



Report on IQM Inclusive School Award



School Name: Lister Infant School and Nursery

School Address: Green Lane
Liverpool
Merseyside
L13 7DT

Head/Principal Mrs Janet Davies

IQM Lead Mrs Kirsty Gordon

Assessment Date 7th November 2024

Assessor Mr David Clay

Sources of Evidence:

- Learning walk
- School Development Plan
- Ofsted report
- School website
- Discussion with pupils and parents
- Pupil books
- Observations of displays and learning environments
- Observations of relationships at the start of the day
- Informal interactions with a wide range of stakeholders during the day
- Lunchtime with pupils and staff
- Letters of support from the Educational Psychologist Team
- Observation of Forest School
- Letters of support from parents

Meetings Held with:

- Headteacher
- Deputy Headteacher/SENCo
- Assistant Headteachers
- Teachers
- Parents
- Governors
- Attendance administrator
- Nurture Parent Course Practitioner
- School Council
- TAs and LSAs
- Teacher representatives
- School cook



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Overall Evaluation

Lister Infant School and Nursery is a vibrant, two-form entry primary school serving a diverse community in the Tuebrook and Old Swan area of Liverpool. With a 60-place nursery, the school reflects a multicultural environment where over 30% of pupils speak English as an additional language (EAL), and a remarkable 22 languages are represented across the school. Lister also supports a higher-than-average number of students with special educational needs. The proportion of pupils eligible for free school meals (FSM) significantly exceeds the national average, highlighting the level of need within the community. This is also reflected in the area's deprivation index.

Inclusion is a cornerstone of Lister Infant School and Nursery's ethos, with a dedicated, cohesive team working collaboratively to meet the varied needs of its pupils. Their motto is 'Respect for All. Learners for Life' and this inclusive attitude is seen in all aspects of its provision.

Staff members are solution-focused and continuously strive to improve support for both pupils and their families. During the assessment, it was evident that the entire team is united in their commitment to inclusion, with all stakeholders speaking passionately about the school's nurturing and supportive environment. The school fosters a strong sense of community, often described as a 'family,' where each member feels a sense of belonging and connection. Meeting the needs of every child is a top priority, with every decision made to benefit the students.

The school's Leadership has worked diligently to develop a culture where everyone feels part of the team and is empowered and trusted to act. The school has an open-door policy, where Middle and Senior Leaders support one another, and staff spoke positively of the support they receive from colleagues across the school. Staff were quick to recognise each other's strengths and were appreciative of the support their colleagues offered. Those interviewed were keen to share that they feel like a strong team and that 'everyone is trusted.' All staff members expressed a shared commitment to the vision that students' needs come first, and that there are 'no outsiders in the Lister family.'

The school's core values—respect, kindness, and honesty—are deeply ingrained in the entire school community. In conversations with parents, many shared stories of the respect and kindness the staff have shown. They discussed the transformative support they had received from the school, with some describing it as 'life changing.' Parents expressed strong loyalty to Lister Infant School and Nursery, with one stating they would 'not consider sending their children anywhere else'.

Pupils observed during the assessment were engaged, happy, and respectful. They were eager to discuss their learning and the wide range of experiences they enjoy at Lister Infant School and Nursery. The school's outdoor areas are thoughtfully utilised, with students observed actively participating in adult-led activities during lunchtime and exploring the garden area and forest school. Classrooms are welcoming and purposeful, with displays that effectively support learning. The pupils spoke confidently about strategies the school uses to support their mental health, providing practical examples of how they 'fill their bucket' and also how they use Zones of Regulation to support them in their emotional regulation.



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The quality of teaching at Lister Infant School and Nursery is high, as evidenced by pupils' work across the school. The curriculum is carefully designed to address the needs and starting points of each child, ensuring they receive their full entitlement to the National Curriculum and beyond. Subject Leaders I met are experts in their fields, offering support to colleagues both within and beyond the school. Inclusion is woven into every aspect of the curriculum, ensuring that all students can access learning and demonstrate their understanding in creative and technologically supported ways.

The school is attentive to the cognitive load of its pupils, especially for those with the additional challenge of English being an additional language. Strategies such as gesture and chunking of learning are consistently embedded across the school. Following the assessment, it was clear that the school takes a holistic view of each child, swiftly identifying and addressing any barriers to learning across all areas and providing high-quality support and intervention.

Lister Infant School and Nursery's Leadership Team is deeply committed to inclusion, investing significantly in both resources and staff development to support pupils and families. Staff members feel equipped, empowered, and passionate about serving the Lister community. Their efforts to create a supportive environment for all students were evident in every class. The pupils' behaviour was excellent during the visit, reflecting the team's dedication to meeting each of the students' needs academically, socially, and emotionally.

Based on the evidence gathered, I am confident that Lister Infant School and Nursery fully meets the standards required for the Inclusive School Award.

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.

The school sets a strong example of inclusion and would be well-deserving of Centre of Excellence status. However, at present, the school is not in a financial position to proceed with this designation.

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 Lister Infant School and Nursery, belonging and being a family are central values. Once you become part of the 'Lister family', you remain a part of it. This statement encapsulates the shared vision, ethos, and values of this welcoming, supportive community school. From the moment I entered the building and throughout the entire assessment, the passion that the staff demonstrated to ensure that everyone—staff, pupils, and their families felt welcomed and included was evident. Every pupil, parent, and stakeholder I met shared the same sentiment: 'They are part of the Lister family.'

The Headteacher, Deputy and their skilled team work together as one to break down any barriers to life, learning, and progress for their pupils and families. They provide a safe, nurturing, fully inclusive environment where all are valued. Leaders understand the importance of addressing child development holistically, knowing this forms a strong foundation for lifelong learning and personal growth. By nurturing all aspects of a child's development, they support each pupil in reaching their full potential and developing a positive sense of self. There is a strong emphasis on supporting every individual to achieve the best possible outcomes both now and in the future.

The support that Lister Infant School and Nursery provides to its families is excellent. The school not only ensures that pupils receive excellent support but also that their families are cared for. Numerous courses are offered to parents and carers, and parents spoke passionately about the staff, who work well with them and provide care, guidance, and a non-judgmental space when needed. They highlighted their appreciation for the current Nurture Parent Course, which has been especially impactful this year.

The Headteacher and Leadership Team have made significant investments in high-quality Continuous Professional Development (CPD) for all staff, ensuring they feel equipped and confident in meeting their pupils' needs. Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) expressed their gratitude for the school's investment in their professional growth. The Leadership Team is deeply committed to training and supporting staff to create a culture where the pupils' needs are always at the centre.

During the assessment, pupils displayed respect, kindness, and honesty, embodying the school's core values around inclusion. Some students shared with me how well the school understands and supports their needs. Pupils' workbooks demonstrated the adjustments the school makes to support students with special educational needs and disabilities (SEND) and those with English as an additional language (EAL). It was evident that students were aware of and embraced the inclusive ethos of the school, showing genuine respect for their community.

The staff take every opportunity to ensure students feel valued. From the cook offering two desserts on a child's birthday to hot chocolate rewards and certificates, the celebration of each individual is clear and appreciated by the students. The students I spoke to were excited about the weekly Celebration Assemblies, where the Senior Leadership Team proudly acknowledged the achievements of pupils from each class, further reinforcing a culture of appreciation and recognition.



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All pupils are encouraged to contribute to school life, and the school council represents the diversity of the student body. Council members shared key principles of the school, expressing that they feel unique and valued, emphasising, "it's okay to be different!".

The school also prides itself on its strong partnerships with external organisations that support its pupils. These relationships include collaborations with the ADHD Foundation, Deaf Active, Educational Psychologists, Occupational Therapists, Speech and Language Services, Seedlings, and more, highlighting the school's commitment to comprehensive support.

The teachers I spoke with described their openness to change and their dedication to adapting the environment to meet students' needs. Spaces within the school are well-utilised, enabling Year 1 and Year 2 students who require continuous provision to access it when needed. Additionally, students have access to the sensory room and other designated spaces to ensure they can engage successfully with their learning in class.

Next Steps:

- To monitor EAL progress linguistically and socially, emotionally, and academically as part of the cycle of monitoring.
- To continue to develop Emotion Coaching and Zones of Regulation to support independence in emotional regulation.



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Element 2 - Leadership and Management and Accountability

The Headteacher and Deputy Headteacher at Lister Infant School and Nursery are deeply committed to inclusion, ensuring it is woven into every aspect of school life. For them, inclusion is not an 'optional extra' or a supplementary initiative; it is foundational to everything the school does. The Headteacher, Governors, and Leadership Team have a clear understanding of the school's needs and areas for improvement. They are dedicated not only to empowering their staff and Middle Leaders in their setting but also to supporting other schools, including the local junior school and schools further afield through National Centre for the Excellence in Teaching Mathematics (NCETM) initiatives.

Leaders have developed a culture where all staff are grateful for the support that they are offered by all colleagues and are appreciative of each other and the job they do. This leads to staff being passionate about their place of work and explaining how the whole Lister family 'want to make a difference'.

Staff spoke positively about the training and school improvement work that the school has implemented relating to SEND and inclusion. Strong practices are shared across the school, ensuring that all pupils benefit. Staff expressed their openness to new ideas and their commitment to continuous growth. They described Lister Infant School and Nursery as a coaching school, where staff are approachable and collaborative. Numerous examples were shared where staff utilised the expertise of their colleagues to enhance their teaching practices.

The Governors I met were enthusiastic, knowledgeable, and aligned with the school's ethos, vision, and values. They are well-informed about school priorities and developments, and they have an accurate understanding of the quality of education provided. This insight allows them to effectively plan, monitor, and refine strategies to improve all key aspects of the school's work. Governors are aware of spending priorities and impacts, particularly regarding inclusion, and they appreciate the strengths of the Leadership Team. They also discussed the strategies they use to manage workload and expressed that they feel fully included and informed about school life. Plans for the school's continued growth and development are actively in progress.

The school has implemented a range of strategies to establish effective structures and systems for staff development. As a coaching school, subject leaders are active in developing their respective areas and appreciate the staff's openness to new ideas. They shared that they started using triads (groups of three) for peer support and this has created a culture where everyone feels comfortable seeking assistance from anyone in school. They have clarity about which colleagues can best help develop solutions in different areas. Leaders ensure that all staff have access to high-quality CPD centred on the pupil's needs.

The Senior Leadership Team's expertise has a profound impact on staff development, and staff benefit from both internal and external training opportunities. New staff members, including Early Career Teachers (ECTs), spoke highly of the support and training they have received, describing how it has helped them grow and develop professionally. Many staff expressed feeling valued and supported by school leaders, which contributes to high staff retention and a strong sense of loyalty to the school.



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Wellbeing is a priority, and the Leadership Team is continually refining strategies to enhance staff wellbeing and manage workload. This commitment is evident in recent changes made to further strengthen the curriculum with regard to staff workload. Staff know they can request support and CPD, and they are fully backed by their colleagues in their efforts to make a meaningful difference for the students. This supportive culture has resulted in a happy, effective staff who successfully meet the needs of their pupils.

A strong safeguarding culture is embedded in the school. Both staff and Governors are up to date with statutory safeguarding training and additional relevant training. Staff receive regular updates, understand how to provide support and escalate issues when necessary. Students expressed that they feel comfortable approaching any staff member when they need support. The school uses an online system to log incidents, and there is an effective system for the early identification of any child causing concern. Vulnerable pupils are discussed in regular meetings where school leaders and pastoral staff collaborate to identify and implement the best support plans. The school also engages with external agencies to assist pupils who may be at risk.

Next Steps:

- To fully exploit the new roles of Mental Health Lead and SEND advocate to ensure they have maximum impact.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The school motto, “Respect for all. Learners for Life,” drives the curriculum and underpins every decision made. At Lister Infant School and Nursery, all pupils have access to a broad, balanced curriculum that integrates research-based pedagogy and a mastery approach. This curriculum provides meaningful learning experiences that engage, motivate, and inspire pupils to become lifelong learners. Whenever possible, pupils are offered opportunities to learn outside the classroom, fostering character development, intellectual curiosity, and a deeper understanding of the world. The school emphasises the importance of language development, especially for pupils who speak English as an additional language and for those from disadvantaged backgrounds.

School leaders have crafted a well-sequenced, knowledge-rich curriculum that promotes clear progression. Prior knowledge is systematically reinforced, and assessment tools, such as end-of-unit evaluations, ensure that new learning builds on and connects to previous knowledge and experiences. Leaders collaborate closely with the local junior school to ensure continuity and progression, with middle leaders supporting curriculum development there as well as at Lister Infant School and Nursery. The curriculum also reflects students’ lived experiences, considering the needs of all learners to foster engagement and inspiration.

Lister Infant School and Nursery, curriculum is fully inclusive, recognising that adaptations beneficial for one group often enhance learning for all. Strategies to build language skills across subjects are implemented throughout the school, benefiting every student. Evidence in students’ books demonstrated impactful adjustments that support a wide range of learning needs.

As a ‘No Outsiders’ school, this inclusive philosophy also shapes the curriculum. In response to increasing SEND and EAL needs, the school has invested in training to ensure all pupils are supported to thrive. ‘No Outsider’ days ensure that students are aware and accepting of different families. Leaders have prioritised whole-school training to make the curriculum accessible for all, working creatively both at a school-wide and individual level to provide necessary adaptations. Teaching assistants play a crucial role and are well-trained to help pupils become independent learners. Staff continually seek to understand the root causes of behaviour to implement the right support, ensuring every child can fully engage with the curriculum.

Carefully selected, evidence-based schemes are thoughtfully adapted to support pupils from this community, providing the prior knowledge and scaffolding necessary for success. The team’s hard work has created a well-sequenced curriculum that enables students to make strong, steady progress.

The school uses technology well to ensure that pupils can access the curriculum when written work could be a barrier. The use of Seesaw QR codes allows pupils to orally record answers and demonstrate their knowledge. The use of Widgit throughout the school to ensure that pupils can access activities where language or reading ability could have impacted learning is excellent.

Next Steps:

- To continue to develop pupil independence in the use of technology that will equip them to use this as they move through to the junior school.



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

At Lister Infant School and Nursery, teachers are empowered by a supportive network of colleagues, enabling them to deliver high-quality learning experiences. They benefit from excellent CPD, peer-to-peer support, and co-coaching opportunities. In discussions with staff, it was evident that the school fosters a genuine culture of learning, with a strong emphasis on readiness to learn and proactively addressing barriers to learning.

Staff are confident in implementing a graduated approach to meeting SEND needs, adapting learning so all pupils can access the curriculum in ways appropriate to them. They recognize that many strategies supporting pupils with SEND benefit the wider school community, embodying the principle from the SEND Code of Practice (2015): "Good SEND provision is good provision for all."

The curriculum at Lister Infant School and Nursery is thoughtfully designed and research-driven, grounded in effective pedagogical practices that focus on how pupils learn best. Language development is supported throughout the school through the use of gestures and images to enhance language acquisition, with key vocabulary consistently visible in classrooms and accompanied by visual aids.

Pupils regularly revisit previous learning, and new concepts are introduced in manageable steps to reduce cognitive load—an approach particularly beneficial for EAL students managing additional language demands. Adaptations and scaffolds are applied as needed, allowing pupils to build mastery and become increasingly independent. During a learning walk, pupils demonstrated high engagement and autonomy, with a balance of collaborative and independent activities. Mixed-ability groupings are used to prevent limiting potential and to encourage peer learning.

The learning environment at Lister Infant School and Nursery is safe, nurturing, and inclusive. Displays and working walls provide consistent support across classrooms, and certain areas of the school are designed to create a 'home from home' atmosphere for pupils who may struggle with the classroom environment. Relationships are central to the school's ethos, with strategies in place to ensure pupils feel safe, valued, and connected. Pupils conduct themselves well, showing respect and motivation that fosters positive behaviour.

The school's core values 'Respect, Kindness, Honesty' are evident in every member of the school community. In Key Stage 1, each classroom includes a shared area for continuous provision, which helps pupils reinforce skills and understanding while also supporting wellbeing, social skills, and emotional regulation. Observed pupils engaged enthusiastically in continuous provision, building foundational skills across key developmental areas.

Outdoor spaces at Lister Infant School and Nursery are continually being enhanced, as finances permit, to ensure they are purposeful and effectively utilized. Staff and students make the most of each area, with Key Stage 1 pupils observed eagerly participating in a high-quality Forest School session. Staff spoke highly of the positive impact these experiences have on pupils' wellbeing. A child explained that these sessions helped them to 'fill their bucket', a strategy used to monitor wellbeing. During lunch, students were



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engaged in enriching activities with staff who maintained strong, supportive relationships with them. Early Years pupils enjoyed a variety of structured activities in the garden area, contributing to their development and enjoyment.

Next Steps:

- To embed and further adapt new schemes of work to support pupils within the context of the school.



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Element 5 - Assessment

School leaders measure the impact of the curriculum in a range of ways and various forms of assessment are used to support the next steps in learning and further develop practice and provision.

During our learning walk, a range of formative strategies are used effectively day to day to support pupils to progress from the teacher modelling 'we do' stage of learning towards independence. Teachers use prior attainment data to identify gaps in learning to plan effective learning opportunities and clear tracking systems are in place. Staff were responsive to the pupils' learning and adapted their subsequent lessons based on their current learning using supportive colleagues to discuss ideas of how they can further develop.

Termly pupil progress meetings take place to accurately identify individuals and groups who may need further intervention and support. Staff have been trained and supported in delivering intervention where this is required.

Individual learning plans contain personal targets which are reviewed regularly to demonstrate small steps of progress. Parents shared how they were involved in the creation of these and how they found them helpful in knowing how they can help their children. Termly meetings with parents to review these plans. Marking and feedback seen in books are purposeful and relevant. Pupils were able to explain what the highlighted lines meant.

An online system using Padlet has replaced 'floor books' this year and gives a great commentary on learning throughout the school year. These outline the 'learning journey' of pupils in specific subjects. This allows the contributions of all pupils to take centre stage.

At Lister Infant School and Nursery, their commitment to nurturing the whole child is also evident in their assessment practice. They are currently exploring a range of assessments for SEMH that could support the evaluation of the interventions that they implement.

Staff are aware that they can bring to leaders any concerns regarding the wellbeing or welfare of their pupils. The solution-focussed approach ensures that swift action is taken, and appropriate intervention implemented where needed.

Next Steps:

- To introduce systems to monitor the progress of pupils with EAL and also to monitor the progress of pupils with Social Emotional and Mental Health needs, celebrating the progress they make.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Positive relationships are at the heart of Lister Infant School and Nursery, creating an environment where their impact is both powerful and palpable. The pupils encountered during the assessment demonstrated independence, resilience, a positive 'can-do' attitude, and high aspirations. The entire school community shares this vision, working together as a nurturing family dedicated to mutual support. A culture of wellbeing permeates the school, with values of respect, kindness, and honesty reflected in every aspect of school life.

Each class at Lister Infant School and Nursery works collaboratively to help pupils reach their full potential and develop a lifelong love of learning. The school's child-centred approach is evident in its engaging, high-expectation activities that celebrate every achievement. Pupils feel valued and respected, displaying excellent behaviours and attitudes toward learning. The whole Lister team is well-trained to support all pupils, leveraging each other's strengths to meet students' needs effectively.

The learning environment is calm, organised, and supportive of positive mental health and wellbeing. Pupils receive explicit instruction on understanding emotions and are taught strategies and tools for self-regulation and emotional wellbeing. High-quality interventions were observed, delivered by skilled staff using sensory circuits and movement breaks to great effect. Staff are trained to provide a variety of therapeutic interventions, such as Lego Therapy, Drawing and Talking, and Theraplay, each carefully chosen to maximize positive outcomes for pupils.

Parents interviewed during the assessment expressed deep appreciation for the care and support they receive from Lister Infant School and Nursery staff, describing them as superheroes who go above and beyond to help pupils thrive. Parents valued the school's solution-focused approach, where staff constantly analyse the root causes of behaviours and implement tailored, high-quality support.

The school recognises that positive social and emotional wellbeing underpins good behaviour choices. Positive behaviours are reinforced and celebrated through recognition boards in classrooms and a well-loved Friday Celebration Assembly, where pupils eagerly look forward to rewards like sharing a hot chocolate with members of the Senior Leadership Team.

Lister provides numerous opportunities for pupils to take on Leadership roles, developing skills that extend beyond the classroom. The school council is composed of a diverse group of pupils that celebrates the school's inclusivity. These young leaders take pride in their school community and actively contribute to its positive and supportive culture.

Next Steps:

- For the pupils to become increasingly independent in their emotional regulation, using strategies from Zones of Regulation independently.



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Element 7 - Parents, Carers and Guardians

The team at Lister Infant School and Nursery takes great pride in their work with families, fostering a genuine sense of partnership and collaboration. Parents are embraced as vital partners in the school community, and the entire staff is committed to supporting both the pupils and their families.

The Headteacher and her team actively encourage parents to engage in school life. Through informal, welcoming events such as board game nights and bingo, they bring together families from diverse backgrounds, helping parents feel part of the 'Lister family.' Strong relationships are built from the start, supported by an 'open door' policy that allows families daily opportunities to connect with staff at arrival and dismissal times. School leaders are consistently visible, greeting and interacting with parents to ensure a welcoming atmosphere.

The school's administrative and attendance support staff provide dedicated family support, serving as a friendly and familiar resource for parents. The SENCo and Leadership Team also hold regular coffee mornings and drop-in sessions, creating further opportunities for parents to connect with staff and voice concerns.

During the assessment, many parents shared their appreciation for the support offered by Lister Infant School and Nursery. Parents expressed how much they value the school's attentiveness and felt assured that there is always someone they can reach out to in times of need. One parent commented, "they're not just there for the kids; they're there for you." Another parent described how smoothly her daughter's transition to the school had been, noting that any small issues were quickly resolved. Families feel respected, included, and engaged in the life of the school, enjoying a variety of activities and workshops such as the Nurture Parent Course.

Parents spoke highly of the school's thoughtful approach to transitions and support for pupils with complex needs, noting how the staff's understanding and acceptance create a safe and judgment-free space. The familiar surroundings and supportive people at Lister Infant School and Nursery have helped families feel more confident in supporting their pupils.

Several parents praised the school's guidance through the SEND system, explaining that staff 'make it look easy' by continually walking alongside them, ensuring their pupils receive the right support at the right time. Communication between the school and families is strong, using multiple methods to ensure clarity and accessibility. Staff use technology effectively, including translation services and visual aids, to ensure everyone in the community is informed.

Teachers at Lister Infant School and Nursery build excellent relationships with families and are available to speak directly with parents if needed. The 'open door' policy and consistent presence of teachers at the school gates reinforce parents' confidence in the school. The parents interviewed during the assessment expressed a deep trust in the Leadership and felt consistently informed and valued regarding their child's education.

Next Steps:

- To make use of the whole community in sharing and celebrating the cultures and events that are special to their families



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Element 8 - Links with Local, Wider and Global Community

Lister Infant School and Nursery have established strong connections with local schools, services, and organisations, extending their collaborative work to benefit the wider educational community. Proudly positioned at the heart of the local area, Lister Infant School and Nursery actively invites community groups and external professionals to deliver assemblies, workshops, and other enrichment opportunities for the pupils. The school uses social media to signpost its parents to local events such as the ASD Parent Coffee Afternoon.

The school values community engagement as a vital part of its curriculum. Leaders have developed an extensive program of trips, guest speakers, and hands-on experiences to enrich students' learning. The team believes that real-world experiences deepen understanding, broaden vocabulary, and help students see the practical application of their learning. These experiences enhance engagement and motivation, making the curriculum both meaningful and memorable for all students.

A variety of guest speakers, including charity representatives and professionals from different fields including the local church, regularly visit the school to share diverse perspectives and reinforce the school's values. This approach broadens students' views on values, attitudes, and the wider world, making learning a relevant and interconnected experience.

Lister Infant School and Nursery also maintain strong ties with external support services. During the assessment, letters from the Educational Psychology service praised the school for its dedication to supporting the unique needs of each child while fostering high expectations. In light of broader challenges and reductions in Local Authority services, school Leaders have committed to investing in high-quality, external services that support their inclusive philosophy. As the Headteacher suggested, "if the children need it, they get it!"

Global awareness is also woven into the curriculum. Students are given many opportunities to explore different cultures and nationalities, building a solid understanding of their community and the world beyond. Leaders recognise the cultural richness within the school's community and draw on this diversity to give students a well-rounded, global perspective. Each year, the school celebrate International Family Day, giving this recognition.

Next Steps:

- To effectively use the experiences of the families in their diverse setting to support other pupils in better understanding of the global community.