



Report on IQM Inclusive School Award



School Name: Our Lady Immaculate Catholic Primary School

School Address: Northumberland Terrace
Everton
Merseyside
L5 3QF

Head/Principal Mrs Catherine Sergeant

IQM Lead Mrs Julie Brown

Assessment Date 15th March 2024

Assessor Ms Sarah Linari

Sources of Evidence:

- Inclusion Quality Mark (IQM) Self-Evaluation Report (SER).
- National data and performance tables.
- School website and policies.
- School Development Plan.
- Ofsted Report (October 2023).
- Learning walks.
- Learning Environment audit.
- Pupil voice quotes.
- Progress meeting overviews.
- School Council books.
- Folders of evidence for each element.
- Reading focussed learning walk summary.
- Parental and pupil home learning questionnaire summary.
- Parent and child online safety workshops handout.
- Examples of Continuing Professional Development (CPD) records for Learning Support Assistant (LSA) and Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Inclusion Policy.
- Whole staff attachment and trauma In-Service Education and Training (INSET) day materials.
- Collective worship planning.
- Governor's meeting minutes.
- Parent questionnaire summary 2022.
- Staff survey 2023.
- Staff meeting notes and staff meeting record overview.
- Early Career Teacher (ECT) monitoring documentation.
- Insight assessment overviews.
- Child Protection Online Management System (CPOMS) information.
- Chaplaincy Group and School Council records.
- Religious Education (RE) monitoring feedback report.
- School support plan examples



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Meetings Held with:

- Headteacher.
- Acting Headteacher/Deputy Headteacher.
- IQM Lead.
- SENDCo.
- Senior Leadership Team (SLT).
- Teaching Assistants (TAs).
- Learning Support Mentors.
- Teachers (including ECT).
- Phonics Lead.
- Pupil Premium (PP) Lead.
- RE Lead.
- Geography Lead.
- Reading Lead.
- Personal, Social, Health and Economic (PSHE) Lead.
- Curriculum Lead.
- Key Stage Leads.
- Early Years Foundation Stage (EYFS) Lead.
- Parents/carers.
- Pupils.
- Governors.



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Overall Evaluation

Our Lady Immaculate Catholic Primary School is a larger-than-average catholic voluntary-aided primary school for children aged two to 11 years old in Everton, Liverpool. There are currently 392 pupils on roll. The school demographic has changed significantly over the past few years, with an ever-increasing number of pupils who speak English as an Additional Language (EAL), currently 30.9% of pupils, which is above the national average. Stability rates are significantly below the national average due to regular mid-year arrivals. For example, since September 2023, eight pupils have left the school and 32 pupils have enrolled. When discussing the change in pupil demographics on the assessment day, Leaders talked about how through welcoming pupils from more diverse backgrounds and ethnicities, school life has been enhanced. Leaders also stated that all members of the school community have embraced the newcomers and their families, commenting “we learn so much from them”.

An above-average number of children have Special Educational Needs and Disabilities (SEND), currently 24.7%, with 4.3% of pupils supported through Education, Health and Care Plans (EHCPs). The number of pupils eligible for Free School Meals (FSM) is significantly above the national average, with 46.5% in receipt of Pupil Premium (PP) top-up funding. Most pupils come from households that are recognised in the fifth quintile of the most deprived nationally.

The school’s most recent Ofsted grading is ‘good’, with the report highlighting that, “pupils are happy and proud to belong to this calm and welcoming school community”. In the most recent Religious Education Inspection Report, the school’s overall effectiveness in providing Catholic Education was recognised as ‘outstanding’. The report remarks on how the pupils live out the mission statement: “pupils truly appreciate, value and actively participate in the Catholic Life at Our Lady Immaculate. They know, own and live out their Mission Statement ‘We are a Catholic school; one family living and learning together in faith,’ wholeheartedly.”

Our Lady Immaculate Catholic Primary School is an inclusive school committed to fostering a supportive environment for all its pupils, staff and families. Pre-visit communication with the school’s IQM Co-ordinator demonstrated a genuine passion for inclusion. Interactions with Leaders reflected the importance of the school being recognised as an Inclusive School, first and foremost. The comprehensive paperwork provided by the school, including robust evidence for each of the eight Elements, painted a detailed picture of inclusion in action. The school's commitment to transparency and organisation, laid a solid foundation for the assessment process.

Throughout the visit, it was evident that Our Lady Immaculate Catholic Primary School embodies a family ethos that permeates every aspect of school life. The staff team is not only committed to but also aligned with, the school's vision, creating a warm and welcoming atmosphere. The calm environment and the sight of happy, engaged children further confirmed the strength of the school's ethos.

A notable highlight of the school is its emphasis on pupil voice, exemplified by the impactful roles played by the School Council and Chaplaincy Group. The inclusion of pupils in decision-making processes reflects a commitment to democratic principles and ensures that they feel valued and empowered within their school community.



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Particularly commendable was the practice of incorporating pupil reflections for each of the eight IQM elements, which exemplifies best practice and sets a standard worth emulating across all IQM schools.

The integration of trauma-informed approaches is evident through all observations and meetings, including those involving pupils and parents/carers. This reflects a dedication to understanding and addressing the diverse needs of the school community sensitively and compassionately. The lack of pupil suspensions or exclusions speaks volumes about the proactive approach of the entire school community in keeping every child within the fold, reflecting the ethos of being part of a larger family.

The provision of tailored support to meet the demographic needs of families is proof of the school's responsiveness and creativity. Equally crucial is the emphasis placed on staff wellbeing, with positive feedback indicating that their needs are heard and supported, contributing to a positive working environment.

The Governing Body's alignment with the school's inclusive ethos and its leadership approach, extending from Governors to pupils, demonstrates the collaborative and participatory nature of school development decisions. All stakeholders feel valued as members of the Our Lady Immaculate family.

The Assessor's interaction with the Caretaker at the start of the assessment day epitomised the warm, welcoming approach which pervades, exemplifying the special bonds that exist within the school community. The Caretaker's demeanour and dedication serve as a testament to the investment and care demonstrated by all members at Our Lady Immaculate Catholic Primary School.

In conclusion, Our Lady Immaculate Catholic Primary School is an exemplary centre of inclusivity, with strengths spanning various aspects of school life. No major areas for development were identified during the assessment. Opportunities for collaboration and enhancement were acknowledged, to solidify the school's inclusive practices and allow staff to disseminate their practice with schools outside of their existing networks.

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:

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



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Element 1 - The Inclusion Values of the School

When reflecting on what Element 1 means to them, pupils from the School Council commented, "we include everyone in our school, every race, religion or ability. The teachers encourage us to do our very best and celebrate with us our achievements and successes. Our school is a fun place to be, where we feel safe, well-educated and encouraged to do our best".

School Leaders hold a deeply rooted belief in the importance of creating an inclusive ethos within the educational community. They perceive the school not merely as a place of education but as a family, where every member is valued and respected. This perspective aligns seamlessly with the school's mission statement, which encapsulates their shared vision: "We are a Catholic school; one family living and learning together in faith." The school also firmly believes in the power of community, viewing pupils, staff and parents/carers not just as colleagues or stakeholders but as members of a larger family. This familial bond is not only reflected in the school's motto but also evident in the collaborative approach adopted with both families and children. Together, staff, pupils and families work harmoniously, embodying the ethos of care, compassion, and mutual respect that defines the school community.

Through recent staff training sessions, Leaders have facilitated reflective discussions, pondering the significance of this ethos. They recognise that being a family means embracing diversity, nurturing belonging and fostering a sense of community, grounded in faith. This ethos underpins the school's culture, guiding interactions, decisions and initiatives towards creating an environment where every individual feels cherished and included.

At the heart of the school's vision lies a profound commitment to nurturing attachment and healing from trauma. Recognising that each day offers a fresh start, staff strive to ensure that every child is supported to feel included in all aspects of their educational experience. Central to the values is the cultivation of love and kindness, where both staff and children extend unwavering support to one another.

Staff members cultivate an inclusive philosophy through a cohesive approach as a team, constantly reflecting on their practices and adapting them to meet the diverse needs of every child, whether socially or academically. They prioritise nurturing relationships above all else, understanding that promoting a sense of belonging is fundamental to a thriving educational environment. Embracing a reflective mindset, they consistently ask themselves, "what can we do to make it better?" In this school, every individual matters.

Next Steps:

- Raise awareness of the different needs amongst the pupil body, for example neurodiversity, to promote understanding of the equitable provision.
- Further development and implementation of the trauma-informed project to enhance practice and support other schools.



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Element 2 - Leadership and Management and Accountability

Pupils' reflections on Element 2 centre around how they are encouraged to be the best versions of themselves, stating, "in our school, the teachers expect us to do our very best. They encourage, support and challenge us. We are always supported by our teachers and our friends."

The inclusive leadership of the school is evidenced by Leaders' commitment to the IQM framework, and their real collaborative approach. Embracing a process-oriented mindset, they diligently navigated through the framework, ensuring that every stakeholder's voice was heard. This inclusive approach encompassed a wide array of roles and stakeholders, with each contributing to the document and assessment day. The Senior Leadership Team's (SLT's) care and compassion shines through their relentless efforts to prioritise staff wellbeing, particularly through initiatives like the workload agenda project. By transitioning to supportive platforms for data collection and reducing the frequency of data collection, they aim to alleviate additional burdens to empower teachers to focus their time more on their pupils.

The school's support extends beyond professional realms, with initiatives like therapeutic supervision sessions and flexible time off for family events, demonstrating their unwavering commitment to staff welfare. As a Leadership Team deeply invested in the school, they not only lead but also empathise, having started their careers within its walls. Their approachability and swift action on feedback further reflect their dedication to fostering an inclusive and supportive environment for all. Their commitment to ensuring that everyone feels valued and supported creates a sense of gratitude among the staff, who feel fortunate to work in an environment where they can serve as consistent, caring adults for the children.

From the perspective of the Governors, the quality of inclusive leadership within the school is paramount. Upholding the inclusive ethos is not just a statement but a lived reality, where every decision is infused with the principle of inclusion. The commitment to training opportunities not only enhances staff capabilities but also prepares them for succession, fostering a culture of growth and continuity.

From the staff's perspective, inclusive leadership is synonymous with feeling valued, supported, and included. The school's evolution daily reflects a commitment to continuous improvement while maintaining stability, a feat achieved through effective communication between Senior Leaders and staff teams. Initiatives like the new Key Stage 2 transition room are evidence of Leaders who listen and respond to the needs of both staff and pupils.

Next Step:

- There were no significant next steps identified within this element.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

When School Council representatives reflected on the curriculum through an inclusive lens, they decided the emphasis on reading is paramount, as well as the varied learning experiences afforded them. They commented, “in our school we learn lots of different subjects and are encouraged to read at home every night.”

The school places a strong emphasis on phonics and early reading, starting in the 2-year-old provision. Recognising the pivotal role of reading in shaping successful life outcomes, the school ensures that pupils are equipped with the necessary literacy skills. Additionally, efforts are made to support pupils with English as an Additional Language (EAL), facilitating their immersion in language. Furthermore, the school maintains reading areas throughout its premises, promoting a culture of literacy.

The school's Special Educational Needs and Disabilities (SEND) programme caters to individual children while ensuring they feel included within the broader school community. Additional "keep-up" lessons are provided, ensuring that no child is left behind.

The school showcases a commitment to adapting its curriculum to meet the diverse needs of its pupils. Strategies such as designing bespoke curricula for different groups of children and incorporating attachment and trauma-driven approaches into teaching practices illustrate the dedication to inclusivity.

The school implements a mastery curriculum that challenges all pupils, including more able children, to achieve their full potential. This ensures that every pupil is appropriately stretched and supported in their learning journey.

The school's Personal, Social, Health and Economic (PSHE) curriculum addresses pertinent issues faced by the children. In the older year groups, topics covered, such as gang culture, aim to support the pupils in having more successful futures. Engaging external speakers and performance groups to bring the PSHE topics to life to have a real impact. The PSHE curriculum design reflects the school's commitment to tailoring its curriculum to address real-world problems.

Next Step:

- To carry out a full review of the curriculum offer to ensure that it reflects and represents the diverse nature of the ever-changing pupil demographic. Leaders plan to invite a working party of parents/carers which reflects the diverse community to meet with to support the wider curriculum delivery.



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

With regards to Element 4, pupils voiced their opinion that, “we have a good attitude to learning because our lessons are interesting and fun. When we need help the teachers are there to support and encourage us.”

When summarising the inclusive teaching and learning approach, one teacher explained it is, “not one size fits all”. Teachers recognise that each pupil is unique, with different needs and backgrounds. The school adopts a flexible approach to teaching and learning, understanding that a one-size-fits-all method is not effective in catering to the diverse range of learners in each class. The teaching and learning approach is tailored to the individual needs of each pupil. Teachers are adept at recognising and responding to the diverse learning styles and requirements within their classes. They understand the importance of interaction and engagement with pupils, ensuring that every child feels valued and supported in their learning journey.

The learning environment is designed to be inclusive and accommodating. From the open-plan layout of the Early Years Foundation Stage (EYFS) areas to the use of paired-back signage and hessian displays, every aspect of the environment is carefully considered to support the needs of pupils. The school promotes free-flow continuous provision between classes, allowing pupils to explore the environment based on their interests and addressing their individual needs.

The school utilises a range of resources to support inclusive teaching and learning. The newly built Key Stage 2 Transition Room, a purpose-built sensory room/calming space provides targeted interventions for children, aiding in both learning and emotional regulation.

The pedagogical approach is centred around flexibility and adaptability. Oracy is emphasised as a fundamental skill, underpinning all aspects of teaching and learning across the curriculum. Pupil engagement is also a priority, with teachers actively encouraging participation and interaction from all pupils.

The use of outdoor spaces for developing gross motor skills and oracy reflects the school's commitment to providing a holistic learning experience. The transitional spaces, specifically built to support vulnerable children, provide a calm and quiet environment for those who may need extra support in settling into the school environment.

Next Step:

- To develop the Key Stage 2 sensory/intervention room to meet pupil need and support those pupils with more complex needs.



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Element 5 - Assessment

Reflecting on the assessment, the pupils said, “in our lessons, we are given verbal feedback, stickers and recognition through Star of the Week certificates. The teachers always tell us how well we are doing in our work.”

The school adopts a whole-school approach to assessment, constantly refining its focus to meet the evolving needs of its pupil body. By collecting and utilising information gathered through various assessment methods, the school aims to ensure that no aspect of a pupil's development is overlooked.

At the beginning of each academic year, the school shares a matrix overview to support smooth transitions for pupils. This overview includes insights into Adverse Childhood Experiences (ACEs), allowing staff to familiarise themselves with pupils even before their arrival, fostering a sense of connection and understanding.

Throughout the year, the school employs a range of assessment tools, including academic trackers such as Insights, National Foundation for Education Research (NFER) assessments, and formative assessment. These tools are consolidated into a single platform to reduce workload and provide a comprehensive view of pupil progress. The school employs the Provision Map online platform, by Edukey, to identify and assess various factors contributing to pupil needs, particularly those related to SEND. This streamlined process has enabled the school to identify areas of concern more clearly and develop tailored support plans. Individual support plans are easily shared with parents and carers, facilitating collaboration in addressing areas of concern. The school also collaborates with external experts and utilises systems like CPOMS to gain a broader perspective on pupil circumstances, ensuring that interventions are tailored to their specific requirements.

Regular meetings with families, especially those with EAL, provide valuable insights into pupil needs. These interactions promote a supportive environment where schools and families collaborate to ensure the best outcomes for every child.

Next Step:

- Senior Leaders plan to evaluate current practice within assessment processes to ensure the best impact whilst reducing staff workload.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The pupil perspectives for Element 6 reflect the excellent behaviour and attitudes observed by the Assessor during the assessment day: “we are all expected to have excellent attendance and punctuality - our teachers always expect good behaviour for learning, so we can be challenged and pushed to achieve our potential.

In their approach to behaviour management, the school prioritises meeting the basic needs of its pupils, recognising that emotional regulation is fundamental to learning. Implementing the Zones of Regulation framework, the school provides consistent support for children in understanding and managing their emotions. Staff members engage in regular check-ins with pupils, inquiring about their breakfast and how their night was, ensuring that basic needs are met before delving into academic tasks. Before focusing on learning, staff take the time to build rapport and get to know each child individually. With the support of the Senior Leadership Team, the school ensures that foundational needs are addressed, laying a strong groundwork for emotional wellbeing and academic success.

In the eyes of the pupils, their school is a nurturing environment where aspirations flourish. From the ambitions of becoming footballers, solicitors, doctors, or chefs to dreaming of voyaging into space as astronauts or unearthing the past as archaeologists, the pupils' dreams know no bounds. They unanimously offered a resounding endorsement of their school when speaking with the Assessor, citing various avenues of support. Teachers and Support Staff were referred to affectionately by the children. They appreciate the academic and emotional support provided, offering pupils solace and resolution for any issues that may arise.

The School Council, led by the School Ambassadors, exemplifies the commitment to inclusivity, celebrating an environment where all voices are heard and ideas for improvement are embraced. From their special books for recording meeting minutes to initiatives like planning and organising competitions, the School Council pupils demonstrate immense pride in their roles. The joy of shared experiences, such as external visits and uplifting celebration assemblies, further solidifies the bond among pupils and staff. For these pupils, being part of the School Council is not just a responsibility but a gateway to realising their potential and making a tangible difference, even harbouring their hopes of visiting the Houses of Parliament in London.

Next Steps:

- To elevate the Zones of Regulation initiative, the Assessor has recommended that the Leaders forge a link with IQM Flagship School, Faith Primary Academy, to look at the ‘Regulation Responders’ pupil leadership roles and intervention response systems.
- Leaders are also planning to ensure the Behaviour and Relationship Policy is attachment and trauma-informed, following the mantra “you can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.” (Paul Dix, Pivotal Education)



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Element 7 - Parents, Carers and Guardians

The Element 7 pupil voice reflections focussed on the opportunities parents and carers are provided to share experiences with their children in school: “parents like coming to our school. This year they have been invited for Christmas performances, e-safety week, Mother’s Day and parents’ evening. Our parents like to meet our teachers and see what we are learning and celebrate our achievements.”

The school actively involves parents and carers in school life, offering initiatives such as the Parent and Toddler groups and home visits before a child starts in EYFS. These efforts develop trusting relationships and positive engagement from the outset, ensuring that barriers to accessing school are addressed.

In the meeting with parent and carer representatives during the IQM assessment day, the support and partnerships between the school and parents/carers were discussed in detail. The consensus among parents and carers is overwhelmingly positive, with all expressing satisfaction and a sense of security regarding their children's wellbeing within the school. Notably, 100% of parents and carers reported feeling that their children are safe, reflecting the school's dedication to providing a secure environment. Parents and carers lauded the school's exceptional support for children with SEND, acknowledging that their children's progress would not have been possible without it. Early identification of needs and assistance with diagnoses were highlighted as crucial interventions facilitated by the school. Additionally, parents and carers praised the SENDCo for her invaluable support and described her as a, "godsend."

The partnership between the school and families is characterised by open communication and mutual respect. Parents and carers expressed gratitude for the school's proactive approach in addressing their concerns and facilitating timely support. The availability of various channels for communication, including a dedicated parent app and direct access to the Welfare Officer via WhatsApp, was commended.

The school's commitment to supporting vulnerable families, including Syrian refugees, was a focal point during the meeting. A parent recounted instances where the school had played a pivotal role in facilitating their integration into the community, offering practical assistance and emotional support. Furthermore, the school's inclusive ethos was evident in its efforts to promote acceptance and celebrate diversity.

Several parents and carers shared stories of personal empowerment and professional development facilitated by the school. From career guidance to volunteering opportunities, parents and carers feel supported in their endeavours and described the school as a nurturing environment where they were treated like family. The transformative impact of the Deputy Headteacher was highlighted, with one parent stating that they had, "changed my life."

The Learning Support Mentor emerged as a central figure in the school's support framework, described as the, "heart of every issue." With a deep understanding of the local community and a trauma-informed approach, the Mentor serves as a trusted confidant for parents and carers, and a champion for children's rights. Their role in facilitating communication between families and teachers, as well as advocating for children's needs with external services, was widely acknowledged and appreciated.



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Next Steps:

- Parents and carers emphasised the importance of language accessibility in the meeting on the assessment day, suggesting a wider, more accurate translation of the school's website and communication materials to better engage families from diverse linguistic backgrounds. This is an area which Leaders are already aware of and plans to develop the website are in place.
- Look at offering attachment and trauma workshops with all families to support them in regulating their own emotions as well as providing a consistent approach at home which aligns with the school's ethos.



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Element 8 - Links with Local, Wider and Global Community

For Element 8, pupils commented, “we like being part of our school community. We often go to Everton Nature Garden and complete environmental projects. We fundraise for local charities - White Chapel Project, Micah and national charities such as CAFOD and Children in Need.”

The school's engagement with its local, wider and global community is founded on compassion, empathy and a commitment to holistic education. Among its many links, the school supports the Nest, a Children's Home in Nairobi, Kenya, exemplifying its dedication to making a meaningful difference beyond its immediate surroundings. Through fundraising initiatives, the school channels resources to provide essential support to the Nest, ensuring that the children receive access to education and necessary supplies. From uniforms to stationery, the school's efforts aim to alleviate barriers to learning, promoting inclusivity and equal opportunity at a global level. Moreover, the school facilitates cultural exchange and global understanding through initiatives such as pen pal letters, enabling pupils to connect with peers from the Nest. This exchange not only broadens pupils' perspectives but also cultivates empathy and solidarity across borders.

The school's work in promoting mindfulness has garnered attention from prestigious media outlets, such as the British Broadcasting Corporation (BBC) Breakfast News and the Sunday Mirror newspaper. Through filmed mindfulness sessions, the school has showcased its innovative approach to education, where the teaching of mindfulness is not merely a practice, but a philosophy embedded to support pupils' wellbeing. In alignment with its commitment to mindfulness, the school actively participates in the Mindfulness in Schools Curriculum. By embedding mindfulness practices into the curriculum, the school equips both pupils and teachers with valuable tools for emotional resilience and wellbeing.

The school is participating in the HEARTS Project. The Liverpool HEARTS Project is a collaboration of schools across the city, led by Hope School, Virtual School Liverpool, Changing Minds Child and Family Services UK and The University of Chester. The project was developed to build the capacity of Liverpool schools to address the critical issues of attachment and trauma. All staff at Our Lady Immaculate Catholic Primary School have undertaken the trauma-informed schools training. Leaders plan to continue to embed the practice and offer support to other schools to implement trauma-informed practice into their settings.

Next Step:

- To expand the impact of the Mother Language Days, link up with IQM Flagship School, Eldon Primary School, to share ideas for increased parental involvement in the immersive learning days.