



Report on IQM Inclusive School Award



School Name: The Beacon Church of England Primary School

School Address: Heyworth Street
Liverpool
Merseyside
L5 3QG

Head/Principal Ms Ann Charters

IQM Lead Ms Kellie Mooney

Assessment Date 10th October 2023

Assessor Ms Siona Robson

Sources of Evidence:

- Learning walks
- In Harmony lessons
- School Improvement Plan
- Pupil's books
- Code of Contact
- Displays
- Teaching and Learning Toolkit
- Tour of the school
- Gate Duty
- Daily Worship
- Parent Workshop

Meetings Held with:

- Senior Leadership Team
- Inclusion Lead
- Teaching Staff
- Pupil Leadership Teams
- Pupils
- LDST (Liverpool Diocese Schools Trust) Inclusion Lead
- In Harmony Lead
- Parents
- Governors
- Chair of Governors
- Vicar
- Pupils



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Overall Evaluation

The Beacon C of E Primary school Team is an incredibly welcoming and inclusive school. It was this warm welcome the Chair of Governors received when he first visited the school which led him to become a Governor. It is abundantly clear that leaders and staff at The Beacon adapt their practice, provision, and policies to meet the specific needs of the children in the school and the community the school serves. In the words of the Vicar, "It is a local school, and all are welcome, we have an inclusive admission criteria." The school has a strong Christian ethos, but it was clear from everybody I spoke to that its primary purpose is to serve the local community and welcome families of all faiths and none. The pupils encapsulated this by drawing my attention to displays around the school which help to show families of different faiths that they will be welcome. The school is within the 4th highest diocese area for deprivation, and 46% of pupils are Pupil Premium (PP). Outcomes are good, well above national in Maths and Writing. Pupil progress data is very strong. Giving pupils cultural capital, broadening horizons, and raising aspirations is hugely important to the leaders of the school, which they do impressively well. The school has grown over the last few years and has become more diverse in terms of its intake, welcoming many more families who are new to the UK. To ensure that the school was doing all it could to meet the needs of these pupils and their families it embarked on the journey to become a School of Sanctuary which it achieved in summer 2023. The Beacon C of E Primary School is an outward facing school. Change is embraced and seen as a wonderful opportunity to improve provision and practice. The Beacon is a school that recognises that if you stand still, you risk going backwards.

The school's vision, 'Learning together, Following Jesus' is very apparent in all aspects of school life at The Beacon Church of England Primary School. Leaders are passionate about a learning together approach to education. There are so many practical examples of this. The vision is collaboratively reviewed every year and is accompanied with a biblical reference. This came from staff and Governors, who were all asked for a biblical story or quote which they felt encapsulated the school vision together with a reason for their choice. A summative response was compiled from these to explain what the school means by 'Learning together, Following Jesus.'

A significant strength of the Beacon is the way in which members of the school community work together as a team to ensure that the children are known, and their needs met. It really is, as the Headteacher described it, "a big family." Parents clearly articulated how well they feel their child is known and understood, "They know the ins and outs of my child. Staff know how to get them settled and how to approach teaching them." Staff are attentive to even the smallest things and this means they never miss anything. A parent Governor told me, "I am proud to represent the school as a Governor and parent councillor as I don't think there is another school in Liverpool that works so well as a team." Parents described a lack of hierarchy and feel they can approach any member of staff. We are all going to work together, all of us" said the Special Educational Needs Co-ordinator (SENCo) to reassure a child and their family on the gate on the morning of my second day. The Senior Leadership Team (SLT) know their families and proactively build relationships with parents so that they pick up issues at the school gate, supporting parents and children who might have had a difficult start to their day.



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I had a fantastic tour of the school from some amazing pupil advocates. They showed me the school's reflection area in which any child can sit and think, take time out and maybe write their thoughts on a cut out heart or hand which are added to a display. One heart they chose to show me said simply, "Be kind and respectful to people." On a hand a child had written "I am grateful for my family, technology, dog and shelter." The pupils are aware of the school values and the importance of them in the life of the school and in the wider community. This term the school are focused on the value of generosity. The pupils showed me the interactive generosity display. They explained that anyone can take a cut out star and write on it. One star had written on it, "We are showing love to everyone in the school."

Inclusion is a core value of LDST (Liverpool Diocese Schools Trust), led by a Designated Inclusion Lead. All policies are scrutinised and reviewed through the lens of inclusion in order that they meet the needs of the communities served by their schools. There is trust wide inclusion focused Continuous Professional Development (CPD). There is a Special Educational Needs and Disability (SEND) network to facilitate SENCOs sharing best practice and inform trust strategy development and resources such as a trust wide costed provision map. The current focus is assessment, ensuring that data for SEND pupils is used to inform teaching. This group is also embarking on an action research project looking at effective communication with all SEND stakeholders. Leaders at The Beacon are highly regarded and are relied on to share their practice across the trust. The LDST lead was effusive in her praise of the staff at The Beacon in terms of their inclusive practice. "The engagement at The Beacon is second to none." The school never do anything in half measures. SEND and inclusion is everyone's responsibility at The Beacon."

Finally, a few words from parents and pupils.

- "The range of extracurricular activities on offer is phenomenal." **Parent Governor**
- "I was really proud to watch my child and the rest of the school at the Philharmonic." **Parent**
- "They do not give up on any child. Each day is a new day. There is genuine care from every member of staff for every single child." **Parent**
- "You know you can trust the staff to check on your child." **Parent**
- "Everyone is welcome, everyone is equal." **Pupil**
- "No matter what your gender and who you love, we are all equal." **Pupil**

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 3 years' time.



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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 Siona Robson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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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

The 12 inclusive Christian values of the school are known and lived by all members of the school community. There is a whole school focus on one of these values each half term. Leaders ensure that the wider school community have the opportunity to engage with these values. Activities linked to the values and vision are celebrated in the monthly newsletter. The pupils can clearly see links between these values and the curriculum and can articulate how they link to the code of conduct. Parents recognise how effective the school is in celebrating diversity, children at the school are completely accepting of each other and their differences.

Governors give careful consideration to inclusivity within the context of the school community. There is a real commitment from school staff and Governors to fostering respect, tolerance, and community cohesion. The school provides a safe space from a LGBTQ+ perspective and this proactive approach gained the school The Rainbow Flag Award. The feedback to the school on their submission was very complementary and the school will now be leading practise in this area across the Trust. A parent of the school told me how appreciative she is that her child comes home with two Mother's Day cards and on Father's Day makes cards for their grandfathers. There is a Young Carers network across schools in the Trust to ensure these often unseen, vulnerable young people are effectively supported.

The Vicar and Governors have thought in depth about the faith curriculum which embraces diversity and choice. An example of this is the approach to the provision of Holy Communion, a requirement of a church school. There is an opt in approach to this programme and it is adapted as necessary to reflect the tradition of the Church to which a pupils family belong. The prerequisite of Baptism is not required for those children who belong to Pentecostal and Chinese Churches and as a result a wider group of children are included in this programme.

Collective worships focus on the school's Christian values. I was privileged to observe a Year 1 worship. The children sung a song while they formed a circle and settled beautifully down on the floor. The pupils were fantastically engaged as Jack the puppet spoke to their teacher and when they listened to a story about generosity, the Christian value for this half term. I met reception as they returned from a visit to the Church where they had watched their baby doll be christened. Workshop Warriors, children who take on some responsibility for collective worships, might, in younger years help with the resources and in older classes help plan and deliver the worship. Each class has a floor book in which they record their reflections and feedback on each worship. Pupils used the words; excited, thoughtful, and caring, to describe how they feel following a worship. Pupils from The Beacon are given the opportunity to work with pupils from schools across the Trust on an ethos committee discussing the values and leading sessions in trust wide worships.

Next Step:

- Continue to develop our positive relationships with families to ensure learning is personalised to support children with SEND. This will be achieved through Quality First Teaching (QFT), Individual Support Plans (ISP), Child's voice, and regular reviews and meetings with parents/carers.



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Element 2 - Leadership and Management and Accountability

The DLST Inclusion lead spoke of the exemplary teamwork at The Beacon. “Effective communication across the school means that everyone is singing from the same hymn sheet and applying the same systems and procedures with massive impact.”

Self-evaluation processes are embedded across the school. The school has an impressive number of awards on display. The primary reason for applying for these is to use the assessment criteria to evaluate and improve their practice, tailor their provision, and ensure excellence in a particular area. A number of tools are used to evaluate provision, including staff, parent and pupil voice and direct observation. Providing quality training for staff is a priority for leaders. The school leads on National Professional Qualifications (NPQ's) for Church of England schools in the North West. The staff CPD programme has responsive slots which are used to deliver training on areas which have emerged from quality assurance activities over the half term. The remaining CPD sessions are linked to the school improvement plan priorities, each of which has a very detailed action plan sitting behind it. This academic year leaders are working on a coaching model to continue to improve the quality of teaching.

Governors offer leaders high-quality support and challenge utilising their expert knowledge of their area of responsibility. This is a real strength of the school. The Chair of Governors is currently compiling a Governor induction pack for the Trust in order to highlight best practice, what is and is not in the remit of Governance and how to ask challenging questions in the right way. They look beyond the data they are given and ask pertinent probing questions and follow up with questions around the impact of agreed actions. The Chair of Governors articulated this impact driven approach by how he asks leaders, “If I walked around the school now and then again in 12 months what would I see that was different?” Leaders are challenged to identify the small incremental steps which contribute to successfully moving forward a whole school priority. Safeguarding is clearly everybody's responsibility in the school and Governors take their safeguarding role very seriously. The safeguarding Governor visits school regularly asking pupils if they feel emotionally as well as physically safe in school, meets with the Designated Safeguarding Lead Assistant (DSL) and checks the Single Central Record. All safeguarding incidents are discussed and there is a forensic approach to ensuring these are followed up robustly.

The attendance strategy is a strength of the school and they have been approached by the Department for Education (DfE) to become an Attendance Hub alongside their role as a Behaviour Hub. Their relentless, every day, team approach has driven attendance figures above national. Leaders work hard to engage hard to reach families. Attendance is everyone's responsibility at The Beacon and the school will go to any length to get pupils to school. On the day of my visit a member of staff collected 2 children from home as a 3rd sibling was unwell and the parent needed support. Alarm clocks have been given to some families, a wake-up text is sent to others and a free breakfast is used as an incentive. Class teachers have all the information they need to support high attendance and it is a standing item on every meeting. As a result, all staff have the knowledge and relationships to have meaningful conversations with pupils and parents about attendance. A script displayed on the wall of reception provides a very helpful and



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supportive framework for morning conversations with parents. The attendance strategy is also applied to nursery groups to establish good routines.

Staff wellbeing is a high priority for The Beacon School. Mental Health Leads from schools across the Trust meet to consider the outcomes of staff voice, discuss emerging concerns, and collaboratively developed a Mental Health policy. The Beacon are sharing across the Trust the work they have already undertaken to reduce staff workload whilst still ensuring that feedback still has the necessary impact on learning. Staff at The Beacon appreciate the steps the school take to support their wellbeing. There is a large well used staff room to support collaboration and social time, staff get a free lunch if they eat with the pupils, Planning, Preparation and Assessment (PPA) time can be taken off site and shared planning with staff from their sister school, Bishop Martin supports workload.

Next Steps:

- To ensure that CPD for staff is focused on improving outcomes.
- To ensure all leaders across the school are systematically seeking stakeholder feedback and using this to inform provision and practice.
- Ensuring all Pupil Leadership Team (PLT) Groups offer the same high quality leadership experience and opportunities for pupils.
- To monitor the use and develop further bespoke SEND spaces.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The INSPIRE Curriculum principles (Individual, Nurtures, Skills, Purposeful, Independence, Responsive, Embraces) each have a more detailed explanation to accompany them. These provide the framework and aims for the formal and informal curriculum at The Beacon School. The curriculum has inclusion at the very heart of its ongoing review and development. The school's vision and Christian values are woven throughout the curriculum. The focus in Early Years Foundation Stage (EYFS) is on first hand experiences which are adapted each year to respond to the needs of a particular cohort and their families. The curriculum experiences the children have access to in respect of visiting experts, artists, practitioners, and trips and yearly residential bring the curriculum content to life. Participation figures are shared with Governors with a focus on the engagement of PP pupils. Careful questioning and staff knowledge of pupil needs, and their family circumstances ensures that any barriers to participation are identified and addressed. Activities are heavily subsidised for PP pupils.

The impact of adopting the Opening Worlds Geography and History Curriculum is that it is now a more meaningful provision for the pupils. They are now able to make and explain links between Geographical and Historical facets of their learning; for example, when talking about settlements. Read, Write, Inc has been used since 2019 and is showing real impact. Staff have had access to a wide range of CPD and deliver this enthusiastically and skilfully, adapting their approach to meet the needs of the children in their class.

The school has a specialist Modern Foreign Language (MFL) teacher who has worked hard to ensure that all children have access to her input. She records lessons for nursery and reception teachers to use and teaches Year 1-6 with the class teacher learning alongside the children so that they have the confidence, knowledge, and tools to deliver follow up reinforcement activities and make language links to other areas of the curriculum. There is also informal exposure around the school by the use of signing in French. This provision has gained the school the Gold Quality Mark for MFL.

The way in which human rights are embedded into the Personal, Health, Social and Emotional (PSHE) curriculum has been recognised through the Rights Respecting Schools Award. Parents and pupils told me how much they value the balanced approach to religious education, the in-depth teaching of different religions and the opportunities pupils get to speak to representatives of different faiths and to visit a range of places of worship. One parent told me, "My child, who has just turned 5, came back inspired from the class trip to a synagogue."

Next Steps:

- To ensure that the INSPIRE Curriculum develops subject specific pedagogy.
- To continue to evaluate the curriculum to ensure that the key knowledge is built on prior learning and prepares pupils for future learning.
- Support new staff in the understanding and expert delivery of the INSPIRE curriculum.
- Roll out Opening Worlds Humanities curriculum into Year 5 and then into Year 6.



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

When staff are planning learning episodes, they have the INSPIRE principals clearly in focus, giving consideration to ensure there are opportunities for pupils to develop the different threads. For example, a teacher told me how the 'Responsive' element is seen across the school when they respond and work with the children on emerging events in the news or the community. The pupils really appreciate the way in which their learning is enriched and brought to life by visits and outside speakers visiting the school. They explained how, "when we visit other religious places, we always respect the rules and learn as much as we can." They talked animatedly about a workshop on Hinduism they had last week in which they learnt about the religion, took part in a religious practice, and enjoyed dancing.

"What did you do is more important than what is the answer." A child told me. I saw this in practice in a Maths lesson. The importance of method is clearly understood as is learning from mistakes. Pupils enjoy learning through stories, particularly in History. Children clearly explained how teachers present information in different ways and adapt their teaching to help them learn, breaking down questions to identify where they are having difficulty.

I saw a lovely lesson with Year 1 on phonics in which the teacher had really embraced the training provided, using the approach in an energetic and enthusiastic manner. This and the use of praise and reinforcement is having very impressive results. Parents recognise the quality of phonics teaching in the school. A parent told me, "It's just brilliant the way in which they get the pupils engaged, when they get home, they are so excited about doing phonics." In another lesson the teacher was introducing the use of an apostrophe in contracted words using excellent questioning to draw on prior knowledge. Within this class there were a couple of pupils who were supported by table dividers providing them with a personal space, with their own equipment and visual prompts. A Teaching Assistant (TA) was supporting a pupil with their access to learning plan. There are regulation stations in each classroom and access to a central sensory space. What was so lovely to hear was how the children understood how important bespoke provision is for meeting the neurodiversity needs of their peers. One child explained how a peer in their class uses a wobble chair as they have ADHD and how the movement helps them to focus better. Another explained that the calm space in their classroom helps to relax the mind in order to reconcentrate on what you are learning. The SENCo talked me through how heartbeat monitoring apps help children to self-regulate.

A real strength at The Beacon is the distributed responsibility for meeting the needs of SEND pupils. The school's Graduated Approach is a whole school team approach with a comprehensive gathering of information about the child, pupil, parent, staff voice, direct observations, and external input. The SENCo has achieved the aim of the green paper. Every teacher is a teacher of SEND. The SENCo ensures that teachers and support staff have the training and knowledge they require to meet the learning needs of the SEND pupils in their class. Strong intervention provision is also in place.



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Teachers develop their teaching skills through coaching, CPD and a comprehensive Teaching and Learning Toolkit which provides strategies and suggested activities. They are also fully engaged in capitalising every opportunity to develop their skills and knowledge by learning with the pupils. For example, they are themselves pupils in MFL and Music lessons taught by specialists and when visiting practitioners lead workshops. In the musicianship lessons delivered by Liverpool In Harmony, a group of specialist teachers working out of the Liverpool Philharmonic, teachers are part of the class and learn how to read music and play an instrument alongside the pupils. One pupil I spoke to explained how much playing an instrument of her choice has helped boost her confidence and a teacher told me she had not played an instrument before working at the school and how now she plays the flute with the children. The choice of instruments they can play is wide, “too many to count,” one child told me.

Next Steps:

- Develop coaching as a mechanism for improving teaching and use stakeholder feedback and observation to evaluate and refine the model.
- Provide training and support for staff to deliver the Opening Worlds curriculum to Year 5 using the HEP 10 strategies.
- Embed adaptive teaching to meet the needs of all children to further strengthen all teachers being teachers of SEND.
- Develop skills of staff to use alternative responses, methods and mistakes as a teaching and learning tool.



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Element 5 - Assessment

There is a trust wide termly summative assessment point alongside smaller summative assessments at the end of units of work and on-going formative assessments. There are regular standards meetings with the SLT, the SENCo and the class teacher to discuss the progress of groups and individual pupils and identify strengths, gaps in learning and any areas of insecure understanding. This process is flexible and tailored to the information taken from a forensic analysis of progress data. Actions agreed inform whole class teaching and data driven intervention is put in place for small groups or individual pupils. A running record is kept of this review process. the data, actions, and their impact. This is then scrutinised and discussed with leaders of education from LDST.

The school has recently reviewed the marking and feedback policy. Live marking is encouraged where possible and Retrieval and Pitstop (personal improvement) activities introduced. These activities are designed to support long term memory acquisition and address misconceptions or insecure learning from previous lessons. As one child told me, "Retrieval activities helps us to bring something from the back of our head to the front." Challenge questions are used to extend learning. Knowledge organisers are given to all children and a booklet made up of all of them for parents and pupils to refer to at home. These support pupils with homework and help them prepare for assessments.

For SEND pupils working below their age expected level the school uses the Birmingham Toolkit. The toolkit assesses what the pupils can do through an approach which is supportive of pupil's wellbeing. The SENCo uses this information to plan with class teachers bespoke curriculum provision and adapted teaching approaches. Class teachers have in-depth knowledge of the needs and progress of SEND pupils and are well equipped to lead 1-1 meetings with parents of SEND children. The class teacher, parents, pupil and SENCo are all engaged in writing and reviewing support plans.

Next Step:

- Ensure low stakes formative assessment is used effectively in all lessons to inform adaptive teaching strategies and the choice of learning resources.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Pupil wellbeing is of the utmost importance to staff at The Beacon. Pupils have the opportunity to input their ideas, some of which have been incorporated into the school and trust-wide wellbeing days. External agencies are used to run workshops and provide 1-1 support. Every PSHE lesson ends with the open questions from staff, "What can you do if you are feeling unsafe or unhappy? Who can you go to for support?"

Behaviour across the school is excellent. There is a clear vision that the school aims to be a community where the approach, 'suggestion of improving behaviour' works. The school has invested heavily in CPD on behaviour methods and all staff are on board. This has included coaching and peer observations, and all staff are trained on restorative practice and Zones of Regulation. Pupils are trained to respond to silent visual prompts from teachers and are given the vocabulary to be able to articulate their feelings. Staff are relentless in their high expectations and use positive language in conversations with pupils to build strong relationships. The use of praise and rewards is key to the success of their behaviour management approach. There is a wealth of different ways pupils are recognised and these are linked to the school values. The INSPIRE Award for example, rewards a different element of the curriculum each week. Changes have been made this year to the reward system following feedback from staff and pupils. Restorative practice is embedded. Policies are adapted to meet the needs of SEND pupils and for the pupils in nursery. This ensures that all children are praised and rewarded and not disadvantaged by any additional need.

The children have an excellent knowledge and understanding of the code of conduct which is displayed throughout the school. The pupils are able to make links between the code of conduct and their curriculum. One pupil told me, "Respect everyone and celebrate their differences is one of the parts of our code of conduct. We are learning about this in our English text, Henry's Freedom Box." Attitudes to learning are very positive. Children listen and act immediately on instructions and guidance. When discussing bullying a pupil told me; "You definitely don't see any bullying here." They went on to give me a very impressive explanation of what bullying is and looks like and how it differs from some of the behaviour pupils and parents label as bullying.

The voice of the child is sought at The Beacon and pupils feel they have the opportunity to influence decision making in the school. For example, they were involved in the design of the new playground and the selection of play equipment. There is a wealth of opportunities for children to take on leadership roles. These PLTs are varied and cater for a wide range of interests. The Eco Warriors grow their own vegetables and have the opportunity to sell these in Liverpool 1 at an annual market. Pupil Guardians support and help other children in the playground and help to resolve any conflict between pupils, referring on to an adult if they need to. They are easily recognisable in their high viz jackets and have all received training in restorative thinking. They devised a role play which they performed to all the children in the school to show and explain their role. This role is respected and valued by the children. The Incredible Year PLT is very popular. Older pupils have the opportunity to be role models for younger children by visiting the nursery provision and helping the children in their play, supporting the pupils in their play. On my tour of the school the pupils were keen to show me the array of awards the school has gained and their contribution to these. One pupil explained that when they were in the Computing PLT they



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were given the Teamwork Champion Award. They had to do a presentation alongside many other schools about how their school includes computing in the curriculum. The IntoUniversity programme, an aspirational, exciting week ending with a graduation ceremony at Liverpool University is highly valued by parents and pupils.

Next Step:

- To ensure consistency across all staff in the use of positively framing/reinforcement as a behaviour management approach and in applying the praise and reward system in real time.



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Element 7 - Parents, Carers and Guardians

There is a real commitment to meeting the diverse needs of parents, carers, and guardians in the school community. Information is translated and support for the admission process is offered as required for families new to the country or where English is not the first language spoken in the home. Communication with parents is excellent. Parents told me that teachers are very approachable and how easy it is to contact the teacher you need to speak to. They said that parents' different learning styles are met by the school presenting information in a variety of ways. Senior staff are at all the gates every morning, welcoming children and speaking to parents. Any issues are picked up before children come into school so they can be swiftly sorted, and the parent and child reassured. A warm welcome back by the SLT at the gate for children who have been absent reinforces to the family the importance of attendance and makes the child feel special and missed. "We've missed you, we're happy to see you back in school."

Parents appreciate the workshops run by school which provide them with the tools and information to support their child at home. On the day of my visit a parents phonic training delivered by the Deputy Headteacher was very well attended. SEND workshops run by outside agencies are also highly valued. Parents spoke very positively about their access to Seesaw and Tapestry which are used by the school to support communication with parents regarding the progress of their child. They love the way the technology can be used for show and tell time, to share images from home, and similarly for staff to share images of their child or their child's work with them. They were very complimentary regarding how quickly and efficiently any concerns parents raise are dealt with. They value the fact that they get feedback on how the concern was dealt with and the fact that, if necessary, the situation is monitored ongoing. A parent eloquently summed this up, "I feel heard, there is always an ear for my concerns."

The school team very much includes parents. Secret Readers amongst the parent body visit EYFS classes and read their choice of favourite story to the children. The Beacon Parent Council was set up in 2019. It provides a space for parents to meet each other, raise money to subsidise pupils' activities and is another valuable point of contact for parents. Members collate informal feedback which they use to inform an agenda which is then shared with the Headteacher prior to a meeting. Issues are discussed and actions agreed as appropriate. One recent example was regarding school lunches. Parents raised concerns and the Parent Council were involved in selecting a new company. The Parent Council organises a Christmas Fair which doubles up as an enterprise activity. Each class is given a small sum of money to use to create something to sell at their stall. Parents waxed lyrical about the opportunities available to their children. The opportunity for every child to go on a residential every year from Year 1 is something which is highly valued. They told me, "There is always something going on."

Next Steps:

- To collate parent voice, of children who are SEND, on provision.
- To review the membership of the Parent Council and consider wider community membership and links.



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Element 8 - Links with Local, Wider and Global Community

The Beacon C of E Primary School is a Behaviour Hub lead school. They provide support for specific schools, meet with other Behaviour Hub Lead schools in their Cluster and run annual Open Days. The school capitalises on any opportunity to share best practice and learn from others in order to inform and refine their provision. The staff at Beacon quite simply love networking. Strong links exist between the school and other schools in the Trust and between them and other local schools. Members of the SLT work across The Beacon and their sister school Bishop Martin facilitating the sharing of best practice and curriculum development.

The school has a wide range of links with local services and providers. Police are invited into school to run hate crime sessions to de-normalise hate language. These sessions are really valued by the parents. Autism Initiatives Outreach Education Support (OSSME) come into school and support children with an ASD diagnosis or who are on a pathway to a diagnosis. The ADHD Foundation support individual pupils, work with parents, share successful strategies with school staff and ensure learning environments are ADHD friendly. MAST offer speech and language support to EYFS, and all teachers and TAs are now trained to offer and deliver the intervention Welcome Support. The school's 2-3 year and 3-4-year-old nursery provision has meant that by reception the majority of speech and language difficulties have already been addressed. The family support worker was described to me as a real 'Mary Poppins' supporting children and families in the home.

The strong link to St Georges Church also provides links to the local community through their social justice outreach work. The school also has links with other faiths to contribute to an excellent inclusive religious education provision. The pupils proudly told me about how they raised money last year for the Democratic Republic of Congo to provide them with the funds to build a toilet, a photograph of which is displayed in the reflection area. The Care in the Community pupil leadership team have a remit to connect with the local community by litter picking and visiting a care home, reading books to the residents. There is a link to Friends of Everton Park who liaise with the school when organising inter-school events. A link established through a Governor with North Liverpool Academy has the exciting potential to give pupils access their specialist resources and spaces in the future.

Liverpool In Harmony is a fantastic link for the school. This group deliver music lessons to classes in the school, provide CPD for staff and share resources. A designated SEND teacher ensures all pupils can access this provision. They have worked with staff at the school to restructure their music curriculum and have adopted the knowledge organiser format. Staff at The Beacon have delivered training on behaviour management to In Harmony staff who now attend school inset days. This link is of enormous benefit to the pupils, fostering a love of music and developing skills and providing opportunities they might otherwise never have had, including the thrill of performing on the stage at the Liverpool Philharmonic.

Next Step:

- To explore links and visitors who can contribute to promoting inclusion around neurodiversity.