Report on IQM Inclusive School Award

School Name: Blackmoor Park Junior School

School Address: Leyfield Road
Liverpool
Merseyside
L12 9HB

Head/Principal Ms Sonja Harrison

IQM Lead Ms Jenny Carson

Assessment Date 26th March 2025

Assessor Mr David Clay

Sources of Evidence:

- IQM Self Evaluation Report (SER)
- Review of range of documents
- Whole school learning walk and lesson drop in
- Observation of morning routines
- School website
- Lunchtime observation – including to the 'Calm Club' and sensory garden
- Work Scrutiny
- School Website
- OFSTED Report

Meetings Held with:

- Headteacher and Deputy Headteacher/Inclusion Lead
- Parents and carers
- Junior Leadership Team, School Councillors and Pupil Attendance Team
- Curriculum Leaders and ECT Mentor
- Mental Health Team
- Chair of the Governors

- Pastoral Lead
- EAL Leader
- Attendance Team
- Learning Support Assistants and Cover Supervisors
- Education Welfare Officer

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Overall Evaluation

Blackmoor Park Junior School is a large, three-form entry setting situated at the heart of its community. The school's motto, "Learning together," is more than just a phrase—it encapsulates the school's ethos of collaboration, compassion, and collective growth. From the outset, the sense of community and togetherness is palpable. Staff consistently spoke of the strength of the team and the familial atmosphere that underpins their work. This ethos is clearly modelled throughout the school, where relationships—between staff, pupils, and the wider community—are warm, respectful, and inclusive.

The school is broadly in line with the national average in terms of the proportion of pupils eligible for Pupil Premium funding. However, it supports a significantly higher number of pupils with Special Educational Needs and Disabilities (SEND), particularly those on School Support, with approximately 30% of pupils requiring provision that is different from and additional to their core offer. Despite this high level of need, the commitment to equity and aspiration remains unwavering. This is reflected in the 2021 OFSTED report which commended the school's leaders, governors and staff for their shared high expectations and ambition for all pupils, including those with SEND.

The school's vision, "Be the best that I can be," is evident in all areas of provision. Pupils are nurtured and encouraged to fulfil their potential both socially and academically. During the assessment, pupils consistently demonstrated confidence, kindness, and enthusiasm. Inclusivity is not a bolt-on; it is embedded in the fabric of the school's culture. Every child spoken to during the assessment expressed a deep sense of belonging, reinforcing that they felt valued and welcomed within the Blackmoor Park community. This reinforces what OFSTED recognised in 2021, "Everyone is welcome at Blackmoor Park Junior School."

A highlight of the school's inclusive practice is its unwavering focus on enjoyment and pupil wellbeing. This solution-focused approach is evident in how staff seek to understand pupils' behaviour, supporting not just the child but their family. Parents echoed this sentiment, with one stating their child had "come on so much because of the support they have received from the teachers," and another describing the school's impact as "transformational." Such testimony reinforces the school's compassionate and proactive ethos.

The school council spoke passionately about the R.A.I.S.E values—Respect, Aspiration, Inclusion, Self-belief, and Enjoyment—which underpin the school's work. These values were clearly demonstrated throughout the visit. Pupils confidently shared how initiatives such as the colour run, Dragon's Den, and the Year 6 water fight after SATs fostered enjoyment and strengthened their sense of school identity. Importantly, children were also able to articulate how these values were present in their learning.

Classrooms are vibrant and purposeful. Where best practice was seen, environments were calm and conducive to learning. Although some areas are still developing, the school is proactively sharing strong practice across teams to ensure consistency in approach. Outdoor spaces have benefitted from recent investment and offer pupils safe, stimulating environments in which to play and relax.

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The school has fostered a strong reputation among its families and the local community for being inclusive, nurturing, and aspirational. Partnerships with external agencies are well-established, ensuring pupils receive timely and appropriate support. Pupils benefit from a wide range of opportunities during the school day and the curriculum is enriched with experiences that make learning meaning and memorable (MIMMs), foster a love of learning and a commitment to wellbeing.

At every stage of the assessment process, it was evident that Blackmoor Park Junior School is a compassionate and inclusive school, with a staff team deeply committed to the success and happiness of all pupils. The mantra, "We are a family," was echoed across conversations with staff and encapsulates the school's collaborative and supportive culture.

Inclusion is deeply embedded in all aspects of school life. Every member of the community understands their role in promoting and sustaining inclusive values. It is my recommendation that Blackmoor Park Junior School be awarded the Inclusion Quality Mark: Inclusive School Award, and I recommend the school be considered for Centre of Excellence status.

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 Inclusive School Award and be reassessed in three years.

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

Assessor: Mr David Clay

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

At Blackmoor Park Junior School, inclusion is a deeply embedded ethos that permeates all aspects of school life. The school's vision, *"Be the best that I can be,"* lies at the heart of its culture, alongside the motto *"Learning together,"* which is lived out daily through interactions, relationships, and classroom practice. The school's inclusive intent is clearly demonstrated through its mission to value and support every individual, foster meaningful partnerships, raise aspirations, and promote teamwork to ensure all pupils can thrive. Leaders shared with pride that, as a visitor, one would be unable to identify which pupils are on the SEND register—such is the strength of their integration. This inclusive approach was evident throughout the school.

The school's R.A.I.S.E values—*Respect, Aspiration, Inclusion, Self-belief, and Enjoyment*—are consistently reinforced through assemblies, the PSHE curriculum, special weeks such as Neurodiversity Week and class charters. These values shape the school's relational culture and are clearly visible in the way pupils engage with one another and with adults. Pupils spoke confidently about what the values meant to them and how they strive to embody them. Weekly celebration assemblies not only recognise achievement but also highlight the attitudes and behaviours that reflect the school's inclusive ethos. It was particularly affirming to see kindness being celebrated in such a prominent way.

Staff at Blackmoor Park are exemplary role models of inclusive practice. They are acutely aware of the diverse needs of their pupils and take professional responsibility to ensure every child feels welcome, supported, and known. All staff, including support and lunchtime staff, were confident in discussing adaptive teaching and inclusive strategies, ensuring consistency across the school. Leaders have a clear understanding of where strengths lie and where further development is possible. Teachers work closely with support staff to plan and deliver provision that enables all pupils to access a broad and balanced curriculum with increased independence.

Leadership across the school is both aspirational and compassionate. The Headteacher, Deputy Headteacher (who also serves as the Inclusion Lead), SENCO, and Pastoral Lead work collaboratively to ensure that robust systems are in place to monitor pupil progress and wellbeing. Pupil Progress Meetings, detailed Learning Support Plans, and the strategic use of assessment tools contribute to high-quality provision for all learners, particularly those with SEND, EAL, or other additional needs.

Pupils feel empowered to share their voice. The School Council and Junior Leadership Team are given meaningful opportunities to shape school life. Year 6 pupils take on leadership roles such as Head Boy and Head Girl, playground leaders, and subject ambassadors, reinforcing a strong sense of agency and belonging. Sports Ambassadors were observed supporting younger pupils during a PE lesson, modelling leadership and encouragement. The Year 2–Year 6 pen-pal system and cross-year mentoring further enhance community cohesion and ease transitions. As a Junior School, transitions are a vital part of inclusion. The transition timetable is well-considered, ensuring pupils begin to build relationships with key adults before joining in Year 3. The school works closely with both local infant and secondary schools to support seamless transitions, with bespoke packages in place for more vulnerable pupils.

The physical environment is continually evolving, with thoughtfully designed spaces that promote inclusion and wellbeing. Calm areas such as the library 'Calm Club' and the 'Retreat' sensory garden reflect the school's commitment to supporting children during unstructured times of the day and fostering a sense of belonging.

The school supports pupils with a wide range of needs. During the visit, staff demonstrated both awareness of and sensitivity to these needs. Staff know their pupils exceptionally well and are adept at helping them regulate when required. Their calm, compassionate responses during moments of dysregulation ensured that pupils were supported and able to reintegrate effectively. Pupils reported feeling safe, respected, and heard.

External partnerships are used effectively to meet the broader needs of pupils, including access to mental health services, family support, and local consortia networks. Staff are proactive in engaging with professionals and confident in adapting provision to ensure the best outcomes for children and families.

Across every aspect of its work, Blackmoor Park Junior School demonstrates a profound commitment to nurturing, empowering, and advocating for every child. Inclusion is not treated as a separate strand of provision; it is the lens through which every policy, decision, and interaction is viewed.

Next Steps:

To embed and extend the sharing of effective classroom practice, ensuring consistency and high-quality teaching across all year groups.

To further develop whole-school approaches to adaptive teaching, ensuring that learning tasks are consistently tailored to meet the diverse needs of all pupils.

Element 2 - Leadership and Management and Accountability

Leadership at Blackmoor Park Junior School is both aspirational and inclusive, characterised by a clear moral purpose and a deep-rooted commitment to the success and wellbeing of every child. The Headteacher, appointed in 2018, has been instrumental in fostering a culture of high expectations, compassion, and teamwork. Alongside a dedicated Deputy Headteacher (who also serves as the Inclusion Lead), SENCO, and Pastoral Lead, the school has developed robust systems to ensure inclusion is not only embedded but actively championed across all levels.

Leaders articulate a strong, shared vision underpinned by the school's core values—Respect, Aspiration, Inclusion, Self-belief, and Enjoyment (RAISE). This vision is understood and embraced by staff, pupils, and the wider community, and is evident in day-to-day practice. School policies and improvement plans reflect an unwavering commitment to inclusive education and pupil wellbeing.

Governors are equally engaged and well-informed, providing strategic challenge and support. An identified SEND link governor and regular updates on inclusion and pupil premium ensure that inclusive priorities remain central to decision-making. Inclusive practice is central to the School Evaluation and Improvement Plan. Governors are committed to the school's inclusive values. They meet regularly with school leaders, attend training, and use data and reports to hold the school to account. Inclusion is a standing item on governing body agendas, and governors regularly visit school to observe practice and engage with staff and pupils.

The leadership team works in close partnership to monitor and evaluate all aspects of school life. A rigorous cycle of self-evaluation includes regular learning walks, book looks, data analysis, and pupil progress meetings. Leaders at all levels use this information to refine provision, address gaps, and celebrate strengths. Staff are trusted as professionals and supported through high-quality CPD, including access to NPQs, local authority training, and specialist programmes. Distributed leadership is a growing strength, with subject leaders taking ownership of curriculum areas and contributing to whole-school improvement through clear action plans and monitoring. The recently trained SEND Ambassador is keen to support wider staff in understanding and developing their role with pupils with SEND.

Safeguarding is a key priority and there is a strong culture of vigilance and care. All staff receive regular training, and designated safeguarding leads meet weekly to review any ongoing concerns. Leaders ensure that families are well supported and work collaboratively with a wide range of external agencies, including the Mental Health Support Team, Educational Psychologists, Speech and Language Therapists, and social care professionals.

Wellbeing is prioritised for both pupils and staff. The school has taken significant steps to reduce workload, such as simplifying marking and feedback expectations and offering flexible PPA arrangements. This was appreciated by the staff I met. The leadership team is approachable and visible, and staff appreciate the open-door culture, and the emphasis placed on trust and professional autonomy. Staff voice indicates a strong sense

of belonging, with many referring to the school as a “family” and a great level of support for each other.

Pupils benefit from stable, well-established routines, clear expectations, and consistent support. The leadership team’s knowledge of individual pupils and their contexts ensures that support is responsive and personalised. Data is used not only to identify academic needs, but also to pinpoint attendance concerns, social and emotional vulnerabilities, and pupils at risk of disengagement. Strategic use of Pupil Premium funding and additional interventions further supports the school's commitment to equity.

Next Steps:

To ensure greater consistency in teaching, learning, and classroom environments by embedding the sharing of effective practice across all classes.

Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Blackmoor Park Junior School provides a broad, balanced, and ambitious curriculum which strongly reflects the school's inclusive ethos and high expectations for all pupils. The curriculum is thoughtfully sequenced and underpinned by the school's core values and key curriculum drivers: Ambition, Enquiry, Knowledge of the World, Arts, and Sports. These priorities shape the learning experience, ensuring that every child, regardless of their starting point, can access meaningful, relevant, and challenging learning. Pupils spoke enthusiastically about their enjoyment of learning across a wide range of subjects.

Quality-first teaching is central to curriculum delivery, and adaptive teaching strategies are embedded consistently to address the increasingly diverse needs of pupils. Teachers fully appreciate the importance of delivering learning that is both inclusive and aspirational. There was clear evidence of tasks being appropriately adapted to ensure that all pupils can participate fully, experience success, and achieve their potential. Where required, specific adaptations are effectively implemented for those pupils with more complex needs or those working significantly below age-related expectations.

Pupils engage positively with their learning and display enthusiasm for the varied subjects and enrichment opportunities available. During the assessment, pupils spoke proudly about memorable learning experiences, both within the classroom and through extracurricular events, including the colour run, Dragon's Den projects, and arts weeks. The school's creative use of "MIMMs" (Making it Meaningful and Memorable) further enriches the curriculum and enhances pupils' cultural capital.

The curriculum prioritises reading and language development, reflecting the needs of the pupils. Structured phonics interventions and the targeted use of Lexia software effectively support pupils requiring additional input. Pupils observed during these intervention sessions were engaged, motivated, and well-supported by staff.
Subject leaders have developed coherent, progressive curriculum plans with meaningful cross-curricular links that deepen pupils' understanding. Subject leaders spoken to during the assessment (including Humanities, MFL, and Art) demonstrated passion and extensive subject knowledge, enabling them to make informed decisions about curriculum design. This thoughtful approach promotes both pupils' knowledge and their enthusiasm for learning.

All pupils, including those with SEND and EAL, are supported to access the full curriculum. Teachers consistently utilise adaptive teaching strategies, visual supports, now/next boards, and technology (such as laptops, iPads, and visualisers) to provide personalised support, ensuring that every child benefits from high-quality teaching. Collaborative working between teachers and support staff is strong, enhancing the effectiveness of interventions and maintaining consistency across the school.

The wider curriculum offers numerous opportunities for personal development through trips, visitors, themed weeks, outdoor learning experiences, Forest School sessions, and specialist provision in sports and the arts. Pupils are proud to undertake roles such as subject ambassadors, librarians, and sports leaders, demonstrating their growing

confidence and agency. Opportunities such as careers week further broaden pupils' horizons and raise aspirations.

Leaders continuously review and refine the curriculum, ensuring it remains engaging, relevant, and inclusive. Subject leaders are provided with time to monitor their areas of responsibility, fostering an emerging culture of collaboration and peer support. Teachers are encouraged to innovate and adapt learning responsively, always aiming for pupils to "know more, remember more, and do more."

Next Steps:

To further embed whole-school adaptive teaching practices, ensuring consistent implementation across all classes, including the effective use of technology to support pupil learning.

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

At Blackmoor Park Junior School, the learning environment, curriculum planning, and teaching strategies are intentionally designed to reflect the needs of the pupils. Children throughout the school were engaged and able to access learning. They clearly enjoyed being in their classrooms and demonstrated positive relationships with their teachers. Teachers had high expectations for all pupils, and mixed-ability groupings were used effectively throughout the school to foster peer support, enabling all pupils to access learning and make progress. Staff are aware of the individual needs of pupils and utilise strategies that ensure that they access appropriate and structured learning.

Across the school, where best practice was seen, classrooms are thoughtfully curated, with well-considered displays that celebrate pupils' achievements, support learning, and promote independence. Visual supports, including now/next boards and learning prompts, are consistently used to aid pupils, particularly those with SEND or EAL. Individual timetables for children with SEND were used effectively and with independence. The 'Calm Club' library space and 'Retreat' sensory garden exemplify the school's commitment to providing inclusive, supportive environments, particularly beneficial for pupils who find unstructured times challenging.

In the subjects seen, planning at Blackmoor Park reflected the knowledgeable and passionate subject leads. It reflected the clear ambition and inclusive practices central to the school's vision. Teachers utilise a robust, sequenced curriculum underpinned by clear progression of skills and knowledge, ensuring that all pupils build effectively on prior learning. Adaptive teaching strategies, embedded within planning, enable all pupils to access the curriculum fully. Teachers and support staff collaborate closely, planning carefully to adapt learning tasks so that all pupils, including those with complex needs, are appropriately challenged and supported. Where external resources and planning are used, these have been chosen to support pupils with additional needs; for example, history textbooks have the lines of text numbered to support children who struggle with attention and reading to follow the shared text.

Resources seen were high quality and used effectively to enrich and support pupil learning. Staff training and continuous professional development (CPD) have supported the growing confidence and competence of staff in using technology as an integral part of teaching and learning, particularly for pupils requiring additional support. The use of a visualiser to clearly model the planning of a text was very effective.

Pedagogical approaches at Blackmoor Park emphasise quality-first teaching, characterised by clear instructions, adapted tasks, targeted questioning, and timely feedback. Teachers regularly use formative assessments to inform immediate adaptations within lessons, ensuring all pupils remain engaged and appropriately challenged. Pupils spoken to during the assessment articulated a clear understanding of what they were learning and why.

The school's pedagogical focus extends to fostering independent and resilient learners, promoting enquiry-based approaches, and creating opportunities for pupils to engage meaningfully with their learning. Pupils demonstrated enthusiasm and pride in their

work, and there was clear evidence of positive engagement and strong pupil-teacher relationships observed throughout classroom interactions.

Leadership continuously monitors teaching and learning through learning walks, book scrutinies, pupil progress meetings, and peer observations. Through this rigorous self-evaluation, the school seeks to continue to improve teaching practices.

Next Steps:

To ensure that good practice which considers the student's cognitive load is shared and consistent throughout the school.

Element 5 - Assessment

Assessment at Blackmoor Park Junior School is purposeful, responsive, and closely aligned with the school's commitment to inclusion and high expectations. A robust system of formative and summative assessment ensures that all pupils' progress is regularly reviewed and informs teaching and intervention planning across the school. Teachers use ongoing assessment effectively to identify gaps in learning, adjust their planning, and ensure lessons are pitched appropriately to meet the needs of all learners.

During the assessment, there was clear evidence of in-the-moment feedback and targeted questioning being used to deepen understanding and address misconceptions. Pupils confidently discussed how teachers support them in knowing how to improve their work and described feedback as clear and helpful.

Pupil Progress Meetings are held regularly and provide structured opportunities for staff to analyse data alongside senior leaders, discussing attainment and progress in depth. These meetings also identify children requiring additional support or challenge and help ensure that timely and targeted interventions are implemented. This cycle of reflection and action ensures that no pupil is left behind.

Assessment data is collated and analysed by the leadership team, including the Inclusion Lead and Pastoral Lead, and informs wider strategic decisions about provision and resource deployment. The school uses a mix of standardised assessments, teacher judgments, and bespoke tracking tools, including 'small steps' approaches for pupils with complex learning needs. This enables the school to measure progress effectively, even for pupils working below age-related expectations. The school is currently exploring changes to its assessment systems, while ensuring that they are rigorous and support pupils.

Moderation takes place both internally and through collaboration with local schools to ensure consistency and accuracy in assessment. Staff receive regular training and support to develop their understanding of assessment for learning and to ensure consistency across subjects and year groups.

Parents are kept well-informed of their child's progress through termly reports, parent meetings, and informal conversations. The school's open-door policy allows for regular communication with families, particularly when discussing support strategies for pupils with additional needs.

Next Steps:

To embed new assessment processes for pupils with complex needs, ensuring their progress is effectively captured and used to inform planning.

To introduce an effective tracking system for wider curriculum areas that support children's development.

Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour and personal development are key strengths at Blackmoor Park Junior School, underpinned by the school's strong values, inclusive ethos, and high expectations for all. Pupils demonstrate consistently positive attitudes to learning and are proud to be members of the Blackmoor Park community. The positive caring relationships between pupils and between staff and pupils was clear from the moment they entered the playground in the morning.

During the assessment, behaviour across the school was calm, respectful, and conducive to learning. Pupils engaged confidently with staff and visitors, showing kindness, curiosity, and a sense of responsibility towards their peers. Staff consistently model respectful and supportive interactions, which pupils mirror in their relationships with one another.
The school promotes emotional regulation and wellbeing through a range of strategies, including access to calm spaces, structured interventions, and proactive support from the pastoral team. The 'Calm Club,' lunchtime quiet areas, and nurture provision are highly valued by pupils and contribute to a supportive and inclusive culture. Staff were proactive in using sensory circuits and responding to pupil needs.

Staff demonstrate a calm, empathetic approach to managing behaviour, recognising individual needs, and responding appropriately. This helps pupils to feel safe, understood, and ready to learn. Pupils were aware of strategies such as Roar Rainbow that help them express how they are feeling. This was used effectively in some classes. Zones of Regulation was used with individual pupils to support access to learning. Where pupils with additional needs became dysregulated during the assessment, there was a clear understanding among staff of how to support these pupils and ensure that they could regulate and reintegrate into learning. Through positive and caring relationships, pupils were well supported.

Pupils understand and uphold the school's expectations for behaviour. The R.A.I.S.E values (Respect, Aspiration, Inclusion, Self-belief, Enjoyment) are well embedded and referenced throughout the school day, in assemblies, lessons, and informal interactions. Pupils are keen to celebrate achievements and take part in reward systems such as celebration assemblies and values-based awards. Pupils were able to share aspects of character, such as kindness, which are important to Blackmoor Park and celebrated in assemblies.

Pupil voice is a strong feature of school life. The School Council, Sports Ambassadors, Junior Leadership Team, and peer mentors all provide leadership opportunities for pupils, promoting responsibility, collaboration, and a sense of belonging. Pupils are also involved in supporting their peers, including during transitions and unstructured times, fostering a caring and inclusive community.

The school places a strong emphasis on personal development. Through their bespoke PSHE curriculum, assemblies, and enrichment experiences, pupils are encouraged to reflect on their emotions, set goals, and build resilience. Staff actively promote mental health and wellbeing, and initiatives such as transition support, mentoring, and cross-year partnerships are tailored to meet the needs of individuals.

Pupils benefit from a wide range of opportunities to develop socially, morally, spiritually, and culturally. Trips, themed weeks, visiting speakers, and extracurricular activities help to broaden pupils' horizons and celebrate diversity. Pupils spoke confidently about their enjoyment of school, their friendships, and the care they receive from staff.

Next Steps:

To further improve attendance and reduce persistent absence by strengthening engagement with harder-to-reach families and enhancing collaboration with the infant school to support positive routines from the start of formal education.

To implement a consistent, whole-school approach to self-regulation, such as Zones of Regulation, to support pupils in both recognising and managing their emotions independently, enabling them to access all aspects of learning.

Element 7 - Parents, Carers and Guardians

Blackmoor Park Junior School's parents and carers that I met during the assessment were keen to celebrate the school and the support it provides for their children and the whole family. Parents hold each of the teachers in high esteem and appreciate their solution-focused approaches. They were keen to share that there is an open-door policy and, when they need help, the school is quick to provide it. When asked for one word to describe the staff, the most frequently used word was "nurturing," reflecting the care that they feel their children receive. Parents spoke positively of the knowledge that individual teachers had of the students and the ways that they support them.

The school, in turn, places great importance on its relationships with parents, carers, and guardians, recognising them as essential partners in supporting pupils' education, wellbeing, and personal development. A strong culture of open communication and mutual respect underpins the school's work with families, fostering trust and a shared sense of purpose. Teachers shared how they are present on the playground and speak with most parents at pick-up time. Staff described how, as year group teams, they support one another in building relationships with parents and in providing the support families need.

During the assessment, parents spoke positively about the school's inclusive ethos, caring environment, and the genuine commitment of staff to supporting every child. The visibility of leaders and their quick responsiveness to concerns have helped to build strong relationships with families. Parents shared that they feel heard and involved in their children's education.

Regular communication is a key strength. The school uses a range of methods to keep families informed and engaged, including newsletters, text messaging, parent meetings, social media updates, and the school website. Celebration events, curriculum workshops, and coffee mornings provide additional opportunities for families to connect with staff and each other.

Support for families extends beyond academic matters. The school's pastoral and safeguarding teams work closely with external agencies to ensure that families have access to appropriate support, including mental health services, housing advice, and parenting programmes. This joined-up approach is particularly valued by families facing challenges and contributes to the school's reputation as a safe and supportive hub within the community. The Pastoral Lead and the Education Welfare Officer described how they are working together to support harder-to-reach families to reduce persistent absenteeism and improve attendance.

Parents were also keen to support the school through the Parent Teacher Association (PTA) and spoke proudly of the ways in which they provide resources for use in school and during break and lunchtimes. They discussed how events such as the colour run were made inclusive for all pupils, with adaptations made to ensure everyone had a great time.

Parents of pupils with SEND shared how well supported they feel by the Inclusion Lead and wider team. They spoke about the consistent communication, involvement in target

setting, and the school's inclusive approach, which ensures their children are not only included but thrive within the school environment.

Next Steps:

To continue developing the school's after-school provision to ensure all pupils have access to a broad range of high-quality extra-curricular activities that enrich their learning beyond the school day.

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Element 8 - Links with Local, Wider and Global Community

Blackmoor Park Junior School actively fosters links with the local, wider, and global community, recognising the important role these connections play in enriching the curriculum and supporting pupils' personal development.

Locally, the school works in close partnership with the adjacent infant school to support smooth transitions and continuity of provision. This includes joint events, shared planning for Year 2 to Year 3 transition, and collaboration on strategies to build positive routines from the start of formal education. The school is also an active member of local consortia and collaboratives, participating in shared CPD opportunities, moderation, and cross-school initiatives which benefit both staff and pupils.

Strong links with local organisations and charities are well established. Pupils engage in regular fundraising and awareness campaigns for a range of local causes, fostering a sense of empathy and civic responsibility. Children shared their experiences of singing carols and volunteering at Alder Hey Children's Hospital, and participation in sports such as girls' rugby supported by professional players. The school also works closely with the Bobby Colleran Foundation and the LFC Foundation, which has included donations of food hampers to support families.

Pupils regularly take part in local sports competitions through the West Derby network, including events such as 'Panathlon Challenge,' athletics, swimming, water polo, Boccia, bowling, and curling—with many successes celebrated across school. Pupils also engage in transition activities such as taster days at Sefton Rugby Club, Cardinal Heenan, Broughton Hall, and Year 5 secondary visits.

The school's connection with its local community is strengthened through events such as Harvest Festival donations to the food bank, visits to the West Derby War Memorial, and support for the Whitechapel Centre. Careers Week brings professionals from across the country—farmers, acrobats, TV producers, and more—to inspire pupils and raise aspirations.

The school's engagement with wider partners includes work with external professionals such as speech and language therapists, educational psychologists, and mental health practitioners. Staff participate in SENCO network meetings and citywide Deputy Headteacher and subject leader networks. The school works closely with School Improvement Liverpool for teacher development.

Arts and cultural links are extensive. Pupils' artwork has been exhibited through the Dot Art competition at Tate Liverpool and celebrated at St George's Hall. Arts Week features music and drama workshops with visiting performers such as "Travelling by Tuba," "King G," and university drama students. Pupils have also participated in the iSing event at Liverpool Philharmonic Hall. Students were supported to learn musical instruments by peripatetic teachers.

Global links are woven through the curriculum, particularly in geography, RE, and PSHE, where pupils learn about global citizenship, world faiths, and international issues. Events such as World Book Day, International Week, and visits to places of worship,

including a local mosque, encourage pupils to explore diversity and appreciate different cultures. Neurodiversity Celebration Week and Mental Health Awareness Week in partnership with Liverpool Learning Partnership further reinforce global and inclusive perspectives.

The school is committed to ensuring that pupils leave with a strong sense of identity, community, and global awareness. These connections help broaden pupils' horizons, raise aspirations, and nurture a respectful and inclusive worldview.

Next Steps:

To develop international links with other schools.