



Report on IQM Inclusive School Award



School Name: Broad Square Primary School

School Address: Norris Green
Liverpool
L11 1BS

Head/Principal Mrs Charlotte Foden

IQM Lead Mrs Charlotte Foden

Assessment Date 25th June 2024

Assessor Mr Mike Bousfield

Sources of Evidence:

- The Self-Evaluation Report (SER) prepared by the school.
- The School Website.
- Learning walks in the Early Years Foundation Stage (EYFS), Key Stage (KS)1 and KS2.
- School Assembly.
- Observation of drop-off and arriving at school.
- Pupils' Books.

Meetings Held with:

- Members of the Senior Leadership Team (SLT).
- Governors (including the Chair of Governors via telephone).
- Pupils.
- Teaching staff.
- Learning Support Assistants (LSAs).
- Parents.



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Overall Evaluation

The dynamic can-do approach of the team at Broad Square Primary School ensures that things get done and that high standards are achieved alongside a careful nurturing approach. The team is relentless in making certain that the needs of all pupils are carefully identified and met and there is a real commitment from everyone to do their very best for the children. Relationships and teamwork are also both key to the efficacy of the practice in the school, as is the strong level of expertise in place, with staff having the training, knowledge, experience and disposition to fit their roles exceptionally well.

There are many contextual challenges, which are faced head-on and never allowed to diminish the ambition the school has for its pupils. Social deprivation, crime, drug abuse and poor mental health affect the community more than most and the impact of COVID was profound and is still being felt. There is a high degree of Special Educational Needs and Disabilities (SEND), which is not evenly distributed throughout the school, therefore some year groups have especially high levels; 47% in one cohort. Building the resilience of pupils to overcome these challenges is a key aim for the school.

The Headteacher identifies staff commitment and relationships as key strengths of the school and it is apparent that everyone is so aware of the needs of their pupils. Because of its larger-than-average size, excellent teamwork is essential to make sure that this collective knowledge is applied effectively and that the work of individuals complements the work of the team. For example, the great work that is done to improve attendance involves a really good team that communicates well, understanding and appreciating the roles of other team members. This is true of teams throughout the school and this helps the school successfully have the impact it does. Teaching Assistants (TAs) describe how the whole staff team worked effectively together to mitigate the effects of COVID. A meeting was held in which the key patterns and challenges were identified across the school and a solution of orientated approach was employed so that effective strategies were then identified. Start to School are also very clear that the excellent Continuing Professional Development (CPD) opportunities they enjoy contribute to the strength of their team. The focus of CPD is often shared and efforts are made to enable all members of the team to access it. For example, if key ideas are shared in staff meetings, they are repeated for TAs during work time later in the week.

Centre of the excellent teamwork in school, is the Pastoral Support Manager. He has a wide-ranging role covering attendance, behaviour, parent liaison, mental health and wellbeing. He is exceptionally effective at joining the dots and ensuring that the efforts of colleagues have the most impact possible. He has also initiated and developed the school's innovative approach to staff wellbeing, in which all members of the team have access to half-termly group supervision meetings. The staff is overwhelmingly clear about the value and impact of these meetings, not only for their own wellbeing but for the excellent communication and teamwork that characterises the school's practice.

The individual needs of pupils are at the heart of the approach to teaching and learning. Classroom environments support learning for all, often addressing the individual needs of pupils. "What is essential for some children, is usually good for all children", one member of staff reflected, which is an excellent way to summarise the school's approach.



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A comprehensive range of strategies and interventions is used across the school that enables all pupils access to the curriculum at the level that meets their needs. Support is structured in a way that increases independence as well as allowing access and there are strong relationships between staff and pupils. Teachers and LSAs feel well supported by their leaders through CPD and supervision.

Building a love of learning is the focus of staff. They are happy to strip back the curriculum to crucial learning where this is necessary and do not follow it slavishly. Learning is very well organised and sequenced, which has benefits both for the progression of learning for pupils and the workload and wellbeing of teachers. The curriculum contains many threads and repeated ideas and teachers make themselves fully aware of the whole picture of the curriculum to emphasise these links. These include links to the school's values in the wider world so that pupils learn about inclusion, diversity, difference and the contributions made by inspiring individuals.

Pupil behaviour is excellent, in lessons, as they move around the school and towards each other in unstructured activities. The behaviour policy identifies the importance of strong routines and pupils demonstrate their 'wonderful walking' and 'legendary lineups' that help them to behave calmly and consistently. Detailed routines and expectations are explicit for each age phase throughout the school and alongside the well-structured sequence of learning and the adaptations made for individuals, this results in excellent behaviour in classrooms. Pupils talk very positively about their school and they have a great understanding of the values they share and how they should apply them in the context of their own experience. Younger children described the school as "a rainbow", "amazing" and "the best" and said that "we've all got lots of friends and there is no pinching or bullying". One parent, discussing the impact that school has had on her child's behaviour, explained that outside of school they had witnessed an incident in a supermarket, in which a child became dysregulated. The pupil urged her parent not to stare and to be aware that this child may have additional needs and that they should be supportive. One LSA commented that the school values contribute to the pupils' behaviour, saying that, "they are very accepting of their peers".

Parents have a very positive view of the school, particularly those parents who have children with additional needs. They are full of praise for the individual members of staff who provide help to their families. They give honest testimonies reflecting the support they enjoy and the difference this has made. At the beginning of the day, Senior Leaders and key staff from each phase of the school are available to meet and greet pupils and their families. At pick-up time, all teachers are available. Warm relationships can be seen at these times and parents appreciate this and the excellent communication they receive. LSAs recognise that they have more time than teachers and work hard to build and maintain strong relationships with parents and the community. One LSA told me, "this is a very open-door school. We are proactive, I live in and know the area and the families very well".

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in three years.



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I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Mr Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

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



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Element 1 - The Inclusion Values of the School

“Excellence for everyone every day” is the aim of Broad Square Primary School, which is pursued through the application of its seven core values: excellence, responsibility, respect, community, enjoyment, compassion and perseverance. Quality displays throughout the school remind pupils of these values and emphasise the high standards of presentation and effort that are expected. The display of the school council embodies many of these core values, next to which, a display about British values reminds pupils of the wider context in which these values apply. High-quality examples of pupils' work are displayed with care by staff and in terms of diversity, all groups of pupils will find themselves represented somewhere in the visual displays around the school. The seven values provide a link throughout the curriculum and explicitly they are taught in school assemblies, with planning ensuring that the range of values is covered across the school year. Pupils say that they are taught well, “assemblies are about how people are diverse. We have seven values in school and we do assemblies about LGBT, black history, refugees and pride month”, they told me. They confirm that teachers are helpful and that their marking and feedback help them to learn.

Pupils use the word “community” to describe their school and they know and understand the core values very well. They can recall them readily and demonstrate their understanding through their behaviour throughout the school. They describe their school as “welcoming”, “because if someone new came in, we'd play with them. If someone had different needs, we'd support them”. They show awareness that some groups of pupils may need additional care and support and named disability as an example, alongside, “ordinary people, because everybody needs help sometimes”. “If people have dyslexia, we might give them different coloured paper or pens if it helps them”, they added. They also have a strong understanding of what trauma is and how it might affect people. “They've had a hard past and it still affects them today. We make sure they settle in and do what we can to help. We tell them that it's OK, people are understanding”. “Everyone is fair and we respect other's opinions for example if they like green but your favourite colour is blue you say, “That's a nice colour but it's just not one of my favourites”, not “No, green is horrible, blue is best”.

They also appreciate and enjoy the enrichment activities that their teachers organise for them. They like the choir, movie night, residential trips (especially the abseiling and rock climbing), visits to a farm (where they get to feed baby animals and eat blue ice lollies), the mini police (where they go out with police officers and talk about their experiences), the trip to London and especially the trip to Chester (where they get to march around dressed as a Roman soldier and ‘fight’ the teachers in the Amphitheatre).

Pupils are very clear that their school has helped them in many ways: making friends, not giving up if they are struggling (“I don't give up I used three before me”) learning new things and improving their attendance are some of the things they are proud of. “I plan to keep myself safe, on the roads, from stranger danger, at Halloween and online”, they told me. They are ambitious and confident about the future.

Next Step:

- Increase the profile of the pupils' voice and enhance their roles in sustaining the values of the school on a day-to-day basis.



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Element 2 - Leadership and Management and Accountability

Governors view Broad Square as a happy school and focus on attendance, safeguarding, SEND, reading and phonics. They have a good understanding of the school and their experience and training enable them to carry out their roles very well, operating in partnership with Senior Leaders and providing scrutiny, challenging, strategic direction and excellent support, with inclusion at its heart. Full meetings are once a term, with a separate Finance Committee and a Safeguarding Working Group, set up to allow better scrutiny and a more in-depth understanding than proved possible within the full Governing Body meeting. There is a SEND, a behaviour and a safeguarding item for each meeting, all reports include all vulnerable groups, pupil voice is captured and staff wellbeing is monitored.

The approach to staff wellbeing is innovative and effective and gives every individual access to a supervision meeting each half term. Leaders have been trained to work with this model and every staff member is included. Within these meetings, there is a chance to reflect and problem-solve through a structured conversation. Pupils feel psychologically safe and can give each other feedback and show professional vulnerability. They share what's gone well, as well as challenges. The groups of staff spoken to support the model and are enthusiastic about the impact of participating in these groups. Staff wellbeing is also well supported by resources, including the school's curriculum schemes. As well as providing content that meets the needs of the children, these schemes reduce teacher workload and ensure that they can be sure that prior learning has taken place and that it links to current learning schemes. There is a wealth of material to use in the classroom as well as planning and resources such as PowerPoint presentations.

A comprehensive CPD offer is in place for staff. Curriculum CPD for teachers is available through links with the schools using the Opening Worlds curriculum and local networks. Teachers are given one day per fortnight for Planning, Preparation and Assessment (PPA) and are allowed to stay at home on these days, as a recognition of their wellbeing. LSAs are respected and trusted to lead their classes, when appropriate.

Leadership of teams is very effective and is crucial, given the size of the staff group. Key Stage Leaders are proactive and "walk around every day to monitor what is going on in each class". The SEND Leadership has prioritised CPD so that everyone has the skills to meet the needs of the children they support and for de-escalation and regulation. Strong links with external agencies are also prioritised. The Inclusion Officer works with families in their homes. The impact on those children who are persistent absentees is very positive, although much support is needed and progress can be quite slow.

Pupils respond well to being given leadership roles, such as the House Captains, who count up the behaviour tokens and announce the winners in assembly. Year 3 pupils are exceptionally diligent in keeping the school grounds free of litter, coming to get their equipment enthusiastically each day during my visit.

Next Step:

- Develop further the role of the school council and in particular their contribution to the leadership of the school.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Broad Square Primary School is taught largely through commercial schemes, which reduces the workload for teachers and ensures consistency, repetition and clear sequences of learning in all subjects. Opening Worlds is the curriculum used for the humanities, which has vertical, horizontal and diagonal links. For example, key concepts such as diversity may be mentioned in different subjects in different years with explicit links made. This obviously contributes to the strong understanding displayed by pupils of the school's values and how they apply to the wider world. Resources are mostly text-based, reflecting the focus on reading and vocabulary which has been at the centre of the school's development planning in recent years. The cultural capital of pupils is developed through their engagement with a wide variety of subjects and ideas. There is a good element of challenge for those pupils who need it and where access could be a problem, the curriculum can be chunked to keep cognitive load low and activities include strong elements of repetition and overlearning.

Diversity is a strong thread throughout the curriculum and is referenced in many different subjects and each age phase. For example, when Year 6 pupils evaluate images of Jesus Christ, they are shown a wide range of images reflecting many cultural differences around the world. A unit entitled "Hall of Fame" celebrates significant people from Liverpool and these include people of different ethnicities and genders and members of the LGBTQ+ community. Units highlight the struggles in the past which have largely been overcome, but also reflect the fact that struggles are still faced today. Children learn that issues around diversity have not been sorted and that sometimes action may be required as well as just appreciating the difference between right and wrong, for example learning about anti-racist behaviour. Year 2 pupils engage in units celebrating the achievements of women such as Florence Nightingale, Edith Cavell and Mary Seacole. In the unit about adventurers, women are also represented by examples such as Ellen MacArthur, Amelia Earhart and Sacagewea, as well as by more traditional figures such as Charles Darwin

The benefits of the well-structured curriculum were obvious during my learning walk around the school. In year 3, the writing scheme provided structure and clarity for pupils, giving them the confidence to write independently. The high expectations in writing are communicated through displays throughout the school, including a very thought-provoking collection of work inspired by the text "Rose Blanche", in which Year 4 pupils considered what life would be like in an occupied country. Some of the work displayed shows the editing process, demonstrating that this is valued. In Reception, the curriculum is designed to boost Speech and Language skills and Personal, Social and Emotional Development. Pupils show good levels of engagement and interaction, ready for their transition to Key Stage 1. Children in Year 6 were very excited to be preparing for their end-of-year production, 'Scouserella'.

Next Step:

- Continue to review and adapt the curriculum to meet the needs of the pupils, with a particular focus on enrichment and broadening the contribution of the curriculum to the development of pupils' cultural capital.



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

“We are using a research-based approach to CPD to strengthen teaching and learning”, says a sign in the staff room highlighting the emphasis on consistent structures within the practice. The relentless routines central to the school’s behaviour policy are reflected in the consistency of the environment within classrooms throughout the school. These include visual timetables to support all learners, a ‘Strategy Stop’ to encourage pupils to think about how they can work and solve problems independently and working walls that provide prompts and information, again promoting independence. A noise monitor display indicates the type of voices that people should be using at that time. Quiet spaces have been created around the school, including the Retreat, a small room on the second floor that is used for counselling, therapy and as a regulation space. It includes equipment to enable children to hit a punch bag or to do sensory circuit activities. Corners have been created within or just outside of classrooms for pupils to calm down, these have boxes with sensory toys and unwind-the-mind activities.

Transition arrangements are thorough and robust at each point. Hard work has been done with local secondary schools to make the transition from Year 6 to Year 7 as seamless as possible, including work looking at the curricula of local schools to ensure that there is consistency where possible. Similarly, visits are taken to outside providers in the Early Years, when pupils are transitioning from there into school. Within school, detailed information is shared so that needs are known and addressed from day one.

Very good adaptations are made which allow most pupils to access the curriculum. No one form of adaptation is used, instead, full use of the advice and direction written into plans is used and all staff have the necessary training, skills and knowledge to implement this advice effectively. If there is something that children can do independently then they do. Targeted feedback, self-marking, peer marking and a focus on metacognition are part of the universal offer for all but particularly support learners with additional needs. Green lines drawn to help space out work, modelling, word banks, brain breaks, sensory circuits and working on a coloured background are among the many adaptations in evidence in the work of pupils. Within the early years, many adaptations are based on the level of adult intervention and support. Repetition and immediate feedback are key elements. Interventions are mainly for speech and language, although the entire early years' curriculum does have a strong element of speech and language ‘booster learning’ built-in. Interactions within the environment are the main source of learning, with modelling and questioning and the reinforcement of rules and boundaries the highest priority. For those children with SEND, external advice supports personalised plans which are used to ensure a timetable that will meet the needs identified.

Next Step:

- Ensure that robust provision exists to develop pupils’ oracy and their confidence as speakers.



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Element 5 - Assessment

Assessment systems at Broad Square Primary School are well developed and enable all pupils to demonstrate their knowledge and understanding and their teachers to track their progress carefully and plan the next steps of their learning with precision. The school's Assessment Lead has completed a Master's level unit in assessment and systems reflect evidence-based practice. In terms of formative assessment, the accepted practice is for feedback to be given in the moment or as close to the point of learning as possible. This is critical, especially for some pupils and the positive reinforcement that they're given verbally can be reinforced with stickers that reward and acknowledge their good work. Training in effective questioning has provided teachers and LSAs with another on-the-spot formative assessment tool. Teachers are practiced at using this questioning to develop pupils' understanding, for example stopping the class for more whole class input, giving support to targeted individual pupils or providing that support to a small group of pupils. Marking in the pupils' books shows that they respond well to the instant feedback they're given, with editing and corrections evidence across the age phases.

Information about pupil progress and assessment is collected via the school's information management system, Insight. End-of-unit assessments in particular are used to provide summative information in each subject area. Where these require high levels of reading and writing, pupils are supported. Poor fine motor skills have been identified in some cohorts of pupils. This is being addressed through provision mapping but is also factored into end-of-unit assessments and additional time is given when necessary. At key points in the year, the Assessment Lead analyses the data for specific groups of pupils and pupil progress meetings are held with all class teachers, wherein provision mapping is completed in response to the assessment information. Pupils who are on the borderline of expected achievement are a target group within these meetings and analysis also focuses on possible links for example between attendance and attainment. All summative assessment analysis is reported to the Governors termly.

A whole school approach to questioning ensures that the language used is accessible, for example for learners with Attention Deficit Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD), with staff recognising that what is essential for some learners is usually good for all. Intervention is an important element of provision mapping, but efforts are made to ensure that interventions do not further disadvantage pupils. Same-day intervention is used if possible; either pre-teaching for those pupils whose gaps have been previously identified and re-caps for those who show misconceptions within lessons. 'Keep up not catch up' is the mantra. Careful analysis of assessment data has proved a key element of the improvement in reading which has been evident in pupil achievement data over recent years.

Next Step:

- Develop assessments, including informal assessments, across non-core subjects, using the 'Walkthru' materials.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

“Leadership is about culture. We teach behaviour here at Broad Square Primary School, we don't just assume it's something that happens. We model, model and model again to instil consequential thinking and the right attitudes within our children and prepare them for the next stage in their education”, said the Headteacher, summarising the approach of her team to behaviour. On the day of the assessment, the behaviour observed was excellent. As I walked around the school, different classes were performing different activities, ranging from working cooperatively as part of a small group, listening to instruction, working silently and independently and working with the support of an adult. In all cases behaviour was excellent and engagement was very high.

In Reception, pupils listened exceptionally well at the beginning of their phonics lesson and were excited to be able to show their understanding by moving around in the outside environment. A small group of pupils in Year 6 was working outside of their classroom completing a Maths challenge independently. They were able to support and challenge each other and develop a greater depth of understanding together. This provides excellent preparation for their transition to Year 7. Reception and Key Stage 1 children used their relentless routines throughout assembly, maintaining their good posture and silence as the other children filtered in, with praise and encouragement being given regularly. Certificates were awarded for following the values of the school with one child per class receiving a certificate in the different categories including, demonstrating a school value, attendance and reading. The values highlighted were excellence, community, responsibility, perseverance, respect and kindness. Pupils were excited to be recognised through the certificates and house points on offer. They are part of a house system, in which Year 6 manages the collection and counting of points on behalf of all the pupils.

The Pastoral Support Manager has been largely responsible for the development of the school's behaviour policy and has done an extremely thorough job of ensuring understanding and buy-in from all stakeholders in the school, including Governors and parents. He has researched extensively and has a comprehensive understanding of the principles of good behaviour management. He listened carefully to pupils and took into account their views about the behavioural approach which underpinned the previous policy. Pupils told him that they felt ashamed when consequences were administered publicly and being confronted about bad behaviour made them feel angry. The new approach is trauma-informed, with an emphasis on regulation, a restorative approach, relentless routine and positive reinforcement. The school was part of the pilot for the Liverpool Hearts Programme, which lasted for two years and was led by the Virtual School.

There is now a holistic approach in which pupils are taught behaviour within the curriculum, there are relentless routines around school and a restorative/emotion coaching approach is used in conversations about behaviour. Displays around the school reinforce the relentless routines - wonderful walking, legendary lineups, routines when playing outside, routines for the corridors, for the classrooms and the lunch hall. “You will see us...” and “You will not see us...” are the simple messages communicated. The excellent behaviour of the pupils is celebrated and rewarded extensively, with all types of achievement recognised.

Next Step:

- Strengthen the role of pupils in the leadership of behaviour and in sustaining it throughout the school on a day-to-day basis.



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Element 7 - Parents, Carers and Guardians

Broad Square is a proud part of its community and parents speak very highly of their experiences and connections with the school. Parents of children with additional needs are especially grateful for the excellent support they and their children have received. “The support has been endless and school staff are patient and tolerant”, one parent told me. “My child was dysregulated coming into school because there were too many people. The school has allowed him to come in 10 minutes earlier and has developed routines throughout the day that have helped him regulate his behaviour again”.

“People have really rallied round to help my child and there is always someone to make you smile at this school”, another parent told me, saying that their child has a great relationship with their teachers and how this supports their confidence and happiness. “They go out of their way to understand and meet the needs of children”, one parent explained, for example providing a teddy bear for comfort. “If there is a problem, school staff are on it straight away”, another parent told me, “even if it’s just that children are not themselves, staff will notice and flag it up with parents”. Parents echo many of the views of school staff, saying that the in-depth knowledge of each child as an individual and the strong relationships are the keys to the school’s success. Their praise includes the office staff who they say are “brilliant and can’t do enough for you”.

There are many ways in which the school communicates with parents, involving them in the community and their child's education to the fullest extent. Regular newsletters are sent featuring updates on news and events, a list of important upcoming dates and a regular feature on the progress towards achieving the school’s attendance ambitions. Annual reports are highly informative and contain all of the important information, without including too much repetition and extraneous detail, this makes the information very accessible to all parents. The school's website, the X (formerly known as Twitter) account, the My Ed app and the Study Book app for attendance provide a highly responsive communication system that is well used. Senior Leaders are available each morning alongside key representatives of the different age phases in school so that parents can convey important messages and ask urgent questions. All teachers are also available at the end of the school day. Smiles and friendly greetings are the order of the day and parents who need support are given the help they need. For example, on the day of this assessment, some of the children were about to go on their residential trip and one or two parents had anxiety about leaving them for the night. Staff members provided expert reassurance and comfort.

The offer of support to families is comprehensive and they trust key members of the school team such as the Inclusion Officer and the Pastoral Care Manager. The school offers parenting courses, information about Adverse Childhood Experiences (ACES) for parents, stay-and-play sessions and curriculum mornings which are well attended by parents. Parents of younger children with speech and language needs are given training to help support them in using the same strategies at home. Sessions in school are also organised to help parents with their own mental health and wellbeing and are signposted to other agencies where appropriate, such as the local Children's Centre.

Next Step:

- Extend the offer of courses and SEND surgeries for parents.



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Element 8 - Links with Local, Wider and Global Community

Broad Square is an outward-facing school that utilises its community links very well to maximise its offer to pupils. Partnerships are strong within the locality and those with external agencies contribute very well to the detailed plans for those children with additional needs. Advice is incorporated into all targets and these agencies are consulted with regard to the review of plans. The curriculum has been analysed critically with partners from local schools including secondary schools. Building a love of learning is the main focus and the curriculum has been stripped back so that crucial learning is brought to the fore. Working with the Virtual School was pivotal in informing the excellent behaviour policy and practice observed in school.

There is a strong emphasis on cultural capital within the curriculum. Shakespeare is one of the chosen authors. A wide range of set texts is used, reflecting classical and contemporary authors and ensuring that diversity is represented. Inspirational quotes in the library feature a diverse range of sources and also reflect a broad cultural awareness; quotations are included from Anne Frank, Lord of the Flies, Albert Einstein, Lord of the Rings and last but certainly not least, Piglet and Pooh! The school has a rainbow flag award and there are messages about difference and respect everywhere throughout the school. A prominent display celebrates LGBTQ+ members of the community and includes pictures of positive role models such as Tom Daley.

Teachers are very proud of the role that the curriculum plays in informing the children's worldview and the enrichment experiences and enhancements it contains. Pupils learn about money matters including how to manage finances. Through a partnership with the school's caterers, they learn about preparing and eating healthy food. They have access to picture news, which connects them to world events and invites them to ask questions and develop opinions, comparing these to the values they learn so much about in school. High-profile members of the local community are invited into school wherever possible, including the Smith brothers, who brought their boxing medals into school and talked to pupils about the discipline and hard work that is necessary to succeed in their field. They also have the opportunity to work with the "Mini Police", attending sessions with ex-police officers exploring their role and building community links. They have participated in a scheme in which they educated drivers who had been caught speeding locally. In Reception, all children are taken to the local library and given membership. Regular contact with the library throughout their primary school career is then maintained. An opportunity to take part in a Zoom call with members of the House of Lords enabled learning about the British values of democracy and the rule of law firsthand. Lessons in which they learn about the slave trade look at how Liverpool relied on this to become a prosperous centre for trade and examine all sides of this legacy. Children also support groups within the community, for example, helping with a litter pick in the park.

Next Step:

- Increase the enrichment opportunities within the curriculum, to include the focus of broadening links with the wider and global community.