Report on IQM Inclusive School Award

School Name: Mosspits Lane Primary School

School Address: Mosspits Lane
Wavetree
Liverpool
Merseyside
L15 6UN

Head/Principal Ms Vicky Corbett

IQM Lead Ms Vicky Corbett

Assessment Date 18th June 2024

Assessor Ms Alison Williams

Sources of Evidence:

- IQM Self-Evaluation Report (SER).
- Office for Standards in Education, Children's Services and Skills (Ofsted) Report.
- School website.
- Special Educational Needs and Disabilities (SEND) profile.
- School policies.
- Continuing Professional Development (CPD) log.
- Curriculum maps.
- Examples of cross-curricular maps and documents.
- Children's books.
- Assembly.
- Playtime observation.

Meetings Held with:

- Headteacher.
- Inclusion Lead.
- Senior Leadership Team (SLT).
- Pastoral Lead.
- Parents.
- Parent and School Governors.
- Pupil group.
- Early Career Teachers (ECT).
- Support staff.

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Overall Evaluation

It was an absolute pleasure to visit Mosspits Lane Community Primary. The inclusive practice, determination, and passion to improve outcomes for all children are evident from the moment you enter the school and are consistently delivered in all aspects of school life. The commitment of the staff to creating a supportive and nurturing environment is truly inspiring and it is clear that they are dedicated to ensuring that every child succeeds both academically and personally.

The inclusive nature of the school is woven into every element of its operation. Staff work collaboratively to address the needs of each child, supported by a robust system for identifying and responding to individual requirements. This is exemplified by the seamless cooperation between Senior Leaders and the Pastoral Lead, ensuring comprehensive support for every child.

The school, with 414 children currently on roll, is in a catchment area that predominantly serves white British families. Data for children with English as an Additional Language (EAL) and those eligible for Pupil Premium (PP) is below the national average. However, the school has worked tirelessly to seek additional support for children with Special Educational Needs and Disabilities (SEND), which has led to a significant increase in the number of identified SEND children receiving an Education, Health and Care Plan (EHCP), now sitting at 3.4% of the school population. This dedication underpins the school's commitment to inclusivity and ensuring that all pupils receive the support they need to thrive.

The school's journey to drive change and improve attainment is inspiring and the commitment and investment demonstrated by the Governing Board in supporting the Headteacher's vision for the school is clear. This dedication and belief in the school's leadership were acknowledged in the recent 'Good' rating received during the Ofsted inspection in March 2023. This recognition reflects the hard work and collaborative efforts of the entire school community to enhance educational outcomes and foster a supportive, inclusive environment.

The dedication of the Governing board and the school leadership to continuous improvement is commendable. Their commitment to reflecting on current practices, staying updated with educational trends and fostering a culture of inclusivity and excellence is driving positive change throughout the school.

Inclusion is a shared responsibility at Mosspits Lane Community Primary School. Responsibilities are delegated across a skilled and professional team that works closely together to implement the school's aims and drive standards. The staff are constantly reflecting on their practices, staying passionate about new developments in education, and seeking ways to improve. This commitment to ongoing reflection and adaptation ensures that the school remains responsive to the needs of its pupils.

The assessment day was filled with examples that consistently reflect the togetherness of the school.

Parents understand the expectations of behaviour and the inclusive ethos of the school and recognise the improvements made over recent years. They understand the high expectations of all staff to ensure children have a positive learning experience. They could not have spoken more highly about what the school would do for their pupils and families. “It permeates everywhere. Everyone is welcoming”.

Parents echoed the inclusive nature of the whole school, particularly praising the commitment of the SLT and their proactive attitude encapsulated by the mantra, "you can, you should, you do”. They recognised the high level of input the children receive from various agencies, describing the Senior Leaders as, "genuinely phenomenal in their support and recognition for children" and as, "role models”. This dedication significantly impacts the children's attitudes toward school life and inclusion. Parents noted that, "children are inclusive, no labels," and that even the pupils can differentiate between a child having a bad day and the behaviours they display, fostering a compassionate and understanding school environment.

Inclusion is evident in all aspects of the school’s work and there are growing links with the well-established Parents’ Association to offer support for families and provide additional resources for all pupils in school. This collaboration ensures a cohesive community where the needs of children and their families are met and everyone feels supported and valued. The partnership between the school and the Parents’ Association exemplifies the school's commitment to creating a nurturing and inclusive environment for all.

The school provides a challenging, stimulating and creative curriculum delivered in a calm, supportive learning environment where all pupils are encouraged and enabled to achieve their best and to become independent, resilient learners.

Children with Special Educational Needs (SEN) at Mosspits Lane Community Primary School access the same curriculum as their peers, with modifications as needed, and consequently make good progress. The Senior Leaders and the Pastoral Lead work seamlessly to ensure every effort is made to cater to the needs of every child, going out of their way to ensure that all agencies, teachers and support staff prioritise the child’s needs. As a result, the progress of all children is good. The school’s assessments support the identification of needs and provisions are made to support children with their emotional well-being, communication needs and academic attainment.

The indoor and outdoor learning environments are spacious, offering children opportunities to develop aspects of sport, sustainability and learning through play. These environments are important and supplement the focus on the mental health and wellbeing of staff and pupils and the understanding that high quality learning experiences support pupil development.

Mosspits Lane’s approach to education is holistic, emphasising the importance of emotional wellbeing alongside academic achievement. Programs like Bikeability, Forest Schools and partnerships with local and national charities provide children with diverse learning experiences that extend beyond the classroom. The school’s proactive engagement with parents and the community further enhances its inclusive culture, creating a strong network of support for all students.

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There is an open-door policy at Mosspits Lane Community Primary School, allowing teachers to check in with their teaching teams or leaders to express any concerns they may have. Staff commented that the Headteacher is available on the weekly timetable for staff to drop in. Senior Leaders will step in and cover lessons where needed and there is a genuine sense that staff are listened to and supported.

The friendly faces at the school reception provide parents with the confidence to approach the school with their concerns. They are an important first line of contact for parents who may have an issue they need to discuss. Staff are also available at the beginning and end of the day for a 'meet and greet'. This close liaison helps to ensure two-way monitoring of attitudes, pupils' progress and the opportunities to celebrate successes.

During the review, the children were polite, friendly, engaged in their learning and keen to talk about their school. They have a love for their school and are proud to attend Mosspits Lane. When asked to describe their school in one word, familiar themes of family, caring, amazing and kind shone through from staff, parents and children. One child's thoughtful response encapsulated the school's dedication: "I would say 'balanced' – I mean they do not always get things right, but they do solve things straight away. They never stop doing that." This comment highlights the school's commitment to continuous improvement and its determination to address any issues promptly, ensuring a supportive environment for all.

Overall, the visit to Mosspits Lane Community Primary was an inspiring experience, showcasing a school that is deeply committed to nurturing and supporting its pupils, staff, and community. The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the assessor.

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' time.

Assessor: Ms Alison Williams

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

Inclusion lies at the heart of the school and all leaders remain driven by their inclusive motto, 'Believe, achieve and succeed.' All staff, parents and Governors are committed to inclusive practices, reinforced through the environment, attitudes and ethos of the school.

The school's motto is demonstrated through seven values of determination, self-belief, honesty, passion, respect, teamwork and eco-friendliness and these permeate through all aspects of school life at Mosspits.

During a whole school assembly, the core values were brought to life through a discussion about Taylor Swift and Jude Bellingham. Pupils engaged in this conversation and identified values such as being a team player, having self-belief and demonstrating passion. They connected these values to their own lives, expressing insights like, "in life, you can always try harder," and "everyone has to have some determination to get where they want to be." These responses highlighted the pupils' understanding of the importance of determination and effort in achieving their goals. This exercise not only made the values relatable but also encouraged pupils to reflect on how they can embody these attributes in their daily lives, reinforcing the school's ethos.

The school celebrates diversity and inclusion through well-thought-out texts, a bespoke package of support for all pupils and the introduction of an 'Opening Worlds' curriculum which together ensure that the leaders do not chase attainment measures, but instead encourage pupils to study an enriched curriculum that is appropriate to them and the community they serve.

In discussions, all staff, pupils, parents and Governors reiterated how the school invested in pupils and staff and were clear about the role they had in taking responsibility for individual needs. The school believes in the clear analysis of need and the Headteacher's determination that all staff will recognise and understand disadvantage in its widest sense fully supports the need for early intervention. This was acknowledged by Ofsted in their recent inspection (March 2023) which states that leaders have, 'have organised the curriculum well so that pupils can build their knowledge successfully over time. Teachers use their expert subject knowledge to deliver the curriculum and children in the Early Years benefit from a curriculum that is highly ambitious for all, including those children with Special Educational Needs and/or Disabilities (SEND) effectively.'

Pupils at Mosspits Lane Primary School are well supported both in the classroom and throughout the school. A range of adaptations are in place for individual students, including wobble cushions, ear defenders and individual workstations. These accommodations are seamlessly integrated into everyday practice, fostering an inclusive environment where such adjustments are not singled out. Pupils accept these changes with ease and are supportive of their peers, reflecting the school's commitment to inclusivity and ensuring that every student can thrive.

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The school is committed to responding to the needs of all children, with a significant drive over the last two years to support students with more complex needs. By implementing the assess, plan, do, review cycle, the school has gathered robust evidence to tailor support effectively. This thorough approach has led to a notable increase in the number of EHCPs being allocated, with sixteen currently in place. This increase demonstrates the school's dedication to ensuring that all children receive the appropriate support and resources to thrive academically and personally.

High mobility and pupils with a range of complex backgrounds have required leaders to draw on the expertise of surrounding agencies. The school has been forward-thinking in its approach, participating in the Hearts Project funded through the Virtual School. This initiative provides valuable resources such as outreach observations, direct one-to-one work with children and strategic interventions. Additionally, Hope Specialist School offers outreach support, further enhancing the school's ability to meet diverse pupils' needs. The school has also sought advice from behaviour specialists, Social, Emotional and Mental Health Needs (SEMH) providers and organisations such as Outreach Services Supporting Mainstream Education (OSSME), Educational Psychologists and Play Therapists.

The school collaborates closely with the Mental Health Support Team (MHST), which delivers parent coffee mornings, works with groups of children and provides support to staff. Regular access to Educational Psychology (EP) network meetings allows staff to continuously review children's development and adapt practices accordingly. These efforts outline the school's proactive and comprehensive approach to ensuring that all students receive the support they need to succeed.

Next Step:

- The inclusive practice is better developed in some areas than others and the school aim for consistency across all year groups, all members of staff and all subjects to further enhance the offer to all children. The school also aim to further strengthen their work for the most able children across the school.

Element 2 - Leadership and Management and Accountability

The school community has grown and adapted over time, with staff members demonstrating a strong commitment to working collaboratively to ensure that every child and family feels successful both academically and personally. The recent Ofsted inspection confirmed that the school is on a continuous journey to help all children achieve the best possible outcomes in all subjects through effective adaptations. They remain dedicated to being reflective practitioners in daily practice, constantly seeking ways to improve.

The staff and Governors are mostly long-standing members and those who have joined in recent years have been warmly welcomed into the Mosspits family because they share the values and vision.

During a meeting with Governors, they acknowledged the significant journey the school has undertaken and recognised that the change in leadership has been a key factor in empowering staff. Responsibilities have been, "effectively delegated, creating space for the growth of leaders and fostering a drive for innovation and change". This approach has not only enabled staff to take ownership of their roles but has also encouraged a culture of continuous improvement and development within the school. The Governors expressed their appreciation for the positive impact this leadership style has had on the school's progress and the overall success of its initiatives.

The school responds swiftly to necessary actions, as evidenced by its proactive approach to addressing the Ofsted action related to improving the curriculum to meet the needs of all learners. "The SLT has worked diligently to implement these improvements, ensuring that the curriculum is inclusive and adaptable," catering to the diverse needs of all pupils. This commitment to rapid and effective response highlights the school's dedication to providing a high-quality education and continually enhancing the learning experience for every child.

The school's mission to, 'Believe, Achieve and Succeed' demonstrates their aspiration, that all children can achieve highly irrelevant of their starting points.

There is a commitment from the stakeholders to constantly review and reflect on practice. The Governors speak regularly with parents to gain a clear understanding of what is working well at the school and to build confidence to engage with the school. Parents are welcomed into school at every opportunity. They acknowledge that previously it was hard to engage with some families, but they feel so much more confident now. There is an open-door ethos and they actively encourage parents to be honest with school. This has been evident through recent communication with parents and families as the school seeks to explore opportunities for academisation. Their commitment to ensuring that children remain at the heart of the process is commendable. The school's dedication to prioritising the needs and wellbeing of its pupils drives all their actions and decisions. By focusing on creating a supportive and inclusive environment, they ensure that every child feels valued and receives the necessary resources to succeed. This child-centred approach is a fundamental aspect of their mission, reflecting their unwavering commitment to fostering a nurturing and effective educational experience.

Safeguarding procedures are effective. Looking through the wealth of evidence provided within the school evaluation report and reading the recent Ofsted inspection report, monitoring systems are established and embedded and all relevant training and procedures are followed. Governors are proactive in their involvement, regularly meeting with the Designated Safeguarding Lead (DSL) and Senior Leaders, conducting walks around the school and engaging with pupil groups to discuss safeguarding practices. This active participation ensures that they have a thorough understanding of the school's environment and can effectively support and monitor the implementation of safeguarding measures. Their hands-on approach demonstrates a strong commitment to the safety and wellbeing of all students, reinforcing the school's dedication to creating a secure and nurturing learning environment.

Next Steps:

- To review adaptive teaching and learning as part of the performance management cycle and consider the next steps.

- Review deployment of staff and school budget to ensure sufficient support across the school.

Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Mosspits Lane, which is broad and balanced, encompasses local, national and international themes and inspires and motivates children. The values underpin the intent of the curriculum and are displayed in all classrooms as a reminder and prompt for staff and children to use and revisit during learning.

Reading, vocabulary development and phonics, alongside opportunities which provide 'real life' experiences are at the heart of the curriculum design and the Opening Worlds curriculum is designed to be clear, consistent and responsive to the needs of all children. It incorporates principles such as clear and consistent language, retrieval practice to reinforce learning and strategies to reduce cognitive overload. The content is carefully structured to be progressive and challenging, ensuring that students are continually building on their previous learning.

High expectations for all children are a cornerstone of the curriculum, promoting inclusivity and ensuring that every child is supported to achieve their potential. Scaffolding techniques are employed in classrooms to ensure that all students can participate effectively in their learning journey. The school emphasises that while they do not alter the content provided to students, they focus on enhancing how that content is delivered, tailoring approaches to meet the diverse needs of learners. This holistic approach ensures that the curriculum at Mosspits Lane Primary School is both rigorous and inclusive, fostering a supportive environment where every student can thrive. Reference is made to the Education Endowment Foundation (EEF) and the crucial role of oracy within the curriculum. Evidence gathered during the assessment such as conversations with Senior Leaders at the school, learning walks and book reviews, emphasise strategies such as, "do not ask one, ask five," pre-teaching, use of STEM sentences and mixed ability pairing as highly effective in enhancing learning outcomes. These strategies are designed to foster a culture where communication and speaking skills are prioritised, enabling pupils to articulate their thoughts effectively. The emphasis on oracy is vital in developing critical thinking, collaboration and a deeper understanding of topics across the curriculum. By implementing these evidence-based approaches, Mosspits Lane Primary School ensures that every child has the opportunity to excel academically and grow personally through engaging and supportive learning experiences.

As part of the curriculum, there is a wide range of extra-curricular activities available to children at lunchtime and after school which enriches their learning and interest. The pupils talked excitedly about the trips they went on. The pupils were enthused about the range of sporting activities on offer and clubs focusing on drama, dance and music, and liked being part of the school's Eco Team and School Council.

At Mosspits School, there is a strong emphasis on inclusivity, particularly evident in the wide range of clubs available to all students. Clubs like cookery, Mad Science and choir are popular choices where, "everyone is welcomed". This inclusivity extends to the active and established Parents' Association, which plays a vital role in supporting the school community.

The Parents' Association raises funds to meet various needs within the school, including sensory reading spaces in classrooms and outdoor equipment. Their dedication is further highlighted by their willingness to volunteer their time, even coming in on Saturdays to help prepare and paint spaces within the school. This collaborative effort between parents, staff and the wider community highlights the school's commitment to providing enriching opportunities and a supportive environment.

The prioritisation of reading ensures pupils have the best possible start to their school lives and it greatly enhances children's prospects for the future. The school aims to foster a love for reading and ensure pupils have regular opportunities to engage with texts throughout the school day. Each classroom has a designated reading space in the classroom and the school has several reading spaces around the school, constantly promoting the love of reading. Reading Ambassadors offer reviews of key texts and work in the library areas. 'I am currently reading' posters can be seen on every classroom door that is completed by the staff.

Ofsted also highlighted, 'Staff select high-quality texts to enhance pupils' learning across the wider curriculum. Staff regularly share stories with their classes. Pupils enjoy listening to their teachers read.'

Teachers' planning takes into consideration the needs of all pupils and planning is supported by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) teacher for those with additional needs. There are a range of resources available to support sensory and emotional needs as well as curriculum work. Planning is monitored to see how teachers use resources to support learning. Good use is made of the break-out space between classrooms. Support staff work there with individual pupils or small groups on intervention strategies and curriculum support.

Next Step:

- Following the most recent data drop – to review planning and outcomes. To consider changes that will need to be made to the curriculum given the needs of each cohort ahead of next year.

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

The quality of the learning environment enhances the provision for the children. During a walk around the school, it was calm and inclusive which was consistent across all year groups. Despite the growing SEND needs in the school, children were enthusiastic, engaged and accessing their learning. It was clear that adaptations were in place. Adaptions such as workstations, task lists, now and next boards, sensory equipment and colourful semantics were all seen in use. In some cases, clear scaffolding could be seen in children's books, where they had less vocabulary to learn or could produce their work differently. The teachers plan specifically to cater for each individual need.

Technology is used across the school to enhance their learning and children actively engage in lessons through the use of interactive whiteboards, iPads and a computer suite which is timetabled for every class to use once a week. The pupils can independently complete research projects or use them to help with their understanding of vocabulary.

Support staff are valued highly and deployed through the school based on the needs of the children. Support can be provided through whole-class support, small group work, one-to-one SEND support, academic, social and emotional interventions or team teaching with teachers during class input.

The group of support staff spoken to during the review could describe a clear process of delivering interventions. They talked about gaps that are identified through assessment, a programme that is delivered and then monitored and reviewed every half term. Regarding professional development, staff members expressed satisfaction with the training provided. New support staff transitioning into different year groups receive dedicated time to discuss with teachers, attend whole-staff meetings and engage in CPD tailored to their individual needs. This approach ensures that support staff are well-equipped to meet the specific demands of their roles and contribute effectively to the school's educational mission.

Overall, the collaborative spirit, effective communication and commitment to ongoing professional development contribute to the cohesive and supportive environment at Mosspits Lane Community Primary School, benefiting both staff and students alike.

Next Step:

- Enrich the experiences of the children through the use of IT programmes such as Widgits for dual coding, Showbie and voice note tools on the iPad.

Element 5 - Assessment

Children at Mosspits Lane Primary School typically enter in line with national expectations. The percentage of children achieving Good Level of Development (GLD) at the end of Reception exceeds national averages, while results for Key Stage 1 (KS1) phonics are in line with national standards.

Increased identification of needs during the Reception and KS1 years has prompted the school to implement additional measures, support mechanisms and adaptive teaching strategies. These interventions are designed to effectively support children as they transition into KS2, ensuring that each child receives the necessary resources and assistance to achieve their full potential. This proactive approach reflects the school's commitment to continuously improving outcomes and meeting the diverse needs of its children throughout their educational journey.

They have effective systems in place and a clear approach to target setting and tracking data. The school use a system, 'O Tracker' to track individual data and attainment in core subjects. They also have systems in place to track attainment in Foundation Subjects.

Children with additional needs have individual one-page profiles. Targets are focussed on small steps of progress and reviewed on a termly basis or sooner if required. Termly progress meetings at Mosspits Lane Primary School are rigorous and finely tuned to identify each student's specific needs and determine the next steps in their educational journey. These meetings serve as a crucial platform for teachers to assess student progress comprehensively and make informed decisions about interventions. Adaptive teaching strategies are employed to cater to individual learning styles and needs, ensuring that every student receives personalised support. Precision teaching techniques enable targeted interventions to address specific areas of difficulty or accelerate learning where necessary. Flexible groupings allow teachers to adjust classroom dynamics based on student progress and learning goals, promoting collaboration and tailored instruction. By maintaining a robust system of termly progress meetings, the school ensures that its teaching practices remain responsive and effective in meeting the diverse needs of its students. This proactive approach supports continuous improvement and enhances overall educational outcomes for all learners.

Together with pupil progress meetings, the triangulation of evidence from books, pupil voice and lesson observations allows all teachers and leaders to have a clear overview of the needs of the children and for them to act swiftly if there are gaps in learning. Teachers provide the next steps for the children daily and they use verbal feedback and live marking to identify misconceptions quickly and support the children to understand where to go next in their learning.

Due to the close working relationships with support staff, the year group teams can continually reflect upon, and review practice daily and ensure that children are not left behind.

The atmosphere in classes and across the school is calm with children reflecting on their knowledge, and valuing the care and attention that all staff show for them.

One child commented that there are different ways to get help in the classroom. "There are things on the (working) walls, the teachers show you different ways of working things out". Another child described a strategy of Brain, Buddy and Box to grow independence but added, "the teachers are always there for you and they make it clear that they are".

The work ethic of the children, their positive behaviour, friendliness and politeness impact their engagement with their school work.

Next Steps:

- The school will consider ways in which to further challenge the more able pupils.
- Following the Ofsted inspection (March 2023), the school will continue to adapt its teaching to ensure that it is accessible to all at all times.

Element 6 - Behaviour, Attitudes to Learning and Personal Development

The inclusive atmosphere at Mosspits Lane Community Primary School fosters a culture where everyone feels welcome and valued. This ethos is pervasive throughout the school and is actively promoted in classrooms, where children demonstrate positive engagement with the school's rules and expectations for high-quality learning and conduct.

During the assessment day, it was observed that all classrooms visited reflected a conducive learning environment. Children were consistently on task, actively participating in lessons and demonstrating their commitment to learning. This positive engagement not only highlights their understanding of and adherence to school expectations but also reflects their enthusiasm for learning and being part of the school community. The commitment to maintaining such a supportive and inclusive atmosphere contributes significantly to the overall positive culture at Mosspits Lane Community Primary School. It ensures that all students feel valued, respected and motivated to achieve their best academically and personally.

Relationships between pupils are positive in classrooms, around the school and on the playground. They are sensitive to the needs of others and are very patient and thoughtful towards children with additional needs. In lessons, pupils are well focused and engaged with their learning. They show genuine respect for each other and a real enthusiasm for learning. There is a real sense of mutual respect and trust between them which is impressive and referred to in the Ofsted report; 'Pupils are confident that staff will listen to them if they have any concerns or worries. This helps pupils to feel happy and safe. Pupils rise to leaders' high expectations of their behaviour. They behave well and treat each other with respect. If bullying should happen, leaders and teachers sort it out swiftly.'

Pupils' achievements are celebrated and recognised consistently throughout the week. Various opportunities are provided to highlight success, including a dedicated celebration assembly held weekly. Additionally, the 'Star of the Week' is acknowledged, granting them the privilege of dining at the top table with the Headteacher each week. Class Dojo awards further contribute to celebrating accomplishments, with individual achievements accumulating towards a class award. These awards often result in special rewards like extra playtime or movie sessions with popcorn. This structured approach not only encourages pupils to excel but also reinforces a positive learning environment where effort and achievement are valued and celebrated. By regularly acknowledging and rewarding successes, Mosspits Lane Primary School nurtures a culture of motivation, pride and continuous improvement.

Health and Wellbeing Month at Mosspits Lane has expanded from a week-long event to encompass an entire month, featuring visits from Olympians such as Rebecca Adlington, Beth Tweddle and Dan Purvis. These visits have left a lasting impact on the children, who were able to articulate their experiences using well-embedded STEM sentences. For example, a student might say, "when I met Beth Tweddle, I was inspired to continue going to the gym". This reflects the message conveyed during these interactions: that everyone possesses the determination needed to achieve their goals. These experiences

not only promote physical activity and wellbeing but also instil a sense of motivation and resilience among the students, encouraging them to pursue their aspirations with confidence. By extending Health and Wellbeing Month and hosting inspirational figures, the school fosters a culture of positivity, growth and empowerment among its students.

Next Step:

- To continue to work with parents, staff and children to ensure that they fully understand the restorative approach and to help them understand the benefits of working in such a way.

Element 7 - Parents, Carers and Guardians

Parents at Mosspits Lane Primary School are deeply appreciative of the school's commitment to their children's wellbeing and development. They consistently express high praise for the entire school team, noting the dedicated efforts made to ensure the best outcomes for every child. The school environment is described as welcoming and friendly, which contributes to the positive experiences parents and children have at the school.

Key to this positive sentiment is the excellent communication between the school and parents. Senior leaders actively engage with parents at the gate and all staff members are accessible for meetings before or after school, fostering an open-door policy that parents find reassuring. This accessibility extends to addressing concerns promptly and effectively, with parents feeling that their feedback is valued and acted upon by the staff. Overall, parents feel confident and supported in their children's educational journey at Mosspits Lane Primary School. The strong sense of community and partnership between home and school, coupled with the school's commitment to inclusivity and support, ensures that parents and students alike feel valued and cared for, contributing to a positive and enriching school experience. One parent commented, “they are so proactive, there is great communication and they really care”.

At Mosspits Lane Primary School, celebrating children's successes is woven into various aspects of school life to ensure recognition and encouragement. Parents are involved in this celebration through events like parents’ evenings, where achievements and progress are discussed in detail. Additionally, Class Dojo, newsletters and weekly merit awards provide ongoing updates and recognition of children's accomplishments, fostering a supportive environment both at school and at home.

The active involvement of an expanding Parents’ Association demonstrates the collaborative spirit, of organising events for both the school and the wider community. Their efforts in fundraising contribute to securing resources that enhance the educational environment for all students.

Overall, Mosspits Lane Primary School's commitment to celebrating achievements, supporting parents and fostering community engagement exemplifies its dedication to providing a nurturing and enriching educational experience for every child.

Next Step:

- To continue to work with the parent body to develop further links to the local community and to look at ways to involve parents more in their child’s learning.

Element 8 - Links with Local, Wider and Global Community

The Parents' Association at Mosspits Lane Primary School play a pivotal role in supporting the school community by focusing on both local initiatives and school priorities. They organise events like family walks and fun runs that not only bring families together but also raise funds for various school needs.

Additionally, the school collaborates with the Five Ways cluster group to provide training and development opportunities across a network of schools, enhancing professional growth for staff through CPD initiatives.

The school maintains robust partnerships with external organisations such as the Hearts Project and Attachment Research Community (ARC), which provide additional support and resources to meet the diverse needs of students. Mosspits Lane also actively participates in community projects by supporting local charities like Wear Blue for Bobby (Liverpool Road Safety project) and national charities such as the National Society for the Prevention of Cruelty to Children (NSPCC) Number Day and Comic Relief. These efforts demonstrate the school's commitment to fostering a sense of social responsibility among its students and cultivating strong ties within the broader community.

Mosspits Lane Primary School offers a diverse range of educational programmes and opportunities to enrich the learning experiences of its students. These include Bikeability, which promotes safe cycling skills and Forest Schools, where students engage with nature through structured outdoor activities. The Liverpool Parliament initiative encourages civic engagement and participation among students, fostering leadership and responsibility.

Mosspits Lane Primary School demonstrates a proactive approach towards nurturing future professionals and promoting holistic education among its pupils. Firstly, the school welcomes work experience students, providing them with valuable insights and practical learning experiences within an educational environment. This initiative not only supports the development of future professionals but also enriches the school community by bringing fresh perspectives and energy.

Similarly, Mosspits Lane supports undergraduate trainee teachers, offering them the opportunity to gain hands-on classroom experience under the mentorship of experienced educators. This commitment not only helps in preparing the next generation of teachers but also fosters a collaborative learning environment where both trainees and students benefit.

Moreover, the school's Food4Thought programme exemplifies its holistic approach to education. This initiative promotes healthy eating habits and nutritional awareness among students, emphasising the importance of wellbeing alongside academic learning. By integrating such programmes into the curriculum, Mosspits Lane ensures that students receive a comprehensive education that supports their overall development.

In terms of transitions, Mosspits Lane Primary School has developed robust links with the local High School Special Educational Needs Co-ordinator (SENCo). This collaboration allows for a seamless transition for students with additional needs, ensuring that support and adaptations are consistently reviewed and implemented to meet individual requirements. Additionally, the school benefits from outreach support provided by a nearby resource provision, further enhancing its capability to cater to diverse needs effectively.

Overall, Mosspits Lane Primary School's initiatives in supporting future professionals, promoting holistic education through programmes like Food4Thought, and facilitating smooth transitions exemplify its commitment to providing a well-rounded educational experience that prepares its pupils for both academic success and personal growth.

Next Step:

- To continue to access the community and utilise this to provide new learning experiences for learners.