

# LIVERPOOL INCLUSION CHARTER MARK REPORT



**The Belvedere Academy  
May 2010**

## **ADVANCED**

Partnership working  
Achievement and standards  
Personal development and well being  
Quality of provision  
Leadership and management

Enhanced practice  
Enhanced practice  
Enhanced practice  
Enhanced practice  
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**In order to maintain the Advanced Level of the Inclusion Charter Mark, a school must continue to demonstrate the following characteristics.**

- A pro-active response to the diversity of pupil need.
- Ownership of the needs of all pupils.
- A solution focused attitude and excellent problem solving skills.
- Strategic planning and systems which are outstanding.
- Excellent partnerships with pupils, parents/carers, staff and outside agencies.
- Partnership working which extends into the community

## **Evidence**

School Self-Review Tool for the Inclusion Charter Mark

Selected school documents.

Half day verification visit to school by two Inclusion Development Officers and a Senior School Improvement Officer (interim).

## **Findings from the verification process**

The Belvedere Academy has embraced considerable change from being a fee-paying, highly selective independent school, three years ago to being a government funded, inclusive school today. This has meant a complete change of culture; a “turn round” in staff and community attitudes; the acquisition of new knowledge and skills and the adoption of new systems and working practices. The transformation has been monumental. Admissions now take place according to inclusive principles and the resulting changes in the pupil population (with additional needs and a wider range of abilities) has resulted in the adoption of flexible working practices. All this has been achieved with the maintenance of very high academic standards and the notion of what it means to be a “Belvedere girl” has remained unchanged. To establish an inclusive culture and achieve such a level of inclusive practice in just three years is to be highly commended and celebrated.

### **Partnership Working**

#### **Strengths:**

- ✚ This is an outward looking school where staff members are proactive in developing partnerships which will benefit the community.
- ✚ The school links with other schools through a variety of educational activities: sports events and coaching, art and drama, reading groups etc.
- ✚ The school works well with Liverpool Local Authority’s advisory teams and support services.
- ✚ Disabled students from Greenbank College access work placement opportunities at The Belvedere Academy.
- ✚ Parents speak very highly of the school. One mum said of the support she had received, “If I spoke all day I wouldn’t be able to tell you everything about how good they are”.
- ✚ There is excellent collaborative practice within the school. Departments and teams pass on necessary information efficiently and systems of communication are effective. There is a strong sense that the students are well cared for and that no one will “slip through the net”.

#### **Area for development:**

- ✚ Further work on community cohesion within the locality, as identified in the school’s priorities for improvement. Some opportunities for this may be identified through contact with the Liverpool Neighbourhood Learning Director (NLD) for City and North.

### **Achievement and Standards**

#### **Strengths:**

- ✚ Very high expectations for all.
- ✚ Efficient pupil tracking systems and regular data scrutiny to highlight individual pupils who may be falling behind and to identify achievement of vulnerable groups. Action is taken speedily to support pupils experiencing difficulties to get back on track.
- ✚ Pupil absence is noted (same day) and relevant action taken. On rare occasions, pupils who have authorised absence and yet should be in school (for example those experiencing anxiety) have been identified, supported and eased back into education.
- ✚ Barriers to learning are identified and appropriate support is given to pupils.
- ✚ This additional or different provision is evaluated in terms of impact on pupil progress.

## **Personal Development and Well Being**

### **Strengths:**

- ✚ Pupils value the school systems which enable their voice to be heard. They show that they are empowered to voice opinions and feel that their views count. They are able to articulate how the school supports them in dealing with pressure and know how to access help.
- ✚ The curriculum is designed to suit each individual pupil cohort. The school caters well for extremely able pupils and yet adopts flexible approaches within curriculum design and delivery in order to meet the needs of those who are academically less able..
- ✚ The creation of the pastoral office is innovative and the work of the Pastoral Admin officer is efficient and effective.
- ✚ The Site Manager has a working knowledge of Disability Equality.
- ✚ There are different types of support available for vulnerable pupils and there is evidence of the school “turning lives around”.

### **Area for development:**

- ✚ The planned developments within the PSHE department will further support inclusive practices.

## **Quality of Provision**

### **Strengths:**

- ✚ Although the school has only been working towards developing inclusive provision for three years, there is confidence that practice will go from strength to strength because of the infrastructure which has been put in place. There is outstanding capacity for further improvement.
- ✚ ICT is used to support inclusive practices. For example in the transmission of information, communication with parents, enhancing curricular provision and delivery and improving curriculum access (in particular for those pupils who are absent from school).
- ✚ Transfer from the primary phase is very well supported.
- ✚ According to national benchmarks, the school has a low incidence of SEN. However there are several pupils who, although would not count as having SEN, still have difficulties with learning or with the social and emotional aspects of learning. The school therefore has created a Preventative Register in addition to the SEN Register. This has entry and exit criteria, outlines the additional provision which is being made and pupil progress is tracked. This creative and proactive approach meets the needs of pupils at Belvedere, rather than trying to make the school fit a model which is inappropriate.
- ✚ Learning Support Assistants have specific roles which promote inclusive practice in a targeted way. Interventions are measured for impact in terms of the pupils’ progress, which is good.
- ✚ The Inclusion Department is effective in its support for all staff.

### **Area for development:**

- ✚ Embed the new inclusive marking practices agreed from the recent school improvement exercise.

## **Leadership and Management**

### **Strengths:**

- ✚ A clear vision for inclusion with comprehensive strategic planning and the drive to realise the vision, by the Principal, his Deputy and the Governing Body.
- ✚ Strong leadership from the Inclusion Manager, who understands and anticipates what is required to make the vision a reality, and works effectively with the other members of the Inclusion Team to meet the diversity of pupil need.
- ✚ Effective distributed leadership. Key Stage managers and subject leaders share the vision and promote inclusive practice in classrooms.
- ✚ Rigorous systems for consultation which ensure that all feel part of planning and implementation. An excellent example of this is in the production of the (compliant) Disability Equality Scheme (DES), Action Plan and Accessibility Plan. These not only evidence collaboration but also effective gathering and use of information.
- ✚ Clear boundaries, routines and systems throughout create a happy learning environment and confident staff. A Parent Governor commented on the smiles from both staff and pupils on entry into the school at the beginning of the day. There is enjoyment as well as achievement.

### **Area for development:**

- ✚ Amend the categories of impairment in the DES in line with the Disability Discrimination Act.
- ✚ In line with the Anticipatory Duty of the SENDA, include personal care and support for medical conditions in future job descriptions and at interview, when appointing Support Staff.

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