



Assessor's Evaluation for the IQM CoE Award



School Name St William of York RC Primary School
Nugent Road
Bolton
Lancashire
BL3 3DE

Head/Principal Ms Rachael Adams

IQM Lead Ms Rachael Adams

Date of Review 17th October 2024

Assessor Ms Christine Slater

IQM Cluster Programme

Cluster Group No Limits

Ambassador Siona Robson

Next Meeting 12-03-2025

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	21-11-2023	Yes
Spring 2024	02-02-2024	Yes
Summer 2024	26-06-2024	No
Autumn 2024	09-10-2024	No
Spring 2025	12-03-2025	
Summer 2025		



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Evidence

- Meeting with parents and carers
- Scrutiny of key documentation
- Meeting with governors
- Meetings with Head teacher
- Meeting with PSHE Lead teacher including the PSHE floor books
- Meeting with Subject leaders
- Meeting with PE lead
- Meeting with school council
- Meeting with Members of school leadership teams
- Learning Walk of Early Years Department
- Learning Walk of KS2 Department
- Learning Walk of KS1 Department
- Tracking grids for Enhanced Curriculum
- End of Key Stage Data
- Displays in school and around school



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Summary of Targets from 2022-2023 and 2023-2024

Summary of Targets from previous school year:

The school has gone through some considerable challenges over the last two years which has meant that the school's Centre of Excellence Review has not taken place within the usual time frame. Due to a number of factors, the review was postponed from the previous school year.

The discovery of RAAC throughout the school and significant staff changes in leadership including an interim head teacher, an interim deputy and the appointment of the new head teacher means that the targets set previously have been worked on and achieved and the new targets are now well underway and have formed the larger section and focus of this report.

The previous targets are as follows:

Target 1

In Maths, to further develop strategies for ensuring skills, knowledge and procedures are embedded in children's long-term memory. To promote opportunities for oracy in Maths, so that pupils are able to articulate their knowledge and skills.

The high standards of attainment at the end of Key Stages 1 and 2 show that the standards of mathematical understanding are continuing to grow and progress throughout the school. The aim for children to continue to 'know more, remember more and are able to do more' is evidenced in a number of ways across the school. Staff have developed a purposeful and productive carousel system within Y1 for example, so that the children have the opportunity to practise, develop fluency and work independently as well as with an adult all in one session. This creative approach to learning, using their highly skilled support staff, is just one example of how the school's drive for all children to achieve their very best can be seen in practice.

Target 2

To ensure that writing activities within the foundation curriculum are adapted so that all pupils can achieve their full potential.

The school have recognised the importance of focusing on writing within not only their English lessons but also their wider curriculum and adapt their teaching to meet the needs of all pupils. Subject leaders talk confidently about the adaptations made by staff including the use of Widget, core semantics, pre-reading and post-reading, provision of the vocabulary available, sentence stems and many other strategies. The assessor observed the use of sentence stems in a Y5 writing lesson, where the children independently used the class display of sentence stems to support and extend their written work. They were able to explain how these stems supported not only their vocabulary but also the structure of their writing.

Target 3

To continue to support parents to understand the best ways to support their children in the early years in order to raise outcomes.

The impact of RAAC being discovered within the school and the subsequent building work and restrictions on the school building limited the work which could be done under this target heading. However, the school recognises the importance of this work and have moved the target to be a focus this year and its progress can be seen below.

Agreed Targets for 2024-2025

1. To continue to support parents to understand the best ways to support their children in the early years in order to raise outcomes.

The school has worked hard to ensure that parents are fully involved in the life of this community school and will continue to do so. During the last half term, the school have held three coffee mornings which have been very well attended. Each event had a different focus, the first being a focus on migration. Parents were invited to come along and to share their stories of heritage and migration and this event resulted in a display in the hall of a map of the world with links to all the families of the school, with brief notes on their stories. Thus, putting the school families and community at the very heart of the school. Thus, demonstrating that everyone's story is valued.

Subsequent gatherings of parents have included a Macmillan coffee morning and a Harvest celebration, where all children presented their work on Harvest.

Parent workshops have also been organised by Early Years staff to support parents with early reading as well as early maths. These have been very well attended by parents who feel welcomed into school by the school staff and involved in the education of their children.

2. Further develop the school's pedagogy, assessment and feedback approaches to challenge and inspire our highest attaining pupils, with a particular focus on writing.

The drive to improve standards in writing throughout the school has continued into the current academic year. Writing linked to the class book is evident in each classroom. The writing on display is of a high standard and children have evidently taken great pride in the presentation and handwriting to produce such high-quality work, this is consistent throughout the school.

Continued professional development has been at the heart of the work to improve standards, with consultants being invited in to lead training and to work individually with each teacher. The staff have been able to decide on their own focus depending on their year group and particular needs, thus CPD which is bespoke to each class and teacher.

The use of sentence stems is consistent throughout the school and was seen in the Y5 class being accessed by the children to support and develop their written work. This system was obviously well embedded as the children approached the board to choose the stems they thought would be useful to improve their writing.

The staff have and continue to work hard to develop their approach to adaptive teaching and use a variety of adaptive teaching methods to ensure that learning is accessible to all. Teachers use pre-reads, pre-teach, drawing and scribing to ensure that all children are making progress with their writing. The school has introduced a web-based spelling programme to support the learning of spelling. School leaders have also used data to identify the need to now focus on the greater-depth writers, to ensure that they get the opportunity.

3. Further develop opportunities for pupil leadership.

There are many opportunities for children at St William of York RC Primary School to take part in pupil leadership, with a number of groups who all have clearly defined roles.

The school council, the Caritas Group, ECO team and GIFT team all have specific roles within the school. Talking to the various groups, it is evident that they are proud both of their roles and of their school. The school council talked about how they had secured their role through an application and presentation process and that their role was to work with the school to "improve the school and to make it an even better place." They discussed how they were also role models for the rest of the school and that they met each week with Miss Ashworth. Asking what they thought they had achieved, children talked with great pride about the improvement of the snacks that they had instigated. The school no longer just provides toast but has widened its range of other hot snacks such as bagels and crumpets. They also spoke excitedly about the work they were doing in preparation for Mental Health Day, where they were promoting mindfulness and preparing an assembly which would describe some crafts and activities which would reduce stress.

The GIFT team, (Growing In Faith Together) talked about how their role is to help children understand and develop in their faith. The children lead gospel assemblies and visit places of worship of other religions e.g. the Hindu temple, so that they can understand and appreciate other religions. The ECO team explained how they follow the teachings of Pope Francis who talks about the Industrial Revolution being completed and that it is now time to care and restore the world's resources and how it is their role within school to promote environmentally friendly practices. Finally, the Caritas Group has a charitable focus. The children who are selected to be part of the group, support the Foodbank Friday appeal, as well as supporting other charity fundraising events. All of the children within these leadership groups were keen to explain to the assessor that having these roles within school meant that they were role models and that they were there to encourage all children to grow up with integrity.

The Impact of the Cluster Group

The school have attended two of the Cluster meetings that have been held in the last year. The meeting at St Michael's in November 2023, focused on EAL provision, communication in EYFS and enrichment opportunities, all of which are strengths within St William of York RC school. The headteacher explained how the cluster meeting had supported the school's development of structures, systems and provision for children with English as an additional language. The use of the NASSEA grid was highlighted as a tool which has really supported the teaching and learning of EAL children.

The second cluster meeting attended was at Oxford Grove School, where the focus was on the provision for EYFS and the use of tier 3 vocabulary. The school acted upon the vocabulary focus and have embedded the use of tier 3 vocabulary within their overlearning opportunities, with a particular focus on Pause and Reflect.

Overview

St William of York RC Primary School is described by a parent as "Totally inclusive, you just know it when you walk in." I heartily agree with this sentiment, the school has a strong and clear vision and the whole team is relentless in their quest to ensure that all children are given every opportunity to be the very best version of themselves, socially, academically and spiritually.

St William of York RC Primary School is a one-form entry school in Bolton. With 26% of the children eligible for Free School Meals and 92% living in an area of high deprivation (based on the IDACI index). The children come into the nursery with extremely low starting points, particularly in communication, language and physical development. However, when the children leave the school at the end of Y6, the children are not only achieving above local authority averages but are also achieving above the National average in reading, writing and maths combined. This great achievement is due to the dedication and commitment of all who work at the school, to ensure that needs are identified early and that adaptations and support are in place for all to access the curriculum. It is also due to the warm and inclusive nature of this school, which ensures that all the children feel totally welcome and thus ready to learn and achieve their very best.

The headteacher is rightfully proud of the school's achievements and is now focused on improving the standards even further and increasing the number of children achieving the greater depth standard in all areas of the curriculum.

There is a palpable drive within the school and from all staff to ensure that every child is given a huge variety of experiences and opportunities. Every member of staff runs an extracurricular club either at lunchtime or after school, demonstrating this collegiate approach. This wealth of additional experiences ensures that all children have opportunities to try different sports and creative activities, experiences that might not be afforded to them otherwise. Similarly, the school ensures that there are enrichment opportunities for every child each term to enhance and promote the curriculum. For example, visitors come into school as part of their cultural week, to demonstrate African drumming, trips and visits for the children as well as a wide array of competitions and



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tournaments. All of these opportunities are meticulously tracked to ensure that no child slips through the net. Where children are unable to attend, for example attending Muslim school each day after school, the school adapts its offer to include lunchtimes so that no child misses out. This focus on what children need to succeed, continues into the school's provision of a free breakfast club. Children can arrive from 8.15 am and have breakfast, meet with friends and ease themselves into the day with a soft landing, ensuring that all are ready to learn.

Parents and carers from all different faiths and cultures embrace the school ethos and thus very few children are withdrawn from Christian events e.g. carol concerts or Harvest festivals. Describing a very inclusive approach to worship, parents and carers explained that all children were treated totally equally whether Catholic or not and all faiths were treated with the utmost respect. Children are given the choice as to how they pray and to whom they pray. This was reinforced by the children who shared with the assessor the way in which you hold your hands if you were Catholic and the way you hold your hands if you are a Muslim. A large group of parents came to meet with the assessor, a testament in itself to the support the school has from its parents and carers. Some parents talked about the difficulties their children had experienced, and how hard the school had worked to overcome them and to meet their needs to support parents and carers and ensure that everyone felt part of the school community. Parents and carers described how even during the upheaval of building work due to RAAC being found, that the school continued to put the children at the very forefront and that their education was the real focus for the school.

Praising the communications systems in the school, parents and carers described the use of Twitter, text messages and weekly newsletters, which kept all parents and carers fully informed. They went on to praise the high visibility of the senior leadership team at the start and end of the school day and how parents knew that they could raise any issues and that they would be "dealt with, head on."

This totally inclusive culture continues throughout lunchtime and the school kitchen, where the kitchen staff were described as "totally flexible." Parents and carers explained how the school menu caters for all needs and that the school provides a snack for all children throughout the school.

Overall, the parents and carers were overwhelmed by the genuine welcome and support they receive from the school. They appreciate the hard work and commitment from all the staff and value its inclusive ethos. Their children love coming to school and the parents and carers recognise what a very special place St William of York RC Primary School is.

A visit to the Early Years department was a real treat to see children who have been in school for only a few months, fully engaged and focused on the staff. In the reception class, the staff consistently use Makaton signing, refer back to the visual timetable throughout the day and use simple keyword instructions. The consistency between staff, the calm purposeful atmosphere and the incredibly well-organised environment, all lead to children who feel safe, happy and secure. The children are clear about what is expected of them, and they live up to these high expectations of learning behaviours. While waiting patiently for their snack, staff practise subitising with the pupils, they



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wait their turn and respond appropriately with smiling faces to the staff, who they know care for them. These warm and positive relationships have been developed over only a few weeks but are the basis on which these children will go on to thrive, within such a caring environment.

The school has robust systems in place to ensure that children with additional needs are identified early and that plans are put in place to adapt and support teaching and learning so that all children are able to access the curriculum. The Early Help Lead speaks passionately about the importance of following the processes which the school have put in place and the impact that these systems have on the children, i.e. receiving the speech and language support they need, accessing outside agencies and supporting school staff with adaptations. Each child with an identified need has an adaptations sheet, which identifies the need and clearly identifies how the school will meet that need. An Early Help Assessment is opened for any child where either the class teacher or the parents/carers have raised a concern. The assessment is completed by the EHA lead, who then liaises with staff, the SENCO and parents/carers. The school has also invested in a private Educational Psychologist to carry out assessments and support staff, thus ensuring that those children who are in need of an EHCP are able to have their assessment completed in a timely manner, so that support is available much earlier. Once again, the systems are in place to ensure that no child is allowed to slip through the net.

The curriculum at St William of York RC Primary School has been carefully constructed to ensure it is relevant and inclusive for the cohorts of children within the school. The need to develop Oracy has been identified and a system called Voice 21 has been introduced and used to support sentence stem building, children becoming active listeners, learning to talk and learning through talk. Subject leaders spoke of the focus on the development of the curriculum, to ensure its relevance to the children and families within the community e.g. the History focus on British Heroes in the unit on the Industrial Revolution and the impact on families in terms of immigration. Here the school has used the stories from grandparents to support the children's learning. The school's reading spine also reflects the cultural heritage of the children at the school, with authors such as Benjamin Zephaniah. The curriculum includes multi-faith week, where the children visit places of worship, there is a food festival and parents come in to talk about their faith and culture.

To visit St William of York RC Primary School is to witness a consistent and dynamic drive to ensure that every child and every family are part of the school community and that no one is left behind. The commitment to improvement, inclusion and to providing the most caring and nurturing environment for their children is what drives this school forward.

The dedicated headteacher, who wants nothing but the best for the school, is supported by professional and accomplished staff who all believe fervently in the ethos of the school.

The school will benefit from continued attendance at all IQM Cluster meetings and full participation in the cluster is to be a target for the future.



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This school has inclusion running through every aspect of its day-to-day life. The headteacher and school leaders have a naturally inclusive approach which has led to the creation of a quite unique learning environment built on mutual respect and understanding. The school has very high expectations for all and this has driven standards to well above the national average, but their greatest achievement is the attitude and beliefs of the children. Coming into school below average, the children of this school learn to respect and care for not only each other but for the environment, those less fortunate than themselves and those from different faiths and cultures. In an uncertain world, surely this exceptional school is what we want for all our children.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Ms Christine Slater

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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