



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 Ms Ann Charters

IQM Lead Ms Kellie Mooney

Date of Review 22nd October 2024

Assessor Ms Siona Robson

IQM Cluster Programme

Cluster Group All Inclusive B

Ambassador Sarah Linari

Next Meeting 5th November 2024

Cluster Attendance

Term	Date	Attendance
Autumn 2023	17-10-2023	N/A
Spring 2024	20-03-2024	Yes
Summer 2024	13-06-2024	No



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Evidence

- Meetings with inclusion staff
- Meeting with subject and EAL leads
- Meeting with pupils with leadership roles
- Meetings with senior staff
- Meeting with Trust inclusion lead, governors and parents
- Attendance at Collective Worship
- Learning Walk
- Displays
- Key documents

Summary of Targets from 2023-2024

Target 1: Have good mechanisms to disseminate, share, encourage and influence good inclusive practice between schools.

The work of The Beacon is an integral part of the inclusive work of the trust. The school goes the extra step to network, offer training and invite schools to visit and see inclusion in practice.

The SENCO has been supporting the other 7 primaries in the LDST trust in their journey towards achieving the IQM Inclusive Schools Award. She has focused on each element, reviewing their evidence, sharing best practices and the work done on the SEF by The Beacon. The SENCO works closely with the Trust Inclusion Lead to develop inclusive practice. As the Trust Education Partner (TEP) for inclusion, she shares best practices across the schools on provision mapping, accurate identification of pupil needs and guidance on the best provision to meet these needs. The report written for the school is shared with the Headteachers and education officers so that actions can be followed up robustly.

The science lead has supported other schools with the science curriculum, The science scheme was originally written by Beacon and has been adapted to reflect the humanities Opening Worlds pedagogic approach. The school has adopted the HEP booklets for children and staff to structure learning. The booklets are written in a way that provides depth of learning and challenge. The Science lead at The Beacon is quality-assuring the implementation of this approach in another school in the trust. Staff CPD is run between The Beacon and Bishops Martin School. Every subject lead is linked to a trust subject network to provide opportunities to share best practices and set subject-specific improvement targets. The Maths lead in The Beacon runs the maths



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network across the trust and the SENCO at Beacon is the Trust Education Partner for SEND. The Head is the lead on behaviour across the trust.

Before they joined LDST, the Beacon School achieved the School Improvement Liverpool Gold Quality Mark for attendance and was also asked by the DFE to be an attendance hub. The Beacon suggested that LDST develop their own attendance quality mark with criteria and a framework for schools across the trust to follow. The Beacon School uses this structure to design online sessions for other schools. The first one focused on leadership and culture, followed by one on persistent absentees. Session evaluations from the participating schools showed that other schools would like to visit and see in practice attendance strategies, culture and ethos. The Beacon ran an attendance open day with between 10 and 20 schools visiting. Colleagues who attended the day were able to see displays, read scripts, talk to staff involved with attendance and tour the school.

As a successful DFE Behaviour Hub school, the Headteacher is now the trust behaviour lead, developing The Beacon as the LDST behaviour hub school to support the other schools in the trust. The head and another colleague are fully trained trauma-informed practitioners and are using this work to develop a trust-wide relationship policy. This training has also been used to develop strategies for staff to use with children in the school and to share with parents.

There are 3 Beacon staff who are LDST lead practitioners in inclusion, early years, phonics and Maths. This involves these colleagues visiting other schools or colleagues across the trust and spending time at The Beacon to develop practice in these areas. The Beacon also has a reputation locally. Three local primaries are visiting in the next few weeks to look at early years and SEND provision.

Next Steps:

The trust recognises that CPD is an area of expertise at The Beacon. All TEP's from The Beacon will play an important role moving forward to ensure best practices are shared across the Trust Schools and high-quality training is disseminated. The Beacon TEP's have the expertise and knowledge to provide opportunities for schools to reflect on their practice and then support them to identify actions to achieve agreed goals. The Inclusion Lead for the Trust is working with the Headteacher of The Beacon to develop a relationships policy, which will influence training on trauma-informed practice. The practitioners at The Beacon have good mechanisms to disseminate, share and influence good inclusive practice between schools and will be involved in the delivery of training. The attendance hub will deliver 5 more sessions. The school is developing itself as the Trust behaviour hub using the model of the DFE hub.

Target 2: Ensure that key leaders act as coaches as part of their leadership development to help other leaders to grow and develop by motivating and supporting leaders to take key decisions on strategy.

Last academic year all staff attended a workshop on basic coaching principles and this was followed up for coaches with more specific training by Andy Buck, the author of The Basic Coaching Method. The assessor spoke to the AHT for Personal Development,



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who coaches the behaviour lead at Bishops Martin and the Music and PP lead at The Beacon. This role provides a sounding board for other leaders, develops their leadership and teaching skills and is a monitoring tool for improvement plans in each area. The success of this approach can be seen in terms of the impact on the children. A joint PP whole-school review day carried out by the coach and PP lead resulted in a whole-school change in the KS1 reading approach. Phonics is now delivered to a wider cohort of children in Year 2, of which a high proportion were PP. As a result of the coaching, model leaders are more confident, more proactive and can evaluate impact more forensically.

Leaders are aware of the bigger picture and how their plans fit in with the whole school improvement strategy. Middle leaders have found the increased regularity of revisiting their SIP beneficial and the process has ensured momentum is sustained with regard to the actions needed to deliver targets. As a result, changes are made to the curriculum in a timely, well-planned and considered way.

The leadership team at The Beacon have a rigorous and strategic approach to the quality assurance model and calendar protecting staff workload and ensuring time is available to implement emerging actions.

Coaching triads have been set up this year as a structure for developing teaching and learning. These trios of staff have been carefully selected to provide support for less experienced teachers and provide opportunities for team teaching. An external consultant has been used to add capacity. The impact of this research-based approach is already in evidence. On the learning walk, the assessor saw teachers using the focus techniques of 'think, pair, share' and '1-2-3 show me on your whiteboards'. The Year 6 pupils were explaining their mathematical reasoning very clearly on their whiteboards. This initiative is embedding learning across the school for the benefit of the pupils. We also saw silent signals from the Read, Write, Inc scheme being used, another focus for the triads.

The governors receive reports on the 5 school priorities and are fully aware of the coaching model for developing teaching and learning and its impact in the classroom. One governor described how they had seen, 'my turn, your turn' in practice amongst other strategies.

Next Steps

The AHT's will be attending further coaching training. The triads only started last week on cycle 1. They will complete 6 cycles this year, each one with a different teaching and learning focus. These are linked to emerging themes from learning walks. There is a process for evaluation. Staff upload their walkthru coaching forms and these will be used to plan the next cycle. These will also inform senior leaders if the approach is not having the intended impact for any triad and changes can then be made ready for the next cycle.



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Target 3: Be engaged in activities and in-house research that explore inclusive practice.

The school uses online dashboards developed at Trust level to monitor attendance and PP children. Assessment data is collected and analysed across topics. The English and maths lead attend Trust meetings to look at what the data is saying regarding the need to adapt future teaching to fill gaps or plan re-teach opportunities. Class teachers use the system to inform their teaching and make adaptations at a child or class level. Subject leaders look at trends to inform their leadership approach and any subject-specific support needed for staff. The science lead, on seeing that the data was lower in Biology, used data gathered from learning walks and pupil voice activities to identify that there were gaps in the use of specific vocabulary at KS1. There is now a subject-specific vocabulary wall for reference and increased opportunities to revisit these words. The long-term plan was also adapted to remove the cognitive overload at the start of the year. The online system maps progress over time and last year was used to record specific progress targets for children, based on question-level analysis of assessments. These are related to skills and are used to inform the information shared with parents.

Two members of the senior team have been completing the NPQH qualification and as part of their research around the behaviour unit, have developed the school's Calm Corridors Policy; Walk quietly, Be Ready, Move safely and Stay calm. This is now clearly embedded in the behaviour and language of pupils and staff around the school. The DH was part of the DFE EEF EYFS professional development programme. She used this work to train staff in the ShRek approach, to ensure that all engagements with children are of high quality. Staff videoed themselves, these were discussed and teachers then videoed themselves again. The knowledge and skills of staff have grown, the interactions with pupils are of a higher quality and research materials have been used to deliver training sessions both in-house and across the trust schools. The school has also looked at the vocabulary development of the children in EYFS and pinpointed the tier 3 language. These words have been incorporated into activities, teaching and continuous provision. The impact is that all staff know what language they are working on and are continually promoting this with the children. As a result, the vocabulary of the pupils is widening.

Next Steps:

The trauma-informed approach will be developed and staff training will continue. The school has started using the associated language and this will be an integral part of the relationships policy. The trauma-informed practitioners will attend supervision training during the year. One of the practitioners will work with senior leaders in other schools in the trust to build this practice into their CPD offer.

Target 4: To develop pupil leadership teams (PLTs) across the school so that pupils develop leadership skills and impact positively on their school community.

As of September 2024, there are now 17 pupil leadership teams. This increased as a result of pupil feedback. All children in KS2 are in a PLT. The PLT lead is compiling a tracking and impact document to capture the targets and aims of each group and the



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impact they have. Every group has meetings which are minuted and these will feed into this document.

The school council have just designed a child-friendly version of the school's British Values poster, to make this more specific to The Beacon and increase its accessibility for pupils. They led a school worship on this. The Science squad lead inspires worship, the next one being Mae Jemerson. In November they will deliver the LGBT+ STEM day which involves an Inspire worship on a key figure followed up with an activity in a PSHE lesson. The squad run the activities in lessons during science week. They also host a pop-up science laboratory in the library.

The assessor had the pleasure of meeting some wonderfully articulate KS2 pupils who confidently explained their role and impact.

An Attendance Avengers told the assessor that they read out the attendance for the previous week in the weekly worship and update the class attendance display in the hall. There are jars in each classroom and every time a class has 100% for a day the class gets a star. 10 stars mean a class prize. He also told that the school attendance target is 97%. *"Last week we did 'In Time' week. Everyone had to be punctual and children get a raffle ticket each day." "My role is important because we tell people how important attendance is. If you are in school you don't just get to learn, you get rewarded."*

Sports Leaders manage the outdoor equipment to make play more purposeful. The Sports Leader that the assessor met saw his role as, *"inspiring others through sport to have wider life choices."* In the next meeting, the group will be deciding on playground games for KS1 and 2. *"We might do hockey using the football goals or maybe even Gaelic football as I have done an after-school club in this. We could learn this in our PE lessons and then run this in the red zone of the playground."*

The Guardians told the assessor that they are mini teachers who resolve any playground disputes or friendship issues and will help if someone is hurt. They went on to tell how inclusive this role is; *"It's a daily role including everyone in games."*

The school has a regulation centre in each classroom for pupils to have 5 minutes to self-regulate. The jar on the station can be used to put a piece of paper in the jar on which you can write, I wish my teacher knew that... A member of the ethos PLT told me that they will be checking that each classroom has one of these stations, that pupils know about them and use them for the right reasons.

The pupils are developing a range of invaluable life skills through the PLT programme. Year 6 stepped up and led activities for the first time at the summer fair, using the skills they have developed through the PLT opportunities. The pupils recognise the value of this provision.

"We are prepared for things that will be thrown at us as we get older. We take on responsibility."

"The PLT'S give you the chance to have your voice heard and be a part of decisions, you get a say."



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"They build your independence. Guardians get better at sorting other children's friendship issues and because of that, their own. They calm them down and can calm themselves down, walk away, forget and forgive."

"Everyone has a different opinion. One ear is not fair. The PLT's give people lots of opportunities to be heard."

"When I was teeny, tiny boy I didn't really speak to anyone. The PLT has given me the confidence to speak to people and make friends for life. I had the confidence to do Jujitsu competitions and now I am a world champion."

PLT's have the opportunity to attend governors' meetings to share their work. The link governor for attendance will be making an effort to engage with the attendance PLT. Governors are aware of how empowering these opportunities are for the pupils. *"It's their school, their voice is the most important."* From an inclusion point of view, it is fabulous that every child in KS2 has a place in the structure, their voice can be heard and they have a role to play.

Next Steps:

To provide the opportunity for pupils to see the difference they can make. Pupils are discussing with each other around what each PLT can achieve and know where to go with their ideas. This is covered in more depth in targets for 2024-25.



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Agreed Targets for 2024-2025

Target 1: To embed effective teaching and learning strategies to support the acquisition of curriculum knowledge.

Comments:

The school will continue to use triads, adopting an instructional coaching approach to move teaching and learning forward and embed strategies. This approach will be evaluated to ensure impact and refined as necessary.

They will ensure retrieval, assessment and feedback are used effectively in lessons to support retention of knowledge. The curriculum lead is working on spaced retrieval activities which will be done a term after the learning to embed key knowledge.

The school is implementing new lesson design (RAISE) to support small step teaching. This will be used across all subjects and will be embedded over the next year.

We discussed producing visual long-term plans to share with the pupils on PowerPoint or via wall displays so pupils can see where they have come, where they are and where they are going in their learning.

The school will further embed the Beacon 'Listening Ladder' to develop oracy skills throughout the school. The oracy Voice 21 training was adapted to fit the needs of The Beacon approach. This fits in with RAISE and could be a focus for the triads.

Continue to update the teaching and learning toolkit with effective strategies.

Target 2: To empower pupils to learn about and make a difference to the world they live in.

Comments:

We discussed how the rights of the child can be incorporated more widely across the school, for example, the production of class charters and playground charter. The school uses Picture News on Thinking Thursdays to confidently challenge and confront injustice and inequality and articulate advocates of change. We discussed the school visiting Barrowford Primary, another IQM school who have an "I wonder Wednesday" to see how they incorporate LYFTA and link this to a country of the week. The Beacon could link this to the work done by the EAL lead to celebrate to home countries of children in the school.

To implement a system for monitoring and evaluating the impact of the school's global citizenship provision in relation to pupils' learning and spiritual, social, moral, and cultural development outcomes.

The school will continue to use Collective Worship to engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by



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poverty and injustice. If the school adopts the idea of a country for the week, the inspirational person could be from this country with a link to a global issue.

As the school develops and evaluates the PLT, give consideration as to how to further involve pupils in the planning and implementing of activities that involve taking action against poverty and for a more just and sustainable world. This work could be linked to a charity for the term and built into the "We Serve week."

Target 3: Develop and launch a relationships policy based on a trauma-informed approach.

Comments

A steering group of colleagues across the Trust have had the trauma-informed practitioner training and have looked at the trauma informed UK policy model. The group met to look at how this can be adapted to suit the needs of the trust and each school. This group will now become a trauma-informed network in the Trust. The Beacon Head has presented the draft policy to other Heads in the trust. We discussed the rollout of this policy and how it is shared with pupils, staff and parents. The suggestion was made that senior staff from the school and the Trust Inclusion lead visit Whitefield, a local IQM school who are doing some very exciting work around training parents based on a trauma-informed approach and zones of regulation. This work would complement and inform the work on this target at The Beacon,

Target 4: 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.

Comments:

The following points were discussed at length.

When evaluating and planning for next year, it would be useful to consider and clarify the role and purpose of each group and how these link to and help deliver the school priorities. This may mean that some groups are disbanded and others reshaped.

We discussed whether there is a need for a school council as there seemed to be overlap with other groups. Each group could have an objective for the term/year as appropriate so this is clear and can be used to evaluate impact. Pupils next year will then be able to articulate the above to visitors.

Consider suspending the timetable and running a pupil leadership conference at the end of the summer term; half a day evaluating the impact of the work they have done this year and the other half sharing the role and purpose of the September 25 groups and agreeing objectives for the new year. These objectives could be shared on display boards in a speech bubble or similar. When planning events and activities, staff will have in mind whether there is a role for pupils in a PLT to play.



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The Impact of the Cluster Group (with details of the impact of the last three meetings)

The Beacon was not a Centre of Excellence for the first meeting of last academic year. They attended the spring one, not the summer one and the autumn 24 meeting is later this term. Unfortunately, the Ilse of Man visit landed on the school's phonics assessment and the school was unable to attend.

Spring 2024

This was held at Holy Cross Primary, Wirral. My Happy Minds did a presentation and training on their well-being scheme. One of the schools in the Trust is now using this as the Sefton Council Trust has agreed to fund it. The colleague at Beacon who attended this cluster meeting is using the training session to review the implementation and impact of this at the school and if appropriate, then explore whether this could be purchased at Trust level.

Holy Cross shared their attendance strategies and in particular how they reduced their persistent absentees. This was shared back at The Beacon in the safeguarding meeting. It highlighted the importance of ongoing texts and phone calls to celebrate those children with high attendance and a timely reminder of the impact of a free breakfast club for vulnerable pupils and those with low attendance. Holy Cross runs a "walking bus" each morning which was liked as a strategy, but this would not work currently in the context of The Beacon School.



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Overview

The Beacon continues to be an outstanding example of an inclusive school. The school is a valued partner in the LDST Trust, leading on initiatives, delivering training and sharing best practices. As an attendance and behaviour hub, they share their practice and provision with a wide range of schools.

The leadership team are driven and highly reflective. Their mindset is that we can always be better, we can always learn from the practice of others and from research. There is distributed leadership and staff have a wide range of skills as a result of high-quality CPD.

It was a real pleasure to be part of their reflections on the Centre of Excellence plan for last year and to use these and professional conversations throughout the review day to shape the targets for the coming year. The Beacon never stands still, improvement is continuous. Expectations are high, as are the aspirations of staff and pupils. The school started from a very strong inclusive provision when it was assessed last year gaining the CoE status and has since added to and significantly developed their inclusive practice. Changes are considered and planned for to ensure they always have an impact.

The school has gained a number of awards recently. These are a wonderful recognition of the work done by the school but, importantly, they are used as mechanisms for evaluating, improving and celebrating inclusive provision and are not seen as an end point in themselves.

Children at Beacon School want to come to school, they are excited to get through the gates every day. Senior staff at the gate are available to resolve all issues, every day, in real-time, so all members of the school community feel supported and wrapped in love. The school is a real 'Beacon' of inclusive excellence.

The school had their SIAMs inspection last year straight after the IQM assessment. This went really well. Strengths highlighted included the effectiveness of the leadership team and the impact of children with respect to courageous advocacy. Children come up with their own change ideas for the school, local community and within a global context. The school has an annual 'We Serve' week. Each class comes up with their own mini project as a result of a quality discussion and sharing of ideas linked to their passions and interests. Last year, Year 1, raised money for Olderhay childrens hospital, sharing their knowledge and family links to the hospital. EYFS chose the Wildlife Trust. They dressed up as animals and made a donation to the charity. They were thrilled when the charity responded to the school's twitter feed.

The school has been working hard on creating a feeling of 'we all belong' with a particular focus on the process of welcoming new families. They are creating a system which can then be rolled out across the trust. The school has a growing number of children joining, who are new to the area and often new to the country. There is a wonderful rainbow display in the reception foyer headed up, 'Everyone is welcome here.' Every child has decorated a rainbow drop for the display. One of these is included in the welcome pack so children immediately feel part of the Beacon family. One child arriving on the day that the assessor visited, had a rainbow drop to add to this fantastic



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display. A pupil told the assessor that, *"The display shows that everyone is equal, everyone is welcome in the school, no matter what."*

The school work's with Asylum Link who deliver workshops and assemblies on the journey of asylum children to this country. A link with Whispered Tales has been established. They will deliver performances to explore the plight of females seeking refuge. The school is really benefitting from attending the Liverpool School of Sanctuary network meetings.

The percentage of EAL pupils continues to increase at The Beacon. Home languages are promoted throughout the school, keeping home cultures and heritage alive. Every workshop last year for early years, had a focus on the importance of the home language. Induction packs have been amended to include information in different languages. New to the area/ new to the country families receive information about the local community as well as the school in order to welcome them to the school and wider community.

Parents are signposted to community groups that can provide support and language development for adults. The EAL lead is incredibly passionate about her role, *"I love the diversity language brings to our school. I live, eat and breathe languages."* This September she introduced Flash Academy, an EAL programme to provide baseline assessments and ongoing lessons at different levels to enable the children to make individual progress. This has already made a significant impact on their language acquisition and confidence, particularly for children new to the country. In language lessons, the EAL lead will weave in the importance and place of home languages to ensure they are regularly recognised and celebrated. The display board in the main reception area entitled, *'I was a stranger and you welcomed me,'* shows all the languages spoken in the school and each class has a poster on their door with all the different languages spoken. The children are encouraged to answer the register in different languages providing pupils the opportunity to share with their peers' greetings in their home language. The EAL lead plans to display clocks to show the different time zones across countries linked to the school. This promotion, recognition and celebration of language and culture is now a key part of the school's inclusive ethos.

Staff attended training on LGBTQIA+ which allowed them to identify areas for development. These included undertaking a review to ensure that all curriculum areas celebrated the work of all genders and sexualities. The school makes this work very visible to pupils. They have access to a wide range of books which may represent themselves, their families, or people in the local and wider community. The school runs multiple standalone events; LGBTQIA+ days and Pride Day but has also woven the themes throughout the curriculum to ensure that this work is part of the fabric of the school, for example in French the children learn inclusive phrases recognising different families. The knowledge and confidence of staff has increased. Children can speak openly and honestly about their feelings and the staff are better equipped to respond to questions or disclosures.

The school has developed opportunities for parents to engage with the school and with each other. There are regular coffee mornings for parents to access support, talk to other parents and then, in turn, some parents who have attended, have been able to help other parents. Parent governors would like to develop these coffee mornings to



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invite other professionals from the community in to create a parental hub. PLTs could present their work at these meetings. There were more parent volunteers at the summer fair providing wider opportunities for the children. Workshops on phonics are followed with an opportunity for the parents to see the techniques in action. One workshop involved the DH early years lead reading a story to parents, modelling how they can do this at home. The school buys into a Plus 1 CIC 6-week course of workshops entitled, "Helping your child to thrive", for reception parents. It focuses on how parents can support the development of their child's maths and literacy. The parents get a participation certificate at the end of the 6 weeks. This is then run with Year 3 and 4 parents after half term with a focus on oracy, reading, writing and maths. These courses offer opportunities to discuss wider relationships and home issues which is really beneficial. Links with St Georges continue to be strong and have a positive impact on the Christian ethos of the school.

The assessor had the privilege to attend a Worship on Inspiration. There is a display in the hall entitled, 'Who will inspire you.' A pupil explained that *"The 'Who will inspire you' board helps everyone, it includes everyone, with details of people you might want to be like."* The assembly was on Henry Box Brown linked to Black History Month. The key learning points of the story were emphasised. The pupils listened keenly and were eager to offer their own ideas.

The assessor's learning walk was a delight. While walking around the school visiting classes, the calm, supportive atmosphere was emulated from every space. Pupils were fully engaged as a result of high-quality learning episodes. Teacher intervention was precise and planned, ensuring all children were fully involved. Prior knowledge was referenced, prompting pupils to draw on previously taught skills and acquired knowledge. In the nursery provision, pupils were happily investigating the inside of a pumpkin, keen to tell how you can plant the seeds and getting the assessor to smell the fresh vegetable flesh. Pupils were cooperating and sharing in a wonderfully stimulating and nurturing environment. Outside activities and resources promote enquiry learning. Reception children were engrossed in singing a song about the Diwali festival and painting tea holders in bright colours. In the Year 2 classroom, the assessor was struck by the quality of peer support and the supportive and enabling language the children use when helping each other. They were able to explain and justify their mathematical reasoning.

The behaviour and engagement of the pupils during the visit were exemplary. They were polite, friendly, confident and clearly enjoyed school. The consideration for their peers was evident. In the pupil discussion, phrases like, *"Sorry for interrupting"* and *"Would you like to continue"* were evidence of the deep level of respect that the pupils have for each other.

The last words come from a wonderful young lady who took the time to reflect and write down why she thinks The Beacon is such a wonderfully inclusive school.

"We are an inclusive school because people in our school who have difficulties like my friend, who has ADHH, get help. Also, if someone new comes to the school we straight away given them a raindrop to add to our school rainbow."



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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 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