



## Report on IQM Inclusive School Award



**School Name:** Banks Road Primary School

**School Address:** Banks Road  
Garston  
Merseyside  
L19 8JZ

**Head/Principal** Mr Jamie Wilson

**IQM Lead** Ms Alison Seaton

**Assessment Date** 22nd February 2024

**Assessor** Ms Heather Whitfield

### Sources of Evidence:

- IQM Self Evaluation Report documentation
- School website
- Ofsted report
- School policies
- Learning walk
- Pupils' books

### Meetings Held with:

- IQM Lead
- Headteacher, Deputy Headteacher and IQM Lead
- Parents/carers
- Pupils – members of the School Council and prefects
- Chair of Governors and Staff Governor
- Support staff



## Report on IQM Inclusive School Award



### Overall Evaluation

Banks Road Primary School is an average-sized two-form entry school which welcomes 279 pupils each day and includes nursery provision. The children are drawn from the immediate local community and many children attend within a generational pattern.

“Banks Road School is a place of safety and welcome. It’s a place where children can continue on their journey with their hopes and dreams”. “Children feel safe and protected here. It’s a ‘magical world’”.

In June 2023, Banks Road Primary School was judged to be ‘good’ by Ofsted.

The school’s catchment area within Garston is becoming increasingly socially diverse. There are currently 72 children (26%) attending Banks Road for whom English is an additional language. The school leaders have recognised the importance of supporting all pupils and have employed a Language Specialist Teacher to ensure that these children receive and access the same quality and rich education as their peers do.

Since 2017 and a change in leadership, there has been a “continuous drive to become more inclusive and to increase the outcomes and opportunities for all pupils”. In 2023, the Headteacher post changed again with the then Deputy Headteacher being appointed as Headteacher. Since then, a parent told me, “the dynamics have changed. School is open to helping children in different ways. Even the children are noticing that children’s needs are being addressed”. The parent went on to say that “no child is left behind; they are all included”.

Staff at Banks Road Primary School believe that the partnership between school and home is an important part of a child’s development; they have an open-door policy where parents are encouraged to come into school to talk about their child’s progress and development whenever they feel it is necessary. They know that children are happiest when the home and the school work together for their benefit.

During the Inclusion Quality Mark (IQM) visit, it was evident that all staff know all children, not just by name but also by their individual needs and their families. Supporting the whole family plays a major role at Banks Road; from supporting parents and carers with enabling the children to access school each day to creating opportunities for parents and carers to attend adult courses.

The staff talked about the investment that is made in Banks Road children; “the focus of everything that we do is the child. We talk about the wellbeing of the children. We talk about the children as people and not as numbers. Whatever we do, is for the benefit of the children”. “We fit the setting around the needs of the children, not fit the child into the setting. This way, we make sure that all our children’s needs are met”.

All staff treat each other, all pupils and their parents and carers with the utmost respect. Staff morale is very high. One member of staff told me that she gets asked, “why do you go to school so early each day?” Her response was, “because it takes me half an hour to go around everyone, say hi and have a catch-up”.



## Report on IQM Inclusive School Award



Staff relationships are of a strong, high value; relationships with parents and carers are also extremely positive, with parents being willing to share their and their children's experiences at Banks Road. Parents use words including "fabulous", "caring", "helpful", "understanding" and "supportive" when describing Banks Road and the staff and provision it provides for their children.

Very high standards and expectations are visible throughout Banks Road Primary School, for pupils, staff and parents in everyday learning and life. The pupils engage positively in all aspects of learning and respect is very much a two-way process.

There is a strong inclusive ethos at Banks Road Primary School. The school's mission statement is 'We can do it!' and the school's values - respect, friendship, determination, trust and positivity - underpin all that they do; they are fully embedded and shape all aspects of school life for both the pupils and the staff.

There is a very strong welcoming, positive atmosphere when visiting the school; from the moment you arrive, you are welcomed warmly into the school family. The staff and pupils interact positively with each other and with visitors. Classrooms are inviting and purposeful with engaging, consistent displays that promote a positive learning culture. The Headteacher and the Senior Leadership Team (SLT) are inspirational in their clear drive and focus for the school and community. The Headteacher has a clear, ambitious vision for the school, placing children at the centre of all decisions. Staff and Governors are aligned to this vision. A parent told me that the Headteacher "takes account of everything. If he says he's going to deal with an issue, he will".

The commitment of the SLT to inclusive practice is reflected in its close collaboration with the school's Governing body and the support and challenge that the Governors provide to the school. A Governor told me that, "the school does a lot to celebrate inclusivity and challenge themselves to keep doing better".

The staff work extremely hard to ensure that children become the best that they can be. When asked how the school and staff ensure that the needs of all children are met, a member of the SLT said, "we have high expectations of everybody. We know our children best and we provide an environment where they can showcase what they are capable of".

The staff pride themselves on providing a happy, safe, secure and supportive learning environment where all children can achieve their highest potential. They work hard to foster a climate, where all children, regardless of race, gender or disability feel secure and can grow in confidence and self-esteem. They have a kind, caring and dedicated team that nurtures, motivates and encourages the children to be the best that they can be. In 2018 and again in 2023, Banks Road Primary School was awarded the 'School of Sanctuary' award in recognition of the work the school promotes to foster a culture of welcome, belonging and solidarity for those seeking safety. In 2021/22, Banks Road was awarded the John Cole Memorial Award. This award was presented to the school for showing outstanding commitment to equality and inclusion.



## Report on IQM Inclusive School Award



Banks Road Primary School impacts the whole family and not just the children who attend. This whole family approach includes home visits, especially when children start their Banks Road journey in Nursery, to enable staff to understand the greater needs of the children and provide or signpost parents and carers to support them where necessary.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award.

I also support the school's request and interest in holding Centre of Excellence status due to the excellent day-to-day inclusive practice that it promotes and supports, not only for its pupils but their families too.

Banks Road Primary School has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that Banks Road Primary School has also achieved Centre of Excellence status at this time.

**Assessor: Ms Heather Whitfield**

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

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



## Report on IQM Inclusive School Award



### Element 1 - The Inclusion Values of the School

From the moment you step through the doors of Banks Road Primary School, you can see and feel the inclusive ethos that makes up the family that is Banks Road. The main entrance and foyer display and embrace images and artifacts that represent the local community and society that we live in. The inclusivity that staff strive to achieve permeates throughout the school.

Senior leaders at Banks Road ensure that when recruiting new staff to the Banks Road family, these staff represent and reflect the diversity of society. The staff team is created from people who are from the local community, identify as LGBTQ+, who were born outside the United Kingdom with English as an Additional Language (EAL).

In 2021, Banks Road welcomed children who had been evacuated along with their families from Afghanistan. These children are remembered very fondly within the school family, with displays reflecting the role that these children and their families played within the school community. Staff and parents talked positively about how the whole school and community benefitted from supporting this project.

For pupils and families with EAL, support is provided through the Specialist Language Teacher who works to ensure that these children access timely interventions and support to enable them to be the best that they can be. The support teacher said that they feel that their work is highly valued by staff, pupils and parents as “my work supports the children to move forwards, to express who they are”. School has access to bi-lingual books to also support these pupils’ learning needs. Teachers talked about children who are EAL and said that the “children know that they are not alone and that they are part of our family. We promote equity alongside equality. Everything that can be done, is done for our pupils for them to improve their language skills and access our curriculum as part of our community”. Banks Road Primary School also works closely with the Ethnic Minority and Traveller Achievement Service (EMTAS).

In October 2023, Banks Road Primary School was awarded the ‘Rainbow Flag’ award. By incorporating the ‘No Outsiders’ curriculum into their Personal, Social, Health and Economic (PSHE) Education curriculum of ‘Jigsaw’ and raising the profile and learning of our diverse society and world, Banks Road drives forward at preparing children for life in modern Britain. “We prepare children for a life where diversity is embraced and there is no fear of difference”. Children within the School Council were able to talk about their learning from the No-Outsiders curriculum and how we should be accepting of everyone as “we’re all different and we’re all welcome in our school”.

Visual timetables are used in classrooms to support pupils’ learning and understanding of the day’s events. Some staff have communication cards attached to their lanyards to support children’s understanding. Classrooms throughout the school have consistent displays, especially ones displaying the Zones of Regulation, a programme which helps children to manage difficult emotions, known as ‘self-regulation’. A parent said that “the staff is open to helping children in different ways”.



## Report on IQM Inclusive School Award



In the Early Years Foundation Stage (EYFS), there is a sensory room that is accessed to support interventions for children who require a higher level of sensory diet than their peers.

In EYFS and Key Stage 1 (KS1), children take part in peer massage which is used to not only promote positive wellbeing but also the understanding of a nurturing, positive touch.

A Governor said, "the school does a lot to celebrate inclusivity and challenge themselves to do better".

### **Next Step:**

- Share your experience of accessing the 'No Outsiders' curriculum with other schools as this is an amazing tool to drive equality forward



## Report on IQM Inclusive School Award



### Element 2 - Leadership and Management and Accountability

Since 2017, the Banks Road Primary School's SLT has been on a journey to ensure that all children who attend Banks Road receive the education that they are entitled to and deserve. This is an education that is rich in experiences and opportunities to ensure that when children leave Banks Road, they are the best that they can be, not only academically but socially and emotionally too. The clear vision of the SLT drives this forward, supported by consistent policies and procedures.

The SLT and Governing body are working hard to remove the stigma and barriers of the past reputation and perceptions of the school. The Headteacher has created a change within the staffing structure and culture by working with all stakeholders, including the pupils, to create consistency, trust, respect and understanding of relationships and roles so that all parties, regardless of their role or experience, know what role they are playing and the impact of it on others within the Banks Road family. A parent commented that "the atmosphere in school has changed a lot for the better. The Headteacher was always like this as a deputy and now that they're in charge, everything's changed. I can't fault them".

The Headteacher leads by exemplary example. "The Headteacher is determined. Everything is about the children. The SLT is always striving forward and asking, what can we do better?" Staff wellbeing is high on the SLT agenda. "The Headteacher made breakfast for all staff at the end of the half term". Staff said that "the Headteacher and other members of the SLT are always thinking of ways to say 'thank you'. This could be a simple 'check in' as you meet in the corridor or a 'thank you' message in the staff WhatsApp group chat".

There is a very clear 'can do' attitude and culture throughout the school from both the staff and children. Staff said that they feel extremely well supported by SLT. They said that "the 'can do' attitude is modelled by staff and absorbed by the children". "We go above and beyond as a whole team making sure that everyone within Banks Road is ok. Happy staff makes for happy children".

The SLT has established teams "to drive everything going forward. To drive capacity for succession planning and opportunities for staff to embrace". Consistency of processes and practice ensures that children and staff are familiar with expectations no matter where they are around the school or who is leading a session/activity. "Because staff and children are clear on what they need to know, teachers can focus on their teaching and adapt the curriculum and learning to all children. All children experience the core information".

Staff can embrace their own learning journey with opportunities built in to support their Continued Professional Development (CPD). CPD opportunities are open to all members of the Banks Road staff. Recently, the school has created the role of an assistant Special Educational Needs and Disabilities Co-ordinator (SENDCo) who can support the lead SENDCo and work closely with families and external agencies. The assistant SENDCo has also completed the SENDCo leadership qualification. The SLT ensure that staff can access appropriate and supportive CPD by allocating funding each year from the budget for projects and opportunities to promote staff development.



## Report on IQM Inclusive School Award



The Governing body plays a supportive, critical friend role to SLT and school staff by reflecting the trust and relationship that flows through Banks Road Primary School within their involvement. Members of the Governing body acknowledge and appreciate that “everyone goes out of their way to know every child. Staff follow the curriculum and because they know their children, they know what they need and adapt the learning to suit individual needs”.

Staff members talked about opportunities when they have been able to present their subject or area to Governors and the support network that is available to them from both the Governors and SLT. “The SLT acknowledge the work that we do and encourage us to celebrate our work and the impact on the children’s progress with the Governors”.

During the termly Governors’ meetings, the Headteacher and staff present documentation and information to support one of the school’s key areas for development. This enables the Governing body to have a strong understanding of the progress the school is making in these areas and identifies any areas that may require further support. Governors and SLT have access to Governor Hub which enables the 2-way sharing of information and ideas.

### Next Steps:

- Continue to develop the role of assistant SENDCo
- Evaluate leaders’ roles and responsibilities in the school to increase leadership capacity
- Create a staff wellbeing ambassador to oversee and co-ordinate wellbeing activities for staff



## Report on IQM Inclusive School Award



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

High expectations for all drive the Banks Road Primary School curriculum forward. The curriculum, based around a themed and topic approach is broad and balanced and provides and creates opportunities for children to embrace the opportunities that they are given. Children can make links within their learning and pupils were able to confidently talk about how prior learning leads to the learning that they are doing daily in the classroom.

Children can talk about how staff support their learning and are aware of strategies that they can use to support their own learning. Children talked about how staff help them within the classroom. Staff are implementing nonverbal signals within the classroom to reduce teacher talk and to help children attend to their learning effectively.

There is a strong focus on children being exposed to high-quality teaching, learning and vocabulary opportunities. The expectation is that they can take these opportunities into their everyday lives, both in and outside of school. All targets in all areas are aspirational for all students and as staff know the children within their classes so well, no one is left behind. Children work at an individual level within the classroom, but all are exposed to the same opportunities. Some children are further supported through sensory breaks, access to quiet time, visual timetables and communication cards. These adaptations ensure that all children's needs are met and supported during the school day. "The bar is set at the same standard for all children with work being adapted so that outcomes and journeys may be different".

Care and respectful behaviour are instilled into all children and children respond positively to this. Within the classroom, children were calm, focused and engaged with their learning. This behaviour was reflected as they moved around the school and outdoors.

The school has adopted schemes of learning to support the Banks Road curriculum including Jigsaw for delivering PSHE Education. Within this scheme, there are explicit teaching opportunities for developing children's understanding of belonging; an awareness that children can articulate clearly. They know that they are the most important part of Banks Road Primary School and reciprocate the trust and respect that is shown to them. "Children are happy to be here". The 'No Outsiders' curriculum enhances the Jigsaw one and children and parents are embracing the impact of it.

Senior leaders have invested heavily in acquiring external support to enhance the learning opportunities for all pupils. This includes employing a Specialist Language Teacher to teach Spanish. Previously, the school employed a Speech and Language Therapist (SALT) for one and a half years. During this time, the SALT trained school-based staff who are now able to deliver in-house SALT support. Banks Road staff also utilise WellComm to meet the speech and language needs of the pupils. They follow the Read, Write, Inc (RWInc) scheme for the teaching of phonics.

For the teaching of history, geography and Religious Education (RE), Banks Road follows 'Opening Worlds' and the Haringey Education Partnership (HEP) for science, which are knowledge-rich curriculums for Years 1-6. Interventions such as 'Lightning Squad' provide extra reading support for identified children in Key Stage 2 (KS2).



## Report on IQM Inclusive School Award



Curriculum subjects are enhanced with off-site learning opportunities and visitors to the school. Children spoke very favourably of the visits that they had experienced and were able to talk about their favourite subjects. Classes are named after local areas of interest from the Liverpool region and the local area is used to create memorable experiences and learning opportunities for all.

### Next Step:

- To continue to develop a broad and balanced curriculum that meets the needs of all children who attend Banks Road Primary School



## Report on IQM Inclusive School Award



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

Banks Road Primary School is a vibrant, engaging space. Upon entering the school building the school's values and ethos can be 'felt'. Consistency, expectations and respect are evident not only in the classrooms but within the whole school environment. There is a culture of respect that works between everyone within the building, from the youngest to the oldest, regardless of what their role or purpose might be.

Classrooms have consistency within their displays, enabling children to transition smoothly from one year group to another. Classroom displays are purposeful and are there for the benefit of enhancing the children's learning opportunities, not just 'to look nice'.

Money is being invested in further developing the learning environment with extensions to classrooms in progress and the development of a classroom space for the Pastoral Lead to develop.

Children take pride in their work. High expectations for presentation can be seen with the learning focus for each task as children's presentation is 'scored' by the class teacher as part of the marking process and children can act on this in following pieces of work.

The staff is implementing 'live marking' by using different coloured highlighter pens to identify areas of work worthy of praise and or development. Children are responding well to this; the improvements can be seen within their workbooks.

The school has adopted the 'Literacy Counts', 'Ready, Steady Write' and 'White Rose' curriculums for their English and maths teaching; they all have a heavy focus on the development of language. During an English writing lesson, the children were independently referring to their vocabulary sheets to uplevel their word choice.

The staff is deployed effectively to support pupils' learning both in the classrooms and within intervention spaces, with all staff modelling a calm and respectful working environment across the school.

The subject leaders provide guidance to the staff and their subject development plans are held accountable by the SLT.

Even with all the support, guidance, high expectations and excellent curriculum provided, children will only learn and achieve their potential if they are in school. The SLT and Governors at Banks Road understand this and over recent times have been addressing the issue of supporting families in raising the attendance for all pupils. The SLT has now created "robust systems" with an attendance team, including the newly appointed Pastoral Lead. The school has increased its ranking within the Local Authority's (LA) attendance ranking from being 112<sup>th</sup> out of 120 schools to 54<sup>th</sup>.

The school has a minibus, which, if needed, the Pastoral Lead will drive to the children's homes and collect them for school. Staff at Banks Road work on a termly basis with the LA, scrutinising the children's attendance. The school is experiencing such success that the Headteacher has been asked to present to other school leaders at a LA event, commenting on and sharing their "rigorous and robust systems to improve attendance".



## Report on IQM Inclusive School Award



### Next Steps:

- To continue to develop the learning environment
- To upskill teachers to meet the needs of all children who attend Banks Road



## Report on IQM Inclusive School Award



### Element 5 - Assessment

With the introduction of 'live marking' within lessons, teachers can use formative assessment to have an immediate impact on the children's learning and progress within the lesson. The staff has a high understanding of the needs of all the pupils within their class; formative assessments provide direct and personalised ongoing, targeted support for all pupils.

Assessment scripts from the National Foundation for Educational Research (NFER) are used three times a year, (once per term), to provide summative assessments. The information gathered from these assessments is used alongside the formative assessments when identifying children who may require further support and or interventions with their learning.

The assessment information is shared with parents and carers through parents' evenings, end-of-school-year reports and daily using ClassDojo, an online communication platform where school and parents/carers can share information.

Children within EYFS and KS1 have half-termly assessments through the RWInc programme and this information is used to allocate them to the correct level of support/grouping. Within Foundation subjects and the 'Opening Worlds' curriculum, children take part in end-of-unit synoptic tasks.

The SLT monitors pupils' learning and engagement by scrutinising books and gathering the views of pupils. The SLT shares assessment data with Governors who can identify visible progress through the presented data.

#### Next Step:

- To continue to develop a CPD model to analyse summative assessments and make summative assessments more productive



## Report on IQM Inclusive School Award



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

The children who attend Banks Road Primary School are an absolute delight! The representatives from the School Council and Prefects who represented the school during the IQM day were extremely happy, secure, well-mannered children who could talk confidently about themselves and explain the structure within the junior leadership team, with the school having head and deputy boys and girls. The children talked about their roles and how they support other pupils. "We help younger children in the playground by showing them that we care. If they are hurt, we can take them inside to the office". "We have Buddy Benches. If someone is sitting there, it signals that they have got no one to play with, so we go to help them and include others".

When asked what's the best thing about being a Banks Road pupil, one pupil responded, "oh that's difficult; there are so many things". Another pupil said that there are "so many welcoming, bubbly fun teachers". Another said, "all the kids in our school are really kind. Everyone wants to be friends with you. PSHE Education teaches us how to be really good friends. We're a 'No Outsiders' school. We welcome everyone and the teachers support us with whatever we need for our needs".

The pupils hold high aspirations for their futures, expressing plans for becoming footballers, animators, architects, singers and dancers. They were able to provide reasons for their choices with one pupil saying "I want a job I like. If I'm not having fun doing my job, then it's not worth doing it as my job will be a big part of my life".

In all classrooms, children were seen to be highly engaged in their learning, with adult support provided as and where needed and work tasks being adapted to meet pupils' needs. As the children moved around school and outside, they displayed respectful, calm behaviours.

Children recognise and understand how adults in school support their learning needs and styles; they were able to talk about how the staff supports them with their learning. One pupil said, "where can I even start with the help that they give you?" They recognised and appreciated the support from members of staff from within the school's SLT in supporting their needs. They said that although they access support from a classroom assistant, they can still receive support from the Headteacher and Deputy Headteachers too.

Banks Road Primary School is preparing the children well for their futures by supporting them with the Banks Road Bank. The bank is a real savings account bank where children can learn to save money, budget for items that they would like to buy and appreciate the true value of money in a world where many commodities are purchased through a card or mobile phone and cash is rarely seen. Pupils in Year 6 can apply to 'work' in the bank, overseeing the other pupils' transactions. The bank facility is open to all pupils.

The children reflected very happily on trips and residential that they had attended including having been to London where they visited the Houses of Parliament, as members of the School Leadership team. They attended Young Voices in Manchester at Anfield football stadium for a workshop on LGBTQ+ and the Centre for Higher Education Transformations (CHET).



## Report on IQM Inclusive School Award



Many experiences and events were mentioned when asked about their favourite thing to do at Banks Road Primary School, including sporting activities such as swimming, cross country and football teams to history, maths and friendship club.

### **Next Step:**

- To further develop pastoral care and provision by developing the role of the Pastoral Lead, undertaking a review of current support, interventions and their impact



## Report on IQM Inclusive School Award



### Element 7 - Parents, Carers and Guardians

Parents/carers shared many positive comments and reflections on their children's experiences at Banks Road Primary School. Parents/carers used words such as "fabulous", "caring", "helpful", "understanding", "supportive" and "positive". These words summed up their feelings about the care, support and education that their children receive at Banks Road.

Banks Road Primary School "takes accountability for the children". "Under the Headteacher's direction, the atmosphere in the school has changed for the better. I can't fault what staff do for my child".

Parents/carers can access supportive adult courses provided or facilitated by Banks Road staff. Parents/carers talked very favourably about these courses and the impact that attending them has had not just on their children but with their role as parent/carer. Courses included 'Advanced Solutions', 'Timid Tiger' and courses that promote strategies, parental goals and feedback.

Banks Road Primary School strives to include all pupils in all aspects of school life. A parent shared with me that their child had been very anxious regarding a performance and did not want to take part. The parent informed me that staff took their time to involve their child who became the 'musical director' and was provided with a clipboard and an 'important role' so that they were included.

Parents/carers shared how children's needs are catered for in a very inclusive manner including lavender tissues and foot massages! They talked about how all the staff play a role in supporting their pupils, not just their class teacher or class teaching assistant. They talked about the "whole school ethos".

The staff communicate with parents/carers using 'Class Dojo'. Parents described this as an effective form of communication, as it can communicate direct messages or requests for parents to contact the school. This form of communication enables parents/carers to have two-way communication with the school. Information is also communicated via X (formerly known as Twitter).

Parents/carers feel listened to by staff, "if there's an issue it will get sorted out because staff listen to you. They work hard to resolve any issues". Parents/carers and staff believe that relationships are strong because of the trust and respect that is shown through effective lines and methods of communication.

Parents/carers feel that Banks Road Primary School suitably prepares their children for transitioning to high school. They said that school "takes the pressure off the children once they've done their exams. They let them have fun and teach them that it's ok to be emotional about leaving their friends". Parents/carers have so much respect for what the staff at Banks Road Primary School do for their children that they said that they would like Banks Road to become a 'through school' so that their children never have to leave.



## Report on IQM Inclusive School Award



Parental/carer voice is captured through surveys undertaken during parents' evenings, asking for responses to questions such as 'How do you think your child is doing in school?' Senior leaders are also always available on the playground at the start and end of the school day when they are available for parents/carers to speak to.

### **Next Step:**

- To re-establish and develop the Parent Teacher Association (PTA) after its collapse after COVID-19



## Report on IQM Inclusive School Award



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

The children at Banks Road Primary School take an active role in local fundraising events such as the Christmas toy appeal with the local radio station, Radio City. They work with the Liverpool Football Club Foundation and local councillors to support and promote positive relationships within the community.

Recently, staff and children appeared on the BBC's One Show television programme as part of 'Giving Back to Garston', a project run by Merseyside police. A group of children worked alongside children from other local schools to vote to decide which community groups, charities and organisations should win a share of £31,000, after listening to pitches from each organisation promoting youth engagement and intervention. The children were able to reflect on this experience and talk about taking part in it.

The school utilises the local area and community facilities to enhance the children's learning opportunities and to reinforce respect for the local area and community. They access facilities in the community and invite leaders into school for activities including tennis, cricket, football and dance. Activities for all ages, all abilities and all languages are catered for.

The children learn Spanish and for this purpose, the school employs a Spanish teacher. During the assessment day, I spoke with members of the SLT about enhancing this connection further by establishing a link with a primary school in Spain that the children from Banks Road would be able to correspond with.

"All the children know of the world is what we show and offer them". With this in mind, the school plans a wide and varied range of trips and experiences for all children including, trips to the cinema, residential trips, day trips and external parties coming into school to support and enrich the curriculum.

#### Next Steps:

- To establish a series of school community events that are held both in school and within the local community
- Use the contact of the Spanish teacher to establish links with a school within Spain that the children can communicate with