



Report on IQM Inclusive School Award



School Name: Kingsley Community School

School Address: Eversley Street
Liverpool
Merseyside, L8 2TG

Head/Principal Ms Whittaker

IQM Lead Mr Luke Harrison

Assessment Date 1st and 2nd July 2024

Assessor Ms Sarah Linari

Sources of Evidence:

- IQM Self Evaluation Report (SER)
- School data
- School Website and Policies
- Floor books
- Learning Walks – audit of the learning environment
- Observation of lunchtime
- Exercise books
- School Development Plan
- Ofsted report
- Lesson drop-ins
- Observation of Nurture Provision
- Observation of Forest School
- Observation of parent and carer workshop
- Data tracking overview documents
- Individual SEND folders for EHCP children

Meetings Held with:

- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- IQM Lead / SENDCo
- Class Teachers
- EYFS Lead
- Phonics Leads
- Phase Leads
- PSHE Lead
- PE Mentor
- School Readiness Officer
- Teaching Assistants
- Governors
- Parents and carers
- Pupils



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Overall Evaluation

Kingsley Community School is a large primary school located in Toxteth, an area of high social and economic deprivation in Liverpool. The school is two-form entry with a Nursery provision and currently welcomes 485 pupils aged two to 11 years old. Around 57% pupils are eligible for Free School Meals (FSM), significantly above the national average. However, due to the high levels of poverty in the area it serves, the school offers universal FSM in all year groups. It is likely, therefore, that the number of children in receipt of FSM is under-identified. 154 children are currently identified on the Special Educational Needs and Disabilities (SEND) register.

The percentage of pupils who speak English as an Additional Language (EAL) is 82%, compared to the national average of 21.1%. 92% of pupils are from minority ethnic groups, compared to the national average of 31.6%. The latest data catchment shows that 31 diverse languages are spoken within the school community, with 34% of families speaking Arabic. The ethnic backgrounds of the pupil demographic are: any other Asian background - 8%, any other black background - 4.92%, Bangladeshi - 1.84%, black - Ghanaian - 0.2%, black - Nigerian - 1.02%, black - Somali - 12.11%, Chinese - 0.2%, Indian - 1.23%, other black African - 3.9%, Yemeni - 10.67%, other ethnic group - 32.64%, Other Gypsy/Roma - 0.2%, white European - 1.02%, white Other - 3.49%, other mixed background - 5.54%, Pakistani - 3.69%, white British - 8.62%, white & Asian - 1.43%, white and black African 1.64%, white and black Caribbean - 0.61% and not given 0.2%.

The IQM Inclusive School Award assessment was both an enlightening and enjoyable experience, providing an opportunity for the Assessor to understand the inner workings and ethos of the school. Over the course of two days, all observations, activities and discussions painted a very positive picture of the school, reflecting a deep commitment to best practices in inclusive education.

One of the most exceptional achievements of the school is its success in parental engagement and its fostering of community cohesion. The school has cultivated a culture of acceptance and tolerance, skilfully challenging cultural ideologies and perceptions. This sensitive approach has been effective in bringing parents and carers on board, resulting in a cohesive and supportive community.

The school excels in providing bespoke, personalised support to pupils. From the outset of the assessment process, the emphasis placed on individual needs was evident. The multifaceted interventions, specialised rooms, areas and resources are meticulously designed to support each child throughout the day. The tailored provisions and strategic deployment of staff ensure that all children are included in every aspect of school life. The inclusive ethos of the school is consistently upheld by all staff members, extending from the Chef to the Administrative Team and the Business Manager. These key individuals play crucial roles and share a common commitment to the children's wellbeing. Their dedication is tangible, demonstrating a collective care for the pupils.

The curriculum, displays, and literature within the school strongly represent cultural diversity, encouraging pupils to take pride in their identities and promoting a sense of belonging. This cultural inclusivity extends to the diverse body of staff, creating a rich, inclusive environment. Furthermore, the school demonstrates a high level of collaboration both among staff and with other schools within its network and beyond.



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The Headteacher is particularly inspiring, setting a positive tone and culture for the school. The high expectations for pupils, combined with a nurturing approach towards staff wellbeing and professional growth, are commendable. The extended Leadership Team mirrors these qualities, modelling strong relationships and interactions that set the standard for the entire school.

Lesson drop-ins on the assessment day provided valuable insights into the school's teaching and learning approaches. Notably, the Year 6 Teacher exemplified positive affirmation techniques to develop desired behaviours and characteristics, fostering safe and positive relationships. Similarly, the Reception Teacher demonstrated excellent role-modelling, scaffolding learning and using visuals, actions and manipulatives to enhance understanding.

Feedback from parents and carers was overwhelmingly positive, with many praising the level of care and emotional support provided to children and families. Their enthusiastic testimonials illustrate the school's positive impact on their lives and the high regard in which the school is held by the community. Through strong relationships with parents and carers, the school recognises the importance of community involvement. Staff members, including the Headteacher, enjoy being present at the school gate each morning, offering open communication with families. Regular meetings with parents and carers reinforce the school's values and expectations, encouraging a collaborative approach to education.

Throughout all meetings, it was evident that the staff are deeply passionate about the school and its pupils. This collective passion is a driving force behind the school's success and the positive outcomes.

Kingsley Community School exemplifies an inclusive and supportive educational environment where diversity is celebrated and every pupil is given the opportunity to thrive. The school's commitment to inclusivity is evident in its diverse staff representation, community engagement, explicit values and rules and comprehensive support systems for pupils and families.

I am therefore of the opinion that Kingsley Community School fully meets the standard required by the Inclusion Quality Mark as an Inclusive School. 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: 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

The Senior Leadership Team (SLT) considers the school's ethos to be distinctly “personalised and bespoke”, reflecting a deep sense of pride in the inclusive provision. They consistently return to the question of what each child needs. The provision is tailored to reflect the unique requirements of individuals - whether that be children, staff, or parents/carers. This ethos of personalisation ensures that no one is treated uniformly, but rather, everyone receives exactly what they need. The SLT strives to provide equity rather than equality, highlighting their commitment to addressing the specific needs of their unique community.

Kingsley Community School is committed to positive representation of various ethnicities and religions within its staff body. This diversity not only enriches the school community but also serves as a powerful example for pupils. The school actively encourages ethnic minorities to pursue careers in teaching, offering additional support through programmes like the Aspire programme, which aims to help ethnic minority pupils go onto teacher training.

The school's motto “learning together, respecting each other” reflects the priority placed on promoting acceptance and tolerance amongst the community. The inclusive culture is evident in the way children accept and welcome new classmates, appreciating each other's differences. The explicit values and rules ensure that all pupils are aware of expectations. To develop their wider understanding and tolerance, they are exposed to protected characteristics through assemblies and visual displays. This exposure equips pupils with the language and understanding needed to respect and appreciate diversity. Culturally representative books and displays further reinforce the school's celebration of diversity.

Staff feel that the word “friendly” encapsulates the school's atmosphere, while “challenging” describes its approach to staff development. The school encourages staff to embrace challenges, learn from experiences, and reflect on their practices. This reflective culture enhances the educational experience for both staff and pupils alike.

The School Readiness Officer plays a crucial role in bridging Early Years and Reception, working closely with families to identify and support Special Educational Needs and Disabilities (SEND) early on. A role which was created in response to the needs within the school community, the School Readiness Officer is bilingual, therefore she provides supports to families in applying for grants, additional funding and any equipment they may need at home. She also arranges parenting classes on topics such as healthy cooking and meal choices, school readiness, early communication, toileting and hygiene. This role has broken down barriers with harder to engage parents from as soon as children start in the Nursery, leading to closer partnerships with families.

There is a robust system for supporting SEND pupils, with 154 pupils on the SEND register and 19 confirmed Education, Health and Care Plans (EHCPs). The school adapts creatively to accommodate pupils' needs, including sensory programmes and individualised workspaces. The SEND Coordinator (SENDCo) works across the school, maintaining close communication with teachers and supporting them in addressing pupils' needs. Regular monitoring through book scrutinies and pupil profiles ensures



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that SEND pupils' progress is tracked effectively. The deployment of Learning Support Assistants (LSAs) is strategically planned to provide optimal support, with higher ratios of adult support in classes where there are higher needs.

The Catering Team offer a variety of nutritious and tasty lunch options, ensuring that all pupils enjoy their meals. The Chef's passion for his job, and the use of visuals and colour-coded menus make lunchtimes an inclusive experience.

Admin staff in the Main Reception embody the school's welcoming culture, providing clear and simplified communication to assist pupils and families. The School Business Manager is also a warm, supportive leader who listens to staff and sets a positive tone for the school's culture.

Kingsley Community School models openness about menopause, with its very own Menopause Club where staff share experiences and resources to support each other. This has proved to be a lifeline for female staff members. Male staff members are also welcomed to the meetings to increase their understanding to better support the females in their lives.

Next Steps:

- As a Centre of Excellence, support other schools in building inclusive cultures to support them in working towards achieving the Inclusive School Award.
- Look into re-introducing the idea of a school nurture dog to add an additional layer of wellbeing support for individual and small groups of pupils.



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Element 2 - Leadership and Management and Accountability

Kingsley Community School demonstrates a robust framework of inclusive leadership, staff development, and accountability. With approximately 85 staff members, the Leaders focus on developing teamwork, professional growth, and a supportive environment to support both individual and collective success. The SLT's role in maintaining a cohesive team is critical, particularly given the challenges of operating in a challenging, socio-economically deprived area.

Leadership is characterised by staff as approachable, supportive, and focussed on emotional wellbeing. The Senior Leadership Team (SLT) provides tailored support to staff, ensuring that their needs are met without undue pressure. The presence of an allocated Mental Health and Wellbeing Coordinator, personal training sessions, yoga sessions, and support groups for perimenopause and menopause reflects the school's dedication to staff wellbeing. A Counsellor is available to all staff, offering confidential support without any questions asked.

Professional development is comprehensive and tailored to the needs of both teachers and Teaching Assistants (TAs). The school provides various forms of continuous professional development (CPD), performance management, and personal development opportunities. Teachers feel supported in their career progression, with clear expectations set from the outset and consistent support provided throughout. Teachers meet regularly with the Phase Leads, where they can discuss their experiences and seek emotional and professional support from colleagues. For TAs, the school offers access to online training programmes, including Creative Education, for CPD focused on areas such as behaviour management and other professional development opportunities.

Accountability is structured yet supportive. The SLT consistently monitors and evaluates teaching practices, ensuring that standards are maintained and improvements are made where necessary. Lesson observations are developmental rather than graded, enhancing the culture of continuous improvement. The school employs a Lesson Study approach, where peer observations are encouraged, and staff invite each other to observe lessons, promoting a collaborative environment.

Curriculum Leaders are responsible for their own monitoring, developing distributive leadership skills within the school. This decentralised approach to leadership allows staff to take ownership of their areas and supports their own professional growth. The formal appraisal system sets three targets for each staff member: two aligned with whole-school priority areas and one individual target. This system ensures that personal development is balanced with the school's strategic goals.

The Governors highlighted several key aspects of the school's community-centred approach as key strengths of the school. The school organises varied opportunities for Governors to be involved in school life, such as Governor Week, invitations to attend assemblies and learning walks. They commented on attending the recent Eid party, which was held on the playground, as an example of how the school celebrates its cultural diversity. According to the Governors, such efforts ensure that families and pupils feel valued and a sense of belonging.



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Resource allocation was another topic discussed at length with Governors. The Governors expressed pride in the school's support for funding resources tailored to individual and group needs, such as the Nurture Room and the loaning of devices for home use. They mentioned the comprehensive approach to child welfare, ensuring all pupils receive a hot meal daily and the promotion of healthy eating by offering fruit instead of desserts. Additionally, the after-school extracurricular programme, overseen by a new PE Lead/Mentor, aims to include every child, tracking participation and targeting those in need of encouragement.

In addressing staff wellbeing, the Governing Body prides itself on being open, transparent, and supportive, with regular check-ins between the Chair of Governors and the Headteacher. The Governors ended the discussion by expressing their admiration for the dedication of the staff, who act as role models and uphold a respectful, well-structured environment for the pupils.

Next Steps:

- Review the Governing Body structure to ensure there are linked roles for all required areas, for example, a SEND Link Governor.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The school's curriculum is continuously evolving, with no bought in schemes to ensure it remains bespoke to the needs and interests of the pupil demographic. A few years ago, Curriculum Leads undertook a comprehensive remapping of the curriculum, focusing on pupil needs and aspirations, ensuring appropriate progression aligned with the National Curriculum (NC).

The curriculum is structured through medium-term plans that outline each unit's implementation. These plans are currently undergoing refinements to better accommodate different groups of learners. The school has devoted significant effort to personalising the curriculum, recognising that many pupils lack extensive life experiences. Therefore, the curriculum is designed to be as relatable and tangible as possible, even for children with limited English language proficiency. This personalisation is further supported by external trips and visitors, addressing the pupils' poverty of experience and vocabulary.

Vocabulary development is a central aspect of curriculum planning, with a front sheet of core vocabulary for all topics. Visual aids are employed to enhance understanding, and topics are carefully chosen to reflect the pupils' families and community. Performance management targets are linked to diversifying the curriculum and ensuring representation, exemplified by investments in books and purposeful choices like a geography unit on Baghdad, which is relatable to many families. While Black History Month is celebrated, black history is also integrated throughout the curriculum to provide exposure to different cultures throughout the year.

To eliminate barriers to participation, the school provides essential items such as swimming kits, towels, and uniforms to any pupils in need, leveraging relationships with external companies to assist families.

The school's commitment to pupil engagement is evident in various areas, particularly in Personal, Social, Health and Economic (PSHE) education, Physical Education (PE), and assembly activities. Remarkably, no pupils have been withdrawn from PSHE, despite the diverse cultural background, indicating strong parental support. Leaders accredit this support to the continuous communication and consultation which takes place throughout the year to make parents and carers aware of the Relationships and Sex Education (RSE) content and rationale.

PE provision is another strength, supported by the PE Mentor/Lead. The school prioritises physical activity, evident in the design of the playground equipment and the emphasis on developing competition to promote social interaction and relationships whilst keeping fit. The Power Programme, in collaboration with Northwest Cancer Research, aims to activate inactive children in a ward identified as number one in the city for unhealthy lifestyles. All pupils participate in sporting competitions and after school clubs, with logs kept to track involvement. A variety of sports, including curling, boccia, and American football, have been introduced to engage the different interests of the learners. The school has participated in inclusive events such as the Highland Games for neurodivergent pupils and Merseyside Sports inclusive athletics events. Gifted and



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talented events are also organised. Participation levels are high, with nearly all pupils involved in at least one club or inter-school competition.

Adaptation is a key component of the school's approach to the curriculum, evident in the varied interventions offered. The Nurture Provision is a prime example, offering a bespoke curriculum in a specially designed room with a comfortable area, fridge, kitchen, and workspaces. The 12-week programme is collaboratively planned by the Nurture Lead and Year Group Teachers, focusing on wider skills while linking to the curriculum. Nurture activities include art, relaxation exercises, and discussions, creating a space where children feel comfortable and content. The programme involves observation and identification by teachers, parents/carers, and the SENDCO, with parental involvement and consent. Impact is measured using Boxall and Strengths and Difficulties Questionnaire (SDQ) assessments. The Nurture Room is equipped with mindful music, a sofa area, a tree with fairy lights representing emotions, and a calm corner. It is currently exclusively used to support Key Stage 1 pupils.

Next Steps:

- Develop a Nurture provision to support Key Stage 2 pupils, with a similar room and curriculum design.



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

The school's teaching and learning approach is rooted in collaborative practices, tailored pedagogy, and a strong focus on pupil needs. A key strategy employed to develop practice is the Lesson Study, which was described as “eye-opening” and “confidence-boosting” by the teachers. Through joint planning and peer observations, teachers identify areas for improvement, receive valuable advice from colleagues, and strengthen their instructional practices.

For EAL learners, the focus is on eliminating unnecessary language and concentrating on essential learning points through repetition and clear language. The development of “sticky knowledge”, especially in foundation subjects, is highlighted by focusing on vocabulary and utilising pictures and illustrations for better comprehension.

Vocabulary development is critical, with extensive prior learning integrated into lessons. Every subject has cover sheets outlining the core vocabulary for each topic. Interactive methods, an emphasis on oracy, and ensuring that all pupils can access lessons at their level, whether through additional support or encouraging independence, are central to the school's approach.

The school uses visual timetables throughout the classes, with personalised “now and next” boards and Widgit symbols to support understanding where pupils need additional support. ‘Chatter’ software enhances accessibility for pre-writing by allowing pupils to record their voices, showcasing the school's commitment to assistive technology. Good modelling of English, strong relationships with pupils, and effective transitions between lessons are prioritised. Phase Leads remain in constant dialogue with Class Teachers to ensure classroom environments represent all learner groups, with displays of pupil work and inclusive visuals promoting a growth mindset.

The school's learning environment is designed to support diverse pupil needs through various specialised zones and resources. Sensory spaces are equipped with different trays of resources, catering to various preferences and needs. In Reception, the Writing Wall and art spaces allow children to paint and create their own playdough, encouraging creativity. Year 1 classrooms have been adapted for continuous provision, including visual timetables and outdoor spaces. Individual workstations and a self-regulation space with blackout options support pupils with complex needs.

The school features bright, spacious corridors, a prayer space with washrooms, and a multi-use hall. Key displays include the ‘Kingsley Rules’ with a beehive and bees’ illustration, and a sensitive depiction of diverse families. The library, designed as an open-plan space with a tree house, provides a cosy environment for reading, with dual language books and literature reflecting diverse ethnicities. A large world map display welcomes pupils in different languages and highlights famous landmarks, promoting inclusivity. The school also focuses on empowering girls through its displays and reading materials, particularly pertinent for girls from traditional families where education may not be prioritised.



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Additional facilities include gym equipment, an outdoor classroom (the Pod), a Sports Hall, a daily mile track, and zoned outdoor areas specific to the different Key Stages. The Forest School area and school garden further enhance the learning environment, offering pupils opportunities to engage with nature.

A lesson drop-in to a Reception class on the assessment day showcased effective teaching practices centred around a 'Paddington party' invitation theme. The lesson focused on the concept of "double" in mathematics. Key strategies included using equal hand gestures, choral repetition of key words, interactive input, teacher modelling, clear explanations, and checks for understanding. Pupils practised with manipulatives and visuals, supporting different learning needs. The use of sentence stems and repeated modelling ensured accurate language use, with actual food items and pictures enhancing the learning experience. The Paddington theme provided a relatable context, culminating in making marmalade sandwiches.

In a Year 6 lesson, engagement was encouraged through the use of Dojo reward points, managed by a pupil with an iPad. The lesson focused on reflecting on Year 6 memories, with pupils demonstrating excellent attitudes towards learning. Activities included writing diary entries or letters for prospective Year 6 pupils, supported by vocabulary explanations and key terms. Discussions highlighted both positive and negative memories, illustrating a structured routine in learning throughout the year. The "Ask 3 before me" strategy promoted peer support and resilience, reinforcing the school's emphasis on independence and collaborative learning.

Next Steps:

- Look at translating the key vocabulary on the units of work cover sheets into the pupils' home languages to further support comprehension.



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Element 5 - Assessment

Kingsley Community School employs a layered approach to assessment, using prior data and information to support learners effectively. The school's assessment systems are designed to plan appropriate provisions, and ultimately enhance pupils' academic outcomes.

For pupils with EAL, the school utilises a Bilingual Support Worker who conducts initial assessments in the pupils' native languages. This approach provides a preliminary understanding of the pupils' proficiency levels. The Bilingual Support Worker engages with the children for six weeks, offering necessary language interventions and collaborating closely with Class Teachers. This intervention aims to equip pupils with basic language skills, facilitating their full-time integration into regular classes. The Bilingual Support Worker also identifies whether language barriers persist or if further assessments are required.

The Headteacher plays a crucial role by conducting welcome meetings and collecting comprehensive histories of new pupils. This practice ensures a holistic understanding of each child's background, contributing to a comprehensive support network.

Assessment is a priority identified in the School's 3-year development plan. Staff members are well-versed in year group statements and expectations, which are reinforced through staff meetings. For instance, the Literacy Counts progression document is utilised to identify gaps, particularly for pupils new to the country. This focus led to the adaptation of schemes and a revised marking and feedback policy, aimed at reducing teacher workload. The revised policy focuses on purposeful marking, ensuring it impacts pupil learning rather than merely serving for monitoring purposes.

Pupil progress meetings are now linked to target setting, focusing on around five or six targeted children. This approach aligns with performance management, ensuring that teachers' efforts are directed towards individual pupil progress.

The SEND register is a fluid, working document, constantly updated to reflect identified barriers and the need for additional support. The school also employs the Nessy dyslexia screener to determine which pupils require extra help to access the curriculum.

Pupils engage in self-assessment using "I can" statements in reading, writing, and mathematics, which are placed at the front of their books. These statements are reviewed by teachers each term, allowing for assessments to be tailored to the pupils' individual progress. Phase moderation meetings are conducted with year groups, Phase Leads, or Senior Leadership Team (SLT) members. During these meetings, teachers collectively review books and work samples to agree on assessment levels.

The school employs National Foundation for Educational Research (NFER) assessments termly, combining the data with a holistic overview of each child to determine levels. Following these assessments, individual staff meetings and pupil progress meetings are held to discuss each child. Concerns are relayed to the SENDCo, who observes and meets with the child as needed.



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The school participates in moderation with its local network of schools and the Local Authority (LA). An example of a data tracking sheet includes prior data, indicating whether pupils are new to the phase. This meticulous data analysis allows for targeted interventions and improved pupil outcomes.

Next Steps:

- Continue to focus on assessment as a development priority and evaluate the impact of having the focus group of pupils on Teachers' performance management targets.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The school has implemented comprehensive training programmes for staff, including the "ROAR" emotional regulation training, which staff have adapted to suit each class. Staff are reminded to "pause and reflect" when dealing with challenging behaviours through visual cues, such as an iceberg image placed in the staff toilets. The philosophy of praising in public and reprimanding in private is reinforced through visible reminders in staff areas, promoting a respectful and encouraging atmosphere. The school's calm approach is further supported by the Behaviour Policy, which prioritises positive reinforcement and pre-emptive strategies rather than punitive measures.

The commitment to fostering positive attitudes to learning is evident through the school's focus on meeting pupils' primary needs as a priority, such as offering continuous rolling snacks throughout the day. The structured lunchtime activities, overseen by staff, contribute to a well-managed environment where children engage positively with one another. Each classroom has an emotional wellbeing display with the "ROAR rainbow" focus, ensuring that feelings are acknowledged and addressed.

Pupil engagement is promoted through the School Council and Wellbeing Ambassador (WA) programmes. These pupil representatives play an active role in shaping school activities and fostering a sense of community. Weekly meetings encourage pupils to support their peers and promote kindness.

The school addresses issues of racism and discrimination head-on, making referrals when necessary and focusing on building strong, trust-based relationships. The PSHE curriculum is carefully designed to teach children how to make informed choices as they grow into adulthood. The school takes a gradual approach in teaching relationships, particularly to gain the trust of parents and carers. This is especially important for culturally sensitive topics, such as those affecting Muslim children, where the school aims to align home and school messages. A spiral curriculum ensures that themes are revisited and built upon, facilitating deep and sustained learning. Pre-assessment and post-assessment strategies for each unit help in tracking progress and identifying areas for improvement.

Feedback from the pupils on the assessment days was consistently positive. They appreciate the diversity and respect shown among peers, the calm and focused classroom atmosphere, and the support they receive from the staff. Staff were described as "kind, and welcoming".

The observation of a Year 5 and 6 assembly highlighted the effectiveness of the school's inclusive and respectful ethos. Pupils are knowledgeable about protected characteristics and actively participate in discussions, demonstrating a deep understanding and respect for diversity. The school motto, "learning together, respecting each other," was recited and reinforced, emphasising the core values of tolerance and acceptance.

Next Steps:

- Leaders are considering the introduction of Zones Of Regulation as a whole-school emotional literacy tool. This may lead to a reduction in the number of children requiring personalised behaviour support plans.



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Element 7 - Parents, Carers and Guardians

Kingsley Community School has established an exemplary model of parental engagement, characterised by strong, trusting relationships between the school and parents/carers.

One of the key initiatives of Kingsley's parental engagement strategy is the organisation of events that promote community spirit and cohesion. The recent Eid Party is a prime example, bringing together pupils, families, and staff in a celebration that strengthens communal bonds. These events, alongside regular coffee mornings, create a welcoming environment where parents and carers feel comfortable and valued. Coffee mornings, with workshops tailored to specific needs such as hygiene at the start of the year or Autism Spectrum Disorder (ASD), ensure that parents and carers receive relevant information and support.

Bilingual staff members play a crucial role in supporting parents and carers of pupils with Special Educational Needs and Disabilities (SEND), breaking down barriers and fostering understanding. This has been instrumental in gaining parents' trust and ensuring they are on board with their children's education support plans. One staff member expressed their confidence in the trust families have in the school, stating, "parents have full faith in what we do and that we do it for their children".

Kingsley Community School also excels in providing effective communication. The Headteacher has implemented significant positive changes, including regular updates through translated letters, newsletters, and the school's Twitter account. This ensures that all parents and carers are well-informed of school activities. The presence of approachable and friendly staff, who are available to speak with parents and carers at the school gates every morning, further reinforces this open line of communication. A parent highlighted the impact of this approach, saying, "if I have any problems, I am not worried or scared. The staff are not judgmental".

The school's commitment to parental engagement is also evident in how staff respond to individual needs. The Attendance Lead works tirelessly to maintain high attendance rates and support families through challenges such as food assistance and hospital appointments. The proactive approach includes first-day response calls and home visits, breaking cycles of poor attendance. During the COVID-19 lockdown, the school maintained regular contact with families, providing reassurance and support through phone calls and by liaising with the Children's Centre to distribute vouchers and food parcels.

The school's inclusive atmosphere is felt by all families, who describe it as a safe and supportive environment. One parent shared, "when I leave my kids, it is like a second home for them". The school's efforts to accommodate diverse needs and ensure ongoing communication have nurtured a sense of trust. Another parent, reflecting on the emotional support she has received as a parent, said, "I wouldn't be here now if it wasn't for the school".

This exceptional level of parental engagement has not gone unnoticed. The school's reputation for being a caring and inclusive environment has spread through word of



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mouth, making it a sought-after school in the heart of the L8 postcode area. Parents and carers appreciate the positive changes and high standards set by the current Headteacher, which have contributed to the school's progress and success. One parent remarked, "Kingsley kids are always caring", highlighting the school's role in developing open-mindedness and tolerance among its pupils.

Next Steps:

- Continue to plan a variety of parental workshops throughout the year for all year groups. If you introduce the Zones of Regulation, offer parental workshops to each class so that parents and carers can gain an understanding and replicate the approach at home.



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Element 8 - Links with Local, Wider and Global Community

From Early Years to Year 6, the school promotes experiential learning, and proactive engagement with the local area. Personal development extends beyond the classroom through a robust enrichment programme. In September, teachers map out personal development opportunities throughout the curriculum, ensuring a year-round focus. The school organises regular trips and external visitor sessions every half term, both planned and impromptu, to enrich pupils' life experiences.

The school successfully collaborates with external organisations and visitors to deliver targeted, inclusive workshops which are tailored to the bespoke curriculum and pupils' needs. The school proactively plans these sessions, alongside the external providers, ensuring that all children, including those requiring one-on-one supervision, can participate. Initiatives such as Forest School sessions, gardening projects, and local art collaborations further enhance the enriching curriculum.

The school's commitment to health is exemplified by its focus on dental health in Early Years Foundation Stage (EYFS). The Koala charity is piloting a programme at Kingsley which integrates health practices into the school's daily routine, with plans for on-site dental visits aiming to bridge gaps and access to healthcare. The school also manages the onsite Children's Centre, which serves as a hub for health visitors and other external support agencies. There are plans to expand these services further as part of the Local Authority's Family Hub initiative.

The school's partnerships extend to various local partners. The Liverpool ASD Team provides targeted sessions for parents and carers, and collaborations with universities like Liverpool Hope, John Moores, and Edge Hill enrich educational practices.

The school serves as a lead institution within its educational networks, sharing best practices and supporting other schools through mentorship and professional development. Leaders from Kingsley regularly deliver external CPD sessions and tailored support to other schools in the Liverpool area.

Staff are always willing to engage in external CPD opportunities themselves. Programmes such as the Education Endowment fund (EEF) course on early communication, and National Professional Qualifications (NPQ)s for Curriculum Leaders ensure that staff remain abreast of national developments. The school also engages proactively in its local network collaborations to address common needs, with a current focus on EAL and trauma and attachment training for the upcoming year.

The school engages in community and sustainability projects, such as litter picking, maintaining community gardens, and harvesting food from the school allotment to cook on-site. Art projects, including a biennial art installation, foster community spirit and creativity. An impressive mural of Leroy Cooper on the side of the school's building is a vibrant, visual tribute to the local man who dedicated his life to photographing and capturing the lives of people and places in Liverpool. It was Leroy's arrest in 1981 which was attributed as the catalyst for the uprising of Liverpool's black community against oppression. The mural was commissioned by the Mandela8 charity which aims to celebrate Nelson Mandela's legacy. The mural serves as a constant reminder of the



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community's history and the inspirational local figures who rose up against oppression and discrimination, an apt, inspirational message for the young people of Kingsley Community School.

Next Steps:

- Establish links with IQM schools Eldon Primary School in Preston, and St Michael's CE Primary School in Bolton, who also have successful parental and community engagement initiatives, with similar outlooks to Kingsley Community School.