



Report on IQM Inclusive School Award



School Name: St John the Baptist RC Primary School

School Address: Ann Street
Rochdale
Lancashire
OL11 1EZ

Head/Principal Lisa Campbell

IQM Lead Rebecca Smillie & Zara Betney

Assessment Date 30th March 2026

Assessor Alyson Tolley

Sources of Evidence:

This was the school's first assessment and was conducted over one day. The school submitted a thorough Self-Evaluation Report (SER) via the IQM Portal, and I was provided with a detailed timetable demonstrating the Headteacher's commitment to inclusion.

During the assessment, I further evaluated the school's commitment to inclusion through the following documents and activities:

- Self-Evaluation Report (SER)
- School website
- School policies
- Learning walk
- Lesson drop ins
- Classroom environment
- Corridor displays
- Book looks
- Newsletters

Meetings held with:

- Headteacher
- Assistant Headteachers
- Teachers
- Governor
- Father Michael
- SENDCo
- Teaching Assistants
- Parents/Carers
- Pupils



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Overall Evaluation

St John the Baptist RC Primary School is a one form entry school in the centre of Rochdale, and the school became part of St Teresa of Calcutta Catholic Academy Trust in October 2025. The inspirational Headteacher described the school as serving a complex community with a very mixed intake, approximately 20% are refugees/asylum seekers and there is a high percentage of pupils from the Muslim community. Their families come from many different countries with over 32 different languages spoken at the school. There is a high proportion of pupils classed as disadvantaged and eligible for Pupil Premium funding (32%), and the Index of Deprivation Affecting Children Index (IDACI) is 93%.

The school's mission statement explains how they are 'one family, working together and aiming high,' and the term 'family' was referred to by all stakeholders' throughout the assessment. The Headteacher's welcome on the school website articulates that whilst academic standards are good, the school is 'about so much more than that,' explaining how their 'Catholic faith gives everyone the opportunity to shine and be proud, having the confidence to have a go at anything and the belief that you can succeed.' This view is inherently shared by all stakeholders and is explicit throughout the school community and reflected in their policies and extensive practice.

The school reception is warm and welcoming, with visitors greeted promptly by friendly and approachable staff. In the school reception, there is a wonderful display stating very simply that 'everyone is welcome here,' in many languages, as well as information leaflets, designed by pupils, for parents and carers which immediately communicates a sense of belonging. Alongside this is the 'Empowering Parents' display which provides a powerful message and drives the theme of 'family.' Throughout the day, the welcome I received from adults and pupils alike was genuine and personalised. A strong sense of inclusivity was evident across all levels of the school community, including pupils, parents, and staff.

Leaders place great emphasis on relationships, and this underpins the school's strong reputation for care, stability, and inclusion. Staff turnover is very low, and many staff have a long association with the school; notably, the Headteacher began her career here as an NQT, modelling the deep sense of loyalty and commitment that characterises the staff team.

Relationships within the school are exceptional. As I moved around the school and engaged with various stakeholders, I observed consistently positive interactions between staff and pupils. These relationships are characterised by mutual respect, genuine warmth, and a clear sense of care. Staff described the school as 'a family,' a sentiment that is clearly reflected in the daily experiences and interactions across the school.

The Headteacher is a caring and compassionate leader and under her passionate and expert leadership, leaders have established a system of support for all staff which includes a strong focus on their wellbeing as well as driving school improvement. The recently appointed interim Assistant Headteacher spoke enthusiastically about how she



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had been supported into her role and is now clearly an established member of the leadership team.

The school's ethos of high expectations, kindness, and unity is lived by all staff, who model respectful relationships and they describe a 'zero toxicity' culture. Teachers and TAs speak warmly about the supportive culture they experience daily; they access protected PPA and they can use this from home, which has supported their emotional health and wellbeing as well as improved quality family time. Staff feel cared for and valued, for example, emails are only sent during the school day to protect wellbeing, and this is consistently modelled and reinforced by leaders.

All staff spoke passionately about their work at St John the Baptist's and how they feel supported and listened to by leaders. Discussions with teachers indicate there is a strong commitment to supporting and developing all staff both professionally and personally, and they highlighted how CPD has strengthened their confidence in identifying and responding to individual pupil needs.

Teaching Assistants (TAs) are highly trained and play a significant role in supporting children's learning and wellbeing. Their expertise includes the delivery of sensory circuits, specialist sports activities, and a wide range of targeted interventions. Gardening in the Laudato Si Centre is used exceptionally well as a therapeutic approach, helping children to feel comfortable, regulate, and talk openly. Pupils grow vegetables for the local soup kitchen, and this hands-on experience fosters compassion and community responsibility.

The passion for inclusion permeates through all areas of the school and from every member of staff. Every class has an Inclusion File, and staff share emerging concerns through well-understood processes. Strategies such as 'Band A' guidance support early and effective intervention for EAL learners and these ensure there is graduated support to enable learners to make rapid progress.

The curriculum strongly celebrates diversity, with careful selection of texts and resources that represent the school's international community. Sensitive topics such as refugee experiences or global events, are handled carefully, with communication to parents in advance and early conversations with pupils.

Leadership of personal development is a particular strength. The school offers a rich range of enrichment activities, including opportunities for every pupil to take on a leadership role. From early years responsibilities to whole-school student leadership days, pupils experience genuine influence and ownership of their roles and responsibilities. Children confidently described planning and leading enrichment events, including IT days and worship activities.

'Seeds and Gardeners' provide purposeful relationships between Year 6 and Reception pupils, strengthening bonds and modelling values of support, and respect. Year 6 pupils spoke ardently about their role of 'gardener' and how they wrote to their allocated 'seed' prior to them starting at the school. Their articulation of the process highlights the positive relationships that they have developed with the younger pupils, and they clearly value the responsibilities that this role gives them.



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The school's relationships with the Parish are particularly strong. Pupils work with parishioners on gardening projects funded through the National Lottery, and learning within the Church grounds enriches the RE curriculum. Parish volunteers read regularly with pupils, and the Parish Priest, Father Michael, is a committed advocate for the school, reinforcing shared values of compassion, welcome, and community. He described feeling 'privileged to be part of a school that gives such exceptional care to children and families.'

Governors are active, visible, and deeply committed. They attend school events, visit classrooms, speak to staff, and offer positive feedback. A former Chair of Governors, now a regular volunteer, delivers handwriting interventions using her former occupational therapy expertise.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award.

The school has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that St John the Baptist RC Primary School has also achieved Centre of Excellence status at this time.

Assessor: Alyson Tolley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

The school's inclusive vision is firmly rooted in its Catholic values of kindness, respect, and love, underpinned by high ambition and expectations for all. Diversity is embraced as a strength that enriches learning. This inclusive ethos ensures that every child feels a strong sense of belonging within a nurturing environment where all are expected to succeed. The school's Catholic identity helps to shape its inclusive practice, promoting both compassion and high aspiration in all stakeholders.

Targeted support for pupils with additional needs is a clear strength. Personalised learning plans and carefully designed interventions enable all pupils to access the curriculum effectively. The SENDCo works collaboratively with staff, parents, and external agencies to remove barriers to learning and parents speak highly of her commitment and dedication, describing her as 'always available and willing to help.'

Leaders consistently reflect on the school's linguistic diversity. Pupils who are new to English or newly arrived in the UK benefit from a carefully personalised provision, including bespoke language interventions and bilingual resources, the school also captures every opportunity to celebrate cultural identity to ensure pupils and families feel included and all pupils have a growing awareness of each other's cultures.

Multilingual communication and a range of events strengthen partnerships with families and the community, supporting pupil engagement and subsequent success. Staff consistently welcome families and pupils, as shown by the site manager who greets everyone by name and learns about each child's culture. Parents enthused about this describing how it makes them feel a strong sense of belonging.

Clear and consistent communication underpins the work done by leaders who ensure that all staff fully understand their roles in delivering inclusive education through regular briefings, ongoing training, and guidance. This clarity enables staff to act confidently and consistently in meeting the needs of all pupils.

Pupil voice is a notable strength. The children I spoke with explained how they 'all look out for each other,' and it was heartwarming to hear how they will help one another when needed, because they can see when 'things aren't right.' They explained about the range of initiatives that the school has and talked with pride about their responsibilities as Young Interpreters. Other pupils explained how they are Wellbeing Ambassadors and how this role works across the school. The wide range of groups empower pupils to take responsibility and actively shape their school community, as well as enabling them to develop good leadership skills which will support them into the next stage of their education and beyond.

Celebration of achievement is integral to the school's culture. Success is recognised not only in academic attainment but also in personal growth, effort, and individual talents. Through assemblies, leadership opportunities, recognition in and out of class, and communication with families, pupils are encouraged to take pride in their progress. Initiatives such as #Proud, alongside high-quality displays and regular parental engagement, further reinforce this culture of aspiration and belonging.



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Next Steps:

- Further developing the curriculum to raise awareness of those seeking sanctuary and ensuring that all children understand their experiences to be empathetic towards the needs of others.
- Continue to strengthen work with local communities and groups.



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Element 2 - Leadership and Management and Accountability

At St John the Baptist RC Primary School, senior leaders set exceptionally high expectations that drive strong outcomes. Leaders demonstrate an unwavering commitment to achievement for all, recognising that high-quality education underpins future success. Carefully structured systems of support are in place to remove barriers, fostering resilience and ambition in all children.

Leaders' ambition is reflected in consistently strong performance data, with attainment exceeding national averages across key measures. This is particularly noteworthy given the levels of deprivation within the community. Leaders use assessment information effectively to monitor progress and implement swift, targeted interventions, ensuring that all pupils are both supported and challenged to achieve their full potential. Recognition from the Secretary of State for the achievement of disadvantaged pupils further evidences the impact of this work.

The Catholic Schools Inspection report affirms the school's inclusive approach, highlighting how leaders ensure that no child is left behind, particularly those with English as an additional language and those experiencing socio-economic disadvantage. This commitment to inclusion permeates through all aspects of school life, from curriculum design to their steadfast pastoral care, and this is tangible from the moment you are greeted at the door.

The school development plan prioritises equity, with a clear focus on closing attainment gaps and providing tailored support to meet individual needs. Leaders ensure that this vision is shared by all staff through ongoing professional development and a culture rooted in high expectations and mutual respect.

Attendance is a notable strength, consistently exceeding national figures. This reflects the success of the strategic approach, which promotes well-being, belonging, and the significance of strong partnerships with families. Leaders are proactive in addressing barriers to attendance, recognising its importance in both academic success and personal development.

A robust safeguarding culture underpins all aspects of school life. Safeguarding is viewed as an integral part of the school's inclusive and caring ethos. Comprehensive systems, effective record-keeping, and strong partnerships with parents and external agencies ensure that pupils are well supported and protected.

Staff well-being is a clear priority. Leaders adopt a proactive and responsive approach, ensuring that staff feel valued, supported, and heard. An open-door culture is firmly established, and staff speak highly of the support they receive from leaders and colleagues. There is a strong sense of teamwork and mutual respect, which staff describe as stemming 'from the top down.' Small but meaningful gestures such as canteen staff baking a cake for the staff room contribute to this positive culture, reinforcing a strong sense of community and belonging among all staff.



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Next Steps:

- Continue with the induction programme for new Governors (because of the changes in becoming an academy in November 2025)
- Recruit a new Chair of Governors



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum ensures that all pupils have access to a rich range of learning experiences that support both academic achievement and personal development. Alongside the full National Curriculum, there is a carefully planned wider curriculum, including Forest School and gardening in their Laudato Si centre, an inspiring area of school that values creativity, physical development, wellbeing, and life skills. When visiting the centre, I was able to speak with a recent arrival to the school, and he talked about what he was doing. The Headteacher explained that until very recently he had been unable to speak or respond to questions and the fact he was now able to respond to a visitor, is testimony to the effectiveness of this intervention as well as the hard work and commitment of the centre lead.

Leaders have designed the curriculum to reflect pupils' cultural diversity, and backgrounds of their pupils, ensuring every child feels seen, valued, and inspired to learn. Using a spiral approach that revisits core concepts throughout the year, the curriculum supports deep learning and helps pupils to connect new ideas to prior knowledge. This method is especially helpful for those learning English as an additional language, enhancing their understanding and confidence.

By revisiting themes and skills in varied contexts, leaders ensure that children from all cultural backgrounds can access the curriculum fully and thrive academically. They embed cultural relevance into every subject area, fostering a sense of belonging and respect. Their literacy curriculum includes texts that reflect the languages and experiences of their families, enhancing engagement and motivation. This culturally responsive approach not only enriches pupils' learning but also promotes empathy and global awareness, preparing them for life in a diverse society.

Pupil engagement is central to the curriculum, embedding Rosenshine's principles to inspire active participation, understanding and application. Teachers use formative assessments and regular pupil voice feedback to tailor lessons, ensuring learning is accessible and exciting for all. This responsiveness addresses the varying needs of their pupils, helping to close attainment gaps and consistently raise standards.

There is a strong emphasis on the development of reading skills, ensuring that all pupils are supported to build a rich vocabulary and secure inference skills. High-quality texts are carefully selected to expose pupils to a wide range of language, genres, and cultural contexts, enabling them to encounter and explore ambitious vocabulary in meaningful ways. Explicit teaching of vocabulary is embedded across the curriculum, with opportunities for pupils to revisit and apply new words in both spoken and written contexts. Through structured discussion, guided reading, and targeted questioning, pupils are taught to infer meaning, justify opinions using evidence from the text, and deepen their understanding. Adaptations and scaffolds are used to ensure that all children, including those with additional needs, can access and make progress in reading, developing confidence and independence.

The curriculum aims to expand learning beyond the classroom, offering pupils practical ways to use their knowledge in real-life situations. Activities like museum visits, outdoor learning, and enrichment experiences help deepen understanding, boost motivation,



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and encourage independence by connecting classroom lessons with hands-on practice. Learning experiences also serve to broaden pupils' experiences and understanding of the world, through visits to local museums, and forest school opportunities.

Next Steps:

- Subject leaders will refine progression maps to make subject-specific tiered vocabulary, knowledge, and skill development even more explicit across all subjects, with particular attention to reading and oracy for pupils learning English as an additional language.
- Targeted CPD will support staff in deepening their use of Rosenshine strategies, adaptive teaching, and culturally responsive texts to ensure outstanding practice across all classes.
- Subject leaders will enhance the use of pupil voice and formative assessment to inform curriculum adjustments, particularly for disadvantaged pupils and those with additional learning needs.
- Develop opportunities will be developed to strengthen community and parental engagement within the curriculum.



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

The learning environment at St John's is thoughtfully designed to promote active participation, independence, and sustained engagement. Classrooms are spacious and well organised, allowing for flexible seating arrangements and easy access to a wide range of high-quality resources. Whilst visiting classrooms, I was able to see how teachers make effective use of these spaces, enabling adults to circulate freely and provide timely support where needed.

To support reading for pleasure, the school has a fantastic reading room that is decorated on the model of the Gryffindor Common Room. It is beautifully decorated and pupils take a chosen book and either sit on the leather sofa or armchair or grab a cushion and lie on the attractively carpeted space. It is an inspiring area, and I can see why it is so popular with the children, encouraging them to read in a room that is straight from a popular film!

A range of teaching strategies is employed to ensure all pupils can access learning successfully. Lessons are structured to allow pupils to collaborate, discuss ideas, and work independently, fostering high levels of engagement. Working walls are used effectively to demonstrate the learning journey and provide accessible scaffolds that support pupils in developing their understanding. This purposeful environment caters to a variety of learning styles and enables teachers to adapt their approach to meet the needs of all learners.

Pupils demonstrate consistently high levels of engagement, and they are focused, enthusiastic, and actively involved in their learning from the outset. This was evident during the lesson drop-ins as children barely registered our arrival. Clear explanations, well-sequenced activities, and effective questioning encourage confident participation for all. A variety of teaching approaches, including discussion, practical tasks, and independent work, maintains interest and supports different learning styles.

Technology is used highly effectively to enhance learning. All pupils from Year 2 to Year 6 have access to individual iPads, ensuring equity and supporting personalised learning. These tools are carefully integrated into lessons to reinforce key concepts, model ideas, and provide opportunities for immediate feedback. Pupils use technology to research, practise skills, and demonstrate their understanding, which strengthens both engagement and independence. Assistive technology is also used effectively to scaffold learning for pupils with additional needs, ensuring full access to the curriculum.

Support staff are deployed strategically and make a significant contribution to pupils' learning. They work in close partnership with teachers, demonstrating a clear understanding of lesson objectives and individual needs. Through targeted support, they reinforce key concepts, adapt tasks, and provide timely interventions that enable pupils to remain engaged and make progress. Their work promotes confidence and independence, both for individuals and across the class.

Support staff also lead pre-teaching sessions, particularly for pupils with English as an additional language, and facilitate high-quality discussion that deepens understanding.



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In addition, they deliver targeted interventions that support pupils in meeting key milestones and progressing through their developmental steps. This coordinated approach ensures that all pupils are well supported to achieve their potential.

Next Steps:

- Continue to embed the use of assistive technology for pupils with SEND.



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Element 5 - Assessment

Teachers use prior attainment data effectively to identify gaps in learning and inform the planning of inclusive, high-quality provision. Baseline assessments are used to shape adaptive teaching strategies, targeted interventions, and appropriate adjustments, ensuring that learning is closely matched to pupils' starting points and needs.

Pupil progress is monitored through rigorous half-termly assessment and review cycles. These enable staff to evaluate attainment, identify emerging barriers, and respond swiftly through adaptive teaching and targeted support. A combination of formative and summative assessment tools provides reliable and comparative information, supporting accurate evaluation of progress.

Assessment of English language proficiency has strengthened provision for pupils with English as an additional language. This enables more precise identification of need and supports the planning of appropriately scaffolded learning and targeted language development.

The school maintains detailed developmental records that provide a comprehensive view of pupils' needs and progress over time. These records draw together assessment data, observations, and professional judgement to ensure continuity and accountability. There is a clear focus on key groups, including pupils with SEND, those who are disadvantaged, and those with EAL. Progress is systematically reviewed through the APDR cycle, enabling leaders and teachers to evaluate provision and make timely adjustments.

Assessment for learning is embedded effectively within lessons. Teachers routinely check understanding through skilled questioning, observation, and pupil dialogue. This allows misconceptions to be identified and addressed promptly through re-teaching, alternative explanations, or practical demonstration. Teaching is responsive, with explanations, modelling, and tasks adapted in real time to meet pupils' needs.

Teaching assistants are deployed effectively, delivering targeted support and providing additional explanation and scaffolding where needed. This ensures that all pupils can access new learning and that understanding is secure before they begin to work independently.

High-quality dialogue between staff and pupils further strengthens assessment practice. Through purposeful questioning and listening, teachers and teaching assistants gain valuable insight into pupils' understanding and their strengths and enable them to identify potential barriers to learning. These discussions are used to identify misconceptions, particularly for those in specific groups and this is particularly effective for pupils with additional needs, enabling them to match provision to needs.

Learning objectives and success criteria are consistently shared and used effectively. They are presented in accessible ways, including through modelling and visual supports, ensuring all pupils can engage with the learning. Success criteria are actively used to guide feedback, support self-assessment, and help pupils identify next steps, promoting increasing independence.



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Pupils demonstrate a clear understanding of their individual targets and are supported to reflect on their learning journeys. Regular feedback and discussion enable them to recognise their strengths, identify areas for development, and celebrate progress over time. As a result, pupils take increasing ownership of their learning and display highly positive attitudes.

Next Steps:

- Continue to refine assessment systems to ensure they are purposeful, consistent and firmly embedded within a graduated response.
- Assessment information will be reviewed collaboratively through regular pupil progress meetings, moderation activities and SEND reviews, ensuring that leaders, teachers and support staff have a shared understanding of every child's needs and progress.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Leaders nurture a positive climate in which children feel valued, motivated, and able to respond confidently to behavioural expectations. This respectful culture enables pupils to become eager, self-assured learners who strive to achieve their full potential. Leaders are committed to emotional coaching and trauma-informed practice, resulting in all stakeholders feeling safe, understood, and valued.

Clear routines and consistently high expectations of behaviour are deeply embedded across the school and upheld by both staff and pupils. The behaviour policy is described as 'a living document, rooted firmly in Gospel values that promote kindness, respect, and high ambition.' Leaders model exemplary conduct and reinforce expectations through their daily interactions with the whole school community. These are observed and mirrored consistently by the children.

Senior leaders report that quality assurance processes confirm that both staff and pupils strongly adhere to agreed routines and behaviour expectations. Observations routinely highlight respectful interactions, calm and purposeful movement around the school, and a strong sense of community and again this was palpable as we walked around school.

The school's trauma-informed approach underpins all aspects of the environment. Leaders have developed calming corners, sensory resources, and quiet zones that support children to self-regulate, aided by trained staff who respond with empathy and understanding. Recognising the importance of emotional wellbeing, leaders have also created dedicated 'talking areas' which are calm, welcoming spaces where children and staff can connect, share, and reflect. These practices foster emotional resilience and a profound sense of belonging.

Leaders understand that wellbeing is fundamental to achieving high aspirations and sustaining a kind, supportive community in which every child can thrive. The school provides freshly prepared, healthy home-cooked lunches each day for both children and staff, ensuring access to balanced, nourishing meals. Free fruit and milk further encourage healthy eating habits that promote energy and concentration.

Physical activity is also prioritised with leaders recognising the importance of maintaining good physical health. Pupils and staff benefit from a state-of-the-art fitness studio, as well as a running track, football pitch, with climbing frames, and high-quality play areas within the early years provision. Together, these facilities support pupils to understand and value active lifestyles, which in turn enhance emotional wellbeing and good mental health. aspiration, and respect.

Next Steps:

- To continue to support new arrivals and ensure accurate English proficiency levels are assessed, recorded and acted upon in a timely fashion.



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Element 7 - Parents, Carers and Guardians

It was clear from discussions with all stakeholders that leaders place genuine value on strong partnerships with parents. They actively nurture trusting relationships that empower families from their richly diverse community. Communication is prioritised and tailored to meet individual needs, with newsletters, updates, and learning resources translated into key community languages where appropriate. Bilingual staff and interpreters support both face-to-face and virtual meetings, ensuring every family can engage meaningfully. This inclusive approach removes barriers and enables all parents and carers to participate confidently in their child's education and wellbeing.

The school's celebration of cultural diversity is evident through community events and workshops that honour a wide range of traditions, fostering belonging and mutual respect, something parents spoke about proudly. Parents also commented on how visible and approachable the Headteacher is, noting that they frequently see her around the school and feel comfortable speaking with her whenever needed. The school further reinforces parental voice through regular consultations, surveys, and informal feedback channels, ensuring families can influence school policies and practices.

Parents' evenings are complemented by curriculum drop-in events and 'meet the teacher' opportunities, giving families valuable insight into classroom learning and teaching approaches. These sessions strengthen parental confidence in supporting learning at home. Understanding the importance of spiritual connection, the school also offers 'Stay and Pray' sessions, which invite parents to join collective worship and reflection. These experiences reinforce the school's Catholic ethos while also allowing parents of other faiths to see how their children's spiritual development is supported.

Leaders recognise that some families may face additional challenges and therefore provide bespoke support and carefully considered signposting where needed. The dedicated pastoral lead works closely and sensitively with vulnerable families and has a significant impact. Through discussion, it was evident that she has built trusting, respectful relationships with many parents, frequently going 'above and beyond' to ensure children and their families access timely and appropriate support.

The school also offers an 'open door' event for EYFS parents each Monday as part of their 'Stay and Play' provision. This gives parents informal opportunities to experience the learning environment, build relationships with staff, and share in their child's developmental milestones. During my visit, parents participated in a Scavenger Hunt, and it was inspiring to observe the strong, positive interactions between children, parents, and staff, with the Headteacher warmly greeting each family by name. Previous events have included play-based sessions and phonics workshops tailored to the needs of the cohort.

Parents spoke enthusiastically about the high-quality support their children receive and praised the staff's responsiveness. One parent shared how staff greet them at the gate each morning and immediately recognise when someone may need additional support, a gesture families value strongly. Another parent highlighted the school's 'holistic' care for pupils and described the reassurance this provides. Parents also commented positively on the welcome display in reception, noting how seeing the flag of their home nation made them feel acknowledged and included.



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Next Steps:

- Plan a series of coffee morning type events for parents of pupils with SEND to further provide a network of support
- Provide opportunities for parents to reinforce the systems in place that enable them to see how their child is doing in school.



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Element 8 - Links with Local, Wider and Global Community

The school has a well-developed understanding of the wide range of community resources available to enhance pupils' learning opportunities. Leaders maintain strong, active links with local services and ensure staff are fully informed about the support and enrichment these organisations can offer. Information about community resources is routinely shared with families through newsletters, the school website, and parent events, enabling pupils and parents to benefit from the wider community provision.

Leaders encourage pupils to participate actively in Rochdale's culturally rich events and campaigns, fostering pride in the local area and deepening their understanding of its heritage. Through volunteering, workshops, and shared community events, families play a meaningful role in community life, contributing to strong social cohesion. Beyond Rochdale, leaders also build strategic alliances with schools and networks across the Trust, broadening pupils' horizons and supporting the sharing of strong inclusive practice.

A comprehensive programme of enrichment underpins pupils' personal development, broadening cultural capital and extending learning beyond the classroom. Activities are carefully planned to promote confidence, resilience, creativity, and teamwork. Pupils benefit from a wide range of specialist-led sessions, including those delivered by external sports coaches, which enhance pupils' technical skills, physical development, and overall engagement in sport.

The school takes part in numerous external sporting events and competitions, giving pupils opportunities to represent the school, develop sportsmanship, and celebrate achievement within the wider community. The arts are also a significant component of the enrichment offer. Recent projects include a highly successful Opera Project, in which professional artists worked with pupils to develop musical and performance skills, culminating in high-quality collaborative outcomes that greatly enriched pupils' cultural experiences.

Through active involvement in the Rochdale School Games partnership, the school benefits from a wide programme of competitive sports events, festivals, and professional development opportunities. This partnership further enhances the school's PE and sports provision while promoting health, resilience, and teamwork.

The school choir performs for different community groups, including residents at a local nursing home. Pupils spoke proudly about the choir's use of sign language, which adds a particularly impressive and inclusive dimension to their performances.

The school's annual collaboration with Rochdale Soup Kitchen fosters compassion, social responsibility, and charitable engagement. Pupils grow vegetables in the Laudato Si' Centre and donate them to the soup kitchen, personally delivering the produce to see first-hand the positive impact of their efforts. This experience strengthens pupils' understanding of community needs.

Global awareness is further developed through work with the CAFOD education team, whose workshops deepen pupils' understanding of justice, stewardship, and social responsibility. Diversity within the school community is celebrated through carefully selected books, images, and resources. Staff actively draw upon pupils' cultural



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backgrounds by inviting families to share experiences, languages, and traditions. Parents spoke of how they have provided photographs of family celebrations to school and these have been used as stimulus to teach about cultural events thereby enriching learning. Teachers remain alert to global events and consider how these may affect pupils and their families, enabling responsive pastoral care and meaningful curriculum connections.

Next Steps:

- Continue to build a programme of local, low-cost enrichment opportunities.