



Report on IQM Inclusive School Award



School Name: Blessed Sacrament Catholic Primary School

School Address: Cedar Road
Aintree
Liverpool
L9 9AF

Head/Principal Mr Chris Davey

IQM Lead Mr Chris Davey

Assessment Date(s) 6th and 7th March 2024

Assessor Ms Sarah Linari

Sources of Evidence:

- IQM Self-Evaluation Report (SER)
- National data and performance tables
- School website and policies
- School Development Plan (SDP)
- School Self-Evaluation Form
- Ofsted Report
- Pupils' exercise books
- Learning walks
- Observation of break time
- Learning environment organisation and displays
- Income Deprivation Affecting Children Index (IDACI) data
- Special Educational Needs and Disabilities (SEND) information
- Catholic Schools Inspectorate Report November 2023
- Liverpool City Council Educational Psychology Service testimonial
- Edge Hill University research circle project
- Inclusion questionnaires – staff and pupils
- Paret survey results
- Observation of collective worship
- Observation of World Book Day celebrations
- Observation of parent/carer 'Stay and Read' session
- Observation of Little Buds Tea Party

Meetings Held with:

- Headteacher/IQM Lead
- Special Educational Needs and Disabilities Co-ordinators (SENDCos)
- Deputy Headteacher
- Assistant Headteacher
- Inclusion Managers
- Pupil Premium (PP) Champion
- English as an Additional Language (EAL) Lead



Report on IQM Inclusive School Award



- Continuing Professional Development (CPD) Lead
- Curriculum Lead
- Assessment Lead
- Learning Support Assistants (LSAs)
- Family Support Worker (FSW)
- Teachers
- Learning Mentors
- Parents/carers
- Pupils
- Governors
- Liverpool Speech Therapy – Speech Therapist



Report on IQM Inclusive School Award



Overall Evaluation

Blessed Sacrament Catholic Primary School is a large, three-form entry school welcoming children aged 2 - 11 years old, with a SEN unit called The Treehouse. It serves the North Liverpool locality, a socio-economically disadvantaged and diverse community. Data taken from the Income Deprivation Affecting Children Index (IDACI) shows that 87.4% of pupils and families are from neighbourhoods which pertain to the top 40% of deprivation nationally, with 57.7 % in the top 20% of deprivation. Deprivation is under-represented in the Pupil Premium (PP) numbers, with 31% of pupils supported through the PP top-up funding. Although above the national average, this number is not a true reflection of the poverty levels seen in the demographic.

There are currently 707 pupils on roll, with 90 in the Nursery provision. Approximately 16.4% of the pupils have Special Educational Needs and Disabilities (SEND), and 47 pupils are supported with Education, Health and Care Plans (EHCP). The school welcomes children from diverse backgrounds and faiths. The number of children for whom English is an Additional Language (EAL) is increasing, with currently 11% of children identified as EAL. Across the pupil body, there are 20 different languages spoken. Most pupils, 488, identify as being Catholic, with 55 Christians, 16 Muslims, 10 Hindus and 4 Buddhists as well as 111 children who do not specify any religion. This data provides an overview of the diverse makeup of the pupil demographic which enhances the inclusive educational experience.

The school was judged as 'good' in the latest full Ofsted inspection. In the recent Catholic Schools Inspectorate Report (November 2023), the school was celebrated for its ethos, stating, "*children feel loved within school and are resoundingly happy; when one pupil in a meeting described Blessed Sacrament as their "haven", there was whole-hearted agreement from others. There is a tangible sense of belonging at the school. There are exceptionally strong behaviour routines based on high expectation and overwhelming positive reinforcement which results in outstanding behaviour. Pupils are taught to be respectful, and love and kindness is modelled in abundance by staff.*"

Blessed Sacrament deserves to be celebrated widely for its outstanding inclusive provision. There is a warm and welcoming atmosphere where all stakeholders are consistently treated with kindness and respect. The school's commitment to an open culture and its motto, "Aim High and Live Life to the Full," encapsulate the high expectations and holistic educational experiences provided to pupils.

The Headteacher began the IQM assessment days by describing the strong, positive relationships, founded on mutual respect and kindness, which permeate interactions among all stakeholders. His inspirational leadership is instrumental in driving the inclusive education agenda. A palpable passion for inclusivity, as seen in the relationships with staff and pupils and visible involvement in school life, including fist bumps with pupils and an approachable demeanour, reflects the Leadership's inclusive mindset. The school's long-term commitment and strategic planning, which is based on IQM's eight elements, highlights a clear vision for sustained inclusive practices.

The school's Christian ethos and values shine through. They are lived and role-modelled by the entire school community. A noteworthy example from an observation made during the IQM assessment is the Treehouse children and how they communicate with each other, repeating the kind words and actions of the staff to support each other.



Report on IQM Inclusive School Award



The embedded culture of ROAR to “Recognise the signs and symptoms; ask Open questions; Access support, services and self-care; and build Resilience” creates a safe environment for pupils to be themselves and seek support if needed. The absence of raised voices and the calm, kind approach observed exemplify the positive school climate.

The Treehouse SEN Units ensure pupils with SEND are well supported and included in school life. This provision extends beyond physical spaces, promoting a sense of belonging and acceptance among all pupils.

The school actively involves parents in enhancing the learning experience and creating lifelong memories. Regular opportunities for engagement strengthen the partnership between home and school, contributing to the overall inclusive culture.

The calm and positive atmosphere in classrooms reflects excellent learner attitudes and engagement. Varied learning activities, with adaptations and modelling to include all learners, highlight the strong relationships between staff and children in lessons. The school's robust external links and collaborations support a broader and more diverse learning experience. These partnerships contribute to the overall enrichment of its educational offerings and comprehensive support for pupils and their families. Clear channels of communication, crucial in a school of this size, contribute to the effective and smooth daily running of Blessed Sacrament Catholic Primary School. The consistent inclusive attitudes of all staff support the cohesive functioning of the school.

In summary, Blessed Sacrament Catholic Primary School is a lovely school, fostering a tangible positive culture of support, kindness, and acceptance. The exemplary inclusive provision observed over two days, encompassing all activities and meetings, highlights the absence of any weak elements. Leaders participate in many collaborative partnerships with other schools and stakeholders are fully aligned to IQM’s values. The commitment to creating a holistic and inclusive educational experience for stakeholders makes Blessed Sacrament a model of excellence in inclusive education.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in three years.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ms Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

The school emphasises inclusive practices throughout all aspects of school life. The strong Christian ethos underpins the inclusive vision, which is shared by all staff and pupils. The school is dedicated to inclusivity and equality, ensuring every child feels valued and supported, regardless of their background or circumstances. Through constant dialogue, adaptation, and collaboration, the school community works tirelessly to provide the best possible support for its pupils, going above and beyond to ensure their wellbeing and success. The commitment to the Equality, Diversity and Inclusion (EDI) agenda ensures that the needs of every child are considered.

The SENDCos at the school exhibit enthusiasm and passion for their roles. They ensure a holistic approach to understanding and addressing the needs of the pupils.

Pupils with SEND receive excellent support. The school has implemented social skills and WellComm interventions, promoting the development of essential communication and social skills. The provision of a nurturing environment, such as the Nurture Room and breakfast sessions, enhances the overall wellbeing of the pupils.

Specialised “hubs” in the mainstream have been opened to cater to children with EHCPs and complex needs. The school has also invested in dyslexia screening training for hub staff, ensuring a comprehensive understanding of diverse learning needs. These teacher-led hubs provide early interventions and are designed to facilitate progress, ensuring that each child's unique needs are met. The effectiveness of provision in the hubs is systematically reviewed, and progress is monitored every half term. This process ensures that interventions listed in EHCPs are covered, and pupils are reintegrated back into the classroom environment with careful consideration of their progress.

The Treehouse SEN Units, Key Stage 1 (KS1) and Key Stage 2 (KS2), cater for children with communication and interaction difficulties. Teachers in the Treehouse SEN Units are equipped with specialised training, including Attention Autism and training in the Pre-Formal Curriculum. These provisions incorporate sensory rooms, visual timetables and tailored interventions to support the development of the pupils.

The school actively implements evidence-based strategies, including Educational Endowment Foundation (EEF) research adaptations in classrooms, staff training on Quality First Teaching (QFT) and the use of live documents like the SEND register to ensure they are equipped with strategies to support learners with varied levels of need within the mainstream classes.

The school is deeply committed to supporting its pupils in every aspect of their development and wellbeing. This dedication is evident through a comprehensive system that involves various teams and strategies. Learning Mentors, alongside the Attendance Team, Administration staff and Safeguarding Team, work diligently from the morning, prioritising safeguarding and attendance to ensure every pupil feels safe and valued. The school's first response to any issue is swift and thorough, including home visits and supportive phone calls when necessary. Vulnerable children receive targeted support, with a focus on punctuality and mental health. The school fosters strong relationships with parents and carers, earning their trust and collaboration in supporting the children. Additionally, external agencies are engaged to provide further assistance when needed.



Report on IQM Inclusive School Award



The school adapts its support to fit the specific needs of the children, offering initiatives such as the Gregg's breakfast programme and therapeutic activities like Draw and Talk and Sand Therapy. The Nurture programme is in place to provide ongoing support.

Next Steps:

- Sensory integration – Connect with a SEND teacher who specialises in sensory integration via the IQM network to further enhance Sensory provision in the Treehouse.
- Equity – Look at “equity” instead of “equality” with the sentiment of treating everyone differently to give equal opportunities.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

The inclusive school leadership, spearheaded by the Headteacher, is woven with the threads of connectivity and unwavering commitment. With a firm belief in relationships as the foundation of everything, the Headteacher explains that, "every aspect is all about relationships on every level, from the Archdiocese to the most vulnerable parent or pupil," emphasising that relationships are the lifeblood that permeates everyone and everything. Having nurtured the school's atmosphere, culture, and ethos over nine years, the Headteacher expects uncompromisingly high expectations for every team member, fostering an environment where inclusively treating one another is non-negotiable.

The process for the successful IQM assessment stemmed from the Liverpool City Council launch meeting, where the Headteacher reflected on what the next steps would be. It was here that the idea of embedding inclusion at the heart of all endeavours was conceived. The school's improvement plan, deeply rooted in inclusivity, is uniquely tailored to the eight IQM elements. In the Autumn Term, the Headteacher met with all staff teams to ask specific questions about inclusion, such as "what do you think inclusion is?" and "how are the children the centre of everything we do?" to ensure an aligned vision from the off. Through the SDP, every stakeholder was engaged, with the responsibility for its delivery distributed across the entire school community. The IQM-based SDP has emerged as the driving force propelling the school towards continuous improvement, harmonising perfectly with its established culture and ethos.

The Governors speak with great enthusiasm about the school, highlighting their devotion to creating a warm and welcoming environment for all children. Praising the school's inclusive ethos, they conveyed that the wellbeing and happiness of the children were paramount. The staff team, dedicated to ensuring that the curriculum is appropriate for diverse groups, shares the same aim of making each child feel valued and supported. In the context of being a family school with a Catholic ethos, the Governors praised the quality of education provided, acknowledging that the school meets the unique needs of its pupils. Despite being situated in an area with high poverty and crime rates, the school serves as a haven, offering protection and support without judgment.

The Governors also discussed the school's commitment to staff wellbeing, citing initiatives such as yoga, massage and regular team meetings. Additionally, the Governors expressed pride in the school's role in supporting children through transition to secondary school, ensuring they find the right place for their development. The school's efforts in maintaining consistency, prioritising children and engaging everyone in the decision-making process were acknowledged as key factors contributing to its success.

The school's PP strategy has been methodically crafted through a collaborative effort, evidenced through discussions with the PP Champion. Promoting a commitment to QFT, the strategy aims for PP pupils to progress at least on par with their peers. By implementing successful tactics such as targeted questioning and thorough analysis of pupil responses, teachers can identify areas where additional support is needed. For those requiring extra assistance, targeted interventions are readily available, with a notable impact observed in reading proficiency through initiatives like one-to-one reading sessions led by LSAs. The focus on literacy has seen significant improvements in certain year groups, enabling better integration into whole class learning environments.



Report on IQM Inclusive School Award



A flexible approach to LSA deployment ensures that individual pupil needs are met effectively. Moreover, teachers are now adept at monitoring PP pupils and providing them with the necessary support, setting aspirational targets to further bolster their progress. Recent data analysis has identified the importance of early intervention, prompting recommended actions for Senior Leaders, such as closer scrutiny of targeted support in specific year groups where there is a higher proportion of PP pupils. This proactive stance reflects the school's unwavering commitment to closing the attainment gap from an early stage, ensuring every pupil can thrive.

In recent years, the school has seen a significant rise in the number of EAL pupils enrolled, prompting a proactive response to ensure their successful integration and academic progress. The dedicated Local Authority team provides weekly Ethnic Minority and Traveller Achievement Service (EMTAS) support in the school by offering tailored assistance to 29 children through either one-to-one or small group sessions. To further aid their integration into school life, a comprehensive 'New Starter Guide' equips staff with essential strategies, such as pairing newcomers with high-ability buddies and utilising visual aids. Integration of parents and carers is facilitated through technology, as Class Dojo is translated into all languages spoken by the diverse pupil body. CPD for staff is ensured through EAL training provided by the Local Authority, ensuring that staff are well-equipped to meet the needs of EAL learners within the standard curriculum framework. Regular assessments are conducted and shared with teachers to address any gaps in learning.

At Blessed Sacrament, staff members are consistently building on their knowledge, with many participating in national leadership programmes and engaging in collaboration with other schools. The school believes in the power of good leaders "who lift people up", promoting a culture of professional growth and mutual support. The outward-looking approach involves active participation in link triads, which provide a reflective space for sharing good practice and engaging in professional dialogue. Additionally, the cluster groups prompt collaborative efforts to compile ideas, ensuring that development initiatives are informed by diverse perspectives.

Through the appraisal system, Leaders tailor professional development plans to individual needs, whether sourced in-house or externally. The school's calendar remains open to respond to emerging needs throughout the academic year, with weekly staff meetings to keep staff abreast of any pertinent information. The school also participates in collaborative CPD with the other schools in their link learning network, held in different locations such as the Walker Art Gallery for the Art Leads, enriching teachers' experiences in a "big melting pot of high-quality learning".

At the heart of the school's daily actions lies the 'Staff Wellbeing Charter', a testament to Leaders' commitment to fostering a thriving and supportive work environment. Embracing the mantra "wellbeing - at the heart of all we do," the school recognises the importance of prioritising mental health. The charter empowers staff with the right to press the 'pause' button, showing that it is not only acceptable but encouraged to take moments for self-reflection. Grounded in a culture of celebration, staff are encouraged to actively reaffirm their successes and reward each other, creating a positive atmosphere that fuels motivation. Collaboration is key, as they pledge to be honest, open, and provide a safe space for reflection. Mutual respect forms the bedrock of interactions, ensuring



Report on IQM Inclusive School Award



that all members of the community feel valued. Trust is cultivated by embracing colleagues' expertise, with a promise from leaders “not to micro-manage”. Support is woven into the ethos, fostering a community where staff uplift each other. Perseverance and resilience are championed in the Charter, acknowledging that failure and mistakes are part of the learning process. The courage to speak out and check in on others is encouraged and empathy is a guiding principle, promoting understanding and compassion. Importantly, the school’s policies are deeply rooted in the sentiment that the children come first, reflecting that what benefits them the most is the ultimate priority. In the Wellbeing Charter, the school affirms: "we will do what benefits the children the most; that is what matters." This ensures the wellbeing of staff whilst enabling them to provide the best possible support for the pupils they serve.

Next Steps:

- PP parents and carers – Focus on targeting PP parents and carers to engage in school life more regularly.

- EAL – Link with fellow IQM school, St Michael’s in Bolton, to look at their provision for pupils with EAL. Looking at offering targeted coffee mornings to EAL families to foster a sense of community and connections among families.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Blessed Sacrament Catholic Primary School offers an inclusive curriculum that caters to the diverse needs of all its pupils. Designed by the staff for the school's specific demographic, the curriculum covers the National Curriculum (NC) learning objectives as well as topics which Leaders feel support the learners in their wider development. All pupils have access to adaptations and support, especially those with complex SEND. The use of the BSquared assessment framework aids in selecting objectives for SEND pupils that align with the overall curriculum, allowing pupils to participate in lessons at their individual levels.

Subject Leaders collaborate to plan the curriculum from the Early Years Foundation Stage (EYFS) to Year 6, ensuring progression in discreet subject areas. The sequencing and development of knowledge and skills are mapped to provide a deep understanding of the topics over time. This approach extends to the Treehouse, where pupils follow the same topics as the mainstream lessons. Individual planning ensures that all pupils are considered, regardless of their learning needs.

The curriculum design promotes holistic education, with clear curricular links between different subjects. Geography and History act as driving forces, allowing pupils to explore connections and gain a broader understanding of the world. Cultural capital is enriched through "wow moments", facilitated by external visitors such as the 'Stone Age Man' or external visits such as the Chirk Castle visit for Year 3, or the Gruffalo hunt at Croxteth Park for Reception. 'Wow' activities are carefully chosen to stimulate, engage and inspire pupils. Minibus and coach visits offer opportunities to go out and experience the curriculum in real-world contexts.

A comprehensive music offer, including instrument learning in Years 3 and 4 with cello, violin, or viola instruction, progressing to woodwind and brass in Years 5 and 6. The culmination of these efforts results in talented musicians who participate in the school band and the annual Wirral music festival. Physical Education (PE) is also prioritised, with the PE Lead taking pupils to various competitions. All clubs are offered for free, and residential visits, including skiing in Italy, provide unique experiences.

The Children's University programme allows pupils to follow their interests outside of the curriculum, participating in activities such as choir and science club. This initiative extends beyond the school, with points earned outside of school contributing to a celebration at the end of each Key Stage, highlighting what pupils have achieved.

An innovative aspect of the school's curriculum is the bespoke Forest School curriculum. Key skills are woven throughout the curriculum, with plaques symbolising the skills covered each year. The progression of skills is documented in children's Forest School Skills Passports, allowing them to earn badges as they achieve various competencies.

Next Step:

- Visualisation of links – Look at creating a visual road map of the curriculum overview with pictures which show the cross-curricular themes and links.



Report on IQM Inclusive School Award



Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The quality of teaching and learning at Blessed Sacrament Catholic Primary School was evaluated through a variety of engaging and interactive methods observed during learning walks across both assessment days. The integration of World Book Day into an English lesson in Year 6 demonstrated a meaningful connection to wider learning, fostering a holistic approach. Group discussions were facilitated to encourage collaborative learning before whole-class answers were given, promoting critical thinking and peer interaction. Similarly, in a Year 5 class, pupils were tasked with designing a book-themed gift card, promoting creativity and practical application of their skills.

In a Year 3 Geography lesson, a detective-themed activity engaged pupils in reading and analysing texts to identify human and physical features. Using different coloured pencils, pupils worked in pairs to map out these features, enhancing their understanding of the terminology. Interactive actions were incorporated while the teacher read aloud, catering to different learning styles and keeping pupils actively involved. Furthermore, in a class reading session, other Year 3 pupils were encouraged to make predictions for the next chapter of their class story, "A Bear Called Paddington", encouraging comprehension and prediction skills. Pupils were then allowed to read aloud their paragraphs and create chapter titles, reinforcing their understanding of the text whilst supporting creativity. The teacher's modelling of these activities provided clear guidance and support for the pupils' learning journey.

Inclusivity is woven into every aspect of the learning environment. As soon as you step into the central spaces, the open-plan aspect, with vibrant colours and high ceilings provides a welcoming atmosphere for all. Engaging displays and reading dens offer pupils spaces to explore and discover. Year groups are thoughtfully zoned, allowing for focused learning experiences, while the Chapel, adorned with a stunning stained-glass window which was painted by one of the parents, serves as a peaceful space for reflection and collective worship. The outdoor area for EYFS is carefully designed, providing opportunities for exploration and play. The Sensory Room, utilised by both mainstream and Treehouse pupils, offers a calming space for relaxation and sensory input. Similarly, the Nurture Room, designed to resemble a home environment, fosters a sense of security and belonging. Celebrating diversity is not just a concept but a tangible reality, evident in the striking wall art adorning the hall and central corridors. In every corner and every detail, the school embraces inclusivity, ensuring that every pupil feels valued and represented in the environment around them.

There is a dedicated upstairs area specifically designed for Year 6 pupils, providing them with a self-contained environment which supports their transition to secondary school. Along the corridor, vibrant wall murals, painted by a parent, give the area a sense of identity. Pablo (punctuality, attendance, behaviour and learning owl), the wise mascot serves as a visual reminder of expectations. A path to the future is envisioned through a large mural with trees that overlook a hill, where all pupils inscribe their future aspirations on apples hung on the branches. Additionally, the school's support of global education is demonstrated by the mural which represents the partner school in Gorkha, Nepal which was built and funded by Blessed Sacrament. Finally, the school's badge is depicted with its Liverbird which proudly represents the city's identity and heritage.



Report on IQM Inclusive School Award



Next Step:

- Look at embedding neuro-diverse learning environment/trauma-informed approaches in all classrooms and communal learning areas.



Report on IQM Inclusive School Award



Element 5 - Assessment

In the pursuit of providing a holistic and effective educational experience, the school has established a comprehensive assessment framework that seamlessly integrates with the teaching practices. The entire assessment process is founded on a deep understanding of the pupils, shaping both formal and informal planning.

The school has implemented a streamlined system for data entry and analysis, acknowledging three key data entry points throughout the academic year. This information is shared with parents and carers through various channels, including parents' evenings, Class Dojo, and Tapestry. The customised system utilises codes in an Excel document, allowing the Administration Team to pull together relevant data for both core and foundation subjects. Teachers receive a one-page progress overview that is purposeful and not overwhelming, with demographic percentages broken down to highlight the progress of specific pupil groups.

At the heart of the assessment approach lies the collaborative analysis of data. Teachers meet regularly in Year Group Teams to analyse and discuss data, using a commentary pro forma as a guide. This team effort focuses on addressing strengths, sharing good practices and identifying areas of improvement for individuals. Following this, Subject Teams convene to gain an overview of progress and identify any areas of the curriculum which need to be reviewed.

The school places a strong emphasis on phonics learning across all levels. Beginning with the Little Buds in Nursery, where they gradually integrate sounds into the curriculum, Reception marks the formal start of the robust phonics programme delivery. The dedicated Phonics Lead, affectionately named "Miss Phonics" by the other staff, supports the Teaching Assistants and Teachers in the effective teaching of the programme to ensure that the children develop the necessary phonological knowledge to access the curriculum. The assessment of reading extends beyond phonics, encompassing individual targets, modelling and a focus on the EARS approach (Expression, Automatic Word Recognition, and Smoothness). Spelling is reinforced through 'have a go' pads and the 'Fred in the head' phonics approaches, aligning with the skills taught in EYFS. Teachers are well-versed in knowing the objectives and in-house training supports their professional development.

The school adopts a flexible intervention approach, integrating pre-read and within-lesson adaptations based on question-level analysis. The whole-school retrieval strategy ensures continual retrieval and reinforcement of key information, promoting deeper understanding and retention. The explicit focus on vocabulary is consistently modelled across the school.

An essential aspect of the assessment strategy involves evaluating the impact of the curriculum with various stakeholders. An overview document assesses the perspectives of teachers, children, visitors/Governors, and parents and carers. Criteria include pupils' confidence in discussing what they have learned, their ability to make thoughtful links between subjects, positive feedback from visitors and Governors, and teachers' confidence in delivering the curriculum.



Report on IQM Inclusive School Award



Next Step:

- Refine the whole school assessment system and annual timeline for formative and summative assessment.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Pupils are enthusiastic about their school experience, expressing their sentiments with joy and appreciation. During the discussions with the IQM Assessor, one pupil exclaimed, "I love my friends and playing with them is so much fun," highlighting the strong social bonds formed within the school community. Pupils also expressed fondness for their teachers and staff members. The pupils describe the school environment as "happy" and "safe", with the best part being the opportunity to make new friends. They appreciate the kind and helpful nature of both teachers, staff and their peers.

Pupils' behaviour and attitudes are excellent. A particular highlight of the assessment days was during lunch time in the main KS2 hall when talking with the Treehouse children. They were confident when speaking with the Assessor and gave positive affirmations and praise towards each other, repeating actions and words which have been modelled by the staff. The sense of community and kindness among all pupils was evident.

The pupils appreciate the emphasis on responsibility and cited the school's motto, the promotion of setting high goals and seizing opportunities. They feel well-prepared for secondary school by the time they are in Year 6, praising the invaluable support provided by their teachers in navigating challenges and embracing opportunities for personal and academic growth.

World Book Day coincided with the second day of the assessment and provided a wonderful opportunity to observe how the school celebrates such events. The day proved to be a vibrant reflection of inclusion and creativity. Embracing an ambitious vocabulary theme, pupils eagerly dressed up as "words", each one a testament to their unique and imaginative interpretations. The celebrations ensured accessibility for all children, irrespective of financial constraints or reluctance to participate in dressing up. The highlight of the day was the lively parade, solidifying core memories of fun and camaraderie. In KS1 and Reception, the entire phase gathered in the hall for a joyous assembly, sharing their vocabulary-inspired costumes and engaging in reflective discussions and quizzes. Meanwhile, in KS2, the assembly, led by the enthusiastic Reading Lead, buzzed with excitement as staff shared their favourite poems and stories, fostering a love for different genres of literature. World Book Day at Blessed Sacrament is not just a celebration; it is an empowering display of inclusion, imagination, and shared joy of reading.

During an observation of the collective worship session with a Reception class, there was a serene and harmonious atmosphere. The children sat in a circle in the Chapel, led by their teacher who played the ukulele, creating a calm ambience. In the centre of the room was the tank which currently houses the school's adorable 'Living Eggs' project chicks, captivating the children's attention. The altar was adorned with symbols of faith, as the creation story unfolded through an illustrated pop-up book. A child read a passage about kindness, which was linked to a theme of caring for animals, which resonated deeply. Prayer stones were distributed, each child silently offering their prayers while holding the stone. Remarkable manners were displayed throughout, even extending to including the Assessor in the prayer. A moment of reflection ensued, followed by a collective prayer, including a heartfelt prayer for a sick classmate, at the children's request.



Report on IQM Inclusive School Award



An EDI pupil voice survey was recently conducted as a whole-class voice activity. Pupils were asked to reflect on questions such as, "what do we think EDI mean?" and "how do we include everyone and celebrate differences at the school?" Responses from all classes showed an insightful understanding, with pupils commenting, "we respect each other", "we celebrate everyone" and "everybody can take part in the lessons". They discussed how it is important to, "include everyone no matter who they are" and, ultimately, "show people love".

Next Step:

- No significant areas for development have been identified within this element.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

Parents and carers overwhelmingly commend the school for its exemplary communication and unwavering support for their children's needs. One parent noted, "communication is really good, and they proactively support my child's individual needs." Communication with parents is prioritised, with an open-door policy and regular meetings to ensure everyone is on the same page.

The staff received universal praise, described as "brilliant" and perceptive in identifying any additional needs. The school's SENDCos earned accolades for their prompt and effective responses, with one parent expressing gratitude for their ability to "put things into action on time." The school actively engages parents and carers through informative coffee mornings, hosted in the purpose-built Parent Café, providing valuable insights and strategies to support their children at home. The Dojo app serves as an effective communication channel.

During the meeting with parent and carer representatives, one parent remarked, "we are happy with the provision the school offers; the children are genuinely happy to go in the morning. There has not been a single day when they did not want to come, and that is a big indication of their happiness." Another parent praised the school's commitment to tailoring education to individual needs, stating, "the best thing is how quickly they get to know the children inside out, being perceptive and tailoring their approach to their unique needs. They go above and beyond, and we are grateful for the meaningful support in the Treehouse provision." Additionally, parents praised the integration of children with SEND into general school life, fostering a sense of unity and inclusivity amongst the children.

Beyond academics, parents and carers appreciate the school's commitment to holistic development, from pupils' participation in the Edible Garden to Forest School activities. The incorporation of enriching experiences, such as archery, were noted for providing diverse opportunities and creating lasting memories. Grandparents and parents actively participate in reading mornings, fostering a sense of community and making valuable memories with their children. During the World Book Day celebrations, the Assessor observed the large numbers of parents/carers and family members who enjoyed a 'Come Read with Me' session with their child in their classroom. Feedback from families attending the session was extremely positive.

The results of the most recent parental survey (November 2023) show that 96.2% of parents and carers feel their child is happy, 97.1% stated that their child feels safe at the school, 94.1% agreed that any concerns are dealt with and 95.6 % would recommend the school to other families. Quotes from the survey supported the positive comments shared during the IQM assessment days, with parents and carers saying that, "all the teachers bring the children on", and that the school, "is doing an amazing job in raising the kids well and impacting them with the right knowledge and assistance needed for growth and self-development". When sharing the results of the survey with families, the Headteacher wrote a letter to thank them for their ongoing support, commenting that, "educating a child is a real team effort".



Report on IQM Inclusive School Award



Next Steps:

- Treehouse – Parents and carers of children in the KS 1 SEN Unit suggested that they would like more communication about future plans and more regular updates about what the children are doing throughout the day. They would also appreciate more information about how the curriculum looks and how it links to the mainstream curriculum objectives.
- Some parents and carers would like to see extended wrap-around care for the Treehouse children to allow them to collect their children from the SEN Units and mainstream classes at similar times.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

A profound partnership has blossomed between the school and Liverpool Speech Therapy, enhancing the educational support for pupils with speech and language difficulties. With the Therapists from Liverpool Speech Therapy employed in school for two days each week, a seamless integration has been established. Communication flows effortlessly, with every member of the team working in harmony, embodying a spirit of positivity and eagerness to support the children. Led by the dedicated SENDCos, tasks are promptly attended to, ensuring that the needs of all 30 children on the caseload are met effectively. From the initial WellComm screenings in Early Years to the WellComm Primary screenings for older pupils, every aspect of speech and language development is systematically assessed. Moreover, staff are provided with opportunities to observe therapies being delivered, promoting a culture of continuous learning. Intensive interaction autism training and regular staff training sessions, along with parent and carer coffee mornings, further demonstrate the commitment to supporting vulnerable learners. Daily liaison with the SENDCos and end-of-day feedback sessions with class teachers ensure that interventions are seamlessly integrated into the classroom environment. Teaching Assistants are empowered to deliver speech-sound work, ensuring continuous intervention. The positive working relationship allows for mutual accountability, fostering an environment where “everyone bends over backwards” to arrange support. It is this dedication and collaborative spirit that forms the basis of the success of this partnership.

A testimonial provided by Liverpool City Council’s Educational Psychology Service praises the school’s external agency partnerships:

"I have been impressed with the school's efforts to establish solid and collaborative relationships with the surrounding community, especially with families of SEND pupils. They also demonstrate a commitment to understanding and meeting the needs of a diverse parental community... they work sensitively and skilfully to ensure the best outcomes for the children."

The Headteacher enlisted the support of Edge Hill University to evaluate the impact of the Treehouse SEN Units through a Research Circle Project. This unique project is entitled, “What is the impact of the newly implemented 'Treehouse' autism provision on the progress of children, at a UK primary school?” and was conducted by the Department of Early Years Education at Edge Hill University. The research spanned 12 months and engaged all stakeholders. Included in the main findings was the sentiment that, “the staff and families all share a similar highly positive understanding of the purpose of the Treehouse provisions in supporting successful achievement for children with additional needs who may have previously struggled to access mainstream education.”

The Little Buds Nursery children invited elderly members of the community in for afternoon tea during the first assessment day as part of their “Tiger Who Came To Tea” curriculum theme. Governors and staff were also invited by the youngest learners, as well as older children with additional needs. The event was heartwarming to observe and provided an excellent social experience for the Nursery children as well as the members of the community who were invited to attend.



Report on IQM Inclusive School Award



The school has become a beacon of support and collaboration within the local educational community. Ten years ago, the visionary Headteacher pioneered the establishment of a network of linked schools, which has since blossomed into a model of success within the cluster networks across the city. As a designated Local Leader of Education (LLE), the Headteacher is also instrumental in deploying expertise to support the quality of education and leadership across other schools, fostering a culture of excellence in education.

Furthermore, the school offers an open invitation for others to visit and observe best practices firsthand, with the Headteacher acting as a mentor for aspiring educational leaders. Additionally, staff members are regularly deployed to provide outreach support in neighbouring schools, solidifying the school's commitment to enhancing educational outcomes beyond its walls. Through these concerted efforts, the school embodies a spirit of collaboration and mutual growth, enriching the broader educational landscape.

Next Step:

- IQM network – engage with the IQM Cluster meetings and offer to host a future meeting to share best practices and develop links with like-minded colleagues from across the sector.