



Report on IQM Inclusive School Award



School Name: St. Michael-In-The-Hamlet Community Primary School

School Address: Neilson Road
Liverpool
Merseyside
L17 7BA

Head/Principal Ms Laura Moreton

IQM Lead Mr Robert Norwood

Assessment Date 3rd July 2024

Assessor Mr Mike Bousfield

Sources of Evidence:

- School Website.
- Self-Evaluation Report (SER).
- Learning Walk.
- Evidence in pupils' books.
- School policies and documents.

Meetings Held with:

- Headteacher and IQM Lead/ Special Educational Needs and Disability Co-ordinator (SENDCo).
- Senior Leaders.
- Governors.
- Teaching Staff.
- Teaching Support Staff.
- Pupils in Key Stage (KS)1.
- Pupils in KS2.
- Pupils with Leadership Roles.
- Parents.



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Overall Evaluation

Strong relationships at every level are at the heart of the many great things that happen at St. Michael's in-the-Hamlet Primary School. The Headteacher and senior staff work incredibly hard to create an atmosphere in which everybody - children, their parents, staff and governors - feels absolutely confident that they can be themselves and they will be nurtured and valued. Although no stone is left unturned to create this exceptionally inclusive culture, like many experts in their field, they make it look easy. Honesty and authenticity are the hallmarks of the excellent communication around the school, and as a result of a great deal of respect, confidence and trust is evident. There is a sense that everyone appreciates the importance of what they do, but they are clearly determined to have as much fun as possible while they do it! There is also a remarkable consistency in the vocabulary used by different groups of stakeholders when talking about the school. They see it as a strong 'family' and a community, which is tolerant and appreciative of difference, where individuals are valued and where success is recognised and achieved by everyone. Amazing, beautiful, fantastic, brilliant, fun and awesome are the words used by the younger pupils to describe their school. "I appreciate the family feel of this school. It has developed my learning and my friendships and given me a vision for life in general. It's made me more relaxed and confident," one of their older friends reflected. Visitors receive a warm welcome at the school, whilst the thorough safeguarding checks on their identity are carried out. One of the office staff was even kind enough to move her car so that I could park easily, which is indicative of the spirit within.

The school reflects the character of its Headteacher, who was described by various people during my visit as warm, welcoming, committed and collaborative. One member of staff pointed out that her office has comfy chairs and toys and feels more like a cosy space than a business meeting room. She truly appreciates and loves the community and receives the same in return. The SENDCo is incredibly knowledgeable and thorough. Several people told me how good he is at listening, and he supports the pupils, their families and his colleagues exceptionally well. Governors clearly share the values of the school staff. They are full of admiration and appreciation for what they do and provide good support. Leaders at all levels within school are passionate, committed and effective. Due to the efficacy of leadership, it is unsurprising that school's values are absolutely embedded. The core values, which call on everyone to be safe, motivational, inclusive, a team and happy (forming the acronym SMITH), have been established for some time and are explicitly taught and reinforced, therefore they are lived by all. As one of the children told me, "Nobody is left behind."

Enjoyment and engagement are key elements of learning and teachers make extensive use of the local community, both in terms of the physical environment and the people, as one of the ways in which they capture the imagination and maintain the interest of their pupils. The curriculum is well designed, with a clear progression of learning that builds on what has been learned previously. Access for all, and a determination to ensure that every pupil makes excellent progress from their starting point are key principles underpinning pedagogy. A tiered approach is used, clearly defining different levels of support that pupils need to access the curriculum. The correct level of support can then be given, so that they can be as independent as possible and achieve alongside their peers. Adaptations which enable children to succeed and overcome barriers are consistent throughout the school. For the vast majority of pupils, this means that they



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can follow the universal curriculum. For some, adaptations alone are insufficient and elements of the curriculum are made bespoke to their individual needs. Teachers are careful to ensure that everyone has access to as much of the curriculum as is appropriate. This includes those in the Hive class, whose Education and Health Care plans indicate that they need specialist provision and who join classes of their age group whenever this is appropriate, including joining most visits and events. The curriculum itself clearly reinforces the inclusive values of the school and shows learners how these values are connected to their local community and the wider world. The assessment systems within school works well to ensure that learners are given very regular and effective feedback so that they can make good progress. Pupil progress is tracked carefully, and this is true of achievement and well-being across the board, not just in the core subjects. Provision is planned based on the clear assessment of need and this can shift quickly when needs change. This has been exemplified in recent years by the strengthening of the pastoral offer to pupils.

The standard of behaviour within the school is very high. Pupils behave safely and respectfully towards each other and the adults around them. They show very good engagement in their learning, whatever the task. They can listen carefully, work quietly and independently or collaborate really well. Everyone contributes to the fun and friendly atmosphere, which is nurtured carefully by the staff. During my visit, an amazing whole school dance took place on the playground which could not fail to make everyone smile. The adults radiated positivity and fun, and the children responded in kind. The school's highly effective behaviour policy is trauma and attachment friendly and it is based on maintaining strong relationships. It is clear that, whilst the community knows the importance of safety and respect, no one is afraid to enjoy and express themselves.

"Children feel safe, loved and happy. They have warm relationships with all the staff, who work creatively and think of the whole child. It's not just a job for them it's personal," one of the parents told me, reflecting the general view. The strong relationships between school staff and parents can clearly be observed at the beginning and end of the school day, when they stand and chat in the relaxed atmosphere of the playground whilst the children play and mingle happily amongst them. The genuine bond with parents is very important to everyone in school and staff recognise this as one of their key strengths. The school's offer to parents is exceptional, not only in terms of being readily available and willing to listen, but in the provision of the many events and learning opportunities which keep them connected to their child's development and education. Staff are also extremely sensitive to any changes in behaviour which might indicate a problem. Excellent communication systems within school ensure that problems are identified early and addressed quickly.

"All the time at SMITH someone has your back. If you're feeling sad, someone will help you. It shaped my life because you can count on people," said one pupil, which is an accurate summary of this school.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in three years.



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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 Mike Bousfield

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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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

"This is a school and community with an extraordinary charm and an ethos that holds children at its heart," says the Headteacher in her welcome message on the school website. The core values are easy to understand and follow. Forming the acronym, S.M.I.T.H, they encourage the community to be safe, motivational, inclusive, a team and most importantly, happy. Learners are taught these values repeatedly, through the curriculum and through assemblies. In the Key Stage 1 assembly observed during this assessment, the children looked at the winning entries from a competition to design a T-shirt promoting inclusion. They considered the ways that inclusion had been represented and showed a very good understanding of what it means. Typically, the session ended with fun and laughter as a video was played in which the character Elmo discovered the importance of not being left out. Posters around the school and playground serve as a constant reminder of what it means to be part of this community. "We are each unique and beautiful, together we make a masterpiece," says one. "Be someone who makes everyone feel like somebody," is another eye-catching example. Books and displays around school reflect the diversity of the world the children live in, and this is monitored carefully. After sharing the book 'Elmer', children in Year One now choose their 'Elmer of the week'. The pupil chosen is given positive feedback and affirmation by all members of the class, celebrating the things that make them unique. As a result of the teaching and modelling they receive, the children of SMITH not only understand the school's values but live them.

When asked to think of a picture that would sum up the values of their school they told me, "I would take a picture of the whole school standing next to the display that says SMITH. Our values shine out of every person, we are all inclusive and no one is left out," and "I would take a picture of the mural in the lunch hall. It represents Liverpool and its rainbow coloured so it represents diversity and I would put the teachers in front of the picture because they are the heart of SMITH. They keep us upright, stop the drama between our friends, respect us and understand us in our own way." Pupil well-being ambassadors make "cool down kits - for when people can't focus", describing their role as "to make everyone feel included, so they know that someone cares." Teachers largely agree. They describe the school as a happy family, where everybody feels understood and appreciated for the unique individual they are. "Family is the word that I would use to describe this school. I came here first to do supply after spending lots of time in different schools and this was the first time I felt at home," one of them said. The beginning and end of the school day was picked out by teachers as a key time to demonstrate the school's ethos. Very warm relationships with parents can be observed and everybody talks to everybody. "It feels like a real community," one of them reflected.

Next Step:

- To maintain the adherence to the established values in the face of ongoing challenges, particularly in relation to rising need. To use the school values to inform decision making.



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Element 2 - Leadership and Management and Accountability

Senior staff provide thoughtful leadership, which is inclusive, people centred and responds to the many opportunities and challenges which present themselves day-to-day. For example, when the COVID pandemic necessitated zoning of the playground and staggered break times, the benefits of this were noticed and some elements have been retained, resulting in more enjoyable play times for the children. Communication is excellent, for example all incidents are logged meticulously on the CPOMS information management system. These are reviewed by senior leaders so that early help can be provided when problems arise for families, usually preventing escalation to a more serious problem. The Headteacher is extremely visible and active, modelling the behaviour required of staff. At the same time, she is supportive and readily takes account of the views of others. "I feel as a teacher that I can affect the way decisions are made and that leaders listen very well to our ideas," one teacher told me.

Other senior leaders are equally effective and have impact on the inclusive nature of the school. The leader responsible for the spending of Pupil premium money is well aware of the limitations of the criteria that are used to decide which families are entitled to this. She therefore makes every effort to ensure that the money is used for the benefit of all. Evidence based approaches are employed and the money has been focused on improving Quality First Teaching, through the training of school staff, and social and emotional development and mental health. A school counsellor is now available for pupils, parents and staff and a Pastoral Lead has been employed. A school minibus provides access for all to sports clubs and competitions. Additional staff in cohorts with high levels of additional need supports these groups, and booster lessons are available for all children throughout the school. Teachers say that the SENDCo is really effective, and the school has responded really well to the changing needs of its pupils. For example, extra pastoral care and support has been provided, and strategies such as movement breaks and developing stamina have been a focus of the development of teaching and learning. His knowledge and expertise mean that the needs of pupils are identified very accurately and addressed appropriately.

Staff well-being is well prioritised by leaders and governors. Staff say that they are treated with respect and kindness, and that the targets they are set are achievable. They also told me that, "we have high quality conversations in staff meetings because there is so much expertise on the payroll." In addition, they appreciate the speed at which any concerns are addressed. Governors are passionate about the school and proud of its inclusive values which they say have been long established and embedded. They consult with parents whenever big decisions are made, for example, when the SEND Resource Provision was opened. Because of this they feel that the community is very proud of and supportive of the school. They feel that inclusion and diversity is embedded and interwoven throughout all aspects of the school, and as with other school values, they don't stand alone.

Next Step:

- Further implement 'Ethical Leadership Across Liverpool' pledge and approach with all stakeholders.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

“The curriculum doesn't just happen,” one of the teachers told me, “The children experience it. They see themselves in it, and they learn about issues such as sustainability and the environment. It is designed to show them similarities as well as differences, for example when studying Africa, children learn that there are modern developed parts of the continent and not just the traditional cultural images.”

The school has created its own bespoke curriculum through which its values are threaded. Commercial schemes are used in several subjects to provide the structure of learning and ensure that it builds on previous knowledge and experience. However, schemes are adapted so that the content reflects the character and needs of the school community. A wide range of stakeholders was consulted in the design stage of the curriculum, and it is important to them that the local community and environment is celebrated within the curriculum and that learners are given the opportunity to visit and experience this. For example, they visit the Maritime Museum to learn more about the slave trade and its part in the heritage of their city. This is an immersive experience and allows them to have a greater understanding of the life of those individuals who were enslaved. In a geography unit, as younger pupils learn how to read and use maps, grids which contain representations of familiar local landmarks are used to explore the language of direction and proximity. The many different cultures and faiths that are represented in the population of their city are utilised as much as possible. For example, in the RE curriculum, pupils visit a place of worship for each of the major world religions they study, and visitors are invited to come to school and talk about their faith and how it impacts their daily life. Other visitors include members of the community, for example the lollipop lady and the local ambulance and police service.

Pupils encounter the opportunity to reflect on their values, including inclusion, throughout the curriculum. In the writing curriculum, for example, a unit considers inspiring black lives. Through PHSE, they learn about how to resolve conflict, how to express their opinions and listen to others, look at Gandhi as an inspirational figure and identify things that they are good at and what they want to get better at. Philosophy for children is used as a learning tool, which allows learners to develop and discuss their own questions arising from a shared stimulus, such as a book. All units of learning contain a 'hook' to engage learners and maintain their interest. For example, in learning about the Great Fire of London, Year 2 children recreate the bakery in Pudding Lane and bake their own bread.

Learning at the classroom is highly valued. Educational visits provide an opportunity to shine, build relationships and for that light bulb moment that changes the way a learner thinks. Learning support assistants have been trained for learning in the outdoors through Learning for Landscapes.

Next Step:

- A new curriculum is currently in production with subject leaders adapting scheme planning further to best suit the needs and experiences of the children.



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

“Teachers here really motivate you to do your best. At PGL they persuade people to do things that they thought they couldn't do,” one of the pupils told me, describing the philosophy in which everyone is encouraged to achieve as much as they can. The SENDCo has developed a document which describes in detail the five tiers of support which are offered across the school. This categorises the needs of the learners, the type of support they require, whether a bespoke curriculum is necessary, and how the support they are given should be reflected in their books. This results in clarity regarding when and how learners should be supported. The first tier of support recognises that the needs of some pupils do not affect their cognitive capacity to access the curriculum and achieve, including pastoral needs. The pastoral lead works to a timetable supporting the needs of children with EHCPs, providing interventions such as Lego therapy and Zones of Regulation. Heavy support is given for Year 6 transition. Lots of issues can crop up each day, and children are given 20 minutes straight away just to talk and be listened to.

Clear thought has been given to the delivery of Quality First Teaching, which makes the everyday curriculum as accessible as possible and reduces the need for adaptation. Learning takes place in mixed ability groups across the school with working partners, peer learning structures and some peer coaching being developed as learners mature. High priority is given to reinforcing key knowledge and vocabulary and all learners have access to word banks, working walls and other forms of scaffolding which act as prompts and promote independence. Reading corners have been created in each classroom, serving also as regulation spaces when these are needed. They are comfortable pleasant environments, which teachers say that pupils are good at using and often ask to use without any prompts from an adult. Other features such as visual timetables, strong routines and some assessment for learning structures make classroom environments safe, predictable and supportive for all pupils.

When learners need support to access the curriculum, this is done well so that they can achieve the main learning goals and keep up with their peers whilst maintaining the highest degree of independence possible. Training has been delivered to all staff on effective scaffolding and adaptation by the SENDCo. They work collaboratively, sharing good practise and what works well, and monitoring takes place to see where it is effective. Providing sentence starters, reducing the amount of recording, or recording in alternative ways, and using technology are some of the examples seen that allowed learners to access and achieve. Adult support is a key component; however, interventions are kept to a minimum and done in the classroom where possible. Learning Support Assistants are skilled and well trained, providing good support where this is required, but being mindful that the particular children they support do not become overdependent.

Next Step:

- Embed self-assessment and goal setting within daily practice for pupils.



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Element 5 - Assessment

The assessment system at SMITH has been developed within the framework of evidence-based practice and research. Frequent checks for understanding are part of the pedagogy and successive re-learning within the curriculum allows for pupils to build on previous learning and develop full understanding. Short recap tasks, regular reflection, and regular quizzes are used to develop recall and Enable connections to be made. There is a strong emphasis on clear instruction and good questioning as part of the learning process alongside feedback which is frequent and given as close to the point of learning as possible.

Within pupil's books, there is clear evidence that this approach to formative assessment has impact. Live marking is used in lessons, and this is recorded using a green pen to indicate when the objective is being met and a pink pen to highlight possible misconceptions or a need for revision ("Pink for think"). Students then use their 'purple polishing pen' to edit their work in response to the feedback they have received. Feedback and instruction are specific to the learning objectives and the learner. House points are used to reward pupils for effort and resilience and to reinforce the positive feedback given.

At key points in the year, teachers summarise pupils' achievement by collecting all the evidence they have gathered including from their formative assessments, which are part of every lesson, their contextual knowledge of their students and the results of end of unit tests in some subjects. Teacher judgement is the deciding factor in the outcomes recorded. A points system is then used on the datasheet which the school has adopted. This allows the progress of a student to be tracked over time and also for the analysis of learning in subjects across the curriculum. A meeting, referred to as a Data Hub, then takes place between the assessment coordinator and class teachers. Where it is possible, all the individuals who work closely with particular pupils attend this meeting. A provision map is drawn up, showing the support that will be required for individual learners as a result of the teacher assessment. Development plans are also informed by the outcomes of these meetings, so that any whole school trends are quickly identified and areas for development can be addressed. Each Data Hub begins with a review of the provision that was agreed at the last meeting, ensuring that the effectiveness of interventions is monitored.

As well as assessing academic progress, an assessment system is in place for the mental health and well-being of pupils. This is based on Strengths and Difficulties Questionnaires (SDQs) which are completed by a key adult when a need has been identified. The questionnaire is also completed after an intervention has been delivered, therefore allowing for the effectiveness of interventions to be quantified. This data confirms the effectiveness of the pastoral offer that has been introduced.

Next Step:

- The new Assessment Co-ordinator is to review the format of Data Hub meetings to ensure that they are as effective as possible.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The behaviour policy of SMITH has been developed in accordance with the principles of good practice for attachment and trauma. Relationships are foremost in the policy with an ethos of “connection before correction” promoted. All understand the approach and place relationships at the heart of their interactions. Attitudes of understanding and acceptance of individual differences are promoted, so that every individual knows that they are valued and can achieve. House points are given when pupils display the behaviours that reflect the school’s values and are motivating and encouraging. Pupils with additional needs have their unique requirements recognised and understood. An extensive pastoral support package, offers SEMH (Social, Emotional, and Mental Health) support and the SENDCo identifies need accurately, recognising when language and communication difficulties are the root cause of dysregulation, for example, and ensuring the correct interventions are put in place.

The school has established procedures to ensure that pupils attend school regularly and on time. The Attendance Lead, responds promptly when a learner is identified as absent, initiating intervention when necessary. The school’s attendance is above the national average as a result of the good work done. The school also employs the services of a behaviour support specialist who works with small groups of children using football as a means to initiate engagement. He works closely with children and their families to help them towards a more positive mindset and be ‘the best version of themselves.’ Teachers speak very highly of the positive impact he has made to some of the individuals he has worked with.

The behaviour of pupils as they learn, move around school or play during unstructured time is excellent. The younger children enter assembly calmly but with smiles on their faces, responding positively to the encouraging feedback they receive from their teachers. They contribute to discussions, offering their own ideas and listening respectfully to the ideas of others. Learners in the Reception class enjoy using makeshift paper telescopes to hunt for phonemes during their phonics lesson. In another lesson, in which they were developing their gross motor skills and learning to strike a ball with a cricket bat, they showed excellent patience, taking turns and encouraging each other. Those with additional support from an adult cooperated really well and showed the strength off the relationship. Strong routines are also in place, for example in Year 1 where the teacher sings “Are you listening carefully?” and receives an equally melodic reply. During the community dance to celebrate inclusion, which was held on the playground, children from across the school joined in enthusiastically, showing their enjoyment. Staff led by example and their happy and enthusiastic behaviour was mirrored by the pupils, creating a nice representation of the school’s approach. Pupils learn to be responsible, carrying out their leadership roles, such as playground leaders and wellbeing ambassadors well.

Next step:

- New Behaviour Lead and Attachment and Trauma Lead, to develop a new trauma informed behaviour programme to support all members of the school community.



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Element 7 - Parents, Carers and Guardians

“Teachers work with compassion and understanding and are very flexible.”

“The school looks at the needs of my child and the way he thinks, they don't try to make him fit in, they fit in around him.”

“School is having amazing impact on my child, enabling him to regulate. I know his needs will be met here; the input is just amazing.”

“Teachers really support parents and really care.”

These were the views of some of the parents I spoke to during my visit to St. Michael's in the Hamlet. School leaders are correct to think that their knowledge of the families they serve and the strong relationships with them are amongst the school's biggest strengths. Openness and honesty are at the heart of their approach. At each point of contact time is taken to establish and maintain the natural and relaxed relationships that exist. Families are greeted warmly at the beginning of the school day and teachers are available to chat when children are collected in the afternoon. Staff are rigorous in identifying and recording even minor concerns and the team is proud of its record for early intervention. The Headteacher is particularly proud of the role the school played during the COVID pandemic and the support provided to two families. Parents agree, “Leadership during lockdown was amazing. Everyone got really good support and reassurance and the funny videos kept people's spirits up,” one of them told me.

Communication is very good, as well as being accessible face to face, staff use modern technology to ensure all key messages get home. Information about what the children are learning in the Early Years is posted for parents to read at drop-off and pick-up times. Newsletters and the school's website celebrate events and the achievements of pupils. An incredible range of events and activities is offered to ensure that parents have a full understanding and are fully involved in the development and education of their children. They are invited to regular class assemblies in which the achievement of every child is celebrated, and I was reliably informed, there is often not a dry eye in the house. Family learning sessions are run on a weekly basis, with an introduction and information for parents led by designated teachers at the beginning of the session, followed by an activity which parents complete with their children. These are arranged to take place in different time slots, so that as many families can attend as possible over the year. Other events take place regularly such as art and music, outdoor sessions, Spanish lessons, story reading, eco schools and fair trade. I was able to observe an informal 'meet your child's next teacher' event at the end of the school day, in which parents were able to do just that.

The final word must lie with the parent who told me, “The school is family orientated. I am a single parent, but I have never felt alone because of this school.”

Next Step:

- To widen further the number of families who attend family learning events, by communicating with those who have not attended and addressing any barriers that exist.



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Element 8 - Links with Local, Wider and Global Community

The staff of SMITH appreciate that they are part a vibrant city that is rich in history and culture. They use this to their best advantage, whether it be through visits to the Walker Art Gallery, activities with the Royal Liverpool Philharmonic Orchestra, looking at the many different styles of architecture or just walking in Sefton Park or the other green spaces around school. Links to the local church offer community events such as a Christingle service and links have also been established to places of worship other major world religions in the city. A unit of learning in the history curriculum looks at the area around the school 100 years ago and the community provides many resources such as old photographs which brings the topic to life. In the geography curriculum, many of the place studies in the published scheme have been replaced by local geographical features such as the floodplain at Hale and the river Alt. A mapping activity in Key Stage 1 features familiar local landmarks and invites pupils to plot a route from the Albert Dock to Crosby Beach, for example. The school choir makes visits to a local residential home for the elderly and at school sports day, ex pupils who now attend local secondary schools are welcomed back to help. Events in the global calendar, such is Chinese New Year are celebrated and pupils support charities that are focused on global issues such as Comic Relief and Earth Hour. They engage in global issues such as Fair Trade and a campaign to promote the sustainable production of palm oil. This included sending out a bar code so that families could download an app to scan items in the supermarket and check the sustainability of the palm oil they contain. The school's caterer ran a citywide competition in which pupils were invited to create a new healthy meal for the school dinner menu. The competition was won by a SMITH pupil and the meal is now included on menus across the city.

The school is outward facing and makes the most of opportunities to collaborate in order to achieve the best outcomes for its pupils. It is part of the Northwest 3 Maths Hub which has enable the development of a mastery approach to the teaching of mathematics throughout the school through the training of staff and the opportunity to visit and collaborate with other schools. This work is ongoing, with a mastery of number focus now being embedded in the Early Years Foundation Stage. SMITH is part of a local network working closely together to support other schools within the area. This is called the DGT (Dingle, Granby and Toxteth) and is made up of a number of schools, who work collaboratively in a number of different areas.

Learners appreciate the many opportunities they have to engage with and experience their local and global community. They told me: "I love the school because we have lots of days with charities like Comic Relief, Liverpool Hospital, Chester Zoo and Pudsey. It has helped me to understand the difference that you can make to others." "We went to see a floodplain at Hale when we were learning about those, but the best thing was we saw life-size Barbie house!" "We also had a trip to Stanley Park and I really enjoyed having an ice cream."

Next Step:

- STEM Leader to plan and facilitate an event highlighting the range of opportunities and careers within STEM to children.