



Assessor's Evaluation for the IQM CoE Award



School Name The Beacon Church of England Primary School
Heyworth Street
Liverpool
Merseyside
L5 3QG

Head/Principal Ann Charters

IQM Lead Ms Kellie Mooney

Date of Review 23rd October 2025

Assessor Ms Siona Robson

IQM Cluster Programme

Cluster Group Elevate

Ambassador Mrs Sarah Linari

Next Meeting 6th February 2026

Cluster Attendance

Term	Date	Attendance
Autumn 2024	25 th November 2024	Yes
Spring 2025	6 th February 2025	Yes
Summer 2025	23 rd June 2025	No
Autumn 2025	14 th October 2025	No

Evaluation of Targets for last 12 Months

To use effective teaching and learning strategies to embed curriculum knowledge.

It was evident on my learning walk the successful impact of this strategy. In reception, read write ink was in full flow, with pupils using sound cards to write letters in their books. In another class pupils were effectively using white boards to visualise maths problems. In one room a teacher signalled to the class, using a non-verbal hand gesture, that they were to use talk partners. The use of peers as a resource is an integral part of



the outstanding learning at the Beacon. In another class the teacher was circulating the room using live marking to reference the pupils back to the assessment criteria and support the development of spelling and grammar. The pupils spoke so positively and enthusiastically about all aspect of their learning and the strategies the teachers use. They could explain what these are and why teachers use them, pitstops, recall retrievals, live marking and talk partners. The mini lessons on Sentry AI, they told me, are really useful for homework or to address misconceptions.

This September, all staff including support staff had training with Andy Buck, The Basic Coaching Model. This supported a whole school approach to working with other colleagues. There are 6 coaching slots over the year for teaching staff and teaching assistants. Teachers now record their teaching based on the term's focus. This term the focus was talk partners. In their triads they have coaching conversations with feedback and questioning supported by prompts. They will then agree next steps. Triads are carefully constructed to have mixed phase and mixed experience staff groups. The impact evidenced by learning walks is that talk partners are planned for and more purposeful with higher quality questioning. Pupils are more able to recall key knowledge and are able to identify scaffolding and resources they have accessed to support their learning. I saw this in practice when a Year 5 were able to identify the resources they could draw on to be able to write an independent response to a history question. They cited that they could use the keyword bank, working walls, textbooks and notes on their white boards, The CPD approach is now more responsive. In the Autumn, 1 staff voice staff reflected on 5 different areas of teaching practice and then feedback the areas that they identified as personal strengths and those they would like to focus more on. The main development areas that came out were scaffolding and the use of digital tools. Cycle 2 of the triad approach will be scaffolding and adaptive teaching. This will ensure that the teaching and learning and learning CPD has maximum impact.

Over the last year the AHT/HD have met from across the trust to create a teaching and learning document. This was launched to staff at The Beacon at the start of this academic year. It is designed to be a tool to support coaching conversations and reflective practice. It is based on 3 pillars: mastery of the subject, pedagogical approaches and teacher qualities. Each pillar is subdivided and drills down to in class practice. The way this policy can drive CPD is down to the individual school and will, moving forward be informed by staff voice.

Next Steps:

- The school will continue to develop consistency in embedding retrieval practice across all subjects. Scaffolding and adaptive teaching will be the next CPD focus to ensure all pupils can access the curriculum. Leaders will work alongside subject leaders to strengthen monitoring to ensure strategies are embedded across year groups. Best practice across staff will be shared through peer observations. Suggestion that they visit Delamere Primary, another IQM school, to look at their Joint practice groups and



look at how they use best practice videos as training resources. We discussed how this approach could be expanded into videos of interventions and reflective conversations.

To empower our pupils to learn about and make a difference to the world they live in. To evaluate, review and refine pupil leadership teams (PLTs) across the school so that pupils develop leadership skills and impact positively on their school community.

"We might have different views, but we are all part of the same community and need to respect each other" Chair of Governors.

The school has been working on making pupils courageous advocates. The school is going for the Global Neighbours Gold Award having already secured Silver. Global citizenship is embedded across in the curriculum, and the Rights Respecting informs all policy. The school is on a journey now to attain the Anti-Racism Awards, and the PLT groups are key drivers for this. Every child in KS2 is in a PLT. Each group should be working on a local, national or global issue and this is centrally monitored and evaluated.

The Eco Team, in response to Liverpool scoring low on recycling nationally, are currently running a recycling raising awareness competition. The school was overrun with bags of plastic, a testament to the success of this initiative. The pupils have embraced the role of courageous advocacy and are running with it. They are coming forward with ideas. A PLT identified that an area on their walk to swimming was littered so pushed for the school to contact the local recycling plant. In collaboration they cleaned up the area and then visited the plant. Parents supported the pupils in this project which was linked to a local, national and global issue of littered environments.

The school recently also attained the Eco Flag Award as a recognition of their work in school and in the community. A member of the Eco Committee, who are tackling the huge issue of saving the planet, told me about Shoesday Tuesday earlier this week on which pupils were encouraged to walk, scoot, cycle or park and stride to school. He told me, "More people walked to school which is good for the environment as carbon dioxide is causing global warming, we are trying to stop it."

A member of the reading and writing PLT group explained, "Our role is to make sure all classes have a library, that it is clean, welcoming and there is a range of books at different PD levels. Our aim is that every child has a book to read at their level." The Art and DT PLT we are doing a poppy poster competition linked to Remembrance Day. "The Ethos committee told me how they are giving the pupils the challenge of drawing or painting something about the school's Christian values. These include, the pupils told me, generosity, trust, perseverance, respect and justice. The Science PLT did a worship about space, facts and the key people who went to space. In the PLT they also discussed global warming as their global issue.



The LDST trust have recently launched the Love Discover Serve Thrive Promise, another key driver for their work towards the Global Neighbours Award. This term the theme is Love and the active change is to lead a fund raising activity for the school's partner school in Uganda.

The Big Voices group have been instrumental in planning the imminent Culture Day. This is linked to the work the school is doing as part of the process to get the AntRacism award through Leeds Beckett University and the Rights Respecting whole school focus. Show Racism the Red Card provided resources for a recent Curriculum enhancement Day as part of a wider anti-racism theme. The pupils wore red to show, they told me, "That race doesn't matter and that race makes us different and special." Pupils are encouraged to use the language of allyship and be courageous advocates in terms of calling out racism. The pupils feel they are really well equipped to do this.

The pupils clearly value the PLTs. "The PLTs give everyone a voice, they do democracy, everyone has an opinion, and it is heard." "You feel very special." On speaking to the pupils, they describe the PLT's as giving them independence. They described the responsibility they are given, making posters, leading workshop. "You don't feel like a student you feel like you have got an important task to do, it's good."

Next Steps:

- The school will continue to embed Picture News and link it more explicitly to curriculum themes to deepen understanding of global and ethical issues. By strengthening partnerships with local community organisations pupils will have further opportunities for social action and advocacy. Leaders will develop pupil-led evaluation tools to measure the impact of leadership and advocacy initiatives on whole-school culture. This could be done with the support of an external facilitator. Plans are in place to provide staff CPD on facilitating courageous advocacy and critical discussions around inequality and justice. I shared the work another IQM school is doing using the book, Prisoners of Geography as a vehicle for staff training around global citizenship.
- The school is hoping to gain the Global Neighbours Gold Award this term and complete the work towards the Ant-Racism Award. The school plans to approach The Andy Walker Foundation who inspired staff in the summer to work with the pupils.
- World Diabetes and World Toilet Day, World Rights Day, International Disability Day are all going to be recognised in school before the end of term. The school approached the local MP who visited the school and the children then met on their residential last year when she showed them round the Houses of Parliament. The school is embarking on a joint project with the MP, designing safe play space in an alleyway, part of a regeneration initiative. Work will continue to drive forward the work they are doing to promote courageous advocacy through the work of the PLTs.

Develop and launch a relationships policy based on a trauma informed approach

There are now 4 staff who are trauma informed practitioners. This training has been hugely beneficial in terms of informing school practice. The new Relationships Policy based on a trauma informed model was launched in April. This policy covers working with pupils and staff. Staff wellbeing is a key thread. This is revisited after every staff meeting to ensure the approach is kept high profile. The policy covers the positive language to be used across the school, de-escalation strategies for staff and details of the structured approach to sensory breaks and other interventions.

It was identified that there was a need to provide safe spaces for children to allow them to regulate and regain calmness. The Nurture Base, Beacon Hub and Reflective Room are all new this year. The Reflective Room is a hybrid model. It is timetabled and also used for immediate intervention to meet individual need. The timetabled sessions have been used to support pupils with their trigger points. It has also been timetabled for school avoidance nurture intervention with a pupil. This calm space has been incredibly successful and is now used for a soft landing for the child who is now attending school. Other pupils will access the space following breaks to complete their curriculum work. Trauma informed questions with emotion cards as a support are integrated into these sessions. It is a neutral zone with a sensory light, and resources are accessed to meet need. The reflective room is also used in a responsive way when a child is in crisis and for restorative practice.

There is a bespoke approach to this depending on the needs of the pupil, capitalising and building on their interests. One child uses music to regulate and is now accessing 11 music sessions with the In Harmony team. The Beacon Hub is a small space currently used to support high need pupils and is furnished in a way which can best support their needs. The impact is that this provides a go to safe space for a child who might not otherwise be accessing school. The Nurture Space is mainly accessed by KS1 pupils who have an EHCP for interventions and as a safe space in times of dysregulation. Lego therapy and speech and language sessions are timetabled. The pupil's I spoke to are aware of these new spaces and how they are used to support their peers. They know why pupils might have adjustments made for them and how these help them. They understand the value of sensory circuits and the importance of respecting others who are neuro diverse. They told me about some of the strategies they would use to support another child if they are dysregulated. They recognised the need not to overwhelm the pupil.

Next Step:

- We discussed having 'grab bags' for individual pupils who access the support bases. This could be put together with the pupil and shared with parents. Questions which work for them and items they are interested in.



Agreed Targets for next 12 Months

To continue to develop and share the strong culture of positive behaviour and high attendance for all pupils to impact more widely in the local and wider community.

The school is part of the new attendance and behaviour DFE hub. They have their first open days in November and December. The school will look at the number of local schools who are accessing these opportunities and reach out to those who haven't attended. The school will replicate the hub open days with other trust schools. The school have shared their work at a SIL meeting and have already linked to a number of local schools. This will continue.

As part of this target, The Beacon will offer to host their IQM cluster meeting autumn 2026 or contribute to the NW cluster collaborative meeting in the summer term. As part of this target leaders will embed the new Trust relationships policy across the school and evaluate the use and impact of the nurture spaces which have been introduced this academic year. Leaders will ensure staff are following the behaviour and attitude curriculum and are systematic in teaching pupils how to approach their learning and demonstrate positive attitudes. They will continue to embed an inclusive behaviour culture that allows all pupils to progress and develop, both academically, personally, using trauma informed approaches. A regular programme of CPD will ensure consistent approaches across school to behaviour management.

To finely tune the triad approach to ensure a robust and impactful staff development model.

From the staff voice activity this term scaffolding and the use of digital tools came out as key areas which staff would like to develop. During this year triad work will include these two areas. The school is keen to explore and integrate AI and digital tools to enhance teaching, personalise learning and improve workload. It might be useful to find out the work Whitefield has done in this area. Staff voice will continue to be used to inform future areas of focus. Leaders will develop evaluative tools to measure and capture the impact of this CPD model. There will be revisiting of focus areas where necessary with 1-1 coaching for staff. We discussed expanding the approach to cover intervention sessions.

The school will be building a library of videos and staff training resources. In particular the school aims to embed evidence-informed strategies to check understanding and adapt teaching for maximum pupil progress. To develop responsive teaching through CPD, coaching and collaborative planning. To enhance inclusive and adaptive teaching strategies across the curriculum to support all learners. To continue to use feedback and assessment effectively to close gaps and enhance retention of knowledge.

To provide resources, information and training for parents in school and for them to be empowered to replicate these in the home.



We discussed ideas around build set of resources with school experts, the pupil and the parents. These would be used in the Reflection room and potentially be replicated for parents to use in the home facilitation a shared approach and language.

Beautiful New Beginnings is a consortia package being used this year to support EYFS parents of children who are finding it hard to settle, identifying emotional and social difficulties early on. This will be evaluated as part of this target.

The school is committed to creating additional opportunities for parents to come into the school. In particular, they will look at opportunities for working parents to come into school and connect with staff and other parents. The stay and play approach to running workshops sessions has been a really successful rebranding of parent workshops in EYS and KS1. Leaders are looking at how this can be replicated in KS2. We also discussed replicating the model for parents of individual students or groups who access intervention sessions such as sensory circuits. The intervention strategy and its aims could be shared with parents followed by an opportunity to participate with their child. Perhaps consider discussing with parents how they might replicate these interventions in some small way outside school. Following culture day which aims to celebrate all members of our school community leaders will evaluate this and plan for Autumn 2026. This will form part of an inclusive calendar of events across the year that are celebrated e.g. neuro-diversity week

To empower our pupils to learn about and make a difference to the world they live in.

The school will conduct an annual evaluation of all PLTs, using pupil and staff feedback to refine roles, and objectives. In particular, the link to local, national or global issues will be more clearly defined. We discussed the idea for a September PLT training day for KS2 pupils on which they look at what it means to be a courageous advocate and how they can use the PLT to focus on specific and clearly defined issues. The 3 for the year could be agreed with a planning sheet completed which would support the meetings through the year and would mean that their social action work could begin earlier in the academic year. This would be a powerful springboard and training opportunity. We discussed the staffing implications, and the school will reflect on how best to move forward. The idea of developing a digital portfolio system to record and celebrate PLT achievements across the academic year is a lovely one. The school is hoping to gain the Global Neighbours Gold Award this term and complete the work towards the AntRacism Award. The school plans to approach this, they hope to get the Andy Walker Foundation who really inspired staff in the summer to come and work with the pupils. We discussed how when I was talking to the pupil group that they informed me that, not only was there no racism in their school but also non locally, nationally and globally. We discussed how as part of the anti-racism work the school is doing that leaders will reflect on how they can work with pupils in an age-appropriate way to discuss the racism that still exists across the world, what this looks like, what the consequences are.



Overview

Huge congratulations to The Beacon Primary School who in April were graded as Ofsted Outstanding. It is of no surprise that the pupils were the highlight of the inspection; they were respectful, they spoke of how much they love being at Beacon, talking confidently to inspectors. Governors and parents are clearly so proud of what the school has achieved. Everything on the 2-day inspection triangulated; the story was consistent across the school. Early years and phonics came out as very strong, particularly considering the low starting points of many of the children. Attendance systems were praised as strong and robust. I saw this in action on the day of my visit observing the conversation a learning mentor was having with parents regarding a pupil's absence. The pupils I spoke to were really positive about the importance of attendance and the attendance incentives. This year the school has worked on punctuality. They have bought families alarm clocks and made wake up calls. Following a staff meeting stressing that, 'punctuality is everybody's business;' the teaching team now have more on going conversations with families around punctuality. The trust dashboard has been amended to give class teachers the data they need to address punctuality and spot patterns. Attendance and punctuality are on reports in a way that is visual for parents and will trigger conversations with class teachers. Improvements, even marginal gains in attendance and punctuality, are celebrated with parents. This level of scrutiny on punctuality and the strategies put in place has resulted in a significant improvement. The number of pupils regularly late reducing by two thirds. After reviewing and analysing pupil level attendance data the school introduced an EYFS attendance lead in September 2025 in order to establish good habits in the children from the very start of their time in The Beacon. As a consequence of this excellent work the school has been selected to be an attendance and behaviour hub for the DFE, one of the first 20 schools nationally in the relaunch and the only primary school in the NW. This will provide a platform for sharing their best practice more widely.

The school has done a lot of work on the Early Years curriculum, mapping knowledge and skills. The curriculum builds on what the pupils are learning in a stepped approach. It is clear on the plan exactly what skills the staff are developing. Revisiting of topics is building vocabulary, knowledge and skills; explicitly building on prior knowledge. Their EIP came in and worked with staff to do a deep dive into early years, phonics and early reading providing useful external validation. The school has looked at the work around strong foundations. The school lead for early years also leads in this area across the trust and has rolled out training. The school reviewed the scheme used for 'Letter Join' to tighten up how this is delivered. A refresher training for staff focused on how to adapt the approach to meet individual need with respect to letter formation and handwriting. Staff are now more confident to take a step back with a child and revisit skills to ensure that pupils have the strong foundations they need. The Head spoke about a handwriting session she observed recently where the member of staff was using modelling using Letter Join, the students repeated this in the air and then used whiteboards. If pupils could move on, they then worked in handwriting books and others stayed using the whiteboards. This effective and child centric approach is informing interventions to address gaps and address barriers. In the RE curriculum children across the school look at different religions during the first half term each academic year. Last year this was



reviewed to provide the opportunity for pupils to examine key religions in greater detail. These reflect the main religions of the school and local community. Tomorrow is the school's first Culture Day, families have been invited to share their culture, and companies are coming in to share different types of foods. The school is very aware of tensions in the local and wider community, and the aim of the day is to bring the Beacon family together to celebrate differences. The Chair of Governors explained, "The aim is to bring people together and recognise and celebrate the different communities in the school family. It's important here, an area which has changed considerably over the last 15 years with over 40 different languages now spoken in the local community." The school takes seriously the part it can play in terms of breaking down prejudice and promoting equality and mutual respect. "It is about giving the families a different narrative." The school is actively supporting the building of relationships in a community with more transient families now than it has ever had.

This year the school have rebranded their workshops in KS1 as stay and play opportunities and therefore more parents are attending. This use of inclusive language has been transformational. The last Read, Write, Inc session was attended by 75% of reception families and 65% of PP pupil's parents attended. Numbers have never been this high. These sessions start with information sharing and a modelled lesson and are then followed with the opportunity for parents to attend a Read, Write, Inc lesson with their child. Sessions on developing communication and language, the use of Tales Toolkit, developing a love of reading and maths have all been well attended using the same format. This approach has been replicated in KS2 with opportunities for parents to join in with activities with their child. Parents also enjoy the opportunities to come in and read to their child at the start of the day.

The Governors continue to hold the school to account and take their role of critical friend very seriously. They ask probing questions when they visit the school. Why is that child sitting outside the classroom? Why is the teacher doing that? How do you ensure you fully include everyone in the lesson; that every child's needs are met? This questioning ensures that their learning walks are robust and informative for Governors and developmental for school leaders. The Governors are gaining experience and would like to ensure their membership is as inclusive as possible and that it reflects the local community. The Head of Music teacher at the local secondary school recently joined the governing body which will hopefully support greater collaboration. This will be particularly useful as many of The Beacon pupils move to secondary with enhanced musical skills as a result of the In Harmony programme. Governors are fully informed about the IQM targets which closely reflect the school improvement targets.

On the day of my visit, I attended collective worship. The theme was the festival of lights, the story of Diwali. The story was delivered by a wonderfully confident group of Year 5 pupils. The inclusive message was, that even when times are hard, we can still be a light in someone's life, resonated with the pupils. The pupils delivering the assembly were able to give me a raft of suggestions of how they could be a light in someone's life. It was as ever a privilege and a pleasure to spend a day at The Beacon. They are a shining light



of inclusive practice and are so open to any idea they can magpie to put even more icing on the pupil's school experience cake.

The Impact of the Cluster Group

25th Nov 2024 - This was a great day, and colleagues were blown away by their provision. The idea for the nurture rooms came from this day. The school also took back having a member of Senior Management always being on call for the reflective room. The school were able to magpie ideas from their sensory and physical provision. They have 4 learning mentors who ran daily interventions. The learning mentor at The Beacon has multiple roles and the school is reflecting on how they can move forward to deliver these intense interventions with some of their most vulnerable children within their staffing model.

The Forest School provision was amazing. At The Beacon the Forest School is only use with EYFS and they would love to widen this to key vulnerable pupils in KS2. For this to happen, there would be an additional staffing implication, or another member of staff would need to be trained.

6th Feb 2025 - This was a very different type of setting. There was a very nurturing feel around the school with careful selection of furniture. The Beacon and Bishops Martin have worked together to look at this. Bishop Martin has changed their Year 6 classroom to a nurture classroom; the Beacon are looking to do this with a Year 6 classroom.

They do a Pride Picnic Day, an inclusive day with local businesses taking part. Lots of activities make this a very special day for the pupils, their families and the local community coming together around an important message of inclusivity. The Beacon reflected, was a lovely day to end the year with.

Castle Way Primary hire a temporary swimming pool which was a really interesting way to overcome access to a pool.

23rd June 2025 - The school were unable to send a colleague as this was their staff training day.

14th October 2025 - The IQM lead was absent and due to staffing shortages, they were unable to send a colleague.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.



Assessor's Evaluation for the IQM CoE Award



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