



## Assessor's Evaluation for the IQM Flagship Project



<b>School</b>	Christ The King Catholic Primary School Meadway Wavertree Merseyside, L15 7LZ
<b>Head/Principal</b>	Mr David Delaney
<b>IQM Lead</b>	Mr Peter Heery
<b>Date of Review</b>	25 <sup>th</sup> May 2023
<b>Assessor</b>	Ms Siona Robson

### **IQM Cluster Programme**

Cluster Group	CIN NW
Ambassador	Ms Sarah Linari
Next Meeting	15 June 2023
Meeting Focus	TBA

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	28th March 2022	Yes
<b>Summer 2022</b>	7th July 2022	Yes
<b>Autumn 2022</b>	4th October 2022	Yes
<b>Spring 2023</b>	1st March 2023	Yes

### **Evidence**

- Rights of the Child document
- Values document
- Extra-curricular activities timetable and analysis
- Student presentation
- Staff voice
- Student Council
- Meetings with Headteacher, DHT and AHT
- Meeting with governors, parents and local parishioners
- Meeting with Curriculum Leaders
- Meeting with outdoor leadership staff

### **Additional Activities**

- Learning Walk
- Forest School lesson



### **Evaluation of Annual Progress towards the Flagship Project**

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

Christ The King Catholic Primary School have been working on developing the school environment to create inclusive flexible learning spaces. This has gone hand in hand with work on the curriculum. The school has taken the best practice in continuous provision up from early years to promote choice and independence in learning. The school is developing a graduated approach to mental health support intervention. A student told me, "I take my buddy into the sensory room when he is a bit overwhelmed, it helps him".

#### **Development of the Dining Room into an effective teaching space.**

On the day of the visit, I saw the dining room being used for a BeMe session, a combination of energy balance, yoga, mindfulness and breathing exercises. Mats and candles are used to create a safe and relaxing atmosphere for students to benefit from this initial offer which forms part of the schools graduated approach. Pupils told me that they find this session really helpful. The trainer's voice has also been recorded and sent home to parents to support identified pupils with sleep meditation. Learning support staff have also received training in BeMe wellbeing and therapy.

#### **Enhancement of outdoor spaces**

The outdoor environment at Christ The King School is beautifully maintained and carefully designed to create a wealth of different spaces for pupils. The amphitheatre is used within History topics and for reading, role play and performance; a group of parents came into school to work with the children in Year 3 on play scripts. The outdoor classroom is used within the curriculum and is equipped with resources to provide a quiet, calm space at breaktime for children who find social times challenging. Teachers told me that pupils in reception use the outdoor space in their pirate topic for a treasure trail and before studying the Lion the Witch and the Wardrobe the teachers transformed the outdoor space into a wonderland to create an initial stimulus. The willow domes are calm spaces and great for outdoor reading.

An external sports trainer is used to work with pupils during lunchtimes which has the added benefit of supporting pupils to develop the skills to play independently, creatively and safely during free times.

The outdoor leadership staff spoke enthusiastically about the fluidity of the learning environment between indoor and outdoor spaces. Weather is not a barrier, instead its used as a learning resource so that pupils learn how to keep dry and warm. The continuous provision style of learning has widened pupil choice in how they learn. The team told me "We let children be children any chance we get". They also have a well-being role running sessions to support vulnerable children who suffer from anxiety and use student voice to inform an ADHD project; unsurprisingly the pupils asked to use the outdoor resources.



### **Involvement of staff in establishing the learning spaces across the school**

The learning environment at Christ the King School is having a marked impact on the school experience of the children. Corridor displays are outstanding and the pupils could explain why they are there and what they represent. Year 6 children and their parents made individual flames which were then combined to make a beautiful visual representation of the Holocaust. Another display showed the progression of pupils work as they move from reception to year 6 in the core subjects. Every child has the opportunity to have their work included in this display. Staff are continually evaluating the use of space to best facilitate learning. Best practice for the early years provision has been a starting point and influenced a change in approach for older years. Staff have devised an effective new marking policy reflecting best practice from early years with greater use of live marking and whole class feedback. Teachers describe 'enabling environments' rather than classrooms. Pupils described their classrooms as "our space". Staff reinforced this saying "It's their classroom, it's not ours, they lead, they can access what they need when they need it." Pupils know when to ask for help and know when they need to work independently. In Year 2-6 they have replaced free reading spaces with topic tables linked to the core text which has increased and improved the use of these spaces. There has been a great deal of thought given to the resources in classrooms to promote independent learning. Relevant and recent vocabulary is displayed on walls, in order that it does not overwhelm pupils and supports their current writing and spelling. Pupils told me that "the walls are now more stimulating; they are learning walls and there are sheets to help you if you get stuck." A range of pictorial and physical resources are available for the pupils to access whenever they need it. There is a shared focus on pupils being independent learners, recognising what they need to make progress and having instant access to it. Laptops are used to promote independent access to learning for key pupils, improving their progress and well-being. The pupils told me they use the 5 Bs brain, book, board, buddy and finally boss. One boy told me that he uses the dictionary as his book. There is an open-door approach to sharing best practice across the school, a come and see me and how I do it approach. They support and learn from each other and from other schools.

### **Progress with Forest School provision**

Under the leadership of the new Forest School teacher this space and provision has been significantly enhanced. The space and provision supports pupils' mental health, teamwork, cooperation, resilience, creativity and problem solving. The school is working with learning support assistants to develop their skills so that they can also deliver Forest School sessions. The Forest School teacher explained how children are shown ways to explore and investigate properly and safely and that they are now taking these skills home. The Forest School supports the school rules of children being respectful, safe and responsible. The students speak or sing a welcome phrase as they start a Forest School session; 'Hello beautiful trees, may we come and learn here please.' They have the opportunity to experience nature in a city, reflecting on the environment around them. I was fortunate enough to join Year 3 in the Forest School. The pupils could not speak highly enough of this provision. They told me they "love the space", "we have to be very respectful", "it doesn't feel like a lesson here" and that they "learn how to do things together here, using teamwork". As I arrived at the lesson there was great



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excitement as one of the pupils had brought in a hedgehog den and they were discussing the best place to put it. They told me that they had learnt today that hedgehogs actually can't drink milk as its bad for their stomachs. Pupils were falling over themselves to show me around. I had the complete tour; we visited the shelter with the grass roof, the den building area, the mud kitchen and the resources shed. Pupils feel that this space is very much theirs. They showed me a blind obstacle course they created after being inspired on their PGL residential. Year 6 plant a tree in the Forest School every year, a legacy which will live on. Pupils are so proud of this area, "We are very grateful that we have this space" Parents, governors and local parishioners feel the Forest School has been very beneficial for all the children; "They have the opportunity to go back to being children and play in mud, they are with nature."

What is distinctive and special at Christ the King Catholic Primary School is that the Forest School is not **the** outdoor learning provision it is an element of a wider, richer outdoor learning provision.

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

#### **1. The continued implementation of the Graduated Approach to Mental Health through the sharing with Key Stakeholders including Staff, Children and Governors.**

- Share the graduated approach with staff during INSET day.
- Work with governors, particularly the inclusion governor, to look at the Mental Health graduated document and how we could develop it further.
- Develop effective interventions which support Mental Health and those with particular SEND needs. Use the enabling environment to support this.
- Share the Mental Health Graduated Approach document to parents and offer them a workshop in school to explain the offer. Get parent voice around how this can be improved and enhanced.
- Work with children to enhance their understanding of how we support their Mental Health within school. Create a 'graduated approach' document for children. Get Pupil voice around how this can be improved and enhanced.

#### **2. Areas outside classroom are maximised and used effectively as mental health /wellbeing spaces or spaces for reading and quiet study.**

- Buy resources for areas outside of classrooms.
- Teachers set up environment with new resources.

#### **3. Develop the use of all available spaces being used within the curriculum. Develop a fluidity between the indoor and outdoor spaces.**

- Look at long term plans and opportunities to use environment outside of confinements of classroom.
- CPD from Forest School teacher on how to effectively use outdoor spaces in school.



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- LSAs to use forest school as part of their P4C and rights respecting school sessions.
- Teachers to use a range of environments innovatively and this is evidenced in planning but also used spontaneously.

#### **4. Launch a Peace Project and re-imagine the use and potential of the peace garden area of school. Peace project will involve whole-school community and focus on current global issues as well as values close to the school.**

- Gather staff thoughts on INSET and children's thoughts and ideas on first week of the year.
- Discuss as a senior leadership team how we want the project to unfold – produce a project plan.
- Involve wider community in the project – Parents, Parishioners, Parish Priest, Governors and local residents. Use of surveys and meetings. Use of skills from wider community – gardeners, artists etc.
- Look at the use of the Peace Garden for collective worship and quiet reading/ reflection on current issues globally and locally including war and conflict, cost of living, charities, crime and exploitation etc.

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

The senior team find these meetings very useful and the sharing practice element extremely valuable.

#### **7<sup>th</sup> July 2022**

This was held at Knotty Ash Primary School. The school found this incredibly useful and took away ideas from their inclusive curriculum, nurture provision to inform their graduated response and ideas for transition.

#### **4<sup>th</sup> October 2022**

This was held at Lord Derby's Academy and the staff found the discussion on attendance and associated processes very useful. This informed their work with school refusers.

#### **1<sup>st</sup> March 2023**

Christ the King Catholic School hosted this meeting and shared their project work on the creative use of the school environment and the use of sensory integration to support some of their pupils with ADHD and ASD.



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### Overview

A starting point is rightly a comment from the Headteacher, which encapsulates the ethos of Christ the King Primary School, explaining the school's approach to meeting the needs of the children. "We'll change us around you, to meet your needs". The school is completely child centric. He went on to say, "We find opportunities for all pupils to shine, we find a way in with each individual." The school is on an exciting journey of inclusive practice to ensure every person, adult or child counts in the whole set piece and that all individuals recognise their 'value'.

Pupils at Christ the King Primary School are incredibly proud of their school, they are keen to show it off and showcase their talents. I listened to Year 3 singing and playing Mamma Mia on their brass instruments, every child has an instrument. I also watched reception children sign, 'I can sign a Rainbow', 'Old Macdonald has a farm' and the Beatles song 'Love me Do'. A deaf teacher from Deaf Active works with all year groups and signing continues to be used for example, signing in weekly hymn practice.

Building resilience and independence is clearly a key theme across the school. This is reflected in the step approach used in PE alongside a mantra of 'mistakes are fine, they are a good thing'. There is a wealth of extra-curricular clubs on offer and 80% of children take advantage of this provision. 60% are involved in activities outside school and only 6% of the school population are not involved in an activity either in school or at home. What was even more impressive was the fact that the school identifies who these children are, and they become a 'power group' and take part in a targeted intervention programme aimed at overcoming barriers to participation. A member of staff told me that a parent had described the school to him as an 'enrichment school'.

The school achieved The Rights Respecting Bronze Award in December 2022 and is currently working towards Silver. Each month they focus on an 'article' about the rights of the child and adopt a P4C approach to plan questions and encourage discussion. The School Council also organise competitions linked to the article. Where possible this focus is linked to events such as World Book Day and the rights of children across the globe to have access to books. Pupils shared with me their floor book in which discussions are recorded. This provision is linked to the school values of compassion, integrity, love, forgiveness and hope, British Values and elements of the RE curriculum, raising awareness and challenging preconceptions.

The School Council meet regularly and as well as supporting the Rights Respecting programme, they suggest ideas for improving the school environment. The blue friendship bench in the playground is now in situ and they also conducted a safety walk around the school identifying issues with instrument storage and lunch boxes blocking fire exits. They are fully aware and appreciative of the way in which the school has 'evolved' (their word not mine) in recent years. Pupils use a rich and diverse range of vocabulary. A year 1 child, focused on writing a recipe, explained, "I'm making a blossom potion to turn you into a flower." Some other Year 1 were busy planting in their playground beds and explained that they were learning about the different parts of plants like the fruits and flowers.



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The school is committed to pupil well-being and has spent time developing a graduated approach which includes a range of strategies and provision. The staff have all been trained in Rainbows to support bereavement and separation. There is an attention to detail which is hugely supportive for the children who access the intervention and support programmes; they happen in the same space, at the same time, with the same person regardless of what else is going on in the school. The pupils recognise the school’s work around mental health and well-being. They described an approach to supporting pupils who have concerns. Children in Reception to Year 2 are encouraged/ supported to write their worry and feed it to the Worry Monster who will chew it up and throw it away and in older years they place it in a box and that means it’s gone and will never leave the box. Pupils told me that teachers probably check the boxes and are reassured that this would trigger support as necessary.

The language used by pupils in the school was inclusive and sophisticated; “The school helps children whose brains work differently to others.” “We welcome all religions even though we are a Catholic school.” They used appropriate and respectful language when describing the support on offer and the students who access and benefit from it.

Parents, Governors and local parishioners recognise the sense of community in the school; a listening school and a place where every child is an individual and is known. A local parishioner described the children as polite, well-mannered and proud ambassadors of their school. “The pupils are the beating heart of the school.”

Some final words from the wonderful children at Christ the King Catholic Primary School.

“No matter who you are, what you look like or where you are from, Christ the King will always love you.”

“The teachers make sure you are friends with everyone.”

“They believe in the power of you.”

“We do things other schools don’t do.”

“I think we should thank the school as we have so much.”

The school continues to move from strength to strength in terms of its superb inclusive practice and 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 Flagship School. I therefore recommend that the school retains its Flagship 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 Flagship 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