



Report on IQM Inclusive School Award



School Name: Kensington Community Primary School

School Address: Brae Street
Liverpool
Merseyside
L7 2QG

Head/Principal Mrs Kitty Davies

IQM Lead Ms Kate Tierney

Assessment Date 7th and 8th February 2024

Assessor Ms Sarah Linari

Sources of Evidence:

- IQM Self Evaluation Report (SER)
- National data and performance tables
- School Website and Policies
- School Development Plan
- Ofsted Report
- Pupils' exercise books
- Learning Walks
- Observation of break time
- Timetables of support
- Tracking Intervention class overviews
- Thrive profile
- Overview of a classes - Thrive profile
- SEND report
- Pupil Profile examples
- Observation of lunchtime and lunch clubs

Meetings Held with:

- Headteacher
- IQM Lead and Special Educational Needs and Disabilities (SEND) Coordinator
- Key Stage Leads
- Learning Mentors
- Pastoral Mentor
- Early Career Teachers (ECTs)
- Teaching Assistants
- Teachers
- MFL Lead
- Science Lead
- Maths Lead



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- Music Lead
- English Lead
- Phonics and Reading Lead
- Educational Visits Coordinator (EVC)
- ECT Mentor/Continuing Professional Development (CPD) Lead
- Play Therapist/Thrive Practitioner/Desty intervention
- School of Sanctuary Lead
- Pupils
- Governors
- Parents and carers



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Overall Evaluation

Kensington Community Primary school is a larger-than-average primary school in Liverpool. With three classes per year group, the school currently welcomes around 565 children aged 3-11 years old. In terms of the pupil demographic, 18.3% of pupils have Special Educational Needs or Disabilities (SEND), with 16 pupils supported through Education, Health and Care Plans (EHCPs). 62.4% of pupils speak English as an Additional Language (EAL), with 46 different languages being spoken. 45.1% of children are eligible for Pupil Premium top-up funding. The school traditionally has a high mobility rate but is currently nearly at the published admissions number (PAN) – 585 - which has led to less mobility this academic year. Since September 2023 the school has welcomed 52 new starters across Years 1-6.

Despite the significant challenges faced within the locality it serves, the school provides a consistent, safe haven for the pupils and their families. Many families see the school as their 'go-to' place for support, not just regarding their children but other social aspects. The staff at Kensington Community Primary School consistently go above and beyond to support the children and families, in any way they can. Their dedication to supporting the local community is highly commendable.

The Headteacher has earned the trust of all stakeholders through living the school's values. Her strong moral compass and advocacy for children's rights builds respectful relationships which are founded on trust. Her influence is evident in the decision-making processes, positioning the wellbeing of pupils always at the forefront. This ethical leadership sets the tone for an inclusive school culture. The Headteacher's ethos revolves around the belief that every child can progress and is respected. The school equips children with the skills and resilience needed for personal growth. The lovely atmosphere and supportive environment are a testament to the success of this leadership and management approach, creating a space where all children can learn and progress, regardless of starting points.

All staff members involved in the IQM assessment days exhibited an inclusive mindset, showcasing a genuine commitment to their roles, with positive attitudes. Staff members feel well-supported, attributing this to the extended leadership structure, collaborative planning and general culture of empowerment.

Curriculum Leads are not only proud and passionate about the areas they lead, but also demonstrate a clear understanding of current provisions. They articulated existing approaches clearly and actively discussed new initiatives and plans for development. Senior Leaders demonstrate a strong understanding of their roles and the impact on the pupils. Discussions with leaders at all levels reflected a forward-thinking approach to continuously enhance inclusive practices.

Learning walks revealed high levels of engagement in lessons, with pupils displaying a genuine enjoyment of the learning. Positive behaviour was observed, with pupils exemplifying caring and supportive attitudes towards each other. Staff play a pivotal role in modelling these behaviours, contributing to the culture of acceptance and tolerance. Kensington Community Primary School's commitment to being a school of sanctuary is evident in its welcoming and accepting atmosphere. Pupils feel free to express



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themselves and feel accepted by their peers. The school also provides impressive enrichment opportunities that support the holistic development of pupils. The curriculum includes a range of local, national and international dimensions to reflect the school community.

The pastoral team effectively utilises data to inform attendance and pastoral support strategies, responding promptly to emerging issues. A strong safeguarding thread runs across all areas of the school, highlighting it as a high priority for all. This commitment ensures a safe and supportive environment for the pupils.

The provision for children with Special Educational Needs and Disabilities (SEND) at Kensington Community Primary School is commendable. The creation of a tailored Education, Health and Care (EHC) Room, alongside the comprehensive universal approaches and effective deployment of additional support staff, demonstrates the commitment to providing bespoke support. The EHC room is a purposeful space where pupils can work one-to-one or in small groups with key workers to develop their skills as outlined in their EHC Plans (EHCPs). Feedback from parents and carers of children with SEND is overwhelmingly positive, highlighting the inclusive environment and support provided by the school.

For the IQM Assessment, the IQM Coordinator and Leadership Team provided wide-ranging evidence to validate the process. The inclusive approaches evidenced in the robust documentation were reflected in the daily practice observed over the two assessment days. The Assessor was welcomed into the school with warmth by all stakeholders. Leaders know the areas of strength well and have clear plans to improve any areas which need further development. The IQM Lead evaluated the targets from the previous IQM assessment report and was able to demonstrate evidence for how the school has effectively developed each of the previous targets from across the elements. This shows that the Leaders are willing to accept feedback from external validation processes and will respond to guidance, ensuring the provision is continually improving.

It was a genuine pleasure to meet all the children, staff, governors and families on the assessment days. Thank you to all for their valuable contributions.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award as all stakeholders are aligned to IQM's values. Throughout the years of involvement with IQM, the school has shown a consistent commitment to inclusive education. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in three years' time.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

At Kensington Community Primary School, the commitment to inclusivity is not merely a policy; it is embedded in the school's values and ethos. The IQM Lead exemplified the ethos by describing the high threshold of tolerance, especially for distressed children, while constantly seeking goodness in every situation. A significant emphasis is placed on emotional wellbeing, with regular staff training, such as the recent session on the Thrive approach, promoting a positive and nurturing learning environment.

Every child is supported with compassion. From leadership strategy to daily interactions, the nurturing approach ensures that every child, regardless of their unique needs, feels welcomed, supported, and celebrated in their educational journey. The importance of a warm welcome is marked through the morning greetings, making every child feel valued and eager to be in school.

With 18% of pupils on the SEND register, Kensington Community Primary School has recently bought into an online provision mapping tool to ensure that the impact of interventions is tracked effectively. All staff can access linked resources, log meetings, and follow a chronology, creating a collaborative and informed approach. Specific targets and thorough analyses during parents' evenings and plan reviews contribute to evidence-based, positive outcomes. Clear analyses of needs lead to detailed action planning and targeted training to upskill staff to support the varying needs within their specific year group, ensuring a customised approach to supporting individual needs.

The School Dog, Beau, initially integrated into classes with a light touch, has evolved into supporting 1:1 and small groups, demonstrating a responsive approach to individual needs. Beau now plays a pivotal role in supporting emotional regulation and is a much-loved member of the school community.

Pupils' achievements are celebrated through a plethora of awards ranging from the 'walk to school' badge and Ice Cream reward for 100% attendance to the Reader and 'Mathsmagician' of the week awards. The focus is on the positive affirmation of desired habits and behaviours, creating a sense of shared success across the school.

Next Steps:

Values and behaviour approaches- To support the current focus on consistent behaviour management strategies and promote a positive behaviour culture, Leaders could consider re-invigorating the core values and rewards system. Work with all stakeholders to decide which core habits or values you aim to instil throughout a child's journey at Kensington, around 4 or 5 values, to make them meaningful, and embed them across all aspects of school life. Teach the values explicitly in assemblies and lessons, linking in the Friday celebration assembly to reward children who display the values. For example, the Kensington Kites (high flyers) could be awarded to children displaying one or more of the core linked values, for example, Knowledge, Inclusion, Teamwork, Excellence and Success. Create values which can encompass all areas of school life. It will provide the perfect opportunity to bring all staff together in the planning process so that they are fully invested and aligned to the desired approaches. The behaviour policy could then be revised to include the new values. This could support the current drive for consistent behaviour management approaches.



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Element 2 - Leadership and Management and Accountability

At the heart of Kensington Community Primary School's inclusive ethos is a Headteacher who is fully committed to inclusion. She acknowledges the challenges faced, particularly in the context of staff turnover. Reflecting on this, the Headteacher noted, "we have to be really committed here, and we have worked hard to build resilience in the staff as our context is challenging".

The inclusive leadership and management style is reflected in the emphasis on knowing each child. The supportive ethos, cultivated by the Headteacher, trickles down, fostering a caring atmosphere where staff hold each other accountable.

A significant focus post-pandemic has revolved around behaviour, attendance, mental health and wellbeing. First and foremost, the focus is on making sure pupils are in school. The Headteacher, who also serves as the Attendance Lead, adopts a strategic approach. Regular meetings are held with the Learning Mentors ensures that the attendance of pupils remains a constant priority.

The school follows a 'support-support-challenge' model regarding staff development and accountability. Structure and consistency are crucial components of the school's success due to the fluidity of the cohort, high levels of deprivation and SEND numbers. Initiatives such as 'cause-for-concern' meetings, as well as the new leadership structure showcase a proactive approach to challenges. Improved communication through the whole-school bi-weekly briefings ensures that everyone is informed. The expanded Senior Leadership Team (SLT) and Teaching and Learning Responsibility (TLR) posts in Key Stage 1, Lower and Upper Key Stage 2, have added an additional layer of support, with Leads acting as role models and guides for staff within their teams.

The creation of the new Key Stage Leads as SLT roles marks a significant stride in enhancing the support system within the school. These roles entail overseeing the Key Stage with a holistic approach, encompassing both pastoral care and curriculum development. The Key Stage Leads are involved in all pupil progress meetings, facilitating a nuanced understanding of individual pupil needs and identifying areas where colleagues may require further support. Moreover, these Leaders are entrusted with the responsibility of promptly addressing absences or undesirable behaviours that have the potential to escalate, thus ensuring a conducive learning environment. Beyond their administrative duties, they serve as role models for other teachers, embodying high standards and expectations in both conduct and academic pursuits. Importantly, their open-door policy encourages staff members to seek support and guidance, as well as observe best practice, enhancing the collaborative and supportive culture within the school.

In the discussion with teachers, a prevailing theme emerged - a profound sense of support and collaboration that defines their positive experience. Teachers feel a strong sense of support, especially regarding SEND. They talked about the open culture where staff feel comfortable to seek support or guidance if needed, attributing this to the shared planning among three teachers in each year group. The collaborative spirit extends beyond their immediate team, with a culture of seeking guidance from other colleagues



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and Subject Leads. Teachers appreciate the emphasis on their wellbeing, evident in half-day wellbeing breaks, protected time for planning, and termly wellbeing breakfasts for informal chats. The school's environment was described as open, inclusive, and nurturing; a close-knit community where everyone genuinely cares about each other and the children.

Next Steps:

New Leadership structure – Continue to develop the roles of the newly established wider leadership team. Aim to prioritise a meeting for the whole team at least once per half term to ensure consistent approaches from Early Years Foundation Stage (EYFS) to Year 6 and constantly align all leaders to the strategic vision.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The music provision at the school is robust and inclusive, reflecting a shared understanding among teachers and management about the value and impact of music on pupils' development. Recognising the diverse needs and preferences of the children, the curriculum is designed to be as inclusive as possible. Utilising Charanga music, an adaptive programme, ensures that every pupil takes part and has a go, with the content tailored to suit individual abilities and interests. The curriculum spans a wide range of music, including African drumming, various historical periods, styles, cultures, and languages. Singing is enjoyed from Reception through to Year 6, with weekly sessions in the hall that bring the year group together for a half-hour of musical exploration.

Beyond the regular music curriculum, the school also provides extra opportunities through free peripatetic lessons for pupils in Years 4, 5, and 6. Fully subsidised instrument hire from the music service further ensures that financial constraints do not hinder pupils' musical pursuits. The commitment to providing opportunities is evident in the fact that some pupils progress to secondary education with music scholarships.

The school places a strong emphasis on building confidence and self-esteem through music. Employing a Performance Specialist, a rolling programme is implemented, with each year group working on a big performance linked to the curriculum area. These performances cover a range of skills within the music curriculum, including singing, playing instruments, and even incorporating dress-up and theatrical elements for a full-scale production. The culmination of this effort is a show to which parents and carers are invited, providing pupils with a memorable and enriching experience as they showcase their musical talents, creativity, and teamwork. Overall, the school's music provision is testament to its commitment to promoting a love for music, inclusivity, and the holistic development of every pupil.

The Curriculum Lead for maths talked about how the maths curriculum is designed with a strong focus on inclusivity and individualised support. Approaches have been adapted to support any children who may need catch-up sessions, especially new joiners, by adapting the curriculum to ensure a whole-school approach. Every lesson begins with a prior learning review, providing a scaffolded and clear pathway from the entry point to the advanced concepts. The teachers are also encouraged to consistently build mathematical vocabulary teaching into their lessons, ensuring that all pupils can access and progress through the lesson. The idea of building on prior learning is central to the approach, ensuring that every pupil can confidently make progress.

The Reading and Phonics Lead spoke with the Assessor about the impact of the implementation of Monster Phonics to date. A multisensory approach to the delivery of phonics engages pupils in decoding and spelling. The curriculum is colour-coded, with monsters representing alternative spellings, ensuring accessibility and consistency across the school. In Key Stage 2, particularly for pupils who are new to the country or those who did not pass the Key Stage 1 phonics check, immediate access to Monster Phonics is provided to familiarise them with the system. The results show an improvement in the phonics check, displaying an upward trajectory. Resources and books are structured, and staff observations of good practice are carried out. Collaborating with two other schools, forming a triad, the staff have engaged in a phonics programme, with targeted Teaching



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Assistants (TAs) visiting other schools to observe delivery. Parent and carer workshops are held to teach how to support with phonics at home, including reading sessions and modelling the use of Monster Phonics.

The school has adopted the Read to Write programme to encourage a consistent approach to accelerate pupil progress. A review has been planned for the start of Summer Term to evaluate the implementation of the programme, focusing on what works best for Kensington's pupils, emphasising the importance of the 'adapt' phase of its implementation. A collaborative approach is taken, involving all staff in co-planning units of work, book studies, and lesson studies to ensure positive impact.

Discussions with the Science Lead focused on the commitment to ensuring that all children have the opportunity to access the same outcomes, even if the routes to achieve them differ. A recent audit and pupil book study in science revealed a need to equip children with a robust scientific vocabulary. In response, staff underwent training a few weeks ago to look at how to incorporate vocabulary teaching into daily lessons through delving into the etymology of scientific terms and focusing on overlearning vocabulary to enhance understanding. The focus is on providing everyone with the opportunity to feel successful in their scientific endeavours. The science curriculum encourages pupils to see connections between what they have learned and what they are about to learn, with a quality start to every lesson. Three key questions help recall knowledge from the previous lesson, unit, and year, enabling teachers to identify and address gaps before progressing. Revisiting prior knowledge is integral at the start of each unit, employing various strategies to unlock and access previous learning. Journalling in science is child-led, providing insights into the grasp of pupils' learning, indicating where additional support or challenges may be needed.

In science, the curriculum promotes hands-on experiences, ensuring a balance between practical activities and theoretical understanding. Children plan investigations collaboratively with adults, developing a substantive knowledge base through the disciplinary process. Time is strategically redistributed to maximize learning instead of planning and resourcing. Real-life scenarios are incorporated to apply scientific knowledge to problem-solving, making learning purposeful. In recognising the diverse pupil body, the curriculum showcases diverse scientists in displays and the book area, encouraging children to envision themselves as potential scientists. Every year group experiences a 'wow' trip or welcomes a visitor, adding excitement and relevance to their scientific exploration. Furthermore, science inquiry time during breaks enthuses children, promoting a genuine passion for all things science.

Next Steps:

Reading – look at mapping out the reading curriculum spine to show the range of books and texts which pupils are exposed to throughout the curriculum and over time.

IQM Link – Arrange for the Curriculum Leads to visit IQM Flagship School, Lord Derby Academy, to meet with the Key Stage 3 Leads to share ideas about their current vocabulary project.



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

Inclusivity is a hallmark of the teaching approach at Kensington Community Primary School, evident in the adaptive strategies employed to cater to a diverse range of abilities and additional needs. Pedagogical practices are geared towards enhancing pupil engagement and understanding. Teachers actively create an environment where all pupils feel part of the class. Notably, English as an Additional Language (EAL) pupils facing challenges are paired with learning partners, fostering language exposure and vocabulary acquisition.

Classroom layouts are flexible, with each teacher tailoring the setup to suit the needs of their pupils. The incorporation of mezzanine spaces within the classroom is noteworthy, used for targeted 1:1 intervention or small group work. Additionally, a dedicated mezzanine in one area serves as a calm-down space, demonstrating the school's commitment to meeting the specific needs of pupils based on their requirements.

The learning environment is carefully planned and organised to facilitate effective teaching and learning. The use of breakout rooms, including the Calm Room (characterised by calming colours, mats, bean bags, and sensory equipment), supports pupils in regulating their emotions. The introduction of a quiet lunchroom manned by TAs, and a quieter yard, provides a conducive atmosphere for pupils requiring a more tranquil environment. The library spaces throughout the school, with book bins and shelves in the entrance for parents to access and swap books, promote a culture of reading across the building.

The incorporation of the 'Lesson Study' and 'Book Study' initiatives to develop teaching and learning practice has contributed to an increased confidence among teachers to adapt the learning and question more effectively. The approach of embedding book studies into the evaluation of teaching and learning not only enhances teaching methodology but also helps pupils articulate their learning experiences more effectively.

A variety of lessons were observed as part of the IQM assessment process. In an English lesson, the focus on class discussions, questioning techniques, and encouraging pupils to express their thoughts on genre and linguistic devices enhanced their understanding. The child-centric approach was evident in an art lesson, where pupils were engaged in creating artwork using natural materials. The incorporation of pupils' ideas, such as making a rainbow with natural resources inspired by a morning reading session, demonstrates the school's commitment to promoting creativity and connecting learning experiences across subjects.

Continuous provision activities in Early Years Foundation Stage (EYFS), centred around Chinese New Year, providing pupils with opportunities for self-directed learning linked to the overarching theme. In a Religious Education (RE) lesson, spontaneous applause and support displayed by the class after a pupil recalled some prior learning epitomised the positive, collaborative learning atmosphere which has been created in that class.



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Next Steps:

Learning environment – The SENDCo is currently looking at the therapeutic classrooms approach. A visit to IQM Centre of Excellence, Whitefield Primary School, was recommended by the Assessor to observe their therapeutic classroom spaces.



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Element 5 - Assessment

The holistic assessment processes at Kensington Community Primary School are comprehensive and inclusive. Assessment approaches are designed to ensure the academic progress and wellbeing of all pupils. One crucial component is the Pupil Progress Meetings, where teachers identify any gaps in learning and any issues which may be hindering pupils' progress. The emphasis is on individualised attention to bridge any gaps in understanding and redirect focus where needed.

Pupil progress meetings involve evidence tracking sheets and teacher reflection overviews, ensuring that no child is left behind. Senior Leaders review data ahead of these meetings, carefully tracking all groups and targeting three children in reading, writing, and maths for interventions. The emphasis is on a quality-first approach, with actions from previous meetings shaping assessments and interventions. Regular NFER assessments, along with data analyses by teachers and Curriculum Leads, further enhance the robust assessment of pupil progress and attainment.

To support pupils' understanding of the learning, short recaps are regularly implemented into the afternoon sessions, providing pupils with a deeper understanding of the day's activities. A no-marking policy is also in place, with live marking and verbal feedback being used in lessons to address misconceptions and guide improvements.

Pupils' social and emotional wellbeing needs are assessed using the Thrive profiling tool. The tool supports the staff in identifying individual needs as well as providing targets to develop skills holistically. Assessments are carried out termly, with progress over time tracked closely. Following the assessment cycle, whole class approaches are implemented into the curriculum by Class Teachers to address any areas of need which have emerged for the class overall. Interventions with the Thrive Practitioner or Teaching Assistants are also planned for any individual pupils where concerns have been identified.

Next Steps:

Book Study – continue to use Book Study as an evaluative tool to assess the learning.
Share good practice from specific staff's approaches to build confidence across all staff.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Kensington Community Primary School employs a balanced approach to behaviour management, combining nurture and clear expectations. Regular refresher behaviour training is provided to staff, reinforcing the school's behaviour policy, operational guidance, and non-negotiables. The presence of Level 4 Teaching Assistants within the staff body ensures consistency for pupils when teachers are absent. This consistency is crucial for maintaining a stable learning environment.

Pupils are actively involved in leadership roles within the school, contributing to their personal development. Leadership roles include the Pupil Panel, Buddies and Friendship Ambassador Service (FAS) roles, which are chosen based on children's preferences. The class buddy's system offers a welcoming environment for all new pupils. These opportunities not only empower pupils but also promote a sense of responsibility and belonging within the school community.

The school's attendance and pastoral teams collaborate effectively to identify and provide support to pupils who may require additional assistance. Mental health and wellbeing initiatives are incorporated into a graduated approach, with ongoing evaluations during safeguarding and pupil progress meetings. The school has a dedicated Thrive Room and Practitioner who offers Thrive intervention, therapeutic play and the Desty Island emotional resilience programme to support pupils' emotional wellbeing. The Learning Mentors, Pastoral Mentor and Thrive Mentor play crucial roles in providing support to pupils, focusing on social and emotional wellbeing. The addition of these pastoral staff, and increased interventions offered, have positively impacted relationships, with an emphasis on creating an open dialogue between pupils, staff and families.

The school actively addresses bullying through the Bully Busters programme, including parent and carer workshops. Kindness initiatives, such as kindness tags and certificates, encourage positive behaviour, contributing to a supportive atmosphere.

During the meeting with the EYFS children, it was evident that the young learners are enjoying their school experience. One child expressed, "I like the school; I've got friends, and I like to 'get busy' in class", referring to the continuous provision. Their enthusiasm extended to extracurricular activities, as they eagerly shared their excitement about an upcoming school trip to Imagine That, highlighting the anticipation of engaging experiences. The phonics-based 'Monster Club' emerged as a favourite, where they enthusiastically spoke about going to see monster teddy bears and engaging in phonics activities. The children proudly discussed the books they are currently reading in class and expressed a keen interest in continuing reading at home. Overall, the school received a resounding "thumbs up" from the EYFS pupils, reflecting their positive experience.

In discussions with Key Stage One pupils, they enthusiastically shared their appreciation for the school environment, particularly the new library where they enjoy reading books. Pupils mentioned the wide-ranging activities within the curriculum, like working on African masks and tackling 'hard' maths. Notable roles like the Reading Ambassador and Line Lead were mentioned alongside initiatives such as the Pupil Panel and the FAS. Overall, the discussions reflected a rich and diverse school experience for these young learners.



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In discussions with Key Stage Two pupils, several themes emerged as they shared their experiences of school. The pupils highlighted the importance of openness and making lots of friends, creating an environment where they feel comfortable being themselves. They appreciate the presence of trusted adults in the school who lend a listening ear and take the time to understand and address their concerns, showing gratitude for the support system. Engaging in new activities and meeting new people, such as participating in challenges such as the Mount Everest maths challenge, were mentioned as exciting experiences. The pupils value the diversity within the school community, acknowledging the variety of jobs people have, which helps build friendships across different backgrounds. The involvement in the Pupil Panel, where decisions about equipment and lunchtime are made collaboratively, showcased their sense of responsibility. They also highlighted the school's focus on inclusivity, welcoming pupils with "various skin tones, religions, and countries", which fosters a rich cultural environment. Additionally, initiatives like the "walk to school badge" were appreciated for promoting exercise and wellbeing. Overall, the discussions reflected a positive school environment that encourages personal growth and social development.

Next Steps:

Behaviour - revisit behaviour management approaches with staff regularly.

Behaviour - revisit expectations with pupils at the start of each half term, and then as needed as explicit lessons.

In-year transfers - maybe offer new-comers group sessions on expectations as part of their induction into the school.

Playtime - look into initiatives to add structured fun to break and play times, similar to the model at IQM Centres of Excellence, Grove Street Primary School and Whitefield Primary School.

Attendance Leads – Look at filtering the monitoring spreadsheet by vulnerable groups across the pupil demographic to identify any overall trends.

Eco club – in the pupil voice discussions, pupils expressed an interest in establishing an Eco Committee/ club with a focus on environmental issues.



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Element 7 - Parents, Carers and Guardians

Parental engagement is a critical aspect of a child's educational journey, contributing significantly to their academic and personal development. Kensington Community Primary School has implemented a multifaceted approach to develop home-school collaboration, involving various initiatives.

The school has established a "Fun Club" to encourage parental participation in after-school activities. This initiative not only provides a platform for parents and carers to engage with the school but also enhance their relationship with their children. Direct quotes from parents indicate their enthusiasm for such events: "I love the Fun Club; it's a great way to connect with other parents and be involved in my child's school life".

Conversations with any families in need are conducted with subtlety, ensuring that discussions about uniform and financial contributions are handled sensitively. One parent mentioned, "the school talks to us about uniform and expenses in a way that doesn't make us feel judged".

The school utilises multiple communication channels to keep parents and carers informed. The Parent App is an instrumental tool, providing immediate information and updates to facilitate communication between parents/carers and the school. Parents and carers consistently praised the approachability of the school staff, stating that they feel comfortable approaching any staff member. One parent highlighted, "the staff are welcoming, and I know I can talk to any teacher if I have concerns or questions".

Parents actively participate in various school activities, such as volunteering for reading sessions and school trips. Their experiences indicate a welcoming and transparent environment, fostering a sense of comfort and belonging. The school also hosts interactive sessions where parents and carers can stay and read or engage in puzzle-solving activities alongside their children. These sessions are scheduled once per term for all year groups, promoting a collaborative approach to learning. Awareness programmes on mental health, anxiety, and bullying are offered to parents and carers to address specific concerns. Training sessions, such as sleep clinic training and sessions with an Occupational Therapist, are organised to support parents and carers when they have raised specific concerns. The school provides a range of support services, including a Cognitive Behaviour Therapy programme.

Next Steps:

Thrive – Look at training the Thrive Practitioner to be able to offer the Family Thrive, further strengthening the support offer for parents and carers.



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Element 8 - Links with Local, Wider and Global Community

The school engages the local community through opportunities across the curriculum. Singing plays a significant role at the school, with an inclusive choir open to all during Christmas time, boasting an impressive 83 members. Community engagement is a priority, and the choir performs at various venues, including hospitals, Medical Centres, and the local supermarket, ensuring all children were given the chance to perform, planning performances that suited each individual's needs. The school actively involves parents and carers as volunteers and spectators, making music accessible and enjoyable for the entire school community.

The school takes great pride in offering a diverse and comprehensive enrichment programme within the curriculum, ensuring every pupil has the opportunity to broaden their horizons. Spearheaded by the dedicated External Visits Coordinator (EVC), a wide range of trips are organised. Staff plan external visits which enrich the curriculum but also offer other experiences which the children would otherwise not have the chance to do due to the barriers faced by parents and carers, whether financial constraints or language/cultural barriers. The school is committed to providing enriching experiences for all pupils, including those from New-to-Country families, showing their dedication to inspiring and raising awareness about the rich cultural and historical tapestry of the local area.

External visits include trips to local places, such as 'Imagine That', a Science, Technology, Engineering and Maths (STEM) focused visit for EYFS pupils which took place during the IQM assessment days. A recent trip to the Maritime Museum at the Albert Dock offered a glimpse into the city centre for many pupils who had not ventured there before. Special initiatives include a visit from the Reindeer Lodge for EYFS, Crosby Beach trips for Reception and Year 6, and a 'Growing Up in Liverpool' project with the Museum of Liverpool. Year 1 enjoy a trip to a local farm whereas Year 3 visit the local Hindu Temple, whilst Year 4 explore Roman Chester, all offered free of charge to parents and carers, using the school's own minibuses to eliminate transport costs. Leaders prioritise accessibility when it comes to participation in enrichment activities, even subsidising the Year 6 London residential trip where pupils get to enjoy visits to Legoland, the London Eye, and the Natural History Museum.

The school's community engagement extends to cultural events like Chinese New Year celebrations, whereby members of the local community- including a grandparent of one of the children – are invited into school each year for the Chinese Dragons and New Year performance at assembly, which is enjoyed by all pupils. The first morning of the IQM assessment coincided with the Chinese Dragons performance. The atmosphere in school was thrilling. Pupils were excited by the vibrant colours and sounds, entranced in the stories and traditions. Life-long memories were certainly created.

The school has undertaken initiatives to create a more diversely inclusive environment, for example, celebrating Black History Month, Rosa Park's Day, and International Mother Language Day. Efforts are being made to infuse diversity into the curriculum.



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Next Steps:

Lunch menu – the School of Sanctuary Lead is planning to carry out a survey to ask families which foods from their cultures they would like to see on the lunch menu. The Lead is considering themed weeks for the lunch menu to incorporate some of the children's' home cultures into the offer.