

Verification Report

School name:	St William of York Catholic Primary School
School address and postcode:	Nugent Street Great Lever Bolton BL3 3DE
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School website:	www.st-williams.bolton.sch.uk
Headteacher:	Rachael Adams
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LPPA coordinator:	Katie Harkin and Neda Muhammad
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Award verifier:	Kathryn Kirby
Award adviser (if applicable):	
Date of verification:	27th April 2026

Commentary on the evidence provided

The coordinator provided a comprehensive well organised portfolio of evidence which clearly illustrated how the school had met each of the LPPA objectives.

The working group represented all stakeholders, they met regularly to monitor progress towards the award and shared very clear initial and ongoing information with parents, staff, governors and learners to ensure everyone understood the purpose and benefits of the award. The school have strong partnerships with local agencies to support families e.g. Early Help, Social Care, Behaviour Support, Educational Psychologists and ACIS.

The school is very friendly and welcoming with a calm atmosphere and a high-quality learning environment. The school ethos and values are displayed in the entrance on the website and in each classroom. Displays follow this year's theme of The Year of Reading and include examples of learners' work. There are a range of communication systems to meet parents' needs including, texts, Instagram, newsletters, the school website and face to face meetings. Some staff speak community languages and interpret for parents as needed. Engagement with parents is the responsibility of all staff and is included in the staff handbook, induction and recruitment of new staff.

Parent feedback shows that parents are positive about school, value the welcoming environment, feel staff are approachable and feel that their children are happy and safe.

The school have a wide range of opportunities for parents to come into school covering, learning with their children, building their knowledge of the curriculum, developing their own

skills, sharing cultural activities, celebrating the achievements of their children and the school and accompanying their children on educational visits. Detailed records of attendance at after school clubs are kept to ensure all children are able to participate. Evaluation shows parents are eager to learn and very supportive of school events.

The school have a comprehensive induction process to support parents of children joining nursery and reception classes. The process is designed to make families feel welcome and comfortable in school, identify any needs and form plans to ensure these needs are met. Parents are invited to join stay and play sessions and a parent meeting. Information is clear and helpful e.g. top tips to support reading at home, how to guides and practical information on oral health, outdoor learning and toilet training. The interactive prospectus is posted on the website; the Home School Agreement and Parent Partnership Policy clearly outline to roles and responsibilities of parents in school life.

Families joining St. Williams during the school year are very well supported, especially families who are new to the UK. Enabling children to settle into school and parents to understand how education operates in the UK and providing language and practical support for families.

The school has a bespoke curriculum designed to meet the children's learning needs. Parents are provided with ongoing information about the curriculum and their children's learning via, class leaflets, newsletters, information on the website, workshops and coffee mornings. Staff including SLT are available to speak to parents every morning, aiding home school communication and enabling any concerns to be addressed quickly. Parents meetings are held from 1pm until 5.30pm to meet parents needs and termly 'Book Looks' held where parents come into school, and look through the books with their children. Parents are actively involved in supporting their children's learning and value the information and advice from staff and the opportunities to come into school to share experiences with their children. Detailed evidence was provided to illustrate how parents are involved in supporting their children's learning. Parent feedback shows that parents feel more supported with home learning over the LPPA period.

The school have clear concise policies. The roles and responsibilities of parents are outlined in key policies and all policies can be found on the school website. The importance of good attendance for children's learning is explained to families. Attendance figures and targets are posted in the weekly newsletters and there are incentives for the class with the highest attendance. Families struggling with attendance are supported on an individual basis. The school has a culture of celebration which includes parents. Children gain values stickers for demonstrating school values in action. The school follow safe recruitment systems for parent volunteers. Parents support school life with reading, becoming parent governors, taking part in Multi Faith week and supporting school trips, these activities are celebrated on social media. The school have established a Parent Link Group the first meeting attracted 22 families and as a result of feedback from the group, summer dresses for girls have been added to the school uniform choices.

Families are very well supported with transition to high school, the school has strong links with the local Catholic High School and supports parents with their choice of high school, the online application process and transition. The families of in year leavers are supported to ensure transition to their new school is as smooth as possible. Internal transition is well organised with Meet the Teacher sessions for each class in September. The school keeps records of support given to children with SEND and those who are vulnerable and ensures record are clear and up to date to aid transition.

The school has Identified next steps in parent partnership, updated the School Development Plan to show these next steps and their impact.

Strengths identified during verification

- Parent partnership is a high priority at St Williams, the school have been developing relationships with parents over a number of years, which is now embedded into school practice and culture. All staff understand the importance of working with parents to improve outcomes for children and are proactive in building strong, positive, trusting relationships with parents
- The school serves a diverse and multicultural community, all stakeholders value the school's inclusive approach, view diversity as a strength of the school and feel that all cultures are valued, a child said that 'Inclusivity' was the best thing about the school
- Staff understand the needs of the local community and the Issues families face, to support families staff have been trained to use a trauma Informed approach
- The school have strong partnerships with local services and agencies to support families. The focus Is early identification of issues and ensuring appropriate action is taken. Mrs Muhammad is Early Help Lead, half her role is dedicated to supporting parents, interpreting for parents, fostering inclusive engagement and strengthening home school partnerships
- The school Is very welcoming and friendly with an open-door policy. The school has a very calm atmosphere with children engaged in learning, the school is attractive, decorated in neutral colours providing a low stimulus learning environment. The children, parents and staff all value learning and are proud of their school
- There are a wide range of opportunities for parents to come into school e.g. stay and play sessions, curriculum workshops, coffee mornings, 'Book Looks' assemblies, children's productions, parents sharing their experiences during Multi-Cultural Week and accompanying their children on educational visits. Families are involved In creating the Our Migration Story display In school, sharing family experiences and helping them to be seen and valued
- Feedback shows that parents feel welcome in school, particularly enjoy learning with their children and would like more opportunities to develop their own learning. In response the school has delivered stay and play sessions focussed on early learning goals and are planning online safety workshops for parents which will be delivered by staff and pupils. To further involve parents in school life the school have appointed two new parent governors and two new parent lunchtime supervisors
- The school have established clear systems to gain parent feedback, analyse feedback to form base line data, which Is already showing upwards trends in parent participation and to share feedback and school's responses with parents
- Parents are eager to support their children's learning at home, the school provide clear, consistent information to support home learning, send home resources and celebrate home activities on social media and school apps
- The school offer a wide range of after school clubs, to enable children to engage in activities e.g. sports, construction, mindfulness, which can be difficult to access in the community. Records show If children are not accessing clubs, through contact with their families, lunchtime clubs for targeted children have been started to meet specific needs
- The school has a strong culture of celebration, there are a wide range of award for children which are shared with parents online, in the newsletter and in school. The school has moved from Twitter to Instagram which the parents prefer

- The school provide bespoke support for parents around attendance, meet with families to identify needs, make home visits and collect children to bring them to school
- The school have held the first meeting of their new Parent Link Group inviting parents to have a voice in school processes. The first meeting was really successful and the next meeting is already in the school calendar
- Parents are very positive about the school, they say staff are very approachable are smiling, they work hard and go the extra mile. Parents appreciate the uniform swap shop, pastoral support and some continue to support the school after their children have left

Impact

- The school has used the LPPA framework to review and reflect on their practice, staff felt it was beneficial to identify strengths and areas to develop
- The school's strategic development plan has been updated to show future actions
- The school have increased the opportunities for parents to develop their own learning, given parents a voice through the Parent Link Group and enhanced home school communication

Areas for development

- Further establish and develop the Parent Link Group
- Continue to strengthen induction and transition by providing accessible information including in translation as needed by families and providing opportunities for parents to engage in the induction and transition processes
- Conduct transition surveys at the Y6 parents evening in the summer term and for those parents with siblings at St Williams survey parents to find out how their children have settled into high school. Use the survey results to inform next year's transition process
- Continue to strengthen support for EAL pupils and families, especially international new arrivals

Verifier recommendation

That St William of York Catholic Primary School be awarded the Leading Parent Partnership Award for a period of three years

Headteacher's comments



As a school, we prioritise relationships with our families and believe that it is only through close collaboration and communication that we can deliver the best outcomes for our pupils. By working together, we can provide a supportive and enriching learning experience that empowers our children to succeed. It is lovely to have our hard work and commitment recognised in this report. It is testament to the hard work and efforts of all our staff. The areas for development are accurate and will inform our action planning for the next academic year.

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