accepting of each other. The pupils are kind and talk about their home languages. They mix well, and the continuous provision supports this." Teachers emphasised how committed the SLT is to the inclusive journey. They are quick with referrals, and the Special Educational Needs Coordinator (SENCo) is approachable and responsive. SLT has recognised the need to give the children more opportunities. Residential and trips are now part of the school calendar. On a recent trip, only 20% of the children said they had previously been on a walk in the country. Last year was the first-time parents attended the sports day in the playground, and this year more parents attended it on the recreation ground, making it a more inclusive community event. A few children were at risk of not being safe on the recreation ground, which is a public space, so they were involved in an inclusive sports day on the school playground the day before. The adapted games met the need, and they got a great deal from the event. The PE lead is hoping to have all summer sports lessons on the recreation ground next year and will expand and develop the sports day further now they have a visualisation of how the space can be used. Sports has been an area of rapid development over the last 2 years, from a poor provision to now being an area of strength, with teams for cross country and football in every year group and pupils attending a variety of events, including a Bocca event.

The school has been on a significant and extremely positive journey in the last two years since the appointment of the current Headteacher. There is a clear vision for the school, and the improvement journey is driven by a forensic analysis of progress and soft data. The staff feel that their wellbeing is a priority. Staff can access free counselling sessions if needed. Staff find SLT approachable and value the shared Google calendar, which has made communication more transparent. Teaching assistants feel like valued partners in the school and appreciate that the Head is approachable and listens. The feel of the school is calm, purposeful, and inclusive. There is an impressively proactive and inclusive approach to engaging with and supporting the school community.

Relationships with families are positive, and parents will now proactively engage with the school. There is increased engagement with outside agencies. The Liverpool Foundation delivers workshops and assemblies. Recently, they have focused on anti-racism, anti-bullying, equality and diversity, and female empowerment. They have also provided food parcels for families. The Peace Foundation works with individual children in crisis or those who have suffered trauma. A PhD student is volunteering with the school, working with small groups of students on mental health. The school is committed to supporting families with the increased cost of living. The school collects clothes and toys for the community, proactively engaging with the Radio City Cash for



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Kids initiative and acting as a donation point, enabling the school to request toys for families. At Christmas, the school hosted a fantastic hot meal day for families during the break, which meant they could connect with families who might need additional support during the holiday period. All the families who attended went home with a food hamper kindly donated by the local Member of Parliament (MP), who has attended the last two events, a union, and Liverpool Dockers. Year 6 students were involved in making up the parcels, raising their awareness of the importance of social action. This year, the name was changed from Christmas to the Winter Warmer event to ensure a more inclusive message. The school's pastoral lead would like to extend the hot meal event to include opportunities during the summer to give her more opportunities to touch base with families. Two members of staff oversee the Kirkdale Big Breakfast, providing breakfast for parents once every half term. The numbers signing up have quadrupled for this half-term. This event is an opportunity for parents to connect with other parents and engage with external agencies. At the last one, the credit union attended, and at the next, the local children's centre and the school nurse will be attending. There is also a weekly coffee morning for parents, which is particularly supportive of English as an Additional Language parents. There is attention to detail in terms of meeting the needs of parents.

The school embeds best practices and will not ask parents to sign anything they have not fully understood. As a school of sanctuary, the school has parent volunteers who support applications for Free School Meals (FSM) and bilingual letters. All Education, Health, and Care Plans (EHCPs) are now translated into the home language by an interpreter paid for by the school. Staff are working with key members of the school community who represent the most popular languages to support wider links with parents and families. The website can be translated into different languages. Parents are very grateful for the huge efforts the staff go to ensure that they are fully informed, and that communication is translated into their home language. Parents feel valued and included. They talked so positively about the 'family feel' in the school, how their children are known, and the high-quality support their children receive. Their children are happy and always keen to attend, even at the weekends!

I had a lovely meeting with pupils who talked positively about their learning. They had the opportunity to show me something they were proud of in connection to their learning. A Year 4 pupil told me, "I like Religious Education (RE) because it teaches me about other religions, and I can ask my friends about theirs." Another Year 4 pupil showed me a wonderful piece of work called The Deadly Earthquake. One pupil showed me their favourite book. They went on to tell me the entire story with great enthusiasm. A Year 6 pupil showed me their work on a balanced argument entitled, 'Should children have more PE lessons?' It showed measured and thoughtful reasoning. The pupil explained how they used an iPad to support their dyslexia. A Year 3 pupil showed me their English book and shared how much they enjoy doing hot writing "because I can put everything, I know into it." A '2' in a smiley face on her book told her she had done well. The pupils spoke enthusiastically about the residential, and trips organised by the school and how much they gained from them.

I had a really lovely day at Kirkdale, St. Lawrence. It was a pleasure to meet such committed staff, happy and confident children, and such positive parents and Governors, and to see learning and play in action. As a result of a clear, shared vision and focused



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leadership, the school has made very good progress toward its Centre of Excellence targets.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status 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 Centre of Excellence status.

**Assessor: Ms Siona Robson**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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