



Assessor's Evaluation for the IQM CoE Award



School Name: Christ the King Catholic Primary School

School Address: Meadway
Wavertree
Merseyside
L15 7LZ

Head/Principal: Mr David Delaney

IQM Lead: Mr Peter Heery

Date of Review: 25th May 2021

Assessor: Sandra Isherwood

IQM Cluster Programme

Cluster Group: Northwezzians

Ambassador: Mrs Sandra Isherwood

Date of Next Meeting: 1st July 2021

Next Cluster Group Meeting Focus: Covid-19 Keeps/EYFS 2021 changes



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Sources of Evidence during IQM Review Day:

The review took place during the Covid-19 pandemic roadmap out of lockdown. The review was conducted remotely using video conferencing. The school submitted, prior to the conference, documentary evidence and during the review there was the opportunity to verify information provided on the school self-evaluation action plan through:

- Scrutiny of key documentation for 2020-21 reflecting on progress and discussing 2021/22 future actions.
- Time with the Headteacher, Inclusion Lead and other senior members of the school staff discussing the school's view of its own performance during the year and how they had adapted to the current situation caused by the pandemic.
- Time with other staff to have discussions, questioning them on their experiences pertaining to inclusion within the Academy and any strategic areas they had been leading on.
- Discussion of opportunities for staff and IQM Leader to share experiences within the networking opportunities and the IQM Cluster programme.
- Scrutiny of the school's website gaining further information supporting the school's wider community working.
- Scrutiny of the school's website gaining further information supporting the school's inclusive approach.
- Discussion with the Governors who support the schools.
- Parent views.

Virtual Strategic Discussions held with:

- Headteacher.
- Head Boy, Head Girl and School Ambassadors.
- The Senior Assistant Head who also holds the responsibility of Inclusion Quality Mark Lead.
- Acting Assistant Head and Assistant SEND Lead.
- Mental Health Ambassador.
- Teachers who also hold curriculum Subject Lead roles.
- Learning Support professionals.
- Governor representatives.

Summary of Targets from 2019-2020

Christ the King's Action Plan for this year was based on three main targets that closely linked to the school development plan.

Target 1

The first target was to review and implement the Mental Health and Wellbeing Curriculum provision in light of the developing Covid-19 crisis. On review of this target, it was evident that there have been a number of changes to existing policy, procedures



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and practices within the school. Senior leaders have ensured all staff have a Wellbeing and Mental Health Review and Curriculum as a Performance Management Target as part of Performance Management. By giving all the teaching staff the same target they ensured that the eight competences of being a recognised Mental Health school at gold level would run through the whole team giving an approach that met their values and mission statement. This approach has enabled them to influence the curriculum both at a class/year group level as well as whole school through subject leadership. While this process is not complete as targets will be formally reviewed in October at the end of the Performance Management Cycle, it was evident speaking to staff how passionate they were about being given the autonomy to work together to develop a whole school curriculum that supports their pupils' mental health and wellbeing.

Many spoke about how the whole school now had an organised planned literacy text cycle that is used in each year group ensuring a strong focus on developing pupils' self-awareness of their own and others Mental Health. Texts include 'Gregory Cool', 'Anansi and the Tiger' and 'Journey to Jo'burg, all of which allow the pupils an understanding of different cultures around the world and different mental challenges which have been successfully overcome. This target has also seen the school successfully shape and form their PSHE/RSHE curriculum by introducing 'Heartsmart', a scheme of work underpinning PSHE work while embedding 'Journey in Love' as the Archdiocesan recommended programme for RSHE. The committed PSHE lead during 2020 researched the question: How Inclusive is our PSHE Provision? Speaking with passion and knowledge it is clear that this subject is now organised and taught discretely and takes account of the environment and ethos of the school. The Mental Health lead commented how cluster work and the embracement of new incentives such as work of Pooky Knightsmith and Anna Freud. They quoted ***'As we now move forward out of our recent experiences, we are ensuring that our planning and development of this aspect of learning ensures we are thriving and not just surviving, central to this thinking is our 'RARE' approach linked to our network working within Liverpool.'***

Consulting the school website shows that there is a comprehensive website page dedicated to this area and used especially during the Covid-19 school closure. It ensured pupils and families were able to keep in touch with staff and continued continuity within the school community working to address mental health and wellbeing needs. The school introduced 'Google Meet' weekly sessions to foster the sense of being connected to each other while not on the school site. This was a whole school agreed approach to maintain inclusivity and as such the workload was shared. Decisions were made collectively, with clear communication to all as to the reasoning and rationale to why things were being done this way. Talking to both staff and children on the assessment day it was clear that while there had been lots of challenges over the past year, being **'included'** in the school family in these innovative ways ensured everyone felt well connected and well supported.

The school continues to collaborate with both their Educational Psychologist and SENDCo group, especially to ensure the return to school following closure was imminent. This support gave strategies and information through staff training and information such as being able to use the SWAN approach (S – safe W – welcoming A – all together N - nurturing) to inform thinking and planning. During this year this target took on a sudden importance as suddenly in July 2020 the school family had to deal



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with the sudden death of their Headteacher, Kate Griffin. They impressively stood together and with strength being able to access bereavement support from a trained counsellor and from the Local Authority Team. They also accessed training from Rainbow UK, a charity that supports bereavement, separation and loss. A testament to their resilience and commitment to coming through this time saw them become acknowledged as a Rainbow School and a formal Rainbow's programme for children will be implemented for all and will continue in September 2021. To further support mental health needs the school buys into the Seedlings (YPAS) services which are triaged by the SEND Lead to ensure that access is fair and timely. The school has also further supported by ensuring there is access to the Mental Health Support Team from CAMHS/Alderhey, accessing training for staff on specific subjects such as self-harm and suicide. All this has given the school a strong team who are knowledgeable and well informed in recent research in this area which they use to meet every pupils' needs well.

An established Forest school provision is something that the school community already have and are proud of. They have used the target to ensure this continues to develop and becomes unique to their school's needs. With this in mind the Outdoor education lead has provided a wonderful provision for the whole school which encourages opportunities to address the various learning dispositions that ensure the '5 ways to wellbeing' are constantly on offer, these being - connect, keep learning, be active, give and take notice. This again shows how they have developed a strong understanding of how the emotional literacy of children is vital for effective learning. There is strong evidence for this target being met and more importantly there is now a real sense of whoever you are, you belong, a Governor commented how impressive the person centred planning was within the school and that they were ***'Truly grateful to all the passionate staff at Christ the King as, if a need is there, the support is there for all to have a great experience in this school.'***

Target 2

Target two was set to continue to enhance the inclusive curriculum ensuring that it included exposure to people, places and situations beyond the everyday experience of the pupils at Christ the King.

Evaluating this target, it became clear that during the year subject leads have focused on developing a strong core curriculum that prepares their pupils for a rapidly changing world. Working as a strong team they have redesigned the curriculum ensuring that the pupils experience a diverse range of texts. Using these texts as the base of learning it allow them to plan a wide range of opportunities that will develop 'Cultural Capital and a strong sense of wellbeing.' Through this integrated approach of curriculum delivery, different cultural knowledge and skills are covered day in and day out so they then become embedded into pupils' learning behaviours. They celebrate pupils' own sense of belonging and other pupils take the responsibility of being leading leaders to support those who are younger.

A strength of this change is the introduction of planning sheets that focus on inclusion of various important opportunities. Staff now included clear indoor and outdoor learning events, oracy and social communication, a specific mental health focus as well as P4C (Philosophy for Children) within their long-term planning. As already mentioned, a



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strong and positive change is the introduction of the core texts to ensure that the children have a range of learning opportunities that reflect the diversity of Modern Britain and by using P4C strategies they challenge and encourage pupils to extend their thinking beyond their everyday experience. There is also a considered move to plan lessons away from the computer so as to ensure mental health and wellbeing is supported by being more active in their learning, screen free days during remote learning was successful and has been one of the 'keeps' from the school's experience and therefore continued when school reopened.

Discussions with curriculum leads show that to further support thinking beyond their own experiences pupils have during this year been immersed in a number of events including speakers, visitors and celebrations. Each subject lead, regardless of Covid-19 restrictions took responsibility to arrange enrichment experiences. There have been many, but to name a few - a video call with Andy Grant, a motivational speaker and amputee who lost his leg in Afghanistan. Determination and resilience were the focus for the pupils and staff report that he was not only an inspiration to the pupils through his achievements in the Paralympics but also to the staff. While the school has little experience of disabilities it was also an extremely beneficial learning opportunity. There was a Zoom webinar with Chris Lubbe - personal bodyguard to Nelson Mandela who gave an inspiring account of growing up in South Africa during Apartheid and the discrimination he faced. Pupils took part in a virtual assembly from the Stephen Lawrence Foundation which addressed issues of racism and discrimination and allowed an understanding of tragic incidents which should not be forgotten. The Music Lead organised a Celtic folk duo - Filkin's Drift - who performed a live Zoom concert which was enjoyed by all. School life with regards to regular festival celebrations such as Chinese New Year, Diwali, Neurodiversity Celebration week, European Language Day, National Science Week, 'Other Faiths Week', Environment - Fairtrade week, and understanding carnivals enjoyed in Brazil all still took place, a testimony to the resourcefulness of the staff finding innovative ways to ensure they went ahead.

Curriculum resources have been audited and supplemented throughout the school. An example of this is the improvement of the range of books now available in school that reflect a range of disabilities, conditions and family situations. Furthermore, books that support emotional literacy, so they help children to cope with bereavement, parental separation, same sex and single sex families as well as books for children who have family members in prison have also been added to class libraries. Networking beyond the school gates has flourished as the school has established links with local Specialist Special Schools - Greenbank, Royal School for the Blind and St Vincent's School for the Visually Impaired. They are also enjoying being part of a new Learning Network with Palmerston Special School.

Staff talked confidently on the success of this target during the year and how they now can, ***'Through our broad and engaging curriculum, ensure that pupils foster a passion for learning and curiosity of the world around them, which will develop high aspirations and a lifetime of memories.'*** They continued by stating how they believed working on the target is, ***'ensuring that all the pupils receive a well-rounded curriculum, where individual talents can be spotted and nurtured to ensure that all our pupils experience success and reach their full potential.'***



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Target 3

Working on target three Christ the King wanted to create accessibility throughout the school to encourage and enable all members of the community, to reflect and partake in prayer and further enhance the spiritual life of the school. Self-evaluation of the target from the Inclusion Lead recognised that the Covid-19 pandemic's on-going situation made them reconsider all their learning environment and space in school.

Primarily, this target's aim became ensuring that everyone has been kept safe and that any space has been maximised to its best use. Rooms have had to be repurposed to accommodate socially distanced staff rooms and spaces that were due to become Rest Easy Spaces have not been available in the intended ways. Not to be deterred, the school has enhanced their outdoor provision with the installation of a new outdoor classroom funded by the PTA. The outdoor teaching space is seen as a way of developing outdoor learning provision as well as offering pupils an opportunity to be outside in God's creation. It has become a multi-purpose site, giving the Gardening Group a chance to sow seeds and grow plants in the surrounding area while being used for a number of different curriculum areas as well as Mass and Collective Worship.

While the school already had a memorial garden area, they have, due to the events of the past year, revitalised and renamed this so that it is a peaceful area to be, somewhere for all to reflect and it has been particularly purposeful to all considering the sad news the school community has had to deal with. A new 'Atrium area,' an evolving 'Sensory Room,' relocation of the 'Butterfly room,' cosy book nooks in EYFS further enhance the school's rest spaces and give pupils a variety of places to use depending on the need at a particular time. As part of our Rest Easy approach, a mental health/wellbeing box for each class with materials and objects that can be used as appropriate has been established along with a prayer space in each class allowing personalisation to meet need.

Staff commented how their working environment is relaxed, friendly and co-operative, they feel trusted, well cared for, but appropriately challenged to provide high quality learning and teaching. They appreciated the way that they were constantly making progress even in the difficult time of the Covid-19 pandemic. They were particularly keen to share how they could continue to gain qualifications throughout the partial closure displaying dedication to continue with strong commitment to aim high at all times, while keeping their mental health and wellbeing high on the agenda.

Governors and senior leaders are to be commended for the amount of progress they have made on these targets during this year and how they have adapted to the school responding to support the fight against the pandemic and dealing with the personal experiences the school community has seen. They quickly ensured that effective communication regularly captured pupil, parents and staff thoughts and feelings so that they were able to adapt and step up when necessary, to ensure anxieties were well supported and everyone spoke of how they felt valued as an important member of Christ the King's family. Staff shared how looking after each other is just how they work saying that even with all the reorganisation that losing their Headteacher unexpectedly and Covid-19 pandemic has brought, communication and development on the Inclusion



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Quality Mark's action plan has been undisturbed and continued and that they have been fully involved in inclusive responsibility in making changes for the better.

Agreed Targets for 2020-2021

The school has identified taking into account the recent project from this year that they will: **'Create an enabling environment, not only considering the physical environment indoors and outdoors but also the emotional environment.'**

They will work to recognise the significance of parent and school relationships and how safe and at home the children feel within the school. Outstanding practice will be embedded throughout the school and place child development at the heart of decision making and planning about the whole school environment.

Each area of the school will consider:

- Transitions; starting from children's interests.
- Children's emotional needs.
- Managing feelings and behaviour.
- Routines and expectations of behaviour.

They intend to achieve this through having an overarching aim to develop curious, resilient, reflective and independent learners who can take risks, making links in their learning and communicate this learning to others. Their belief is that the environment of the school is key to this and will take the following actions:

Target 1

Undertake Learning Environment Audit to further embed the work done this year and ensure consistency throughout the school moving forward.

Target 2

Early Excellence – develop knowledge in the Power of Outdoor Learning and ensure this is offered to all.

Target 3

Develop Enabling Environment Teams who will develop 7 given areas of the school these being the Dining room/eating experience, Forest School Provision, Outdoor Learning – Y1-6, Non-Teaching Spaces, Rest Easy/Wellbeing/Quiet Spaces (continuation from CoE targets), Classroom Environments and EYFS to Year 1 Transition & Outdoor area.



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Target 4

Develop their action research skills by visiting other schools and EYFS settings to ensure action research cycles contribute strongly to developing inclusive practice during the forthcoming year.

The Impact of the Cluster Group

Since the school's last review, the cluster group met in November 2020. The IQM Lead reported that the school appreciated being able to share experiences of remote learning and different approaches that the cluster schools were taking to the Covid-19 Pandemic. They appreciated how the cluster was still meeting remotely and that it has a boundary span over a wide geographical area. There was an appreciation of the sharing of how IQM schools could be followed on Twitter and social media. Throughout their time within the cluster, they were finding it impressive how schools were creatively approaching the same focus and they appreciated sharing others' practice and being able to magpie the outstanding practice seen and discussed. They are looking forward to being involved in the next cluster meeting where they will be sharing their own successes during the school's experiences during this challenging time. They intend to share a presentation with the cluster, of their learning during the year, their Covid-19 experiences and how they will move forward with their new **'Enhancing Environment'** project.

Overview

Christ the King Catholic Primary is a larger than average-sized school situated in the Liverpool district of the Archdiocese. There are currently 398 children on roll, most of whom have been baptised Catholic and their values and mission statement is stated as **'We love, aspire and serve with Christ our King and in this we learn, grow and play together.'**

Christ the King's leaders and teaching staff throughout the assessment discussed and showed evidence of how they provide a dynamic and vibrant environment where every pupil acquires a high-quality education and an unforgettable childhood experience. It was clear that the people make Christ the King special; they talk passionately about the inclusion journey they have been on. It is a school that quickly shares with you how they see everyone in their school as one of their huge inclusive family, the **'Christ the King Family.'** This is a family where excellence and enjoyment are embedded in all they do together and this in turn encourages them to believe that anything is possible when a community works as a team. Speaking to members of the community it was clear that all were contributing to ensure that inclusion is at all levels and that there was a desire to ensure **'all can learn and be recognised as unique thus developing skills to enable them to be an active citizen in service to the world, through aspiration, determination and fulfilment.'**

Inclusive practice continues to be of a high standard at Christ the King and through passionate and consistent leadership over their three years of a Centre of Excellence



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school in the IQM family, inclusion is described by staff as something they do **'naturally now, but we always strive to continue to improve so that all our learners continue to access a high-quality educational experience.'** Professionals understand well the school's catholic ethos and ensure all **'achieve what they are capable of.'** Clear visions of the school are to be a caring school, one that is imaginative in their approach, pioneering in ambitions, inspirational to people, effective in their outcomes and challenging in aspirations while giving a knowledge and love of Christ.

A considerable strength of the school is the talented and dedicated professionals who recognise that they have the permission to be creative in how they approach and lead their areas of responsibility. The Inclusion Lead has ensured that there was an attention to detail within the Inclusion Quality Mark Action Plan and has modelled a strong 'capacity to listen' to both children and adults. With the support of a well-established team, they continue to drive the IQM Action Plan making it fun and interesting for all to be involved. Staff spoken to were relentless in setting clear success indicators from the outset, the whole team were able to share the way that they have co-operated to ensure that inclusion is in all subjects. The evidence presented and willingness of all to discuss their continued learning and share their work showed a consistent approach to the ethos of being a school where all are valued for their individuality and how they continue to respond to the growing complexity of their community.

They demonstrate a strong commitment and desire to continue the journey with IQM to ensure all needs of their pupils are supported. One staff member was keen to ensure that I knew **'Christ the King Catholic Primary is a truly special place where no one is left out, adults and children all walk hand in hand in their learning journey.'**

Examples of this were given on how there were no real staff absences during this Covid-19 pandemic and little things like having tea made by the catering staff for staff to take home, a **'Hug in a mug'** which was passed on weekly and treats like a crunchie bar to say **'It's Friday – Thank you!'** supported by showing that there was a realisation of a need to support staff's work life balance in unprecedented time.

Governors understand how critical it is to create an inclusive environment and they understand and demonstrate an in-depth knowledge of the unique community they serve. They have created a bespoke learning environment that supports all their pupils and the diverse range of abilities they have so that there is now a rich and engaging curriculum that provides innovation and challenge. Pupils enjoy memorable experiences enabling them to acquire a multitude of skills and allowing them to succeed as individuals. The concentration and enjoyment are evident on their faces in the virtual tour where senior pupils guide you through a range of diverse and enjoyable learning lessons that are shared with all on the school website and You tube. A well respected, established Governor spoke of how the school had worked to create **'a complete family ethos, with a long-standing understanding of values that resonates with individuals that cross the gate, born out of a Christ centred approach.'**

Support professionals within the school are highly valued and they are being developed to become a strong supportive team who work to ensure pupils have access to resources that support their learning. They provide them with explicit strategies, with examples to scaffold their learning and to integrate related concepts to aid their understanding. Pupils who face barriers to learning benefit from this growing team of



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excellent support professionals who tailor provision ensuring that children achieve their potential.

This safe and welcoming environment supports the development of a lifelong love of learning, the pupils develop curiosity and inquisitiveness while being guided and encouraged to reflect and take the next steps in their learning. Pupils have a strong sense of belonging to this close-knit school community and are loyal and a proud member of it. Pupils I met were cheerful, considerate and articulate, they are great ambassadors for their school both virtually on the virtual tour and when you meet them.

Christ the King Catholic Primary offers a broad and engaging curriculum taught through active participation as equal members of their community. This ensures that pupils can foster a passion for learning and curiosity of the world around them. Exploring the school website, it was clear that this approach develops high aspirations and a lifetime of memories. Pupils, regardless of need or ability, receive a well-rounded curriculum, where individual talents are spotted and nurtured to ensure that all children experience success and reach their full potential. There is a strong '*Pupil Voice*,' where they are encouraged to have their voices heard. They can take this opportunity through their given roles and responsibilities to express their thoughts and ideas and feed into the supporting councils. This ensures that they are involved in decisions that impact upon them. Through this approach behaviour is exemplary and children work positively with each other and school management.

Learning is well planned, and time is never wasted. Pupils have access to appropriate materials and practitioners that model energy of creative thinking, drawing everyone on board. Impressively they embarked in 2018 on professional development through evidence-based work linked to John Hattie's 2008 study of 'visual learning'. They work tirelessly to see learning through the eyes of the children and apply the techniques learnt from this to encourage pupils to think and discover answers for themselves as well as with them as their teachers together. They have a skill in connecting learning to real live cultural experiences and this is a driving force as to why the school enjoys an excellent reputation within the local community. They regularly encourage visitors to enhance the curriculum and have been innovative in practice to ensure that this continued during the recent lockdown periods. There is an impressive and extensive offer of extra curriculum clubs and pupils have a choice about what they participate in. The focus is one of enjoyment and opportunity, which will allow children to excel, club choices range from gardening, mindfulness and self-care activities, musical theatre, bench ball, brass club, choir, cookery, quiz, collaborative art, worship group and multi-sport to name just a few.

Another important aspect of an inclusive environment is providing opportunities for parents, carers and guardians to be fully involved. Leadership realised how crucial during partial lockdown it was to maintain contact with families, providing remote support and advice. There was a discussion on the kindness and helpfulness of staff and how they work to connect with every child and adult and how they firmly believe that education is a partnership between home, school and parish. A staff member commented on how parents and carers are an active partner in their child's education and how staff value their interest and support.



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Christ the King Catholic Primary continues to clearly demonstrate its ability to maintain the eight areas required for an Inclusion Quality Mark's Centre of Excellence status. Over the past year it has seen many challenges but has continued to develop its practice further regarding inclusion and strengthened what it achieved last year. I also believe that their response, resourcefulness and resilience to the current situation shows how they have the capacity, to move still further on in their inclusion journey. I recommend the school having been an IQM 'Centre of Excellence' for the right number of years is awarded 'Flagship Status' and is reviewed under this status in 12 months' time.

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