



## Report on IQM Inclusive School Award



**School Name:** Kensington Community Primary School

**School Address:** Brae Street  
Liverpool, Merseyside  
L7 2QG

**Head/Principal:** Kitty Davies

**IQM Lead:** Kate Warren

**Assessment Date (s):** 29<sup>th</sup> and 30<sup>th</sup> June 2021

**Assessor:** Sarah Linari

### Sources of Evidence:

- IQM Self Evaluation Report Document
- National data and performance tables
- School Website and Policies
- In-school progress tracking data
- Pupils' exercise books
- Learning Walks
- Learning Environment
- Observation of lunchtimes

### Meetings Held with:

- Headteacher
- IQM Coordinator/SENDCo/DSL
- Learning Mentor – Attendance Lead
- Deputy Headteacher – Curriculum, KS1 and EYFS Lead



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- Senior Leader – lower KS2 Lead
- Senior Leader – upper KS2 Lead
- Thrive Mentor
- Governor
- Maths Lead
- Pupils
- Parents
- Teachers (including NQT, RQT and Subject Leads)
- Wow Coordinator
- PSHE Lead
- Philosophy Lead
- School of Sanctuary Lead
- Black Lives Matter Lead
- Mental Health Team



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### Overall Evaluation

Kensington Community Primary School is a larger than average primary school, with a nursery provision, for children aged 3-11 in the centre of Liverpool. Currently there are 510 pupils on role, of which 19% have a Special Educational Need or Disability (SEND), 59% of pupils speak English as an Additional Language (EAL), with 23 different languages spoken, and 49% of pupils are in receipt of Pupil Premium catch-up funding. There are high mobility levels amongst the school population. The percentage of children who start at the school in nursery and complete their schooling with them until Year 6 is much lower than the national average. Since September 2020, the school has welcomed 72 new starters and had 41 children leave.

The school caters for children with a wide range of needs and vulnerabilities. Out of 97 children identified as having SEND, 47% have a communication and interaction difficulty, 24% have a cognition and learning difficulty, 25% have a social, emotional mental health difficulty and 5% have a sensory and/or physical difficulty. There are 5 children who are accessing High Needs Funding to facilitate 1:1 support and 7 children who are supported through Education Health and Care Plans.

The school was judged as 'good' in their last Ofsted inspection in July 2018. The report recognised that the effective safeguarding procedures "ensure that pupils are well cared for and nurtured" and that there is "an uncompromising focus on pupils' personal, social and health education". Pupil progress at the end of Key Stage Two in 2019 was broadly in line with national averages for reading and writing. Progress in maths was below average, however it showed an improvement compared to the previous year. The percentage of pupils achieving the expected standard in reading, writing and maths increased by 12% compared to the previous year.

At Kensington Community Primary School, there is a genuine, unwavering commitment to inclusive practice which informs all systems and approaches. The Headteacher will accept and welcome all children into the school, regardless of need or background. She will never exclude, hence the exclusion figure of zero. The Leadership Team are deeply passionate about, and committed to, the inclusion agenda. They want to make a difference to all the children and improve their life chances.

The Headteacher has accurately evaluated the provision and is aware of the areas which need to be developed to keep moving the school forward. All Leaders know their staff well and deploy them effectively to have a positive impact on pupils. They recognise the importance of improving the quality of teaching and learning as they want the pupils to leave with the best outcomes academically, as well as developing the wider skills they acquire through the holistic curriculum.

There is a collective responsibility, amongst the staff, to look after the children and give them the best school experience possible. All adults who work in the school are welcoming and kind. This thoughtful and inclusive ethos permeates all staff, regardless of role; all staff are valued and respected.

Teachers have a good understanding of the factors which influence pupils' mindsets and their ability to learn. They understand that behaviour is not who that child is, it



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does not define them. They seek to uncover the causes behind the behaviours. Staff also recognise the importance of building positive relationships and listening to the children, giving them a voice. The Headteacher believes that with the appropriate staff and personalities, you can build the desirable ethos. You can upskill and train staff in different areas, but it is imperative that their beliefs fit into to the school's shared vision. The Headteacher feels fully supported by her staff and they feel fully supported in return.

The recently appointed Deputy Headteacher brings new energy to the curriculum role. She has exciting plans and vision for curriculum development. The plan is to deliver an enquiry-based curriculum with a broader range of topics and experiences. Once Covid-19 restrictions are lifted, the school looks forward to re-establishing their comprehensive enrichment programme, which complements the curriculum.

The school's environment lends itself well to the inclusive ethos through its range of facilities, spaces, and equipment to enhance the learning and daily experience. Inclusion is engrained in the fabric of the school; it extends to the actual building design and layout.

The SENDCo is very focussed on getting the best possible provision for Kensington's SEND pupils. With her unique experience and skillset, she is an asset to the school. Since the last IQM assessment, she has further developed her role and is now a non-teaching member of the Senior Leadership Team.

Pupils appear happy at school and socialise well. They are very friendly, and all behaviour observed during the assessment days was excellent. Where pupils start to veer off task, it is where the learning is not as engaging. The strong emphasis on mental health and wellbeing ensures that pupils' emotional needs are well-supported, allowing them to focus on learning in the classroom. The introduction of the Thrive approach has had a significant impact on improving children's mental health and wellbeing.

An exciting addition to the Inclusion Team this year is the school's therapy dog, Beau. She is training as an Educational Assistance Dog, to support the school's ongoing work around mental health and wellbeing. In addition to listening to the children read, Beau will be supporting pupils with mental health and wellbeing interventions. In the letter to communicate the news with families, the Headteacher explained that "animals help with depression, anxiety and stress and promote happiness and wellbeing. Our belief is that having a School Dog will make the school feel a 'nicer' place to be, for the whole school community. We are sure that her introduction will: encourage positive behaviour; build self-confidence and increase self-esteem; encourage respect, responsibility and trust; improve reading skills by the children having fun and enjoying the experience; help with anger management and de-escalation of anger/frustration; improve attendance."

Diversity is celebrated across the school through displays, the curriculum, the representations in books and resources, and across the general ethos. The school provides a safe, nurturing environment where staff and pupils show tolerance and understanding of others. They have recently been reaccredited as a 'School of



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Sanctuary' which recognises the haven they provide for all in the community. All the excellent inclusive practice is not an add-on or gimmick, it is a fully embedded way of working, interacting and simply being.

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 IQM's Inclusive School Award and be reassessed in 3 years' time.

**Assessor: Sarah Linari**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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

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



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### Element 1 - The Inclusion Values of the School

Staff at Kensington Community Primary School work together to provide a cohesive, inclusive education. They all believe in providing the best education for each individual child. Together, their aim is to provide “equal opportunities for all” but they recognise that “how you achieve that varies” and it can be very different for each pupil. The school’s motto “we are different, but we are all equal” exemplifies this belief. Their support is completely personalised. They provide a safe, caring environment based on inclusive values. All children are accepted and welcomed into the school’s community, regardless of background or special educational need or disability (SEND). There is no barrier deemed too much of a challenge. The Leaders will find a way to make the necessary adjustments to meet any need, and feel strongly about including all children in mainstream educational settings. The Headteacher refuses to exclude children. Exclusion is not an option hence the non-existent exclusion figures.

Kensington Community Primary School is a happy place. Children are placed firmly at the heart of everything. The SENDCo feels that a strength of the school is how they promote kindness amongst their community. This is certainly a sentiment which, having spent two days at the school, I agree with.

Pupils’ mental health and wellbeing has been a priority at the school for some time but the need to provide extra support in this area has been heightened due to the Covid-19 pandemic. Teachers focus on supporting all children with their mental health in classrooms. For those pupils who need additional support, there are targeted intervention sessions provided such as the Thrive intervention and the Seedlings primary school therapeutic support programme.

In September 2020, the school implemented the Thrive approach across the school. The Thrive approach is a therapeutic method for supporting pupils’ social and emotional development. Each class is assessed by the teacher using the Thrive framework on a termly basis. Through the baseline assessment, targets are then generated for the teachers to implement with the whole class. Children who require targeted intervention are also identified and assigned the support of the Thrive mentor through 1:1 and group sessions. For those pupils who are rated as ‘red’ through the RAG ratings, external agencies such as Seedlings are employed. The bespoke interventions have led to improved confidence and participation. Pupils develop their social and communication skills whilst participating on the programme which benefits them in all areas of life. The intervention is very much needs-led and there is flexibility to allow staff to respond promptly to pupils’ needs. Feedback from class teachers since the introduction of the Thrive approach is highly positive; they describe how pupils are now much better at regulating their emotions and are more positive about learning.

#### Next Steps:

- There are no significant next steps in this area.



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### Element 2 - Leadership and Management and Accountability

The inclusive ethos at Kensington Community Primary School emanates from the Headteacher. When recruiting staff, she prioritises the inclusive values which candidates exemplify. All employees at the school must share the same ethos and commitment to inclusion. Through her inspirational leadership, she ensures the whole school community feel safe and respected and are encouraged to be the best they can be regardless of need or background.

The school's commitment to supporting pupils is further evidenced through the non-teaching role of the SENDCo, who is also Safeguarding Lead. Her tenacious passion drives the SEND provision and ensures every child can access the support they need. Alongside the Headteacher, she is not afraid to challenge colleagues or external agencies and she will always advocate for the children. Together, she and the Headteacher challenge the City Council's systems, which they believe often disadvantage their families. One area which they are currently battling against is the secondary school application process which has been moved online. Most of the parents speak English as an additional language so the school would usually sit with parents and complete the forms together. Now that the process is solely online, this is not possible. Most parents are not IT literate; therefore the system disadvantages them. Whilst continuing to petition for change, Leaders do all they can to support the families.

To look after staff's mental health and wellbeing, the Leaders have established a Wellbeing Team. The Headteacher is a member of the team, again demonstrating her commitment to inclusive leadership. An initiative they have introduced is a 'wellbeing afternoon' whereby staff can request a half day absence per year to take time for themselves and do whatever they wish. There is also a culture of praise and recognition amongst staff. The 'hug in a mug' initiative thanks a member of staff anonymously for something they have supported with or something they have done well. To keep morale high, there is a termly staff breakfast, which is valued by all. The school has a clear leadership structure in place, of course, to ensure all areas of school are led effectively however there is no hierarchy; all staff are equal, regardless of title.

The Governors are fully supportive of the Leadership Team and share their inclusive philosophy. They are 'critical friends' who challenge Leaders to uphold high standards and ensure the budget is spent wisely to directly improve pupils' experience and outcomes. The Governors describe the staff as "caring, passionate and respectful". They feel the biggest strength is the school's attitude towards exclusion, in that they would never exclude. They try everything possible to resolve issues and do not believe in "passing a problem on."

The school has adopted a 'quality first teaching' methodology and all teachers are committed to its delivery. Senior Leaders hold regular pupil progress meetings with teachers and Middle Leaders. All staff are held accountable for the progress of their individual classes and through a coaching approach, staff take ownership for implementing further support or interventions to ensure all learners progress well.





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There is a culture of support and all staff spoken to feel that the Senior Leaders have an open-door policy.

### Next Steps:

- Plan targeted CPD sessions to develop teaching and learning alongside regular opportunities to evaluate the provision to ensure consistency. Implement any subsequent changes to keep driving improvements in this area.
- Re-establish the staff triad coaching model to provide peer mentoring and coaching and facilitate best practice sharing.



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### Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The school building and learning environment are impressive. The school was built to be inclusive. The classrooms are open, bright, and airy. They have mezzanine floors which provide room for a breakout area, intervention space or an additional learning space. All classrooms are well resourced. There are central areas, in the middle of the corridors, which can be accessed by the surrounding classrooms which provide the opportunity for communal and collaborative activities as well as small group intervention work. The school benefits from large outdoor areas, which are well-designed with a variety of play apparatus, including child-friendly gym equipment. Every area is very carefully planned and thought-out from an inclusive perspective. There are specialist rooms which can be booked to be used by all classes or small groups including the sensory room, the immersion room, and the newly refurbished library.

The recent appointment of a Deputy Headteacher has led to the redevelopment of the curriculum. The aim is for an enquiry-based curriculum which involves all pupils. The spiral curriculum will encourage pupils to develop links with prior and future learning. Due to the carefully mapped-out progression of skills in each subject, any gaps accrued due to the Covid-19 pandemic, and disruption to learning, will be revisited at future stages. This also supports the fluid nature of the school demographic due to the high mobility rates.

To improve the educational offer in the humanities subjects at Key Stage Two, the school has purchased the 'Opening Worlds' Curriculum resource. There will be an emphasis on vocabulary learning at the start of each topic, and throughout, to support cross-curricula language development. The aim is to improve consistency of teaching and learning whilst improving teacher's subject knowledge due to the resources and support available. The curriculum will initially be taught in Year 3, then subsequent year groups, following a positive evaluation.

Reading is an essential skill to build successful futures and develop pupils' understanding of the world. To improve pupils' reading, the school has introduced the reading Mastery Five (RM5) method. This approach provides structure to reading development across the 5 days of the school week. On Mondays, pupils become familiar with an overview of a text. On Tuesdays, the vocabulary from the text is explored. The focus on Wednesdays is retrieval practice, then inference skills are developed on Thursdays. On Fridays, pupils carry out an independent, applied writing task based on the text. The RM5 is separate to the English curriculum. Year Group teachers decide on the texts used, based on prior learning, the wider curriculum events, and pupils' interests. The RM5 approach is adapted at foundation stage, with a more verbal emphasis.

Having a secure grasp of phonics is an essential component in the reading process. To reinvigorate the current phonics delivery and implement a scheme which adheres to the Government's criteria for a systematic synthetic phonics (SSP) validated teaching programme, 'Monster Phonics' will be introduced whole-school from September 2021. The plan is for a phased implementation to ensure the approach is consistently



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embedded. All staff will receive training to upskill them in the delivery of the programme.

The P4C (Philosophy for Children) programme is embedded throughout the curriculum which gives pupils the skills to be better equipped to express themselves. The school celebrates different cultures throughout the curriculum and encourages pupils to share information about their religions and home languages to celebrate the diversity within the school community.

### Next Steps:

- Ensure the RM5 approach is implemented consistently.
- Embed the Opening Worlds curriculum and evaluate the impact.
- Ensure all pupils meet at least the expected standard in phonics, so that they can improve their reading and writing outcomes.



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

To support pupils' progress in reading, the 'Monster Phonics' programme is being introduced in September of next academic year. All staff will receive CPD on the delivery. There will be a gradual immersion approach, with the aim of fully embedding the programme by the end of next year. Staff plan to involve parents in reading more with their children at home, as this is proven to directly impact children's language development.

The 'mastery approach' was introduced in maths two years' ago. Existing policies were completely overhauled to remove any barriers and make maths more accessible to all pupils. Some of the approaches introduced include the use of pictorial representations and concrete resources to aid understanding. When the teacher delivers new learning, the focus is on fluency and problem solving, providing a deeper experience. The evidence from monitoring activities carried out by the Maths Lead show that learning is now more challenging and stretches pupils with increased opportunities to work at greater depth.

Staff have been trained to deliver the National Centre for Excellence in the Teaching of Mathematics (NCTEM) 'ready-to-progress' material. Teaching Assistants have also been trained to deliver the interventions. The programme is being employed during the summer term as a catch-up resource. The plan is to embed the approach next academic year and adapt it, following a full evaluation of the impact. Initial evaluation of provision in maths demonstrates that maths has a higher profile in school. Pupils are more engaged and internal data is showing significant impact on progress however there is still a gap between arithmetic and application.

A focus for development is the inclusion practices in a classroom setting to ensure all work is differentiated accurately, adapting the learning to the specific needs. During the learning walk as part of this assessment process, pupils were observed during Reading Mastery 5 (RM5) sessions. Some of the texts used were not easily accessible for all pupils, due to the quality of the photocopy, the layout or the font and size of the texts.

The quality of teaching and learning observed during the learning walk was varied. Year 2 classes were learning number bonds in maths. There were visual, interactive approaches used by teachers however the pitch of the lesson seemed too low for some learners who appeared less engaged, having completed the work. More challenge at the higher end may have led to improved engagement and progress.

#### Next Steps:

- Ensure texts have a SEND-friendly layout so that texts can be easily accessed by all learners.



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- Seek opportunities for staff to observe the practice in early years and implement some of the best practice in the older year groups.
- Ensure the quality of teaching and learning is at least good across the school.
- Reestablish good learning habits amongst pupils following the extended periods of lockdown and the lack of structure many pupils experience at home.



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### Element 5 - Assessment

Senior Leaders are promoting class teacher's ownership of the progress for individual pupils. There are half termly assessments with detailed analyses at class, year group and whole-school level. There is a strategic focus for intervention. Teachers analyse their class data with an inclusion focus. They look for any barriers to learning and plan interventions which they feel will best-support individual pupil's progress. This constant reflection on data helps the staff to be proactive.

Each year group's teachers and teaching assistants (TAs) have planning, preparation, and assessment (PPA) time together to reflect on prior learning and inform the medium and long-term plans. This collaborative approach means that teaching assistants and teachers are unified in their long-term aims. Communication between TAs and teachers is ongoing, so that interventions and whole-class learning can be accurately tailored to need.

The introduction of the Thrive approach ensures that staff are focusing on social and emotional development alongside the academic progress of all children. Positive feedback in books, and verbally in lessons, encourages a growth mindset amongst the pupils. Children are encouraged to reflect on their learning. During non-Covid times, the school has a seating plan policy in place, to facilitate collaborative learning, which encourages pupils to support and challenge each other.

The school is recognised as a dyslexia-friendly school and reasonable adjustments are made in lessons to ensure accessible learning. The SENDCo recognises that this remains an area for improvement in terms of the differentiation of work to accurately match pupils' specific needs. There are visualisers in classrooms which allow teachers to model the learning and talk through best examples of work to support the pupils. The marking and feedback policy is consistently implemented. Pupils receive praise for their work and are told what they have done well and what the next steps are.

#### Next Steps:

- Embed the use of the Rising Stars diagnostic assessments to systematically check progress in core subjects and accurately identify pupils who require further support.
- Ensure all teachers are making reasonable adjustments to accurately tailor the learning to support individual needs.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The pupils at Kensington Community Primary School are very charismatic and sociable. Behaviour is excellent and, overall, pupils demonstrate good attitudes towards learning. All pupils understand the expectations for behaviour. To involve pupils and encourage ownership for behaviour, each class devises its own set of agreed class rules. If any pupil is involved in repeated poor behaviour choices, this is identified by staff and individual children are discussed at a 'pupils causing concern' meeting. At this meeting, staff share information and discuss strategies to support the children in improving their behaviour.

The school understands the importance of addressing pupils' social, emotional, and mental health needs to establish a positive mindset for learning. Staff know the children and their families well, so can often pre-empt issues. Pupils carry out a 'mood check-in' as they enter the classrooms so that teachers can gauge how they are feeling and arrange additional support if required. The ROAR Rainbow has been implemented as a visual tool to allow staff to recognise any issues which they can then respond to in a timely manner. ROAR "is a programme that aims to help teachers and staff recognise and address the signs of mental health problems in children". Through assemblies, the PSHE curriculum, circle time and the PS4 programme, pupils are explicitly taught how to identify emotions and express their feelings.

All pupils spoken to during the assessment visit had clear aspirations for the future. They all feel safe at school and explain that "everyone is nice to each other". They enjoy receiving rewards, particularly the 'Gold Star Reader of the Week' and 'Maths Magician' awards.

Pupils can signpost the support which is available to them if they are feeling anxious. They feel the class 'worry jars' allow them to express any worries and seek support from a trusted adult in a subtle manner. There is also a pupil-led 'Friendly Ambassador Service' who help at break and lunch times to make sure everyone is being kind to each other. They offer support to anybody who feels upset. For any new starters, there is a buddy system whereby they are supported by a peer who is often somebody who shares the same home language as them. To protect pupils against bullying, the school introduced the 'safe hands' system. Each child has identified people they are encouraged to speak with should they experience any peer conflict. To promote kindness, there are half termly assemblies with a 'kindness' theme and kindness jars which recognise random acts of kindness.

#### Next Steps:

- Look at introducing an online platform for the rewards system which would allow instant communication with parents to support the drive for positive conversations regarding pupils' daily experiences.
- Re-establish high standards and routines following the pupils' fulltime return to school after sustained periods at home due to the Covid-19 pandemic.



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### Element 7 - Parents, Carers, Guardians

Building positive relationships with parents and carers is fundamental at Kensington Community Primary School. Staff work tirelessly to engage and integrate families into the community (school and local) and the school has become a central pillar of support for families, especially during the Covid-19 global pandemic.

Lockdown proved to be challenging in terms of parental confidence in the use of technology and poor digital literacy skills. To overcome this, teachers provided initial training sessions with parents to talk them through the 'Zoom' logging on process. It was important for Leaders that the remote learning was equitable. They secured 180 DFE laptops but also sent home many paper copies of resources to make sure nobody was left out. All interventions, including 'IDL', 'TT Rock Stars', and 'Reading Plus', were delivered online.

Staff continued to keep in touch with families via phone calls or socially distanced home visits. They kept contemporaneous logs of all conversations and visits. Adults were signposted to support when staff identified that they were struggling. The nature of conversations with parents and carers during the pandemic have centred on wellbeing. This has broken down any previous barriers and cemented positive relationships.

Due to the impromptu first lockdown, the school kitchen was fully stocked with food. Therefore, staff decided to offer the food out to any families in need. Throughout lockdown the staff worked with the charity 'Kind' to deliver weekly hampers of food and essential supplies to families. This is just one example of how the staff go above and beyond to support their school community.

During the assessment days, I met with parent representatives including one parent who had recently moved from abroad. She described the school as "very supportive" and said that all of her children are "happy". Another parent talked about how her child had been at a different school previously and was struggling with poor behaviour but since moving to this school, he is always in lessons and has a much more positive attitude towards learning, due to the support given and the kindness shown towards him.

Parents feel respected by all staff at school. They feel that the school will try everything to help parents and support them in every way possible. Racism and bullying are not tolerated, and any concerns raised are taken seriously. Parents commented that for the staff at Kensington, "everything is important" and they take "care in the details".

Daily attendance is monitored closely by the Attendance Lead, who has established close working relationships with the parents of the most vulnerable children. He is relentless in his efforts to engage the families of pupils who are persistently absent. He carries out lots of home visits and does not give up on the families. He is continually positive in his attitude to engaging the hardest to reach families and is always looking for different ways to work with them.





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### Next Steps:

- Look at providing additional Thrive training to parents to teach strategies to use at home to help children following the difficulties experienced by many during the Covid-19 pandemic.
- Introduce mental health and wellbeing workshops for parents to encourage them to look after their own mental health and wellbeing and provide them with additional strategies to support their children.



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### Element 8 - Links with Local, Wider and Global Community

The school has formed various partnership within the wider community including other education establishments. The Headteacher represents the Liverpool primary schools at a steering group for inclusion across the city and is instrumental in driving improvements in SEND support at Local Authority level. The school is part of a consortia network within the Local Authority. Each consortium is a group of schools with similar contexts. This network allows the SENDCos to work collaboratively and share good practice, a mutually beneficial partnership. The school is also part of the Waterfront Teaching School Alliance and Liverpool Learning Partnership. The Math's Lead is in the Local Authority's Maths Hub and is involved in the collaboration with NCTEM. His outward facing work has led him to link with a school in Birmingham, who have a similar demographic. He is not only having a significant impact on improving pupil outcomes through his role in school, but he is improving maths teaching across groups of schools via his input in the network.

As well as providing CPD opportunities, the collaboration with these local partners, also provides opportunities for pupils to gain new experiences such as the Reach Out mentoring programme. The programme targets disadvantaged pupils with "low academic attainment, low confidence, behaviour issues or because their teachers believe they would benefit from the support of a role model". The Year 5 and 6 pupils received weekly mentoring through after-school projects, with volunteers from a variety of backgrounds and experiences. The Leaders feel that participation on the programme helped to "develop their character, raise aspirations and improve their academic attainment."

During the assessment days, there were two external visitors in school to give talks to pupils. One visit was from the local police, who presented to Year 6 on the topic of cybercrime and online bullying. The Anthony Walker Foundation were also working with pupils to raise awareness of racism. Due to the safe bubble the school creates and the absolute tolerance everyone has for each other, the Leaders acknowledge the importance of teaching pupils about the issues which exist in society. The Anthony Walker Foundation were impressed with the pupils' engagement and input during the session. They tweeted "we discussed how to be anti-racist allies and linked this to our work on being an 'up-stander'. The children made all the adults feel very proud and hopeful for the future of our world. #bethechange #antiracism"

I also observed the Year 2s and 4s participating in the Sunshine Yoga sessions during my visit. They were fully engaged and enjoying the lessons. The Yoga teacher was highly positive about the school and commented on Twitter "Wow I have had the most beautiful morning at @KensingtonPrimary. What an amazing school! So welcoming. The children sang to me with their beautiful voices during our session today which was a lovely surprise. Loved every minute."

#### Next Steps:

- Reestablish the comprehensive enrichment programme of activities and experiences once Covid-19 restrictions are lifted.