



## Assessor's Evaluation for the IQM Flagship Project



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

**Head/Principal:** David Delaney

**IQM Lead:** Peter Heery

**Date of Review:** 19<sup>th</sup> May 2022

**Assessor:** Sarah Linari

### **IQM Cluster Programme**

**Cluster Group:** CIN NW

**Ambassador:** Sarah Linari

**Date of Next Meeting:** 7<sup>th</sup> July 2022

**Next Cluster Group Meeting Focus:** Deaf Resource Base, Forest School and New Curriculum, Nurturing Provision and Transition

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

- IQM Flagship review documentation
- Ofsted Report
- School website
- Performance Tables
- School tour/learning walks
- Indoor and outdoor learning environment

### **Meetings With:**

- Headteacher
- IQM Coordinator/Deputy Headteacher



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- Assistant Headteacher/SENDCo/Inclusion Lead
- Assistant SENDCo and Inclusion Support
- Curriculum/EYFS/RE Lead
- English Lead
- Maths Lead
- PSHE Lead
- Mental Health Ambassador
- Rights Respecting Schools Lead
- Sports and Extra Activities Lead
- PE Lead
- Outdoor Learning Lead (Forest School)
- Class Teachers
- Governors
- Parent
- Parishioner
- School Council



### Evaluation of Annual Progress towards the Flagship Project

**Project Title:** *'Create an enabling environment, not only considering the physical environment indoors and outdoors but also the emotional environment.'*

**Outline of Project:** *This project was important for us to move our school into a position where all environments in the school enable children to fulfil their potential and thrive. We wanted an opportunity to look at our provision in all areas of our school building and school grounds and ensure they are inclusive and accessible to all children no matter their background or ability.*

The indoor and outdoor learning environments have been carefully planned to ensure a sustainable, enabling environment which supports pupils' academic progress as well as their mental health and wellbeing. Initially, Leaders carried out an audit of the learning environments and prioritised the development of the outdoor spaces.

The outdoor areas are now well-defined. Willow fences have been planted to create a secure barrier for the edge of the Forest School provision whilst ensuring it is in keeping with the surrounding greenery. Willow domes have been created to offer shaded areas for children to use during break times where they can sit quietly, read, or reflect.

The Peace Garden has become a focal point for remembering staff members who have passed away as well a place for any staff or pupils who are experiencing grief to visit. It is also a space where groups can congregate for collective worship and mindfulness.

To support pupils' mental health and wellbeing, the curriculum and outdoor areas have been designed to encourage pupils to keep active as well as engage with nature. There is an electronic active wall for children to enjoy during break times as well as the "daily mile" track and trim trails to support fine and gross motor skill development.

The Forest School Teacher currently works two and half days each week which means that most classes access sessions on a weekly basis. The provision is very much led by pupils' interests and is set up as continuous provision whereby pupils can choose which activities they undertake. During the review, I observed Year Five pupils during their Forest School session. Some children were making "Hapa Zome" which is an ancient Japanese art form of smashing flower petals onto fabric to create flower prints. Others were working in a large team to build a den. There was the option to do some mindful colouring or reading in the "Cosy Cottages" or make crafts or bubble wands.

An Outdoor Classroom offers a multipurpose space during lessons times as well as somewhere quieter for pupils to go at breaktimes. Staff have found that the autistic children enjoy this area as it is less busy and quieter. The Sensory Garden also provides an alternative place for pupils in the playground during break times, particularly those on the Special Educational Needs (SEN) register.

The next steps for this project include the installation of a Mindfulness Zone with an amphitheatre which has tiered seating. The plan is to have "Sensory Stations" around



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the back of the seating with equipment and materials dedicated to mindfulness. The Young Leaders will be responsible for facilitating activities during unstructured times. The staff would also like to utilise the amphitheatre as a performance and presentation area to bring the curriculum to life.

### **Agreed Actions for the Next Steps in the Flagship Project:**

**Project Title:** *'Create an enabling environment, not only considering the physical environment indoors and outdoors but also the emotional environment.'*

**Outline of Project:** *This project was important for us to move our school into a position where all environments in the school enable children to fulfil their potential and thrive. We wanted an opportunity to look at our provision in all areas of our school building and school grounds and ensure they are inclusive and accessible to all children no matter their background or ability.*

Agreed plans will include:

- Development of the Dining Room into an effective teaching space. The Dining Hall will be adapted and resourced so that it can be used as a space for physical education as well as interventions.
- Enhancement of outdoor spaces as areas for curriculum development including a new amphitheatre. The new amphitheatre is scheduled to be installed on the 15th of June 2022. The Leaders' vision for its use includes collective worships and curriculum themed presentations. The vision is also to use it as a mindfulness zone to enhance ASD provision and to be used as an offer for those with certain needs and anxieties.
- Progression of Forest School provision under the new Outdoor Lead who will take up post in September. Due to the retirement of the current Outdoor Learning Lead (who is also the Forest School Teacher), there has been a new teacher appointed for September. There will be an effective handover and transition organised to ensure the continuity of the already effective provision. New ideas for the development and enhancement of Forest School have already been discussed and these will be implemented effectively.
- Re-establish new Enabling Environment Teams to develop assigned spaces. Assign particular environments to certain staff members based on their subject leader roles. Build the development of these spaces into performance management targets. Work with other schools in the local area to enhance both classroom environments as well as EYFS outdoor spaces. Visit a variety of other schools including those within the IQM Cluster Group and share ideas in order to network with a particular focus on EYFS continuous provision spaces and outdoor learning environments.

IQM have a Flagship School in the North East, St Marys RC Primary School, who are working on a similar project so it may be useful to form a link with them to share best practice. Their project is based around "OPAL" which stands for Outdoor Play and



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Learning. They too have focussed on outdoor learning and continuous provision in EYFS.

### **The Impact of the Cluster Group**

The first Cluster Meeting of the year was an online meeting with a focus on the SENDCo role which led to the introduction of a "Point of Contact Google document which contains a POC of staff members who have a particular experience in certain areas of SEND. This has been well received and well used amongst staff." The second meeting was hosted at Faith Primary School with a focus on inclusive learning environments and in-house alternative provision packages. The IQM Lead found the information about the online learning packages particularly interesting and is looking into the options to support a current child on roll who is struggling to attend due to anxiety and complex issues.

The staff at Christ The King Catholic Primary School genuinely value their involvement in the Cluster Group network. They have previously hosted but are willing to host a meeting next academic year to allow IQM colleagues to visit with a focus on the indoor and outdoor learning environments. I will establish a link between Christ the King Catholic Primary School and St Mary's in Newton Ayrshire as they have similar Flagship projects. Although an in-school visit may prove difficult due to the distance, colleagues may wish to hold an online meeting to discuss their projects and share best practice.



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### Overview

The inclusive culture at Christ the King Catholic Primary School is very much rooted in an ethos of love, togetherness, and family. To encompass the holistic development of pupils, the School has recently developed “learning dispositions” which are core characteristics which were identified by staff, pupils, governors, and families as the desired attributes they want pupils to acquire throughout their time there. The five “dispositions” are “curious, reflective, resilient, communicative and independent.” The broad educational experience at Christ The King Catholic Primary School takes into account children’s starting points and provides opportunities for pupils to grow in an academic, spiritual, moral, social and emotional sense. The class names encapsulate this sense of growth starting with the Acorns and Conkers in Early Years Foundation Stage (EYFS) to Oaks in Year Six.

The Headteacher is leading the way with an inclusive Behaviour Policy. In September, the decision was made to take away the sanctions to shift the focus onto praising the positive, desired behaviours. There is a “no shouting” policy and staff are encouraged to build positive relationships with children which lead to them feeling safe, included, and cared for. This, in turn, leads to a positive response from the children who demonstrate positive behaviours because they want to. There are now only three simple rules in school which are to “be respectful, responsible and safe.” With a renewed focus on rewards, the children are incentivised to live by the three rules. Staff make weekly positive phone calls to parents and carers to reaffirm the desired behaviours, ensuring the positive messages are communicated and celebrated at home.

All staff are clear of the end goals of the curriculum and how to achieve the different milestones through carefully planned steps and “wow” moments. Specific writing opportunities are highlighted throughout the curriculum to enable pupils to not only improve their writing outcomes but give them the chance to showcase their learning. During the review, all writing pieces evidenced in books, on displays and in lessons were of a very high standard. In a Year Four lesson, pupils were writing diary entries from the perspective of a day in the life of a Roman slave. Children were clearly inspired to write and used an impressive range of vocabulary, particularly adjectives, to enhance their writing.

To support phonics teaching, all staff have recently re-trained in the Read Write Inc. phonics methodology which has led to significant improvements, especially in EYFS. In the current Reception Classes, 98% pupils are on-track to pass the Key Stage One phonics screening check. Leaders identified fluency as a key barrier to success for pupils. There is now a consistent approach to the teaching of phonics and the curriculum time spent on phonics delivery has increased to one hour a day. During this hour, the English Lead is able to monitor and evaluate the effectiveness of the phonics sessions. She offers coaching to staff members, where needed, and further training if necessary. This structured yet supportive approach has led to improved progress in phonics.

Reading remains central to the curriculum, with a core text identified for each topic area. Each classroom has a library area with books which link to the core texts and



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wider topics. The School purchases the Barrington Stoke dyslexia friendly reading books for the dyslexic children so that they feel fully included with texts which have age-appropriate contexts, similar to their peers. The importance of reading has been communicated to parents and carers to encourage them to read more with their children at home. Pre-Covid, the School held regular workshops for parents and carers about how to support their children with phonics at home. A positive from the online learning provision is that the teachers could role-model the teaching of phonics to parents and carers on a regular basis.

Learning is engaging and lessons are fun at Christ the King Catholic Primary School. During the learning walk as part of the review process, Year Five pupils were observed enjoying a "Now Press Play" immersive audio lesson which involved each child wearing a set of headphones through which they were listening to a story and with challenges and tasks for them to complete. This interactive, kinaesthetic learning approach engrossed the children. There was a real buzz of learning in the classroom with all children on task. The Reception children were also enjoying an immersive learning experience through their beach-themed continuous provision activities with role play areas, mark-making activities sensory games, and, of course, a sandpit to dig and explore in.

Staff at Christ the King Catholic Primary School understand the importance of creating an inclusive learning environment. Classroom layouts and resources are carefully planned around the needs of the pupils. Displays reflect current learning and are used as an additional support tool in lessons. The layout of classrooms encourages interaction and active learning. Outdoor spaces have also been carefully planned to support pupils' mental health and wellbeing during lessons and at break and lunch times. Many outdoor areas have been designed to encourage pupils to keep active as well as engage with nature, as mentioned previously in this report.

During the review visit, I met with an exceptional group of 20 School Council representatives from Years Three, Four, Five and Six. They all demonstrate a love of reading and shared their favourite books or authors. When asked if they feel safe at school, they all affirmed that they do. When asked about their favourite aspects of school, they were enthusiastic about many areas with Forest School being a firm favourite as well as the "support from everyone around you to help you with your learning." They enjoy the varied outdoor spaces which offer places to sit or read quietly during break times or be active and exercise. As well as the Forest School area, willow domes have been created to offer shaded spaces for children to use during break times where they can sit quietly, read, or reflect. There is also an outdoor classroom which provides a multipurpose space for use during lessons times as well as somewhere quieter for pupils to go during breaktimes. The serene Peace Garden has become a focal point for remembering staff members or people from the community who have passed away, as well a place for any staff or pupils who are experiencing grief to visit.

Christ The King Catholic School prioritises looking after pupils' mental health and wellbeing. Pupils carry out a 'mood check-in' as they enter the classrooms so that teachers can gauge how they are feeling and arrange additional support if required. The ROAR response has been implemented as a visual tool to allow staff to recognise any issues which they can then respond to in a timely manner. ROAR "is a programme that





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aims to help teachers and staff recognise and address the signs of mental health problems in children." Each morning, children report their emotional wellbeing score through the ROAR chart. Emotional literacy is also promoted throughout the curriculum. If the children are identified as needing additional support for their mental health and wellbeing, the Mental Health Ambassador provides 1:1 intervention. The School also benefits from Children and Adolescent Mental Health Service (CAMHS) early help support each Monday whereby identified pupils will complete a 12-week programme with the CAMHS Team. The rationale is to prevent mental health issues from arriving at a crisis point.

A child's first experience of an educational setting is fundamental in shaping their school journey and future successes. Staff at Christ the King Catholic Primary School recognise the importance of the Early Years Foundation Stage (EYFS) curriculum as it provides the foundations on which a child's educational experience is built. Due to the excellent practice in EYFS, the Leaders have looked at the benefits of the 'continuous provision' approach in terms of the independent and creative skills which they foster and developed opportunities for this to continue through the Forest School provision. Colleagues who teach the older year groups are encouraged to visit EYFS lessons to share best practice ideas.

Reception and Year One have recently enjoyed learning British Sign Language (BSL) through a 12-week programme led by Deaf Active, a charity which promotes and enhances the lives of deaf children and young people throughout Merseyside. Deaf Active delivered assemblies and taught the children vocabulary and songs to sign. During the review, I was fortunate to observe a Reception class practising the names of animals and colours in BSL. They recalled the vocabulary, saying the words with the accompanying sign, then had to create a sentence using sign which featured the animal vocabulary. After practising in twos, children took it in turns to sign their sentence at the front of the class with the others having to translate. They rehearsed the colours through signing the "Rainbow" song and finished with a celebratory, signed rendition (accompanied by some expert dance moves) of the Beatles' song "Love Me Do." It was a pleasure to observe this session which was filled with joy and tangible excitement. It is wonderful that the children are enjoying exposure to BSL and learning about deaf awareness from such an early age.

The wide range of afterschool clubs provide an inclusive enrichment programme. There are clubs to cater for all children's needs and interests ranging from storytelling, gardening, football, boccia and golf to choir and knitting. A purpose-built Sensory Room offers respite to children throughout the day. In addition to offering sensory support to children with special education needs or disabilities (SEND), the room is available to all children during breaks and lunchtimes.

Christ The King Catholic School's recent work towards achieving the UNICEF Rights Respecting School Award (RRSA) highlights their excellent practice in supporting children's intellectual and personal development whilst preparing them to become global citizens who are aware of their rights, and those of others, in an ever-changing world. To raise awareness of the UNICEF articles, the School Council were employed as a steering group. There is a regular newsletter which keeps parents and carers informed about the focus article of each month. To embed the articles, teachers refer to





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them in class and there are posters around the school. To launch the articles with the pupils, the School held a competition to design a School Mascot. The winning child was a Year Six pupil who designed Patches the Penguin. The children are proud of their work towards achieving the RRSA and plan to further develop their work next academic year.

Belonging, family and acceptance are the three words chosen by Governors to encapsulate the inclusive ethos at Christ the King Catholic College. A sense of belonging is "fostered through sharing a collective identity." There is a true "family" feel to the school and its community. Everyone is "accepted and valued for who they are."

In summary, Christ The King Catholic Primary School is an exceptional school where pupils are nurtured, and families are well cared for. The Leaders have a sensible approach to whole-school development and aim to future-proof resources as well as new initiatives. All areas of provision are synthesised to create a holistic, inclusive approach. I therefore fully recommend the school maintains its Flagship Status and look forward to seeing the further impact of their learning environment development in 12 months' time.

**Assessor: Sarah Linari**

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

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