



17th June 2019

Ms Kate Griffin
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Centre of Excellence Review Date: 6th June 2019

Summary

Christ the King Catholic Primary School is a large sized school on the outskirts of Liverpool and currently has 378 children on roll, the majority being baptised Catholic. Overall within the school, 42% of the children in the school are recognised with some need for extra support, or with English not as their first language. As you approach the school building situated at the end of a small cul-de-sac, this does not prepare you for the vibrant environment you encounter when you enter the grounds and venture inside. Here you will meet both pupils and staff who have a passion for learning and who set themselves high aspirations. More importantly it is a school where all are embraced, living and learning together. Their mission every day is to **'we learn, grow and pray together'**. All are at different stages of their own journey of making **'lifelong memories'** and Christ the King is a school where you quickly realise that **'only your very best is good enough.'**

The Headteacher provides inspirational leadership for the team around her, who themselves are ambitious, confident and enterprising. There is an outstanding and passionate drive to get inclusion right at Christ the King, which is integral to the school's sustained success as a Centre of Excellence. All leaders have a clear and ambitious vision based on successfully understanding that inclusion is **'living and learning together with high aspirations that benefit everyone.'** The staff are a talented team and show expertise in their given responsibility areas. They are highly motivated and reach out to all learners and their central message is simple but highly effective, one being that **'every learner matters and matters equally.'** They see their role as one of guiding and facilitating the learning. It is also clear within the school that building inclusion is an on-going process and not just a one-time effort, based on the view that high quality learning occurs when pupils are actively involved, taking the lead and in making sense of their experiences.

The curriculum is exciting and successfully adapted to take account of the seven newly introduced John Hattie 'visible learning dispositions. In this model all pupils are allowed to develop these seven dispositions. They work on individual goals, learning about and accepting individual differences, while developing a strong love of learning.

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All adults in the school encourage pupils not to only learn about their own individual learning dispositions but to also accept the individual differences that others may have. Through this pupil's behavior is exemplary and they work positively with their peers. There is a real investment in valuing all individuals and staff display an excellent knowledge of the needs of each pupil. Pupils are extremely polite and have impeccable manners to whom they encounter, and it is a joy to share recounts of their many varied activities within school that they are justly proud of.

Impressively Christ the King is nurtured by the way both staff and pupils relate well to each other and visitors, and this has a positive effect on both school and community life. There is a real appreciation at Christ the King of the diversity in their society. The whole school shares the same concerns and the same dreams and within a clear framework of objectives and activities opportunities are given to pupils who speak highly of the way their teachers help them understand the dispositions that help them learn effectively.

More importantly pupils value the education they receive. One pupil quoted that **'you need a good education these days and need to be a good learner'**. Another pupil built upon this and commented that through understanding the learning dispositions they had been taught this year she had learnt that - **'there is no such thing as a perfect learner, because a learner can always make mistakes and take risks, so then improve.'** Staff have permission to be creative in their approach and they provide good role models for pupils through their own professional development and research. The breath and delivery of the curriculum is a strength of the school, pupils here share a wide range of opportunities, including music, art, physical education, forest school, computing and learning a language they enjoy. Their many curriculum activities are celebrated on displays throughout the school, which are of a high quality and draw a visitor to use the highly impressive **'QR code'** in the corners so as to explore more deeply, the work completed, that lack of space does not allow them to show.

All leaders have ensured that all safeguarding arrangement, protocols and practices are fit for purpose. These include online safety and applying the necessary filters to keep pupils safe on the internet. This means that the school's website and Twitter account is well used and has many visitors sharing the various pages. The school's self-evaluation forms an integral part of its everyday practice and Governors are kept well informed. Governors interviewed, who visited regularly, commented how they gained **'huge pride'** from being involved in the school and how there were no passengers just a shared belief and shared commitment to be excellent. They are an established and capable team who are proud that Christ the King is a school where **'everyone is welcome, and everyone can be an individual.'**

Throughout this year many members of staff have actively promoted networking beyond their building and the school has built up impressive network relationships to support their work, engaging with other professionals to help improve the school further. Lead staff talked enthusiastically about their attendance at the 'Fiveways' network cluster, which linked to their work on gaining the Mental Health Award in early 2020. Staff also talked about how they have shared with pupils their love of reading, consequently enthusing pupils to read for pleasure.

They have recognised pupils as 'Reading Ambassadors', who were keen to share their role with me and the recent 'Festival of Reading' they attended with other schools within their local hub.

They talked about the innovative 'reading breakfasts' that are held each term and how pupils from each class are chosen to attend depending on their reading progress. Teachers were also listening to new ideas to further enhance this area of work in school by establishing a 'Bird Box' library and 'Story Bar'. Leaders have during this year been fully committed to their Inclusion cluster group and hosted an informative day in March which gave cluster members much to return to their own schools to reflect upon.

They also report that they have gained from visiting other cluster schools outside of their own authority and learning about how they construct learning for all pupils, bringing back things they have introduced into their school following the visit.

Having discussed the progress made since the last IQM assessment the school has an excellent capacity to sustain and go forward in its development of fully inclusive practice further, I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in a years' time.

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: Sandie Isherwood

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:-

Discussions with the Headteacher, the Inclusion Manager, Class teachers, Family Support Worker, Teaching Assistants, LSAs, Midday Assistants, pupils and governors, an evaluation of the progress and impact of COE Action Plans, a tour of the school and documentary scrutiny informed the assessment.

The school has a thorough action plan for the coming year and has accounted for all the actions undertaken since the previous IQM assessment. In last year's assessment (2018), the following areas for development were identified: -

Develop all children's ability to be resilient, independent, reflective, make links and to be curious.

Continue to develop the LSA team, looking particularly at specific roles and responsibilities and providing training to develop expertise.

Develop Wave 2 provision in reading, writing and maths through the sharing of information by the staff, particularly in respect of supporting new members of staff.

Continue to develop and expand links with other schools – particularly through IQM cluster groups.

Progress with Targets:-

Over the last year the following actions have been taken:

- Engaged with the J. Hattie Visible Learning Programme, resulting in the school realigning assessment timetable.
- Amended target setting and sharing of results with children and families.
- Developed a shared language with all stakeholder around learning and expectations.
- Begun to embed in the curriculum learning dispositions for children's learning and how they know what to do when they don't know what to do.
- Established and embedded Philosophy for Children with the whole school.
- LSA Team have been assigned specific areas that they are expected to lead on Mental Health Ambassador, Family Learning, Vulnerable children, Wave 3, Reading Ambassador etc.
- Learning Support Staff attending relevant training to their area of responsibility.
- Wave 2 provision within school has been enhanced through the redesigning of the 'learning journey' used by all children to evaluate their progress and identify areas for improvement. Staff have used a combination of the learning journey and class performance to identify timely interventions.
- Restructure of Intervention support, through introduction of a temporary Intervention Teacher.
- Visited Eldon school and introduced ideas of best practice to support our children:-focus on building independent and resilient children.
- Headteacher's Peer Group stretches across North West – support GD in reading and share best practice.
- SENCO continues to work in the SEN Consortia with 9 local schools, Educational Psychologist leads solution focused meetings, sharing good practice and allowing SENCO's to refer effectively and put in additional provisions.



- Developed partnerships in the local Network of Schools, the current focus being on developing Mental Health in schools while working to achieve the Mental Health in schools Award.
- SENCO and the Mental Health Ambassador working closely with the Network Schools and used the Coaching Sessions from Leeds Beckett University.
- Head and SENCO are active members of the Local Authority Education & Health Care Plans Moderation Panel, reshaping the future provision across the city.
- Forest School is planned and implemented throughout the school for the benefits of pupils.
- Governors have been well informed of the Inclusion agenda and current action plan. Having received regular written updates, they have offered challenge and ensured accountability has been evident throughout this year. They are well informed of the clear commitment to inclusion at Christ the King. They are true critical friends, regularly in school so can talk with a first-hand knowledge of everyday practice.
- Health and Wellbeing Forum was held which notified families of where they could access support.
- High quality and consistent friendly displays are evident throughout the school environment.
- Regular IQM network involvement where the Inclusion lead identified practice that would enhance the targets they were currently working on and implemented changes prior to them hosting a meeting of the cluster in March 2019 – focus on building independent and resilient children.
- The school's 'Twitter' feed is used to promote inclusive practice, there are many celebrations of a diverse nature and regular stakeholder involvement.

Developments for the future: -

The school has identified that during the next year they will develop the assessment and provision for their learners with English as an Additional Language and establish a regular parent support network with regular meetings each term. They have also planned to develop sensory garden, which will be accessible to all, meeting the needs of complex learners and those with medical needs. They intend to achieve these targets through the following actions:

- Named staff to attend EAL/SEND training.
- Review current practice and provisions in school to create a provision map for Christ the King.
- Visit other schools in the Network & IQM Cluster.
- Classroom observations of all EAL learners with follow up observations to assess application of skills.
- Creation of intervention groups and individualised support for EAL learners
- Dissemination of training received to all staff within school.
- Induction of new children to school, linking to new parent welcome meetings.
- Regular planned family and parent welcome meetings.



- Clear plans for marketplace coffee morning / afternoon each term focused on Mental Health Forum.
- Develop strong links with fellow professionals who can attend the marketplace events with literature, help advice and leaflets.
- Clear school website updates following each meeting and event.
- Design and plan sensory garden, source using grants where possible and build.
- Parental and school community appeal for plants and other 'wish list' materials.
- Maintenance plan for sensory garden established which includes all classes.

In addition to the above the Assessor suggested the following actions leading on from the Action Plan: -

- Consider looking at the 'Peaceful School' and 'AcSEED' support materials to compare their work on mental wellbeing to support research and reflective development of the schools own planned provision further in 2019-20 (No cost: www.peacefulschools.org.uk) (www.acseed.org)
- To support your reading for pleasure work consider promoting the whole school to sign up to the National Summer Reading Challenge.
- As rewards for pupils consider as discussed signing up to the 'INTO FILM' project. (No cost - www.intofilm.org).
- Consider as discussed on the visit a regular 'phone in' session for hard to engage parents. Also, when offering workshops to parents break up the sessions by inserting 'surprise' sessions which supports the wellbeing of parents or 'how to' tips.
- Consider the school council working towards gaining the 'Fairtrade School Award' at the appropriate level. (No cost – www.schools.fairtrade.org.uk)
- IQM Ambassador will share 'Yoga through Stories' resource and 'Progression in the curriculum' to support research towards the set targets.
- To support the sensory garden target, through the cluster group join one of the schools at the RHS Tatton Flower Show by invitations to help research areas.
- During the assessment day the Assessor suggested several grants that may be able to be accessed to support the targets for the year these being:-
Ernest Cook Trust – (www.ernestcooktrust.org.uk/)
Greggs Bakery Grants for Breakfast clubs – (www.greggsfoundation.org.uk/breakfast-clubs)

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