



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 11th March 2026

Assessor Ms Christine Slater

IQM Cluster Programme

Cluster Group No Limits

Ambassador Ms Siona Robson

Cluster Attendance

Term	Date	Attendance
Spring 2025	12 th Mar 2025	Yes
Summer 2025	23 rd Jun 2025	No
Autumn 2025	13 th Nov 2025	No
Spring 2026	5 th Feb 2026	Yes
Summer 2026	8 th June 2026	

The Impact of the Cluster Group (with details of the impact of last three meetings)

Over the past twelve months, the school's leadership structure underwent a temporary transition due to the absence of the Headteacher. During this period, the Deputy Headteacher assumed leadership of the school for three days each week. While this ensured operational stability, the resulting constraints on senior leadership capacity meant that the school was unable to send a representative to the IQM Network Cluster meetings. However staff did attend the Network at St Peter's Primary in Farnworth on 5th February 2026 which had a focus on Behaviour, an Arts award, Pupil Leadership and Sparkle Provision. The school found the meeting very useful and wanted to explore the behaviour approaches as well as the SEND provision for those not accessing KS2.



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With the Headteacher now successfully returned to their post, the school has restored its full leadership capacity. The Headteacher has formally committed to re-engaging with the IQM Network and will ensure attendance at future Cluster meetings. This renewed involvement will ensure the school continues to collaborate with regional partners and remains at the forefront of inclusive best practice.

Evidence

- Children's books
- Lesson observations
- Intervention Observations
- Discussion with pupils and Pupil leaders
- Discussion with Head Teacher/SENDCo
- Discussion with Deputy Head Teacher
- Discussion with EYFS Lead
- Discussion with Parents and carers
- Documentation: Behaviour Policy

Evaluation of Targets for last 12 Months

St William of York RC Primary School is a welcoming one-form entry setting, currently serving a cohort of 232 pupils within a vibrant and diverse community in Bolton. The school's demographic profile is characterised by levels of eligibility for Free School Meals (FSM), Special Educational Needs and Disabilities (SEND), and English as an Additional Language (EAL) that sit above the national average. Additionally, the school provides robust support for a significant number of children known to social services. The demographic breakdown of the school is as follows:

- SEND - 23%
- Pupil Premium - 32%
- Free School Meals - 33%
- Known or previously known to SC - 14%

Target 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 importance of building strong, professional relationships is evident throughout the school. Positive engagement with parents and carers is a core strength, as demonstrated by the consistently high levels of support for a diverse range of school events and initiatives.

These relationships between home and school which are so highly valued begin even before the children have started at school. To support a smooth transition into school life, the school places a significant emphasis on routine and wellbeing by working closely with families well before the autumn term begins. Through dedicated induction workshops, parents are guided on the importance of establishing consistent morning routines that foster a sense of security and readiness in their children. A key focus of this proactive approach is ensuring that children are fully toilet trained and confident in their personal care before they start, which significantly reduces anxiety for the child and allows them to engage more fully in classroom learning. By addressing these developmental milestones early, the school ensures that every child can start their educational journey with independence and dignity.

Furthermore, the school provides comprehensive guidance on health and nutrition, recognising the direct link between a balanced diet and a child's ability to concentrate and thrive. Parents are encouraged to provide healthy food and snacks, with staff offering practical advice on nutritious options that sustain energy levels throughout the school day. This holistic support extends to managing physical transitions, such as implementing strategies to gradually phase out daytime naps. By aligning a child's sleep patterns with the school timetable, the school helps families ensure that pupils are alert, engaged, and physically prepared for the demands of a full day of learning and social interaction. Once the children have started school, they are offered a healthy snack of fruit or for a small contribution the children can have a pitta bread, toast, waffles etc. Parents who spoke with the assessor really value the additional option of snacks made available by the school.



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The school's commitment to parental partnership continues through its structured academic workshops and social initiatives spanning the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). By hosting targeted workshops on phonics and early maths, the school empowers parents with the specific pedagogical tools and terminology used in the classroom. This ensures a consistent approach to learning between home and school, giving parents the confidence to support their child's literacy and numeracy development effectively.

Beyond academic support, the school fosters a welcoming atmosphere through regular coffee mornings. These sessions serve as an invaluable informal forum where parents can share their views, providing the school with direct feedback to help shape future initiatives. These gatherings are frequently enriched by the children themselves, who may attend to perform songs or discuss their recent projects, creating a bridge between the curriculum and the parent community.

The school further strengthens these bonds through celebratory events such as "Stay and Play" sessions for example to celebrate Mother's Day. These invitations allow parents to enter the classrooms for an hour at either the start or end of the school day to engage in purposeful, fun activities alongside their child's class. This hands-on involvement allows parents to experience the learning environment firsthand and observe the school's high expectations for behaviour and engagement. Collectively, these initiatives ensure that the relationship between home and school is one of mutual trust, transparency, and shared ambition for every pupil's success.

Next Step:

The school is committed to further strengthening the established, high-quality relationships with parents and carers from the very beginning of their child's educational journey. By continuing to invite families into the Early Years Foundation Stage (EYFS), the school aims to create a transparent learning environment where parents can gain a deep, practical understanding of the pedagogy and curriculum in action. This collaborative approach ensures that parents are better equipped and more confident in supporting their child's development at home. By demystifying the learning taking place in the classroom, the school empowers families to act as partners in the educational process. This sustained engagement will build upon the school's existing high-quality early start, ensuring that the transition into KS1 creates a robust foundation for long-term academic and social success.

Target 2: To further develop opportunities for Pupil Leadership

The school provides a wealth of opportunities for pupil leadership, most notably through the Caritas Ambassadors. These pupil leaders are dedicated to ensuring that the school remains a beacon of charity and compassion. Their work is poignantly described by the children as "Love in Action," a philosophy that translates their values into tangible support for those in need.

The ambassadors lead various initiatives that foster a deep sense of social justice for all. The regular "Foodbank Friday" initiative encourages pupils to bring in donations for local food banks. This practice helps children develop a sophisticated understanding of their role in supporting those in the community who need it most. The school



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community participates in shoe box appeals and the collection of home-saved "pennies," demonstrating a sustained commitment to global and local causes. Through events such as the Macmillan Coffee Morning, pupils take an active role in planning and executing large-scale fundraising efforts. Through these leadership roles, pupils do not merely participate in charity; they lead it. This empowers them with a clear moral purpose and a practical understanding of how their collective actions can create positive change for vulnerable populations.

The GIFT Team (Growing In Faith Together) represents a significant pillar of pupil leadership within the school's spiritual life. These pupil ambassadors work in close collaboration with the Parish Priest, Father Samson, who conducts termly visits to mentor the group and support their development as faith leaders.

The GIFT Team takes a central role in leading the Monday Gospel Assembly, where they read from scriptures for their peers, making the messages accessible and relevant to the whole school community. The team acts as a vital bridge between the school and the wider parish through regular visits to the church, fostering a sense of belonging and continuity beyond the school gates.

By empowering the GIFT Team to lead their peers in prayer and reflection, the school effectively promotes a culture of inclusivity and shared values. This peer-led approach ensures that spiritual growth is not merely a staff-led initiative, but a child-centred experience.

Under the strategic guidance of the English Lead, the school has established a highly successful Reading Buddies programme. This initiative pairs older pupils with Key Stage 1 (KS1) children, creating a structured, nurturing environment for literacy development every Thursday. To ensure a breadth of impact, the Reading Buddies are assigned different children each week. This allows the older pupils to adapt their mentoring style to various reading abilities and personality types. During these sessions, held in the school's library, the older pupils take responsibility for updating the younger children's reading records. This develops their own literacy, oracy and accountability. The library provides a tranquil and purposeful setting for these sessions. The "peaceful" atmosphere described by the pupils allows for focused, one-to-one engagement that is often difficult to achieve in a busy classroom.

Beyond the measurable improvements in reading fluency, the programme provides significant pastoral benefits. The Reading Buddies report a profound sense of pride and "pleasure" in witnessing the tangible progress of their younger peers. This reinforces a whole-school culture of empathy and mutual support, where pupils are empowered to take an active role in the academic success and confidence of others.

The school has implemented a robust Playground Buddy initiative designed to foster inclusive social interaction during unstructured times. To ensure the effectiveness of this role, the Buddies have received training enabling them to introduce structured, traditional games to Key Stage 1 (KS1) pupils. The Buddies take particular pride in their ability to support children with SEND, ensuring that no child feels isolated. By proactively identifying and engaging those who may find social transitions challenging, the Buddies ensure that the playground is a safe and welcoming space for all.



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A significant success of the programme is the Buddies' ability to teach social games, such as "Grandmother's Footsteps." The pupil leaders expressed a sense of achievement when observing the younger children eventually playing these games independently, demonstrating a successful transfer of social skills.

The School Council serves as a primary platform for democratic engagement, ensuring that every pupil has a tangible influence on the school environment. With two elected representatives from each class, the Council provides a formal structure for peer-to-peer advocacy and collective problem-solving. Pupils are encouraged to bring any concerns or suggestions to their class representatives. These issues are then formally tabled during Council meetings, ensuring that the student body feels heard and valued by the school leadership.

A recent example of the Council's efficacy was their response to pupils raising the issue of a broken slide. The Council members collaborated to lead a fundraising initiative, successfully securing the funds required for its repair. The success of such projects has fostered a sense of pride among the children. As one pupil noted, "we all have a part in what happens, and a say too." This inclusive model of governance ensures that "inclusion" is lived rather than just taught. By giving pupils a genuine stake in the management of their school facilities and culture, the school is nurturing a generation of confident, responsible citizens who understand the power of collective action.

Next Steps:

- The school remains steadfast in its commitment to evolving and expanding the scope of pupil leadership. Recognising the success of existing roles, the Senior Leadership Team is now focused on aligning pupil responsibilities with the school's forthcoming strategic shift towards restorative approaches.
- As part of the ongoing refinement of the Behaviour and Relationship Policy, the Headteacher is currently exploring the introduction of Inclusion Ambassadors. This new tier of leadership could build upon the high-quality foundations already established by the GIFT team, Caritas Ambassadors, and Playground Buddies.
- Training pupils in restorative dialogue would help their peers navigate social challenges independently and empathetically. By integrating these leadership roles into the school's restorative framework, the school is moving beyond traditional "behaviour management" and towards a model of relational inclusion. This ensures that pupil leaders are not merely assistants to staff, but active architects of a supportive and harmonious school community.

Target 3: To further develop the school's pedagogy, assessment and feedback approaches to challenge our highest attaining pupils with a particular focus on writing.

The school has undergone a strategic shift in its approach to assessment and feedback, moving away from traditional "distance marking" in favour of immediate verbal and peer feedback. This transition ensures that pupils receive actionable insights at the point of learning, fostering a more responsive and inclusive classroom environment.

A central pillar of this approach is a whole-school focus on oracy, supported by resources from Voice 21. This commitment to spoken language is visible across the curriculum through differentiated stem sentences which are utilised in both English and Mathematics across all year groups. These tools provide pupils with the linguistic framework necessary to articulate complex ideas, ensuring that all learners can participate in academic discourse.

The school has implemented a rigorous and consistent structure for writing. This begins with the intensive collection of vocabulary and phrases, followed by the deconstruction of a WAGOLL (What A Good One Looks Like). By deconstructing high-quality models and providing linguistic scaffolds before moving to independent application, the school significantly reduces the cognitive load for pupils. This scaffolded journey is particularly beneficial for those who find the writing process overwhelming, as it breaks down complex tasks into manageable, successful steps. For example in a Year 6 class, the children were working on the end of topic questions and explaining to each other how they had arrived at their answer, the children used the stem sentences provided to structure their response. While in a Year 3 class, the assessor saw children using bespoke stem sentences which were specifically for fractions, this really supported the high-quality talk and thus developing their understanding.

The school effectively utilises Colourful Semantics as a targeted intervention to develop grammatical structure and narrative confidence. This approach provides a visual and tactile framework, using "diamond words" and associated imagery to help pupils categorise parts of a sentence (such as 'who', 'doing', and 'what'). In the earlier stages, staff lead intensive guided sessions where pupils use the colourful cues to plan their sentences orally before committing them to paper. This allows children to master the core structure of a sentence before incorporating "incidental words" and more descriptive language. By Lower Key Stage 2, the transition toward independent application is clear. Pupils have personal access to their own Colourful Semantics boards, which they use as a scaffold for composition. This resource empowers them to self-correct and expand their writing without constant adult intervention.

By embedding this visual methodology, the school ensures that pupils who may struggle with processing or sequencing, including those with Speech, Language, and Communication Needs (SLCN), have a reliable strategy to achieve academic success. This level of differentiation ensures that the high expectations of the writing curriculum remain accessible to all learners, regardless of their starting points.

To further enhance the school's commitment to inclusive practice, the implementation of "Bucket Time" (Attention Autism) sessions has proven highly effective in developing the fundamental skills of joint attention and sustained focus. In a recent observation of a session with Year 1 pupils, the deliberate, staged approach of the intervention was shown to successfully channel the children's natural curiosity into a structured learning experience. By using highly motivating visual and sensory stimuli, the practitioner created a "theatre of learning" that captivated the pupils, effectively stripping away external distractions and fostering a shared point of focus.

During a focused session with three children, the impact of this intervention was particularly evident. As the practitioner revealed the initial items from the bucket, the children's engagement was immediate; their body language shifted from restless anticipation to rapt attention. The small group size allowed for a high degree of emotional regulation, as each child was supported in navigating the transition from individual play to a collective experience. The children demonstrated an impressive ability to wait and watch, showing significant progress in their social communication as they mirrored the practitioner's enthusiasm and began to anticipate the next sequence of the activity.

The success of this session lies in the "no-demand" nature of the first stage, which allowed the three pupils to build confidence and security within the learning environment. One child, who typically finds it challenging to remain seated for extended periods, remained entirely focused throughout the ten-minute duration, drawn in by the rhythmic pace and the surprising nature of the sensory props. This specialised provision not only supports the pupils' immediate engagement but also builds the cognitive stamina required for more complex classroom tasks, ensuring that even those with the most significant barriers to learning are empowered to succeed.

Next Step:

The school is committed to the sustained development of oracy strategies across the entire curriculum, ensuring that spoken language remains a fundamental pillar of academic achievement and social confidence for every pupil. Building upon current successes, leadership will continue to identify and implement high-quality, evidence-based interventions designed to scaffold and enhance the writing process for all learners. This strategic focus remains deeply inclusive, with a particular emphasis on providing bespoke support and adaptive technologies for children with additional needs, thereby removing barriers to literacy and ensuring that every child possesses the tools to express their ideas with clarity and independence.

Agreed Targets for the next 12 Months

Target 1: To further develop the whole school culture where the pupil's emotional, social and mental wellbeing is proactively supported, enabling all children to feel safe, valued and ready to learn.

Comments

The school's pastoral provision is a significant strength, characterised by a rich programme of after-school activities, trips, and visits that broaden pupils' horizons and enhance their social development. Building on this foundation, the school's strategic focus is now shifting toward a more nuanced, trauma-informed approach to student wellbeing.

The school is committed to gaining a deeper understanding of the "invisible backpacks" children carry into the classroom each morning. This involves a focus on Adverse Childhood Experiences (ACEs) and training staff to recognise and respond to the impact of trauma and early childhood adversity. It will also focus upon the specific needs of



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children with multiple barriers to learning, including International New Arrivals who may be dealing with displacement or cultural transition. Training in mental health will enhance the capacity of all staff to support mental health and wellbeing, ensuring that emotional regulation is seen as a prerequisite for academic success.

A central strategic aim is to ensure that every teacher views themselves as a teacher of SEND. Moving away from a model where inclusion is the sole responsibility of specialists, the school is investing in comprehensive training to empower all teaching staff to assume primary responsibility for the progress and wellbeing of SEND children within their own classrooms as well as use high-quality, universal provision and adapted teaching strategies to meet diverse needs at the first point of contact and then to work effectively with the SENCO and external partners to implement expert-led interventions while maintaining the child's sense of belonging within their primary peer group.

This systemic shift ensures that inclusion is not an "add-on" but is embedded in the school's daily DNA. By deepening staff understanding of trauma and neurodiversity, the school is creating a more resilient and empathetic environment where the most vulnerable learners are supported by the most skilled practitioners.

Target 2: To review the schools behaviour policy and embed consistent and inclusive practices that support all children.

Comments

While behaviour and behaviour for learning within the school are currently recognised as exemplary, senior leadership is committed to the continuous evolution of school culture. The current strategic objective is to transition from a compliance-based behaviour model to a restorative and trauma-informed framework. This shift aligns the school's behaviour policy with its broader commitment to mental health, wellbeing, and inclusive practice.

The school is currently implementing a move towards Restorative Approaches, viewed as a more sophisticated alternative to traditional punitive systems. This objective seeks to reframe behavioural "mistakes" as vital opportunities for social and emotional learning. The school is moving away from immediate, isolated sanctions. Instead, staff will be trained to facilitate structured "reflection time," allowing pupils to process incidents in a safe environment. This will include pupils being guided to explore the consequences of their actions on others, fostering empathy and social responsibility.

By working collaboratively with staff to "put things right," pupils develop the ability to resolve conflicts and restore relationships independently. A core aim is to remove "shame" from the behavioural process, ensuring that the most vulnerable learners feel supported in making better choices rather than being defined by their mistakes. An additional aspect of the development in the behavioural policy will be the whole-school embedding of the Zones of Regulation. This framework provides a universal, accessible language for all pupils and staff to discuss emotional states.

The framework categorises emotions into four distinct "zones" (Blue, Green, Yellow, and Red), providing a visual and linguistic scaffold for self-regulation. The school



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leadership's drive is for the children to be able to identify their own emotional state and therefore be able to apply their own regulation strategies before a situation escalates. The aim is for the staff to be taught how to interpret behaviour as a form of communication. Recognising which "zone" a child is in allows for more empathetic and effective interventions, tailored to the child's immediate emotional needs.

The final objective of this strategic shift is to ensure that the school's high standards of behaviour are maintained through self-regulation rather than simple compliance. There will be a drive to maintain calm and purposeful environments which will maintain a stable and predictable atmosphere that benefits all pupils, particularly those with Special Educational Needs and Disabilities (SEND). Support for the whole child is at the centre of this objective, integrating behaviour management with mental health support to ensure that no child's emotional distress is misinterpreted as mere "non-compliance."

Target 3: To raise attainment in EYFS, ensuring all children make strong progress from their starting points.

Comments

To improve Good Level of Development (GLD) outcomes and ensure every child receives an optimal start to their education, the school has appointed a dedicated EYFS Lead. This appointment marks a strategic commitment to raising standards through a passion for early years excellence and a rigorous adherence to the "Stronger Foundations" document.

The Lead's vision is centred on cultivating dual independence: empowering children to become autonomous in their learning while simultaneously developing essential personal and social skills. The EYFS Lead has already initiated a transformative journey through the implementation of structured, collaborative systems. Weekly sessions have been established to ensure a unified approach. During these meetings, the Lead Teacher models high-quality interactions within various areas of provision, setting a gold standard for staff-pupil engagement.

A planning wall has been introduced as an interactive tool encouraging a "bottom-up" approach to curriculum design. Staff contribute ideas and suggest enhancements to the provision based on real-time observations of children's specific interests and fascinations.

The entire team participates in daily "check-ins" regarding the environment. This ensures that every practitioner has a crystal clear understanding of the intended learning outcomes for the day, allowing for purposeful and responsive teaching. Recognising that communication is the bedrock of early success, the EYFS Lead has instigated the WellComm speech and language toolkit following initial baseline assessments. During the evaluation, the assessor observed a teacher delivering a WellComm intervention with significant impact. The session was designed to develop receptive language, enhance the ability to follow multi-step instructions, and increase sustained focus. The children were thoroughly immersed in the activity, a direct result of the teacher's energetic and creative delivery. This proactive use of WellComm



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ensures that any language gaps are identified and closed early, supporting the school's broader goal of inclusive, high-quality early years provision.

Within EYFS, "snack time" is used as a structured, adult-led communication and language opportunity. This is designed specifically to accelerate the development of oracy skills among the school's youngest learners in a low-pressure setting. The children sit in small groups with an adult to engage in meaningful dialogue about their interests and experiences. The assessor noted a high level of mutual engagement and genuine enjoyment from both staff and pupils. This atmosphere fosters strong, secure relationships and allows staff to model sophisticated social skills, such as turn-taking, active listening, and conversational etiquette. Adults are also able to provide immediate, high-quality verbal scaffolding; expanding on the children's utterances and introducing new vocabulary in a context that is relevant to the child.

This approach demonstrates an inclusive and holistic view of the curriculum, where personal, social, and emotional development (PSED) and communication and language are seamlessly woven into the daily routine. It ensures that even the most informal moments of the school day are utilised to close linguistic gaps and build the children's confidence as communicators.

Overview

The behaviour and attitudes of pupils across the school are exemplary, characterised by a high degree of courtesy and a sophisticated level of oracy. The children are articulate and express a deep sense of loyalty and pride regarding their school community, particularly in relation to their impactful roles as pupil leaders. The children articulate the school's core values—love, forgiveness, respect, and compassion—with remarkable depth and sincerity, demonstrating that these principles are not merely displayed on walls but are deeply internalised. This was poignantly illustrated by a pupil who spoke with great maturity about the concept of integrity, explaining that they have been taught not only the definition of the word but also how it serves as a foundational element of their community. Their observation that integrity "flourishes throughout our school" highlights a sophisticated understanding of how individual character contributes to a collective culture of honesty and moral purpose. Children's self-discipline is evidenced by the respectful manner in which pupils transition around the building; they move with a quiet purpose that is maintained consistently, regardless of direct adult supervision.

When reflecting on their educational journey, pupils identify the genuine care provided by the staff as a defining feature of their experience. They report an absence of bullying or unkindness, attributing this harmonious environment to the fact that every member of the school community lives by the core values that are woven into the fabric of daily life. This sentiment is echoed by parents and carers, who speak warmly of the positive relationships established between families and the teaching body. Parents report that their children thoroughly enjoy their time at school and feel confident that any concerns raised are addressed with immediacy and professional care.

The school's recent history is defined by its remarkable resilience during an exceptionally challenging period following the discovery of Reinforced Autoclaved Aerated Concrete (RAAC) within the infrastructure. This discovery necessitated extensive and intrusive building works, resulting in the sudden displacement of pupils and the reconfiguration of many established learning spaces. Despite the significant logistical upheaval, the school maintained an unwavering focus on its core mission, ensuring that the educational experience remained seamless. Parents have been vocal in their praise for the leadership during this crisis, noting that the school did not merely "cope" with the disruption but continued to move forward with purpose and ambition.

Parents also wanted to highlight to the assessor, the manner in which the children were supported during this period of instability and that this was a testament to the school's superior pastoral care. Staff worked tirelessly to ensure that, despite the changing physical environment and the relocation of classrooms, the children felt secure, nurtured, and emotionally grounded. This stability was achieved through transparent communication and a collective effort to maintain the school's high expectations and warm atmosphere, even amidst a construction site. Families expressed deep gratitude for the way the school shielded the pupils from the stresses of the building works, prioritising the children's well-being above all else. This period of adversity has, in many ways, strengthened the bond between the school and the community, serving as a powerful demonstration of the school's ability to remain a sanctuary of learning under the most demanding circumstances.



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A significant factor in this stability is the exceptionally low staff turnover, which provides a profound sense of security and continuity for the children. Furthermore, the parent body expressed deep appreciation for the school's commitment to accessibility and inclusion, highlighting the provision of a free breakfast club and a diverse range of extracurricular activities offered at no cost. The frequent opportunities for parents to enter the school and share in their children's learning further strengthen this partnership. Parents are particularly moved by the school's proactive approach to individual needs, noting how sensory breaks and bespoke adaptations are seamlessly integrated into the school day. There is a strong consensus that the school is a genuine community, with many parents noting that the welcoming and inclusive atmosphere was palpable from their very first visit.

The physical learning environment serves as a visual testament to these high standards, remaining immaculate and purposeful throughout. Displays in corridors and classrooms are of an exceptional standard, serving to celebrate the curriculum, the school's Catholic ethos, and the rich diversity of the pupil body. These spaces not only showcase the breadth of cultural experiences and educational visits provided but also reflect the high expectations and attention to detail that define the school's pursuit of excellence. Through this combination of aesthetic rigour and pastoral warmth, the school has created a learning environment where every child feels represented, valued, and inspired to achieve.

The senior leadership team demonstrates a relentless commitment to excellence, refusing to become complacent following the school's recent "Outstanding" designation from Ofsted. Rather than viewing this achievement as a final destination, the leadership treats it as a foundation upon which to build further innovation and refinement. There is a genuine drive within the team to push the boundaries of current best practice. This proactive ambition is rooted in a desire to provide the very best possible outcomes for all pupils, constantly seeking out new ways to enhance the inclusive ethos and academic rigour of the school community.

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