



**School Name:** Christ the King Catholic Primary School  
Meadway  
Wavertree,  
Merseyside  
L15 7LZ

**Head/Principal:** Ms Kate Griffin

**IQM Lead:** Mr David Delaney

**Date of Review:** 18<sup>th</sup> May 2020

**Assessor:** Steve Gill

### **IQM Cluster Programme**

Cluster Group: East Hunsbury Cluster Group

Ambassador: Sandie Isherwood

Date of Next Meeting: cancelled due to Covid-19 pandemic

Next Cluster Group Meeting Focus: tbc

### **Sources of Evidence during IQM Review Day:**

This review took place during the Covid-19 pandemic. The review was conducted remotely using Zoom video conferencing. Prior to the day, documentary evidence related to inclusion and the school's Centre of Excellence status was reviewed. I was able to scrutinise electronic documents. The school submitted very comprehensive and accurate documentation of their own evaluation of progress and, during the online review, the next steps for 2020 - 21 were discussed and agreed.

Discussions during the review with members of the school community included the following:

- Headteacher.
- Deputy Headteacher & IQM Lead.
- Senior Leaders.
- Teachers.
- Governors.
- Parents.

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## **Summary of Targets from 2019-2020**

The School's targets from the previous year were based on the school developments foci of developing the assessment and provision for EAL learners, planning and developing a sensory garden, accessible to all children and establishing a Parent Support/ Marketplace coffee morning for an afternoon each term during the year. They have diligently implemented the actions identified above and provided an extremely comprehensive and detailed summary of actions taken to meet the targets set and the impact of these actions:-

**Developing the assessment and provision for EAL learners** where the intended outcome was to be able to confidently identify EAL Learners with SEN, including recent arrivals who may have learning needs; Develop a provision map for EAL and support staff in identification and intervention.

This has been successfully achieved through the following actions. The Assistant SENCO attending EAL/SEND Training with SIL and becoming part of the Liverpool EAL Hub; reviewing practice and provisions in school with staff members teaching the EAL cohort; Through NQTs being able to visit other schools to see good practice in schools with a higher percentage of EAL learners; Through termly IMPACT meetings with all staff to ensure that the correct provisions are in place. As well as through careful attention to vulnerable groups like EAL to make sure the provision is bespoke, to the learner; all assessment policies and procedures have been revised and updated during the past year as a result of the Visible Learning Programme. Revised observations and Triad groups for peer observations have concentrated on learners in class and the feedback and support they have been given; a provision map has been created which has become a menu of support for EAL learners where necessary. There is a strong programme of parent/family welcome meetings in the Autumn Term and support for Families and Parents are also offered workshops as part of a whole school approach.

Areas for future development include continuing to monitor the EAL cohort and offer support as necessary; Maintaining membership of the EAL Hub and gathering specific pupil voice from EAL learners about their experience in school.

**Plan and Develop a sensory garden, accessible to all children** where the intended outcome was to create a role and focused activity for learners with ASD. This has been partially achieved and has become a real community activity. A small group of ASD and other vulnerable children were targeted to work on the garden, enabling the school to support more positive playtimes for them. During 'free time' other children from the wider school have showed an interest and became involved in the process, but this was cut short by the closure of school. The project will be completed when the school re-opens.

A parental and school community appeal for plants and other materials led to a grant from the Jaguar factory for £1000 to further develop the garden. The main layout of the garden area has been completed and some of the planting was achieved in the Autumn Term. Through the Forest School provision, all children from across the school painted a pebble that will form part of the garden when it is complete. The site manager helped with the creation of seating along the edge and is ready to help with the next phase, that

will focus on expanding the area across the playground and involve more children in the project. The garden has been used by Year groups even though it is not finished.

Areas for future development include finishing the garden with additional sensory plants and enhancements; maintaining the garden and giving ownership to different groups of children and extending the garden to other areas of the school yard.

**Establish a Parent Support/Marketplace coffee morning for an afternoon each term during the year** where the intended outcome of allowing an informal opportunity to share information, advice and support; signpost to other agencies and organisations and increased collaboration with School Health has been achieved through a variety of avenues. These have included ensuring that parents have the ability to keep up with information and support through different opportunities. For example, at Parents' evenings 'stalls' have been available for SEND/Inclusion, Mental Health and Reading, with information available to take home as well as the opportunity to talk to support staff responsible for those areas of school life. These have been backed up with the availability of materials on Twitter - @CTKInclusion, @CTKLiverpoolMH & @CTKReads. This has proven to be a very successful way of starting conversations, providing information and working in partnership with parents and families. The school has provided additional coffee mornings for Inclusion and plan to hold support marketplace coffee morning or afternoon each term. The meetings have a particular focus and have linked back to the suggestion first raised in the Mental Health Parent Forum. They have been able to link with other organisations to support the development of these sessions and the January coffee morning had representation from LivPac and The Isabella Trust with presentations to parents about ASD, Sensory needs and general support for parents. The event was well attended, and many parents took advantage of the parental workshops that were on offer through the Isabella Trust. During Lockdown the school has been able to signpost parents to many different online sessions and webinars for parents. The school will continue to explore this way of working in the future.

Areas for future development include continuing to offer support in this way; exploring 'virtual' meetings and availability of support this way. While also offering other classes like first aid to parents in a relaxed and informal way.

### **Agreed Targets for 2020-2021**

It should be noted that due to the disruption caused by the current Covid-19 pandemic, the agreed Action Plan and actions identified may not proceed as planned below or take longer to achieve.

**To review and implement the Mental Health and Wellbeing Curriculum and Provision in light of the COVID-19 crisis** with the intended outcome to be the provision of effective support for the whole school community, including enhanced lunchtime provision and bereavement support. Actions planned to support these outcomes include:

Staff keeping in touch with families during COVID 19 to ensure continuity with the school community; Continuing to collaborate with Ed Psych/ SENCO group regarding returning to school support strategies; Ensuring the return to school for all is designed

to meet the 'Vital Relationship Functions' that have been established through Thrive training; Updating and maintaining the Mental Health and Wellbeing sections of the website to reflect the current needs of the school community; Redesigning the Curriculum for September 2020 to ensure that Mental Health and Wellbeing becomes central and is supported by the Core Text Model and RE Curriculum; Ensuring that access to bereavement support, Mental Health Support and Seedlings (YPAS) services are triaged. Review the waiting lists and those accessing the services and use CPOMs for logging; Adapting lunchtime provision to include spaces and activities both outside and away from the yard to meet the needs of all learners while also reviewing staffing rotas and areas for the yard and meeting with Lunchtime Supervisors and Sharing the curriculum ideas and links with Parents and the wider community.

**Continue to enhance the Inclusive Curriculum** where the intended outcome is to continue to ensure that the curriculum continues to have inclusion at its heart – including exposure to people, places and situations beyond the everyday experience of the children. Actions planned to support these outcomes include:

Evaluation of the new Curriculum plans for 2019/20 and making changes as appropriate and looking at Curriculum Roadmaps and outcomes; Reviewing the Core Texts to ensure that they reflect the diversity of Modern Britain and challenge and extend the children's thinking beyond their everyday experience; Establishing links with Local Specialist Special Schools –Greenbank, Royal School for the Blind and St Vincent's School for the Visually Impaired and through the new Learning Network forge links with Palmerston Special School. While also organising visits and different activities to raise the awareness of pupils; Auditing and supplementing the range of books in school that reflect a range of disabilities, conditions and family situations. Ensuring that these books are also available outside of the Inclusion/Butterfly room and are visible in classrooms. Whilst also continuing to enable these books to be borrowed and taken home to share with families; Ensuring that Neurodiversity Celebration week has a place on the school calendar and that the week continues to promote the diversity of the school community and also ensuring that all key 'celebrations' and 'awareness days and weeks' highlighted during the year celebrate further the children and the families of the school. This includes the European Day of Languages, ensuring that the home language of families is at the forefront of planning and sharing and exploring ways to involve parents in helping with International Down's Syndrome day etc.

**To create accessible 'Rest Easy Spaces' and Prayer & Spirituality areas throughout school** where the intended outcome will be the further enhancement of the spiritual life of the school and to enable safe '*rest easy*' spaces throughout school as break out places for all members of the community. REST EASY is an acronym for Recognise Emotions, Stop Think, Engage Awareness & Support Yourself. Actions planned to support these outcomes include:

The Development of the Christ the King Rest Easy approach. That includes feedback from the Cluster Group Day in November 2019 and will set out the vision for Rest Easy Spaces in CTK. The next step will be to share the vision and approach with all staff; Establishing a group of children to support the development of Rest Easy areas, appropriately resourcing and establishing the areas in school and developing the Atrium area for a common break out space for Y5/6 learners; Develop prayer spaces in

classrooms and in the Memorial Garden to further support the spiritual development of the Children at Christ the King; Audit the Prayer Space resources, materials and objects for prayer foci. Enhance this through new purchases. Concentrating on tactile objects to offer a different sensory experience; Develop the use of the Memorial Garden as a prayer area used by all members of the school community as a place for wellbeing and contemplation as well as for planned acts of worship; Create a Collective Worship Resource for the Memorial Garden that can be taken out by all year groups and ensure Outdoor Mass and Collective Worships are planned on the long-term planner.

**The Impact of the Cluster Group:** The school is very active participants in their cluster, East Hunsbury Cluster Group and has benefitted from membership of the cluster group. and will continue to do so. They hosted a very successful day on the 13<sup>th</sup> March 2019. The impact within school from participation in previous meetings has been:

**25.6.19** - The focus of the meetings was Nurturing Programmes for Learners. The meeting looked at plotted trips throughout the year to incorporate, local area (no transport involved), opportunities to enrich curriculum, trips to reflect socio economic situation – CTK has adapted their trips and experiences in-line with this.

Other ideas discussed were Playground zones, usage of staff to encourage engagement – this is in the school's long term plan for their playground; Consistency across school environment (displays etc) – CTK has looked and reviewed this and their environment is now more consistent and they have 'non-negotiables' to their approach and they shared good practice on parental engagement – that has been followed up with links back at school.

**13.11.19** - The focus of the meetings was Building Emotional Resilience and Wellbeing of the child from birth to 11. From this the school held discussion around pivotal times for the most vulnerable children, with a timetable shared on how this can be implemented e.g. gross motor programme before registration. Resources were shared and usage demonstrated. – This approach has been shared with SLT and will be adapted in September 2020. REST EASY spaces were demonstrated and the ethos behind these discussed during the meeting. Staff training for REST EASY was signposted. – The school is taking this forward and including it as an action for 2020/21. HAPT relaxation techniques were used as part of the school's Mental Health Day. Discussion took place around parental engagement where the host school shared that they had a higher uptake from parents, when meetings/coffee mornings etc were based around child development milestones rather than parenting. – the school has adapted the parental support programme to match this.

**12.3.2020** - The focus of the meeting was on Building emotional resilience and wellbeing of children through innovative practice and experiences. The Headteacher at the host school sourced authors from local bookshop signings and this was shared back at school. Reading for pleasure areas were set up and World Book day vouchers given out prior to the day and children accompanied to book shops. This will be discussed with the English Lead at CTK for 2021. The School trained 2 staff as Emotional Literacy Assistants and this is an option at CTK for staff CPD. STEM floor books - were used at the host school and, although CTK use floor books for many parts of school life, they are

reviewing their evidence collection for September and a scrap book/floor book approach may be undertaken for foundation subjects.

**Assessor: Steve Gill**

**Date of Review: 18<sup>th</sup> May 2020**



## Overview

Christ the King Catholic Primary School is a larger than average sized school situated in Wavertree on the outskirts of Liverpool with 382 pupils on roll, the majority being baptised Catholic. There are strong links with Church and Parish which enrich pupils' religious, spiritual, moral and social education. It is a vibrant school that serves its pupils and community exceptionally well with a strong ambition, heart and soul that marks out this truly inclusive school. During the online review numerous meetings were held with key members of staff to discuss key aspects of the school and its inclusivity that was supported by a wealth of documentary evidence to enhance and underpin discussions (see below). This included both factual written information/evidence and also video evidence showing pupils involved in learning and a wide variety of activities that allowed a remote and highly positive picture of the school and its building and classrooms to be seen.

Mental Health, support for and Resilience with discussions about the Schools Mental Health Award at Gold level, Seedlings, where the therapist has continued to offer support by phone during lockdown and the school's adoption of the REST EASY approach seen at another cluster school. Including a discussion with the Schools Mental Health Champion and plans for continued improvement.

Discussions about the Liverpool Healthy Schools and Wellbeing Award & PSHE, the immense benefits to pupils of P4C, the wide variety of clubs available to pupils both before school, at lunch and after school supported by the school's PE Coach, the benefits of Forest School and Outdoor learning and Music where pupils are able to learn how to play the Cornet and the multitude of wider opportunities for all including residential visits.

Discussion about Core Subjects and the Basic Skills Quality Mark that also looked at Accelerated Reader, Reading for Pleasure, Reading Ambassador Programme Singapore Maths approaches and links to secondary. Interventions and the provision of regular parental/child workshops to support learning.

A meeting with Parents and Governors looked quite closely at inclusion, Governance and the Parental Community. I was impressed with their understanding and knowledge of the school and their unswerving resolve to ensure that the school offers the very best for everyone. It is clear, that these qualities and values are shared by the governors and other external partners who bring a vast array of experience and skills. Governors and staff are currently planning a re-introduction strategy for the time when school re-opens and returns to some form of normality.

The school's Catholic Community that includes strong links with the two other catholic primary schools in the parish, links with other religions and cultures and visits, Collective Worship opportunities and the very well-developed Parish Links along with a discussion about RSE, and an update since the last Section 48 monitoring. Visit. There was also an interesting discussion about the school's comprehensive links and work with charities.

The school has a very well thought out and developed Inclusive Curriculum for all at the heart of which is a core text for each class per half term around which work is focussed



for all subjects and Visible Learning that is having a positive effect on teaching and learning in the school and is deserved of a wider audience. The school has embarked on a three-year journey with Visible learning from John Hattie who argues 'expert teachers are not wedded to specific ideas but instead focus regularly on evaluating the effects they have on their students and adjust teaching methods accordingly. Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning are visible when the learning goal is not only challenging but is explicit. The key message of being that teachers and leaders need to be continually aware of the impact they are having on their students and from the evidence of this impact, they need to make decisions about changing approaches. It will be interesting to see how this develops and how it could be used by a wider educational audience. An in-depth Review of the school's Action Plan for 2019 – 20 and its proposed plans for 2020 -21 and related Documentation.

It is clear from the review that the staff work very hard to give *their* pupils the best education possible and a superb level of pastoral care so that they learn well and are very happy in school. This is achieved through their outstanding commitment to providing a highly inclusive teaching and learning environment for everyone, encapsulated by their catholic mission, *'We love, aspire and serve with Christ our King'* and through their shared school values of, *Compassion, Integrity, Love, Forgiveness, Hope*. This is truly a school where all pupils matter and are valued for who they are and who they will become. This is a fact I can attest to from the conversations and discussions held with a wide variety of stakeholders during the online review and the documentary evidence supplied. Everyone involved with CTK is committed to providing the very highest standard of teaching and learning experiences which not only develops the pupil's knowledge and skills, but an enjoyment of learning as well. The professionalism of leaders, governors and staff is palpable and there was clear evidence of this in the manner in which they responded so positively to the possibility of an online review amidst the Covid-19 pandemic.

This is a school community that firmly believes that *'Every Child Matters.'* Where the Headteacher states very clearly on their website, *'Christ the King Catholic Primary School is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. With Christ at the centre, children are at the heart of every decision we make to ensure that they are safe, happy, independent and confident and that the opportunities that are provided for them are relevant to their needs both now and for the future.'* An Inclusive statement that I fully concur with and that underpins everything that happens in the school and is enacted on a daily basis. The superbly caring, inclusive environment that the staff provide ensures each pupil receives the very best education possible. In terms of inclusion CTK is an outstanding school in every sense.

Superb care, nurture and support are the foundation and are the heart of everything that happens daily at CTK and was talked about and discussed openly and implicitly with all stakeholders; from supporting evidence; in a variety of different contexts and in the manner in which they talked about their pupils and each other. Christ the King Catholic Primary School is clearly at the heart of its community with inclusion ingrained in the very fabric of the school, its staff and everyone involved with it, where pupils and





staff are encouraged to reach their full potential. This is a school that is constantly looking at ways to develop for the benefit of the pupils, its staff, its families and the community that it serves. There is mutual respect and care that is evident across the staff body; and a fantastic rapport between the staff, and I suspect between the staff and pupils. Everyone involved with the school should be extremely proud of what they achieve on a daily basis and the emphasis placed on ensuring everyone is nurtured and included.

Christ the King Catholic Primary School continues to move from strength to strength in terms of its inclusive practice and I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark Centre of Excellence review. I recommend that the school retains its IQM Centre of Excellence Status and is reviewed again in 12 months. They are well aligned to achieve Flagship status at their next review if they wish to consider and apply for it. 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: 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