# Assessment Day Feedback Report

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| **School/Setting Name** | Beacon Church of England Primary School | **Assessment Visit date** | 01/07/2026 |
| **Headteacher/ Manager** | Deputy Head<br>Emma Rowley | **Assessor** | Kate Williamson<br>Jo Rumble |
| **EYQM Contact email at school/setting** | G.Austin@ldst.org.uk | **EYQM Contact Name at school/setting** | Gemma Austin |

**A brief context of the School/Setting *(Information concerning Federations/MATs etc.)***
The Beacon Church of England Primary School is situated in Everton, Liverpool. The school provides education for children age 2-11 years. The school is part of the Liverpool Diocesan Schools Trust.

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| **Visit Type** *(Delete as appropriate)* | **Assessment Day / Renewal Visit** |

| **The Assessor spoke to the following people *(delete as appropriate)*:** | | | |
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| **Headteacher and/or Senior Leaders**<br>**YES/NO**<br>**Emma Rowley**<br>**Deputy Head** | **Curriculum Leader**<br>**YES/NO**<br>**Lorna Williams**<br>**Title- EYFS Lead** | **Other Significant Leaders**<br>**YES/NO**<br>**Gemma Austin**<br>**Title: U the W Aspect Leader (Lead Educator who completed audit).**<br>**Hanifa Nkeze**<br>**Title- Phonics & Reading Lead** | |
| **SENCo**<br>**YES/NO**<br>**Becca Walsh** | **Pupil representatives**<br>**YES/NO**<br>**6 reception children** | **Governors/Trustees**<br>**YES/NO**<br>**School Governor** | **Parent representative(s)**<br>**YES/NO**<br>**Parent** |

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| **Does the school meet the requirements of the SIL Early Years Quality Mark?**<br>**YES/NO *If No please add comments*** | **'Learning Walk' completed?**<br>**YES/NO** |

**Summary of 'Good practice'- identified in relation to the Defining Features of High-Quality Early Years Education**
***Assessors to complete the boxes below using brief bullet points***

**Defining Features of High-Quality Early Years Education**

**1. Being Ambitious for every child**

*Inclusive Practice and Early Intervention*
Through achieving the Inclusion Quality Mark and Centre of Excellence status, alongside interventions such as RWI tutoring, Beautiful New Beginnings, Occupational Therapy, MAST and WellComm, the school ensures that children's individual needs are identified early and addressed through targeted support. This improves confidence, wellbeing, communication, learning outcomes and access to the curriculum for all children.

Diverse books, Secret Readers, community celebrations and inclusive practices help children develop empathy, cultural awareness, self-esteem and a strong sense of belonging, enabling them to better understand and celebrate the world around them.

*Removing Barriers to Success*
Attendance is a focus as soon as children join the early years. All children are offered a healthy school meal and vulnerable families are supported through several initiatives to establish secure attendance right from the very start. School offers additional hours and support to families in order to close the disadvantage gap and give every child the best possible start.

Targeted interventions, adapted provision, uniform recycling and personalised support ensure all children and families receive the help they need, improving learning outcomes, wellbeing, attendance and access to school life.

*Celebrating Every Child's Progress and Achievement*
A range of assessment and intervention tools, including WellComm, TROLL and MAST, enable staff to accurately identify and support speech, language and communication needs. As a result, children develop stronger vocabulary, greater confidence in expressing themselves, improved social interaction skills and enhanced readiness for learning.

Learning Journeys, Tapestry observations, Recall Walls and In Harmony performances ensure children's achievements, interests and learning are recognised and celebrated, building confidence, self-esteem and ownership of learning.

*Creating a Strong Sense of Belonging and Wellbeing*
Daily greetings, positive relationships and birthday celebrations help children feel valued, safe and included, leading to improved emotional wellbeing, engagement and attendance.

Home visits and thorough transition processes ensure strong relationships with families are established from the beginning. Parents feel valued and listened to right from the start and this forms the basis for continued partnership working throughout EYFS.

*Family Engagement, Belonging and Equality of Opportunity*
Attendance initiatives, home visits, family support, and the uniform recycling scheme strengthen relationships with families and remove barriers to learning. These approaches foster a strong sense of belonging, improve attendance, support vulnerable families and ensure all children have equitable opportunities to thrive.

Home visits, Parent Nurture Group, Secret Readers and stay and plays build strong relationships with families, increase parental engagement and ensure parents can access the support needed to help their children belong and thrive.

**2.Confident, competent workforce.**

*Strong leadership*
Ongoing professional development, specialist training and leadership qualifications have strengthened staff expertise and leadership capacity, ensuring high-quality teaching, effective support and continual improvement across the EYFS.

Strong teamwork and staff morale fosters a culture of continued improvement and striving for success throughout the entire EYFS team.

CPD is offered to both teachers and teaching support staff. Support staff are paid to access additional training and support. This means all staff feel invested in and in turn creates a dedicated and committed team.

*Highly Skilled Staff*
To fully and successfully implement SHREC across the EYFS, a coaching approach has been used to fully embed high quality interactions and a consistent approach across the team.

Evidence-informed training and research projects drive improvements and reflective practice.

*Safe, Inclusive and Consistently High-Quality Provision*
Robust safeguarding training, first aid training, quality assurance processes and specialist SEND knowledge ensure children benefit from a safe, inclusive and well-supported learning environment where individual needs are identified and met effectively.

CPD is strategically planned and closely aligned with the EYFS curriculum priorities and children's identified learning needs. This ensures staff develop the knowledge, skills and confidence needed to deliver high-quality teaching and assessment. Targeted training in areas such as Mastering Number, early reading and phonics has strengthened practitioner expertise and improved consistency in teaching.

**3.Coherently planned and well sequenced curriculum**

*Curriculum*
Leaders have developed a strong knowledge and skills-based curriculum which is progressive across the early years.

The curriculum is underpinned by communication and language skills as this is identified as a clear area of need.

The curriculum is greatly enhanced by a variety of rich first-hand experiences which the children may otherwise not be exposed to.

*Assessment*
Comprehensive assessment processes such as Tapestry, Learning Journeys and Recall Walls provide clear evidence of children's knowledge, skills, interests and progress over time.

Accurate identification of learning needs through assessments such as RWI, WellComm, TROLL and Mastering Number enables staff to identify gaps early and plan appropriate next steps.

Targeted interventions are carefully tracked and monitored, ensuring support is responsive, effective and leads to accelerated progress for children requiring additional help.

Holistic monitoring across all seven areas of learning ensures every child's development is tracked comprehensively, supporting timely intervention and sustained progress towards expected outcomes.

**4. High- quality teaching and pedagogy.**

*A Strong Focus on Communication, Language & Literacy*
Evidence-informed approaches such as SHREC, URLEY, Tales Toolkit and WellComm ensure high-quality interactions which support children's language and communication skills.

*High-Quality Teaching and Learning Through Play*
Following children's interests, teaching through play, adult modelling and sustained shared thinking promote engagement, independence, deeper thinking and meaningful learning experiences that support progress across the curriculum.

In Harmony and Forest School curriculums provide opportunities for all children to thrive while developing resilience, curiosity, wellbeing and executive function skills.

*Developing Mathematical Understanding*
Mastering Number, Numberblocks and Number of the Week build secure mathematical foundations and prepare children for their next phase.

*A Rich and Purposeful Learning Environment*
Continuous provision, curriculum-linked learning areas, mathematical resources and embedded literacy opportunities provide meaningful experiences that enable children to independently practise, apply and deepen their knowledge and skills across all areas of learning.

Well-resourced reading areas, accessible books and recall walls encourage children to engage with texts, develop strong literacy skills, retrieve prior learning and build long-term understanding and enjoyment of reading

Outdoor provision offers engaging opportunities for exploration, problem-solving, resilience, confidence and independence.

**5. Leadership and wider community**

*Parent partnership*

Parent partnerships are a huge strength. Communication is strong. Staff foster an open door policy which encourages team work with parents. A parent representative spoke of feeling valued and listened to which showcases the school's approach to partnership working.

Staff know children and families extremely well and support is sensitively tailored to meet individual families' needs. This ensures that all children are given the very best possible start.

*Wider community*

There is a strong focus of engaging with the wider community. Visitors such as faith leaders, community groups and representatives of different professions are invited into school. This ensures children are exposed to their wider community and broadens their view of the world.

Faith and cultural celebrations are fully embraced which ensures the whole school community is recognised and children have a secure sense of belonging.

*Strong Inclusive Vision*

The school's clear vision and values create a culture of inclusion, belonging and high expectations, ensuring all children are supported to participate, achieve and thrive.

Clear policies, procedures and a well-planned curriculum provide a coherent, equitable and ambitious approach to teaching and learning, enabling staff to effectively meet the needs of all learners.

*Continuous Improvement through professional growth and collaboration*

Robust monitoring and evaluation, a strong CPD programme and effective trust-wide collaboration drive ongoing school improvement, enhance staff expertise and strengthen outcomes for pupils.

Staff are supported and developed as leaders through Aspect and Trust lead roles which ensures continued and consistent strength in leadership.

**Additional Comments or action (if applicable)** ***Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.***

Beacon Church of England Primary School demonstrates a strong and highly effective commitment to inclusion, partnership and continuous improvement. At the heart of the school's success is a clear vision and set of values that create a culture of high expectations, belonging and achievement for all children. This is underpinned by well-established policies, ambitious curriculum planning and a shared commitment from staff to ensure every child is supported to thrive.

Leadership is a significant strength of the setting. Leaders at all levels are reflective, proactive and dedicated to ongoing improvement.

Partnerships with parents are exceptionally strong and contribute significantly to positive outcomes for children. Staff know their children and families extremely well and provide personalised support that is responsive and nurturing. This strong sense of partnership extends into the wider community, where meaningful engagement with visitors, local organisations, faith groups and professionals enriches children's experiences and broadens their understanding of the world around them.

Overall, Beacon CofE provides a highly inclusive, caring and ambitious learning environment where children, families and staff are valued members of a thriving community.

***As per own action***

Continue to embed Mastering Number in reception, supporting reflective practice and monitoring impact.

Extend the use of Tales Toolkit in reception to further enhance the literacy curriculum offer.