



## Report on IQM Inclusive School Award



<b>School Name</b>	Grove Street Primary School
<b>School Address</b>	Grove Street New Ferry Merseyside, CH62 5BA
<b>Head/Principal</b>	Ms Lisa Walsh
<b>IQM Lead</b>	Ms Lisa Walsh
<b>Assessment Date</b>	24 <sup>th</sup> May 2023
<b>Assessor</b>	Ms Sarah Linari
<b>Evidence:</b>	<p>IQM Self Evaluation Report (SER) National data and performance tables School Website and Policies School Development Plan School Self Evaluation Form Ofsted Parent View Ofsted Report 2022 Pupils' exercise books Learning Walks Observation of break time Chester University Audit LA 360 reviews Learning Environment audit Pupil Premium Strategy 2021-24 Attendance data Headteacher's reports Local Authority reports Curriculum Reading Spine Pupil Progress Meeting records</p>
<b>Meetings with:</b>	<p>Headteacher/IQM Lead Senior Leadership Team Special Educational Needs and Disabilities Coordinator (SENDCO) Early Years Foundation Stage (EYFS) Lead Teachers, including Early Career Teachers (ECTs) Read Write Inc. Lead KS2 Curriculum Lead and PSHE lead KS2 Pastoral lead and Professional Mentor KS1 Curriculum Lead and Maths Lead Early Years Pastoral Lead OPAL Lead Teaching Assistants Parents/carers Pupils Governors Emotional Literacy Support Assistants (ELSAs)</p>



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### Overall Evaluation

Grove Street Primary School is a larger-than-average primary school for children aged 2-11 years old in New Ferry, Wirral. There are currently around 340 pupils on roll. The school welcomes a significant number of children entitled to free school meals (FSM), well above the national average, and twice the national average number of children who receive support for their Special Educational Needs and Disabilities (SEND). The majority of children are White-British, with the number of children who speak English as an Additional Language (EAL) increasing. The school experiences high mobility, with many mid-year transfers joining across the year groups.

The school serves an area of high deprivation (Index of Multiple Deprivation Decile = 1- most deprived in England). The Headteacher explained that in a recent research article "*Left Behind Neighbourhoods*", New Ferry appeared in the most challenging "10% of areas for both deprivation and community needs". The Headteacher provided information about the high levels of crime in the area to give a contextual overview for the IQM assessment, commenting that the area is ranked '1' in the Crime Decile Index, (1 being the highest level in England). The most significant issues are related to gang warfare, drugs and knife crime. The school Leaders also report a higher number of safeguarding referrals for domestic violence incidences since the Covid-19 pandemic. The number of children identified as suffering Adverse Childhood Experiences (ACES) is high and continues to rise significantly.

Specific year group cohorts have a high percentage of vulnerable pupils, for example pupils with SEND, disadvantaged (those in receipt of Pupil Premium top-up funding), safeguarding referrals or the children identified as the bottom 20% in terms of reading ability. These children are identified with a purple heart by the school on all documentation and Pupil Progress Meeting pro formas to make sure that careful attention is paid to this particularly vulnerable group. There is currently an average of 83% of vulnerable group children per class. This is significant in terms of the level of need across the school and the level of planning required to ensure the pupils' needs are met successfully.

Despite the additional challenges faced, from the moment you walk through the doors at Grove Street Primary School, you are soothed by the therapeutic environment. Across the School, neutral tones, cosy corners, hessian displays, natural foliage and low lighting encourage a sense of calm and security. The calming environment reflects the calm atmosphere throughout the school, led by the calm, nurturing approach from the staff. The therapeutic theme spills over into the Leaders' Offices which have comfortable seating areas, soft furnishings and a homely feel. The school is welcoming and inviting, immediately putting visitors, parents and carers, staff and pupils at ease.

Pupils and families are met every morning at the gates by members of the Senior Leadership Team and Emotional Literacy Support Assistants (ELSAs). Leaders are visible and accessible to all families. They will respond to any issues, as they arise, to ensure the children have a positive day. The morning greeting initiative started following Covid-19 lockdowns, as the staff felt it was important to rebuild relationships with parents and carers. They have worked hard to break down any barriers and change parents' perception of education. Now, relationships between home and school



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are strong. The school has become a real community hub and go-to place for parents and carers in times of need.

The Headteacher began the review by explaining that inclusion is "just what we do". Leaders are modest about how they clearly go above and beyond to ensure that the pupils at Grove Street are well looked after. When the Special Educational Needs and Disabilities Coordinator (SENDCo) was asked to describe the inclusive ethos at Grove Street in one word, they said "welcoming" as "everybody is welcome; we have an open-door policy".

Inclusive approaches are never static as the staff are constantly responding to the individual needs of the children, parents and local community. All systems are continuously evaluated to look at the impact, with a clear rationale behind everything they do.

The Ofsted report from October 2022 commended the school for its inclusive provision, stating, "pupils thoroughly enjoy attending this caring and harmonious school. Staff make sure that pupils are happy and safe. Adults forge strong relationships with pupils. Leaders ensure that pupils have every opportunity to learn, grow and develop into young adults".

A reflection of the school's approach to inclusion is evidenced through the layout of the classrooms, which are completely different across the classes. The layout and design are entirely planned around the needs of the cohort, which varies year on year, according to the individual pupils.

The school actively engages with the wider community, welcoming external professionals and organisations to collaborate. Strong relationships with families are cultivated through various initiatives, such as breakfast mornings, workshops on diverse topics, and interventions for social and emotional wellbeing. The school's focus on holistic development ensures that children are provided with the best opportunities to thrive.

The school has built a positive reputation within the Local Authority for its inclusive provision. On the day of the IQM assessment, the Headteacher had been invited by the Assistant Director of Education for Wirral to present to the Department for Education on their inclusive approaches. Leaders pride themselves on "never standing still", with an outward facing mindset.

For the IQM Assessment, the IQM Coordinator and Senior Leadership Team provided wide-ranging evidence to validate the process including access to a vast array of documents on their shared Google Drive folder.

I was welcomed into the school with warmth. Staff received the process with an open culture of self-evaluation. This reflective culture ensures that the school is continuing to move forward. Leaders know the areas of strength and have clear plans to improve any areas which need further development.



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I am of the opinion that Grove Street Primary School not only fully meets the standard required by the Inclusion Quality Mark but should be recognised as a Centre of Excellence for the outstanding inclusive provision. This would be 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.

All stakeholders are fully aligned to IQM's values. I believe this School will be a real asset to the Cluster Group, with the best practice they have to share as well as their culture of improving inclusive education for all children, not exclusively Grove Street pupils.

**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

Inclusive values are upheld by all stakeholders at Grove Street Primary School, with most describing the ethos as a “family” culture. The school focuses on collaborative approaches, familial involvement, and the provision of love, care, support, and trust to ensure all are included.

Grove Street Primary School’s inclusive belief is that “every child deserves a champion”. Their inclusive vision and values were revised in January 2022 to reflect the priorities and aspirations the school has for its pupils. There are three core values which underpin the vision, “minds, learning and futures”. The school’s vision is for “every child to have a champion to equip them with the tools to understand their emotions, grow health minds and feel safe”. This places the emphasis on the importance of children’s mental health and wellbeing. When it comes to learning, the vision is “for every child to have a champion to equip them to be a reader, a curious learner and to unlock new knowledge and their full potential”. Reading is the binding thread throughout the curriculum. Due to the historic low aspirations within the community, the third value is centred around changing futures, with the aim for “every child to have a champion to equip them with the resilience, confidence and skills to open a world of possibilities”.

The inclusive ethos in the school is characterised by a strong sense of family, and unwavering support. The school’s commitment to nurturing a safe, inclusive environment has proven effective, as demonstrated by the holistic approaches and the way in which the school prioritises individual needs. The School ensures that all children have the best possible chances for success.

Leaders encourage all stakeholders, including children, staff, parents and carers, in addition to the wider community, to contribute and share ideas. This inclusive culture is fostered through the use of inclusive systems and approaches, working towards a shared mission, with the children always at the heart of decisions.

Grove Street staff recognise the significance of a family-like environment in fostering an inclusive ethos. The concept of family extends beyond the pupils and encompasses the entire school community. Staff members demonstrate love, care and support towards pupils, creating an environment where children feel safe and valued. The School acknowledges the importance of addressing individual needs, providing support such as Emotional Literacy Support Assistants (ELSAs) for the different age, and implementing a new SEND tracker system, to ensure individual needs are met.

The School invests in the wellbeing of all stakeholders. Leaders’ emphasis on wellbeing extends to pupils and staff alike. Wellbeing is given utmost priority, and there is an open-door policy for seeking support. Regular staff meetings, informal peer support, and an emphasis on wellbeing contribute to a positive and cohesive working environment. The Senior Leadership Team plays a pivotal role in fostering trust, supporting staff members’ growth, and prioritising the wellbeing of all.

Teachers appreciate the unique qualities and diverse needs of each child, whilst also valuing the support they receive from their colleagues. The school’s holistic approach to education focuses on developing life skills, ensuring that every child receives the necessary support.



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### Next Steps:

There are no significant areas for development identified within this element.



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### Element 2 - Leadership and Management and Accountability

Early Career Teachers (ECTs) are well-supported through dedicated meetings and informal collegiate support. Permanent contracts provide stability and forward planning. Regular ECT meetings focus on wellbeing first and foremost, ahead of the ECT framework. ECTs feel that there is a supportive and inclusive culture within the school, where colleagues, including the Senior Leadership Team, are approachable and provide personal support. Emphasis is placed on building strong relationships and recognising the talents of each staff member, allowing them to grow and develop as individuals.

The School encourages a sense of equity among staff members, creating a strong community where the adults are also seen as an individual. Regular career discussions, external Continuing Professional Development (CPD) opportunities, and leadership qualifications are supported, contributing to effective performance management and staff retention.

Staff work effectively as a team. Staff meetings are held in classrooms to promote closer working relationships and the opportunity to observe what each teacher is doing in their classrooms. A coaching model is implemented across the School with lesson studies and team-teaching instead of traditional observations. Staff are also encouraged to visit other schools. Research projects inspire all staff members to explore their passions as well as enhancing provision for Grove Street pupils.

Key Stage Leaders have been split into two teams to ensure that all areas of school life are fully supported and embedded. Aligned to the School's vision for each child to have a 'champion', class teachers and TAs are encouraged to become 'champions' in different whole school areas of such as SEND, curriculum, mental health and wellbeing.

Governors are actively involved in school improvement. They fully endorse the School's inclusive ethos. They talked about Leaders' "strong commitment to inclusion and community engagement". There is effective communication and a shared vision throughout the staff body. Staff voice and feedback is always sought to inform decision-making, ahead of the introduction of new initiatives.

Regular staff meetings and pupil-centred discussions, encompassing both curriculum and pastoral aspects, facilitate a holistic understanding of pupils' needs. This enables staff to align support strategies, ensuring a comprehensive and cohesive approach to pupil development.

#### Next Steps:

Development of provision for EAL pupils – Leaders have identified the need to look at developing provision for EAL pupils due to the increasing numbers of EAL pupils joining the School. They have already appointed an EAL lead and EAL Champions, but will ensure EAL provision forms a key strategic priority area in next year's School Development Plan.





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

Pupils' educational experiences are enhanced through Grove Street's context-based, inclusive curriculum. The curriculum intent is articulated on the School website, stating the aim to "to create a school which inspires, guides and nurtures learners to achieve their full potential, supporting the whole child, regardless of their starting points". The curriculum is designed with a strong emphasis on the needs of the community it serves. This approach ensures that the intent of the curriculum aligns with the specific requirements and aspirations of the local community. By creating a bespoke curriculum, the School ensures that all children's needs can be met, promoting inclusive and adaptive learning experiences.

Reading, vocabulary and oracy have been identified as main barriers to learning hence a focus on the mastery of these key skills which allow children "to access the rich and demanding content of [the] curriculum, leading to a knowledge which promotes fluent connections across all age phases and subjects". Reading is placed at the core of the curriculum, with books occupying a central role throughout the day. The selection of books plays a vital role in the curriculum. By carefully choosing diverse literature, the curriculum reflects the community's languages, cultures, and experiences. This approach promotes inclusivity and creates a sense of belonging amongst pupils.

Spoken language and oracy skills are given significant importance within the curriculum. This focus empowers pupils to communicate effectively, express themselves confidently, and engage in meaningful discussions. The School implements the Voice 21 initiative to support oracy skills development.

There are no glass ceilings when it comes to accessing the curriculum. The curriculum ensures that there is no compromise on academic standards. By embracing a high-expectations approach, pupils are encouraged to reach their full potential, with adaptations where necessary to suit their individual needs.

The introduction of the Read Write Inc. (RWI) programme as part of the curriculum has led to a cultural shift within the teaching of phonics. This shift is achieved through a systematic implementation of RWI strategies, modelling effective teaching methods, and providing continuous support for all teachers and TAs.

The curriculum embraces a collaborative approach, promoting teamwork and allowing teachers to explore and trial new ideas. This inspires a dynamic and engaging learning environment, where innovative practices are encouraged and refined through shared experiences.

The Personal, Social, Health, and Economic Education (PSHE) curriculum is unique to Grove Street, based on health data specific to the local area. This context-informed approach enables the curriculum to address pertinent issues, such as knife crime, and provide relevant guidance and support to pupils.

The curriculum is grounded in research and evidence-based practices. This commitment to research ensures that educational strategies and interventions are





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informed by the latest findings, providing pupils with the most effective learning opportunities.

The curriculum actively caters for diverse learning needs, including students with English as an Additional Language (EAL). By acknowledging different learning styles, the curriculum strives to provide tailored support to enable every pupil to succeed.

### **Next Steps:**

There are no significant areas for development identified within this element.



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

Effective teaching and learning approaches are cultivated through thoughtful design of the learning environment, well-planned resources, and pedagogical approaches. The teachers understand the importance of creating inclusive and engaging spaces, maximising the use of the central areas between the classrooms to implement interventions which are tailored to meet the diverse needs of the pupils. Through the planning for individuals, teachers enhance the learning experiences to support pupils' holistic development.

In Early Years, the emphasis is on outdoor learning and providing opportunities to explore the different zones outdoors, including the woodland area. Children's language development is a focus from when they start in the two-year-old provision, supported by the implementation of initiatives such as Magic Story Box. The Magic Story Box is an approach which is centred around stories to immerse the children in language and communication skills, with a focus on vocabulary development. It provides an engaging experience which inspires curiosity, promoting a love of reading from an early age. Parents and carers are encouraged to be actively involved in their child's learning journey through regular 'stay and play' sessions. On the morning of the assessment, parents and carers were invited into school to enjoy a picnic in the woodland area with their children.

In Early Years and Key Stage One classrooms, zoned areas with tents and canopies create focussed learning spaces and calm areas. In all year groups, calm and quiet spaces, along with calming music, create a conducive learning environment. Flexible seating options, including sofas, accommodate diverse learning preferences and needs. For example, in the Year 4 classroom, pupils can opt to sit on bean bags with low-level tables. In the Year 5 lesson, pupils access the lesson from the soft-seating area, traditional desks (or even a cardboard box), as they prefer or need. This changes daily depending on individual pupil's emotional regulation.

In lessons observed during the assessment day, Year 1 pupils were learning to interpret directions in maths. To bring the learning to life, the teacher incorporated concrete resources and kinaesthetic activities including a virtual dance mat activity. A whole-class treasure hunt which involved pupils giving each other instructions to navigate a large map on the classroom floor, engaged all learners whilst creating memorable learning experiences through practical involvement.

Across the School, dyslexia-friendly approaches are utilised, such as specific fonts, background colours, and resources to allow all children, including those with dyslexia, to access the learning. Alternative teaching and learning resources, like 'talking tins', are used to support all learners.

Qualified teachers are employed to cover teachers' Planning, Preparation and Assessment (PPA) time. The Early Years PPA cover teacher was leading a session during the assessment day. They engaged pupils in a maths session through a story, with the use of an animated voice and actions to hold pupils' attention.



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### Next Steps:

- Attention autism – look at training the Early Years staff in Attention Autism intervention to support the increased level of need in the younger year groups.
- Structured learning routines- contact the IQM Lead at Whitefield Primary School in Liverpool to find out about their structured lessons and scaffolding approaches to support pupils with additional needs.



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### Element 5 - Assessment

Pupil Progress Meetings, conducted on a half-termly basis, have significantly changed and evolved over time. The transformation of these meetings, particularly the introduction of the Leuven scale to measure pupils' emotional wellbeing, highlights the holistic approach taken by Leaders in assessing a child's progress, encompassing factors such as parental engagement, attendance, and safeguarding concerns. Furthermore, the investment made in scheduling these meetings during school hours to minimise workload for staff is testament to how the Leaders prioritise their wellbeing.

One notable development in Pupil Progress Meetings is the implementation of the Leuven scale, aimed at promoting emotional health within the school environment. This scale recognises the importance of nurturing a child's emotional wellbeing alongside their academic progress. By incorporating this scale into the assessment process, schools can create a more supportive and inclusive learning environment.

To gain a comprehensive understanding of a child's individual progress, the Senior Leadership Team meet with each Class Teacher. Instead of solely focusing on academic achievements, a broader perspective allows for a more accurate evaluation of a pupil's overall development and wellbeing. This also allows any interventions to be targeted to accurately support any emerging issues or concerns.

To address the needs of pupils with SEND, separate meetings are held between teachers and the SEND Coordinator. These meetings provide a focused forum to discuss each child on the SEND register, their progress, and any necessary accommodations or support. This targeted approach ensures that the unique requirements of pupils with SEND are given due attention.

A key tool in the Pupil Progress Meetings is the comprehensive Pupil Progress tracker. This central document serves as a detailed record of individual pupil profiles, documenting their academic progress over time as well as any additional support they require. This tracker proves invaluable during transitions, as teachers can access the previous term or year's records to gain insights into a pupil and tailor their support accordingly.

#### Next Steps:

There are no significant areas for development identified within this element.



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

Staff members focus on Maslow's hierarchy of needs to ensure pupils feel safe, and have their basic needs met before anything. After this focus on basic needs, their priority is pupils' personal development and emotional wellbeing. Staff are conscious that the pupils are often "world poor". Hence a drive to provide wider enrichment experiences to support the development of the children as a whole.

I thoroughly enjoyed meeting the Grove Street pupils, especially those who came to talk to me as part of the pupil voice panel. Representatives from years 2-6 talked to me about their experiences of the School. When asked about their future aspirations, they each had a job role in mind, including vet, policeman, cricketer or mathematician and "dinosaur digger" (palaeontologist). They clearly enjoy attending the School and respond positively to the nurturing environment.

The use of the Zones of Regulation impacts positively on pupils' emotional wellbeing. All pupils spoken to on the assessment day were able to identify which 'zone' they were in as well as explaining why. They know strategies to help them move to the 'green' zone. The ELSAs are on-hand throughout the day to support any child who is struggling to regulate their emotions. Class Teachers and ELSAs check how pupils are feeling at regular points across the day.

Outdoor Play and Learning (OPAL) was recently introduced to enrich pupils' school experience as well as supporting their physical and mental health through outdoor play. Following whole staff training sessions, all staff were involved in developing the outdoor provision. Teaching and support staff have been appointed at lunch times to work as Play Leaders, with a clear job description to facilitate the play and learning. The introduction of OPAL has led to a significant reduction in behaviour incidences during break and lunchtimes. The children speak positively about the new outdoor equipment, stating that they "really like it". There are now designated zones with a vast range of activities for pupils to choose from. All activities are carefully designed to stimulate collaborative, imaginative play. During the assessment day, pupils were all engaged in fun, outdoor activities. They were happy and played well together. All behaviour observed during play time was excellent.

For continuity of routine, and to build relationships in a more social setting, teachers sit with the children in the Dining Hall one day a week, on a rota. There is a taster menu for the children, with small quantities of new foods and tastes, which the teachers encourage them try, thus expanding their diets. Teachers talk with the children to further develop their spoken language in a less formal setting.

To champion positive mental health and wellbeing, whilst developing leadership skills, a group of pupils have taken on the roles of Wellbeing Warriors. This is a pilot scheme across four schools in the Wirral. The Wellbeing Warriors are responsible for leading and promoting the five ways to wellbeing throughout the School. This is having an impact on raising awareness amongst the pupil body as well as normalising talk about mental health issues.



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### Next Steps:

OPAL – continue to develop the OPAL project. Look to carry out a full evaluation at the end of Summer Term, including feedback from all pupils via a survey in class, to inform planning and development for next academic year.



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### Element 7 - Parents, Carers, Guardians

Grove Street Primary School's care for its families is exceptional. The emphasis is placed on early intervention and encouraging parental involvement from the start. Parents and carers talk about Grove Street as "a School that goes above and beyond". They talk about "nothing [being] too much for the staff". Parents and carers feel that every child is seen and heard. The School "doesn't let any child slip through the net" and "will help as much as they can".

To continuously build positive relationships with parents, carers, and the wider community, Senior Leaders and ELSAs are present on the gates each morning to welcome children and families. This has helped staff to establish close connections and break down barriers. Staff are approachable and always have their doors open to support parents and carers when needed. Senior Leaders' offices have sofas and homely décor, with toys and books to engage younger children, to ensure families feel comfortable going into school and talk openly.

The Dojo app, has become an essential tool for facilitating communication between parents, carers and teachers. The app enables parents to message staff as well as stay informed about their child's progress. They receive regular updates on their children's learning, with photographs and are encouraged to share photos of their children's experiences at home. The parents and carers expressed their appreciation for this app which allows ease of communication and develops a sense of trust between home and school.

During the meeting on the assessment day, one parent mentioned the positive impact of their participation in the Youth Connect 5 parenting course. Attending this course provided them with valuable insights and strategies. The course equips parents with practical tools to promote emotional wellbeing, and positive communication within the family unit. By empowering parents, the workshops strengthen the support network around the children, enhancing their overall development.

Moreover, parents and carers were full of praise for the school's proactive approach to identifying and addressing developmental concerns. One parent gave an example of how the staff will find ways around barriers, never giving up. Due to the long waits for National Health Service (NHS) speech and language assessment referrals, the School funded a private report to allow for prompter identification of specific needs and the earlier implementation of a language programme to support their child. The School's commitment to supporting all children is evident through their decision to bring in a Speech Therapist to train the staff, further enhancing their ability to support the children effectively.

Collaboration and open lines of communication between home and school are promoted. The School's willingness to listen, address concerns, and actively involve parents and carers in their child's education fosters a sense of partnership and trust. By maintaining contact and keeping parents informed, especially during challenging times like the Covid-19 lockdowns, the School ensures that children receive the support they need regardless of external circumstances.





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### Next Steps:

- Parental qualifications – in line with your vision for supporting parents and carers, look at offering entry-level qualifications (or similar courses) to increase skills and develop confidence levels.



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

Grove Street Primary School is the hub of the community. It is seen as the 'go to' place for parents and carers to seek support and advice on all matters, not just school-related concerns. The School works in close partnership with other community services, such as the Police and Health Teams, to help build bridges as the School staff have developed trusting relationships with the families.

The Social Supermarket is a lifeline for some families. The offer is more than just food and extends to items such as uniform or toys and books. All families are encouraged to access the Social Supermarket to reduce any stigma. The School recently made changes to its uniform policy to be more inclusive of all families, regardless of socio-economic circumstances. They provided school hoodies and tracksuit bottoms for every child, to create an equal platform for all families.

Every week, parents and carers from the local community with babies under the age of two are invited to attend a School-led baby group, 'Early Explorers'. The ELSA leads the sessions which incorporate storytelling, songs and activities to support early language and communication development. This also offers a social opportunity for both parents and babies. The School is fortunate to have an outbuilding, formerly a community centre, where they host these classes. Due to its success, the Leaders have entered a bid for funding to develop the 'Family Hub' further and extend the services on offer.

External partners are regularly invited into school to talk with the children. Year 6 children have spoken with an ex-convict who talked about gang life to try to prevent pupils from joining gangs in the future. The Armed Police have been into Grove Street to talk with pupils about the dangers of guns, again in an aim to prevent pupils from being involved in criminal activity in the future. The regular contact with the Police has helped the children see them in a different light.

In the local area, perceptions of the Police can be negative. To help change these inherent, pre-conceived ideas, Community Police Officers eat lunch with the children each week to build relationships from the earliest opportunity. They also deliver workshops on issues such as antisocial behaviour, bullying and online safety to support children's learning and wellbeing. These close partnerships allow the Police Officers to develop positive relationships with the children, which will have a positive impact on how they respond outside of school.

Staff from Grove Street Primary School are passionate about improving education for all children. As such, they are heavily involved in best practice sharing networks for school improvement across the Local Authority (LA). The Headteacher Leads the EYFS Cluster and three staff members are involved in Specialist Leader of Education (SLE) roles in collaboration with Wirral LA. The SENDCO is Specialist SEND Leader of Education for the LA, conducting reviews of SEND provision in schools and providing support where needed.



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### Next Steps:

- Family Hub – develop the resources and services offered through the School to support the families and local community. Look at how the ‘bungalow’ can be developed as a central space for external agencies to meet to support families. The School will act as the driving force to bring all the services together, to make it easier for families to access help. This will encourage a more holistic approach to education, health and social care within the community.