



## Assessor's Evaluation for the IQM Flagship Project



**School** Christ the King Catholic Primary School  
Meadway  
Wavertree  
Merseyside  
L15 7LZ

**Head/Principal** Mr David Delaney

**IQM Lead** Mr Peter Heery

**Date of Review** 21st May 2025

**Assessor** Mr David Clay

### **IQM Cluster Programme**

Cluster Group Elevate  
Ambassador Mrs Sarah Linari  
Next Meeting 06-23-2025  
Meeting Focus Summer Cluster Collaboration at The 'Blue Base,' Everton

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2023</b>	17 <sup>th</sup> Oct 2023	Yes
<b>Spring 2024</b>	12 <sup>th</sup> Mar 2024	Yes
<b>Summer 2024</b>	13 <sup>th</sup> June 2024	No
<b>Autumn 2024</b>	25 <sup>th</sup> Nov 2024	Yes
<b>Spring 2025</b>	06 <sup>th</sup> Feb 2025	Yes

### **The Impact of the Cluster Group**

As the Inclusion Quality Mark (IQM) continues to grow and expand in Liverpool, the school has gained further experience in working with and supporting new schools joining the cluster.

The session at Northwood Community Primary School, which allowed collaboration with other schools that utilise Emotional Literacy Support Assistants (ELSAs), inspired Christ the King to arrange training for one of its own staff members. They are currently enthusiastic about beginning this training and are looking forward to developing the role further, as well as learning from this example of good practice.



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The recent cluster meeting at Castleway Primary School provided an opportunity for the school to continue evaluating its inclusive approach. This ongoing reflection has further strengthened the ways in which the school works with the families of pupils with Special Educational Needs and Disabilities (SEND). As a result, staff have been able to build upon their already strong relationships with the parents of pupils with SEND.

### **Evidence**

- Displays
- Pupils' work
- Learning walk
- Outside spaces including Peace Garden and Mural

### **Additional Activities**

- Forest School
- School Choir
- 'Hands' Sign Language Session with Reception

### **Meetings held with:**

- Senior Leadership Team (SLT)
- Teaching Assistants (TAs)
- Teachers
- Governors
- Parents
- Junior Leadership Team and School Council
- The Neurodiversity Working Party of Children
- Staff who attended Cluster meetings



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### Evaluation of Annual Progress towards the Flagship Project

#### The Hope Project

Following the successful completion of the Peace Project during the previous academic year, Christ the King School has progressed to focus on the Hope Project. This initiative arose from discussions during the school's last Inclusion Quality Mark (IQM) assessment, where a need was identified to develop a dedicated resource base for pupils with complex Special Educational Needs and Disabilities (SEND) and Education, Health, and Care Plans (EHCPs). This need is particularly acute among older pupils who benefit from continuous provision and require a suitable space for sensory regulation and withdrawal. The school's plan is to develop an inclusive hub to meet these needs. Wisely, staff have taken a considered approach, spending the year planning, assessing pupil needs, and designing a space that will be genuinely beneficial.

As is customary at Christ the King, pupil voice has played a central role. While all pupils were engaged in discussions, a working party of neurodiverse pupils collaborated with the Deputy Headteacher to co-develop ideas for the hub's design and function. These pupils demonstrated a clear awareness of their individual needs and articulated how both peers and adults can support them. They described a whole-school project in which each year group learned about different neurodivergent needs. This has fostered confidence among pupils in expressing their own requirements, as well as empathy and understanding from their peers. The working party applied this knowledge in their planning of the hub, explaining how specific resources would benefit themselves and others. Their vision is to create a space that is "really calm" and "helps everyone to do their best."

Staff also shared their contributions to the Hope Project. They have met regularly to discuss pupils' needs and how the hub can be used most effectively. The school has prioritised the sharing of good practice in relation to SEND, and staff expressed appreciation for the support and professional development they have received. As a result, they are well equipped to help all pupils embody the qualities of a "Christ the King Learner": independence, communication, resilience, and curiosity. These attributes have underpinned the project's ethos—ensuring that every pupil is treated with equity, receives appropriate support, and learns in a space that is both safe and inspiring.

The school's values—compassion, integrity, love, forgiveness, and hope—are clearly reflected in this project. The compassion shown in designing a space that truly meets the needs of all learners, the love and care devoted to its creation, and the hope it represents for the future are all central to its success.

#### The Mental Health Approach

Christ the King School continues to enhance its strong provision for mental health and emotional wellbeing, recognising the growing needs of its pupils. A key development has been the progression of a specialist Learning Support Assistant (LSA) with significant expertise in Special Educational Needs and Disabilities (SEND) communication and provision. This LSA is currently completing Emotional Literacy Support Assistant (ELSA) training and will formally begin the role in September, further strengthening the



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school's ability to provide tailored, in-house emotional support. This addition will also reinforce the school's graduated approach to mental health and wellbeing.

In addition, a *BeMe* wellbeing specialist visits the school for a full day each week, delivering both one-to-one and group interventions focused on anxiety management and emotional regulation. This support also extends to pupils with physical and sensory needs. During the visit, the hall was being used for a *BeMe* session involving energy balancing, yoga, mindfulness, and breathing exercises. The environment had been carefully prepared with mats and candles to create a calm, safe space, allowing pupils to fully benefit from this foundational layer of support. Pupils reported that they found these sessions very helpful. To extend the benefits of the programme into the home, the trainer's voice has been recorded and shared with parents to assist with sleep routines and guided meditation. Learning support staff have also received training in *BeMe* wellbeing and therapeutic strategies. Discussions are ongoing about how trained pupils might support their peers in using mindfulness techniques independently.

The school continues to build strong relationships with external services. In addition to its established partnership with the Seedlings therapeutic service, it has recently begun working with *Beautiful New Beginnings (BNB)*. This organisation offers high-quality therapeutic support for pupils across both Key Stage 1 (KS1) and Key Stage 2 (KS2), adding further depth to the school's overall provision. Conversations with parents highlighted their appreciation for the school's commitment to mental health. They spoke positively about the school's solution-focused approach and the depth of understanding staff show toward each individual pupil. One parent remarked that without this support, their child would "be a different boy."

Throughout the day, staff were observed responding to pupils with sensitivity and timeliness, ensuring support was offered when it was most needed. This culture of care and responsiveness was evident across the school.

The school also continues to invest in developing its internal expertise. LSAs are trained in therapeutic approaches such as *Draw and Talk* therapy, with 2 additional staff trained this year to increase the reach of this intervention. The school has also introduced *Think Bricks* therapy, a new initiative provided through local authority training, which allows pupils to explore their thoughts and feelings through structured one-to-one conversations with trusted adults.

Wellbeing is further supported through weekly sessions led by the school's Forest School Teacher, who runs a group designed to promote emotional regulation and a connection with nature. Pupils were observed engaging confidently and collaboratively in this setting, working together across a wide range of needs, and demonstrating the care and empathy that characterises the school's ethos.

All LSAs took part in twilight training on sensory processing during the autumn term, which has since been integrated into daily practice. As a result, LSAs are now delivering sensory circuits and providing sensory breaks for pupils who benefit from additional support with regulation—another important aspect of the school's comprehensive approach to wellbeing.



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### Agreed Actions for the Next Steps in the Flagship Project

#### **The Hope Project**

Continue to actively gather and incorporate the views, ideas, and feedback of all key stakeholders regarding the development of the Hope Project. Seek guidance from relevant professionals and experts to inform how the space can best support pupils in their current learning and prepare them for future educational transitions.

Undertake visits to schools with established and effective high-needs provisions to identify best practice. Use these insights to inform the design and functionality of the space to ensure it meets the needs of pupils and supports readiness for the next stage of their education.

Transform the current library into a therapeutic and purposeful environment tailored to the needs of pupils who will access it during the school day. This includes reallocation of resources and thoughtful redevelopment of the space.

Enhance the outdoor area adjacent to the library to provide accessible continuous provision for pupils with Education, Health, and Care Plans (EHCPs), in line with their assessed needs.

Design a clear system for monitoring the use of the space to ensure it supports reintegration into the classroom environment. Evaluate its effectiveness in fulfilling its purpose as an inclusive hub that ultimately contributes to improved engagement and outcomes for all pupils.

#### **The Mental Health Approach**

Train a designated member of staff as an Emotional Literacy Support Assistant (ELSA) and provide ongoing support to ensure the effective application of this training. This will include opportunities to collaborate with other ELSAs and embed best practice to benefit pupils across the school.

Clearly define the role of the ELSA within the school's graduated approach to mental health, ensuring that support is structured, targeted, and accessible so that every pupil receives the appropriate intervention at the right time.

Continue to strengthen the school's graduated approach to mental health and wellbeing, taking into account budgetary constraints while ensuring that provision remains responsive, equitable, and needs-led.

To develop a team of wellbeing ambassadors that can support children in using the strategies learnt during BeMe sessions during break times and lunch times.



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### Overview

It was a pleasure to visit Christ the King Primary School and witness the impressive strides it continues to make in embedding inclusive practice at the heart of its ethos. The school is held in the highest regard by its parent community, who are overwhelmingly appreciative of its solution-focused approach. Parents value the school's unwavering commitment to meeting the needs of all pupils, ensuring every child feels happy, supported, and included. One parent described the school as "phenomenal" in the support it provides, while another praised its immediate and proactive response to emerging needs. Staff are equally proud to be part of this committed compassionate team. A clear, shared vision of education runs through the school—one that the dedicated staff and leadership team work tirelessly to realise.

This has resulted in a culture throughout the school that is calm, purposeful, and highly engaging. Staff are skilled and responsive, ensuring pupils feel known, understood, and empowered to reach their full potential. From Reception through to Year 6, children were deeply engaged in their learning, eager to share their work and achievements. Pupils collaborated effectively and demonstrated impressive levels of empathy and responsibility, supporting one another as needed. They showed great self-awareness, celebrated their individual identities, and were supported in understanding and accepting the differences of others. Pupils confidently shared their learning needs and the strategies that help them succeed in school.

Learning environments across the school are inclusive, stimulating, and vibrant. Classrooms reflected the diverse needs of pupils through thoughtfully planned activities and inclusive displays. During the learning walk, a Reception class was observed enthusiastically learning a song using British Sign Language (BSL), with evident joy and concentration. In Year 2, pupils were immersed in a 'Now Press Play' experience—bringing the curriculum to life through interactive learning. Across all classes, whether engaging in special activities or daily lessons, the atmosphere was warm and purposeful, with pupils visibly enthusiastic. Students were eager to share their learning, clearly understood their objectives, and took pride in articulating their progress.

Christ the King is a school that continually evolves to better understand and meet the needs of its pupils. Its commitment to ongoing improvement is evident. Both staff and pupils adopt a reflective, forward-thinking mindset. The school's mission—*Love, Aspire, Serve*—is deeply embedded in everyday practice. Staff show genuine care for pupils, set high aspirations, and demonstrate a clear sense of service. These values are mirrored in pupils, who show kindness and compassion in their interactions. Behaviour throughout the school was exemplary. Every pupil I spoke to could clearly articulate expectations and boundaries and explain what it means to be safe, respectful, and responsible, both within school and beyond.

The school is proudly outward-looking and dedicated to developing pupils as global citizens. Through its work on the PEACE Project and beyond, it has prioritised celebrating diversity and fostering inclusion. The curriculum has been thoughtfully developed to reflect equality and representation. Core texts now include diverse authors, characters, illustrators, and settings. In History, pupils' study influential individuals from a variety of social and cultural backgrounds. In PSHE, the *No Outsiders*



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resources reinforce values of equality, dignity, and respect—closely aligned with the school's Catholic ethos. Partnerships, such as with Asylum Link Merseyside, help broaden pupils' understanding of diversity beyond their immediate context. Each half-term begins with a carefully chosen PSHE text that addresses themes such as acceptance, respect, relationships, and identity. These picture books are accessible but powerful tools for challenging stereotypes and celebrating differences. Staff guide pupils in reflecting on the impact of language and behaviour, fostering mutual understanding and empathy.

The school's commitment to children's rights is evident through its application to become a School of Sanctuary and its ongoing work towards achieving the UNICEF Rights Respecting Schools Gold Award. Pupils in the Junior Leadership Team and School Council spoke confidently about their rights. Many expressed aspirations to become solicitors or lawyers, grounded in their strong understanding of fairness and justice. Each class has created a Class Charter linked to selected UNICEF articles, with pupils pledging commitments and identifying staff as duty-bearers. Pupils demonstrated a mature understanding of their own rights and their responsibilities in upholding the rights of others, both locally and globally.

Although Forest School provision was reduced this year due to staffing constraints, it has remained focused on pupils who benefit most. These sessions promote wellbeing, independence, and teamwork, following a progressive curriculum that builds over time. The school aims to expand this offer in the coming year and has continued to support other schools within its cluster by sharing expertise in using Forest School to enhance inclusive practice. The Forest School area is well maintained and provides children with an inspiring space to explore. The wider school grounds further support the calm school environment. The Peace Garden offers pupils a quiet space to relax when needed and now features a mural celebrating the Peace Project. The mural, bearing the words "Blessed are the Peacemakers," includes poppies and visual representations of learning about Hillsborough, CAFOD, and neurodiversity (symbolised by an umbrella).

The school has worked hard to enhance provision for neurodivergent pupils. One area of focus this year has been sensory integration, which has had a clear and positive impact. Staff spoke about improved understanding and provision for pupils with sensory processing needs. Pupils access support through sensory circuits, soft landings, and *BeMe* sessions, which provide sensitive, individualised support.

All Learning Support Assistants (LSAs) lead extra-curricular clubs, designed around pupil interests. A highlight of the visit was listening to the school choir, confidently and joyfully performing under the attentive guidance of a staff member. For pupils who are not initially involved in clubs, the school works proactively with families to remove barriers and ensure access to enrichment opportunities. One parent spoke warmly of how staff went above and beyond to make sure their child could attend a residential trip—an experience that greatly boosted their child's confidence and independence. That same child is now eagerly anticipating a Year 6 trip to the Isle of Man.

While school attendance continues to be a national concern, Christ the King takes a compassionate, proactive stance. Staff build trusting relationships with families, encouraging openness and honest communication. Each absence is treated as a learning



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opportunity to identify additional support needs, and the school works effectively to meet those needs. As a result, attendance is steadily improving.

Parents are incredibly proud of the school and deeply appreciative of the consistent, responsive, and nurturing support their children receive. As one parent stated, "This is the school they were supposed to be in"—a powerful endorsement of the school's ability to meet complex and diverse needs. Staff and parents alike spoke about the importance of smooth transitions, and how the school ensures that supportive relationships are sustained and transferred when children change classes or key stages.

Christ the King Primary School continues to demonstrate exceptional commitment to inclusive practice, ensuring that all pupils are supported, celebrated, and empowered to thrive.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor:** Mr David Clay

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

*J. McCann*

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Director of Inclusion Quality Mark (UK) Ltd