



Report on IQM Inclusive School Award



School Name: St Joseph's RC High School

School Address: Sefton Lane
Horwich
Bolton
Lancashire
BL6 6HW

Head/Principal Mr Tony McCabe

IQM Lead Mr Tony McCabe

Assessment Date 6th June 2024

Assessor Mr James Harris

Sources of Evidence:

- Website
- Ofsted Report
- Catholic Inspection Report
- Specialist external reviews
- School Policies
- DfE School information
- Governors' Minutes
- Visits to lessons
- Visit to Assembly

Meetings Held with:

- Deputy Headteacher - Climate for Learning (Inclusion Lead)
- Deputy Headteacher - Standards
- Assistant Headteacher - Special Educational Needs and Disability Co-ordinator (SENDCo) and Curriculum
- Assistant Headteacher - Learning and Teaching
- Assistant Headteacher - Safeguarding
- Parents and Carers
- Pupils, including pupil leaders
- Teaching Assistants (TAs)
- Literacy Lead
- Pastoral Team
- Teachers
- Members of the Governing Body



Report on IQM Inclusive School Award



Overall Evaluation

St Joseph's RC High School (St Joseph's) is a Roman Catholic voluntary-aided comprehensive school under the trusteeship of the Salford Diocese with a current Planned Admission Number (PAN) of 1050. The number on the roll is 1045. The proportion of pupils eligible for the Pupil Premium (PP) is approximately 22%. The current number of young people on the roll eligible for the PP grant is 234 with the number of young people in Local Authority Care currently standing at 8 pupils. The number of English as an Additional Language (EAL) and International New Arrivals (INA) learners remains small at 16% but is growing. 79% of the school population are White British. The number of disabled pupils and those who have an Education, Health and Care Plan (EHP) of Special Educational Needs (SEN) is 20. The number receiving SEN support is 90. St Joseph's is receiving an increasing number of pupils with Special Educational Needs and Disabilities (SEND).

St Joseph's was inspected by Ofsted on 6 and 7 December 2022 and graded as 'Good' in every area except Behaviour and Attitudes where the school was said to require improvement. The Ofsted report highlighted that:

- "Pupils with SEND tackle the same key curriculum knowledge as other pupils. Leaders are effective in identifying pupils with SEND. They make staff clear of the different requirements of these pupils. Often, staff take the time to get to know pupils with SEND well. They help these pupils to succeed".
- "Senior Leaders and Governors lead this school with determination. They provide an ambitious and inclusive curriculum for pupils. Leaders have delivered much-needed improvements to subject curriculums and the way they are delivered and to the personal development curriculum. Overall, pupils, including those that are disadvantaged and pupils with SEND, achieve well".

A Catholic School Inspectorate report on 22 March 2023 emphasised that "the school's distinctive Catholic mission helps create a happy and inclusive environment in which each individual pupil is highly valued by committed staff".

St Joseph's holds the Dyslexia Friendly Award and the recent report on this Award particularly commented on "the inclusive, aspirational and welcoming environment across the school".

St Joseph's is a highly reflective and self-aware school with a clear determination to seek the best possible outcomes for each individual young person. The sense of everyone belonging to a strong, inclusive community runs through everything that the school does and the statement "Once a Joey, always a Joey" is used by all members of the school community to encapsulate the sense of belonging that is developed within St Joseph's. "Everybody is valued, nurtured and respected" is a key element of the school's mission and during my visit to the school that statement was shown to underpin everything that the school does.



Report on IQM Inclusive School Award



The leadership of the school drives the highly inclusive ethos. The Chair and Vice-Chair of Governors summarised the school's inclusive nature by clearly articulating that “inclusion comes first” and that the inclusive community nature is rooted in the school's Catholic identity, where priority is given to the most vulnerable in our society. The Headteacher is inspirational and empathetic and articulated a clear vision for St Joseph’s to be a school where there is no need to separately categorise young people as ‘SEND’ because meeting the needs of each individual young person will be so embedded in everything that the school does. This is a truly inspirational inclusive vision for education and is clearly shared by the staff team.

The staff team is close-knit and supportive and this was in evidence throughout my visit with numerous references to the school being “more like a family” with “welcoming and inclusive values” and “excellent relationships between staff and pupils”.

Significant intelligent thought has been put into developing highly inclusive policies around learning and teaching, alongside provision for SEND. The ‘Think ME’ approach to meeting individual needs, alongside the ‘Treat as if...’ policy for undiagnosed or unrecognised SEND, coupled with extensive work on the curriculum linked to detailed progression scales, means that the school is making excellent inclusive provision for teaching and learning.

Support for families is very good indeed and this is clear from the front page of the school website where “Please let us help you” for families struggling with the cost of living is front and centre of the school homepage. Likewise, the provision of a Community Shop is a key part of the school’s pastoral care.

Inclusion is fully embedded in the School Improvement Plan, running as a strand through all the school’s activities. The policies and documentation provided by the school as part of the assessment process make it absolutely clear that inclusion is at the heart of everything that St Joseph’s does. The school is seeking to continually improve its provision, with trauma-informed practice being a high priority for the coming year alongside the development of restorative approaches alongside the significant development of a Character Curriculum for St Joseph’s. An ethos of nurture and care for each individual, coupled with high aspirations for each pupil and a deep involvement in the local community, meant that it was a pleasure and a privilege to spend two days visiting St Joseph’s.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in three years’ time.

Assessor: Mr James Harris

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

St Joseph's inclusion values are strongly rooted in the Catholic ethos of the school. This was evidenced during my first hour in the school when I visited a Year 7 Assembly which focused on 'The Body of Christ' and how all members of St Joseph's are included and play their part in the life of the school.

During my visit the headteacher spoke strongly about developing a sense of belonging in the school; St Joseph's use the phrase 'Once a Joey, always a Joey' to summarise that sense of belonging and pupils were articulate in describing the nature of a 'Joey' as being kind, respectful and supportive of other people. Discussions with senior staff illuminated the ethos of addressing each individual need, "it is just what we do". While provision is often necessarily rooted in the diagnosis or labelling of need, it was abundantly clear that it was the individual that mattered, beyond the label. Policies such as "Treat as if...", where strategies are used with pupils who may have traits of autism or other needs, regardless of 'official' diagnosis, provided clear evidence of the school's focus on each individual.

Staff use the highly inclusive phrase 'bespoke consistency' to describe their intelligent approach to the challenge of implementing consistent policies, procedures and expectations in balance with the individual needs of each young person. It was clear from discussions with staff about uniform and behaviour policies along with visits to lessons that this 'bespoke consistency' is implemented across the school. The school's 'ThinkMe: Think' approach, where each young person is known as an individual by the adults who work with them in the school, illustrates the inclusive values underpinning everything at St Joseph's.

The school's mission statement includes the phrase, "Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination", which came from the young people when the mission statement was created. St Joseph's has accepted this challenge in practical ways, including the 'Bucket List', where pupils are strongly encouraged to choose from a very wide range of extra-curricular activities to enhance their life experiences.

My experience of St Joseph's was of a very friendly and welcoming school from the moment that I walked through the door. That is supported by parents, staff and pupils. I observed pupils from the new Year 7 intake (due to join the school in September) who have particular SEND, undergoing a significant period of induction during my visit. Communication such as face-to-face briefings are valued by staff and the Senior Leadership Team (SLT) is seen as very approachable, inclusive and supportive.

It was particularly striking to see how the achievements of all pupils are celebrated. A particular example of this is the school's Facebook page where a parent was delighted to show me how her son, who had left the school at the end of Year 11 and gone on to study elsewhere, was being celebrated through a post on the St Joseph's social media page. This use of Facebook as one of the means of celebrating the achievements of all kinds of pupils and groups was indicative of the inclusive nature of the school.



Report on IQM Inclusive School Award



Next Steps:

- Continue to develop the leadership and agency of pupils through, for example, embedding and extending the current pupil leadership programmes.
- Continue the development of trauma-informed practice. This is a major initiative across the school which is fully in line with the school's inclusive ethos. Training is well underway which will underpin the ongoing development of this area of practice.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

It was a pleasure to meet with so many members of the staff team during the assessment visit and to hear about the vision for inclusion that is widely shared amongst the school community. All staff that I spoke to were able to articulate how inclusion informs their practice and this is guided by a strong and principled Governing Body and SLT. The SLT is very self-reflective and this was strongly evidenced in the quality of documentation and strategic plans that were provided as part of the assessment.

During my visit, I was invited to visit a resource spanning several rooms called 'The Hive', which is under development to assist in providing a coordinated approach to meeting additional needs. A particularly strong current aspect of this provision is 'The Nurture' facility to provide support for pupils with Emotionally-Based School Avoidance (EBSA). This is staffed by two members of staff and enables pupils to be supported to return to mainstream lessons. Some lessons are live streamed to those pupils who are too anxious to attend school, both individually by 'The Nurture' staff and as part of a whole class by the regular teacher. The school works closely with parents/carers and families to identify young people who would benefit from this provision.

An excellent example of a learning walk record focusing on the provision for SEND was provided during the visit. This provided a thorough analysis of evidence and clear pointers for action. Discussions with middle and senior leaders showed how this type of evidence, coupled with pupil surveys, was used to secure improvements across the school.

Discussions with Senior Leaders and Pastoral staff indicated that high-quality safeguarding provision is second nature at St Joseph's, with clear and effective systems, appropriate staffing and an underpinning ethos of care and concern for the young people and their families.

Staff wellbeing is rooted in clear lines of support and strong relationships alongside formal and informal support arrangements. A new TA spoke clearly about the high-quality appropriate induction process that she had received and this was clearly based on a very good understanding of her needs by school leaders. Staff create informal clubs and meeting spaces based on shared interests, access support from 'Whysup' and are a very mutually supportive community, one member of staff said, "Everyone knows everyone else".

Continuous Professional Development (CPD) is effective and comprehensive, ranging from the involvement of external agencies such as the 'Autism in Schools' project and formal training on Trauma-Informed Practice, to individual access to resources from the National College and Bolton College as appropriate. Staff spoke very positively about the range of professional development and the opportunities for personal progression within the school.

Governors play an active role in the inclusive ethos of the school. For example, the SEND Governor meets regularly with the SENDCo and clear actions are identified for



Report on IQM Inclusive School Award



both the team in school and the Governing Body. The Governing Body has appropriate expertise and commitment to inclusion, rooted in individual experience alongside a strong commitment to Catholic teaching. As the Chair of Governors said, “inclusion comes first”.

Next Step:

- Further development of ‘The Hive’ as the coordinated hub of provision for pupils with additional needs. There is clear evidence of appropriate plans for those developments.



Report on IQM Inclusive School Award



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

St Joseph's has a very clear and inclusive statement of curriculum intent: "Our curriculum aims to empower every pupil to develop as an independent, free-thinking individual with a conscience rooted in Christian values, who can cope with challenges by developing resilience and living Christ's message. It aims to instil ambition in our young people, dream the impossible and achieve beyond wildest imaginations, with a curriculum that is ambitious in a bespoke way to meet the needs of learners".

A great deal of effort has been put into carefully planning St Joseph's curriculum to meet the needs of all pupils. In particular, the nature of progression in each subject has been carefully thought through with appropriate interleaving, retrieval and the identification of the underpinning skills and concepts for each subject. A senior member of staff articulated how teachers' understanding of progression in their subjects had significantly improved throughout the curriculum development work that has been undertaken. Conversations with staff from English, Geography and History showed how the curriculum has been created as a spiral over five years. The challenges of balancing the school's 'ThinkMe: Think' approach to supporting each individual with the challenges of an academic curriculum were clearly understood and identified by the staff with whom I spoke.

The school has alternative pathways for pupils as they begin their GCSE studies, including provision on-site for Construction and Arts Awards. A small number of pupils undertake work placements as an alternative provision to improve engagement. There is significant work underway to develop Alternative Provision (AP) in-house, including the development of a garden, the further provision of ASDAN and NCFE qualifications and the appointment of Higher-Level Teaching Assistants (HLTAs) to support the development of AP at St Joseph's. It was interesting to hear of an example of a pupil taking an alternative qualification in Mathematics whilst still attending the majority of lessons alongside those taking GCSE Mathematics.

Literacy, in particular reading, is a very important area of development for St Joseph's. There is comprehensive provision for those who arrive in school, either at the beginning of Year 7 or mid-year, beginning with the use of standardised tests such as the New Group Reading Test (NGRT) and Star Reader. A phonics programme, Fresh Start, is in place for those who need it and English teachers have been trained in the use of phonics. Form-time reading involves the form teacher reading to their group from a specified fiction text. Year 10 has been assessed as needing work around comprehension and therefore intervention and support have been planned and implemented. There are several initiatives to encourage reading across the school, from the use of 'Book Buzz' where all pupils receive a book, through to the creation of a very welcoming and nurturing space in the school library for reluctant readers to 'Breakfast with a book'. Literacy development is well-planned and integral to the school development plan.

A very wide range of extracurricular activities are provided as a 'Bucket List' and take-up of these has improved significantly over the last 2 years. It is notable that the take-up by pupils with SEND is now higher than the take-up by all pupils.



Report on IQM Inclusive School Award



Next Steps:

- Development of the Character Curriculum

St Joseph's has well-identified plans to develop a comprehensive Character Curriculum. These developments will further support the inclusive ethos of the school.

- Alternative Provision Developments

Plans are in place for the further development of alternative curricula within the school to further improve engagement, meet individual needs and reduce exclusions and suspensions.



Report on IQM Inclusive School Award



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

St Joseph's is a calm and well-ordered learning environment. Corridors and classrooms are clean, tidy and well-presented. It was a pleasure to visit lessons in Geography, English and Drama during my visit as well as to discuss teaching and learning with a range of staff and pupils. Pupils were fully engaged in their learning in all the lessons that I visited and pupils that I spoke to were clear about the improvements in behaviour over the current academic year.

It is evident that a great deal of thought has gone into making teaching and learning inclusive at St Joseph's. The Learning and Teaching policy states that the school aims "To provide a personalised learning experience for every child that takes full account of their individual needs, starting points and aspirations". The "ThinkMe: Think' strategy underpins classroom practice and means that teachers have a clear focus on the individual needs of each pupil.

There is also a clear focus on progress from individual starting points and teachers were articulate and thoughtful in their discussions with me about the tensions between 'teaching to the top' and ensuring the attainment of the most able, alongside providing high-quality scaffolding and support for individual learners who may find the acquisition of knowledge and skills more challenging. Checking for understanding has been a considerable focus for development over the last few years and this was witnessed during the visit in a Year 7 English lesson through the effective use of individual whiteboards for retrieval practice as well as for pupils communicating their own next steps in learning.

St Joseph's has a common framework for the structure of lessons - the Link, Engage, Activate, Resilience, Next time (LEARN) approach, which provides consistency between lessons and across subjects.

'Treat as if...' is a further significant inclusive strategy that informs teaching and learning at St Joseph's. In addition to pupils who have identified SEND, a significant number of pupils are identified as 'Treat as if...' so staff employ appropriate strategies as if they had identified SEND. This is an excellent and effective approach to meeting individual needs in the absence of a diagnosis. Discussions with teachers and support staff indicate that this strategy is strongly supported and embedded across the school. Staff have undertaken significant training on teaching neurodiverse pupils, for example, through the 'Autism in Schools' project and training on Attention Deficit Hyperactivity Disorder (ADHD). A significant initiative is currently underway to develop trauma-informed practice.

The number of TAs has increased at St Joseph's over the last couple of years, reflecting the increased number of pupils with additional needs. Considerable thought has been put into their effective deployment in the classroom, coupled with their appropriate responsibilities for small group withdrawal or individual subject expertise.



Report on IQM Inclusive School Award



Next Step:

- Review the teaching and learning environment in classrooms, considering visual distractions for pupils with autism in light of the significant number of such pupils within the school.



Report on IQM Inclusive School Award



Element 5 - Assessment

The inclusive approach to assessment at St Joseph's is underpinned by the development of progression scales. The Assessment Policy states, "the steps are intended as a tool to support pupils to better understand their progress and to support them with the next steps in learning. The progression steps describe, in pupil speak, progression at a 'granular' level so that they can see how to build their knowledge and understanding and revisit any areas for development". I observed these in use in the lessons that I visited. In particular, in a Year 7 English lesson, the pupils were asked to identify, from the progression scales, the next steps that they were going to take during the lesson. Pupils that I spoke to knew where they were and the next steps that they needed to take.

A wide range of data (including Key Stage (KS)2 scores, Cognitive Abilities Tests (CATs) and reading ages) is used intelligently to identify starting points and then the progress scales are used to measure and report progress. A clear understanding of the importance of progress from individual starting points, rather than simply the acquisition of a standard body of knowledge, was articulated by staff across the school.

The progress scales provide the basis for reporting to parents/carers, again celebrating success from individual starting points. The progress scales link to GCSE grades as pupils move into KS4 and inform individual discussions between senior staff and teachers as well as between teachers, pupils and families to ensure that all pupils, as far as possible, make the best possible progress. The assessment system is inclusive, clearly thought through and effective.

The feedback policy is likewise very clearly considered and focuses on the next steps and formative assessment. The relevant policy says that "feedback should form part of a 'feedback loop' which informs pupils of their progress and their next steps in learning whilst informing teachers of any necessary adjustments to the curriculum or lesson planning".

Staff workload is considered and feedback is designed to be focused and effective. In Geography, for example, written feedback to pupils was observed to be direct and effective with a clear focus on specific praise and next steps.

In-class formative assessment focuses on checking for understanding, which has been a focus of extensive recent development in the school. There was clear evidence of effective questioning and use of mini whiteboards, for example, around the plot of 'The Hobbit' in an English lesson that I visited. This resulted in a high level of engagement and participation from the group. Likewise, in Geography, students were assessing their own work according to a clear framework and identifying the next steps.

Assessment, as with all aspects of inclusion at St Joseph's, has clearly been the focus of significant intelligent and thoughtful development, balancing the workload of staff with the needs of pupils, curriculum requirements and the needs of parents and carers.



Report on IQM Inclusive School Award



Next Step:

- Streamlining of the data about pupils' needs. The school holds and uses a wide variety of data about each pupil, particularly if the pupil has individual learning needs. A review of which data is needed by which member of staff and for what purpose is recommended to ensure that the information is effectively used.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

During my visit, I had the pleasure of meeting with groups of pupils from a range of year groups. Pupils spoke about very positive relationships between staff and young people. They spoke of the school being 'welcoming' to everyone, of bullying issues being resolved and about feeling cared for in school. I visited an Assembly and several lessons and observed unstructured time during the break. Pupils were respectful of each other and demonstrated a very positive relationship with adults. It is clear that the school has responded to requests from pupils and has worked hard to improve the environment of the school, for example, through the provision of canopies outside as shelter at break and lunch time and the provision of additional toilets as required. Pupils spoke about how behaviour had markedly improved over the past year, particularly identifying a significant reduction in internal truancy which was corroborated by senior staff.

Considerable work has been done and is ongoing to further develop the behaviour and attitudes to learning of pupils across the school. For example, a major initiative is in progress to develop the Character Curriculum developing pupils' confidence, curiosity, commitment, compassion, consideration and collaboration by bringing together aspects of the wider curriculum such as Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Spiritual, Moral and Cultural Education (SMSC), Careers, Fundamental British Values (FBV), Citizenship and Enrichment. This is a major piece of work that will have a significant impact on provision at St Joseph's.

Permanent exclusions are used sparingly and as a last resort. The Headteacher spoke movingly and honestly about the occasional need to exclude in the interests of the inclusion of others. Suspensions, likewise, whilst high in the recent past have been as the result of a small number of significant repeat offenders and the numbers are now falling. Each young person who is suspended from school receives a package of support on their return following a meeting with parents or carers. Numerous strategies are employed to reduce suspensions, for example, by placing pupils in other local schools for a number of days and providing a small facility called 'Reflection' which is used for those pupils who need a time out of the main school. This is a very good instance of inclusive practice as there is a dedicated member of staff who supports pupils in this provision, rather than simply being about isolating pupils for some time. The 'ThinkMe: Think' and 'Treat as if...' development of alternative curricula and other inclusive approaches are at the heart of strategies to reduce suspensions and exclusions at St Joseph's and have significant potential to further improve behaviour.

The school has some pupils with physical disabilities and the number of such pupils is likely to increase over the coming years. Providing access is challenging given the nature of the buildings, but St Joseph's is working hard to ensure access for all. For example, a lift is being installed in one building and a food technology room has been created on the ground floor. Classes are moved from their 'natural' department onto the ground floor as necessary to meet the needs of individual pupils. This is in line with the school's stated aim of meeting the needs of each individual pupil.

As with many schools currently, ensuring pupil attendance at school is challenging. This is a high priority at St Joseph's and it is inspirational to see that the approaches being used



Report on IQM Inclusive School Award



are rooted in care for the pupil and the family. Examples include providing 'The Nurture' facility for those pupils who are too anxious to attend full-time as well as providing wrap-around physical care for families who are struggling to send their children to school due to the cost of living or other social issues.

Next Step:

- Review approaches to removing pupils temporarily from lessons. There is an active discussion within the school about creating 'remove' or 'timeout rooms' based on individual needs or individual incidents.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers and Guardians

As the school's Ofsted report says, "Parents and carers would happily recommend the school to others" and this is because the parents exhibit a very high level of trust in the school. It is notable that many staff send their children to the school and that many staff are ex-pupils. As one member of staff expressed "No one feels frightened of our school".

This level of trust is backed up by the surveys carried out by the school - for example, the survey of SEND families carried out recently was significantly positive, particularly praising the quality of communication and availability of staff to discuss any issues relating to their child.

I had the pleasure of meeting parents of pupils with SEND and they were very positive about the provision at St Joseph's. They commented on the celebration of each individual and how their child has "come on leaps and bounds". They were very pleased with the 'Treat as if...' policy which meant that the needs of each young person were addressed whether or not there was an official diagnosis.

The parents and carers that I spoke to felt welcomed and included as part of the community of St Joseph's. "It is just home" as one of them put it. They were very pleased with communication via the 'EPraise' app and with the use of single points of contact so that they knew who to speak to if they had any issues. They particularly commented on the availability of all staff through 'EPraise' and the way in which many staff would respond to queries swiftly outside normal school hours.

Considerable thought is given to engaging 'hard-to-reach' families, with a member of staff speaking eloquently of the approach to building strong relationships with young people as the gateway to earning the trust of parents. Home visits are carried out by a range of members of staff. The school is now drawing pupils from a wider geographical area so that has meant that the role of attendance officer is now being widened to include family support and home visits.

There is a wide variety of family support mechanisms in place, with the school seeing this as a significant and important element of their work. There is a weekly panel meeting involving one of the Deputy Headteachers, an Assistant Headteacher, the SENDCo and several key Pastoral staff. This panel discusses pupil and family support and allocates support as required. This may involve in-house support for the young person, referral to or signposting of appropriate agencies as well as practical support such as the provision of food, toiletries and blankets as required through the Community Support Shop.

St Joseph's is continually seeking to improve its provision for parents/carers and families - for example, the recent SEND parents' coffee morning was well received by the families that I spoke to. Consideration is being given to the most effective ways of communicating with those families who do not engage with the school's 'EPraise' app.



Report on IQM Inclusive School Award



Next Step:

- Continue to develop methods of communication with hard-to-reach families, in particular considering families who may not wish to, or be able to, access the 'EPraise' app.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

St Joseph's is a highly 'outward facing' school which draws upon local and national resources in the interests of its community. The Governing Body is clear that they are looking to be a beacon of good practice and support, in particular in the area of inclusion. Members of staff spoke about how the Headteacher is "bringing the school to the community" and it is abundantly clear that St Joseph's has both a very strong school community and is also a significant force for good in the local community of Horwich and Bolton.

The school works with a very extensive range of local businesses, particularly in the support of their careers programme, providing work experience placements for Year 10 and work shadowing placements for Year 8. Local businesses also provide some extended placements for older pupils at risk of exclusion; this provision is highly valued by the pupils and families involved.

St Joseph's is significantly involved in addressing cost of living issues, with staff identifying pupils who are at risk of non-attendance due to lack of hygiene products or food. The school staff has been highly proactive in securing appropriate resources from a range of providers, for example, Tesco and Warburtons and the Community Shop is part of the charitable community work done by pupils, with pupils being responsible for creating food hampers weekly for confidential delivery by staff.

The school is the recipient of a significant number of international transfers - 14 so far this year. Staff work closely with the Achievement Cohesion and Integration Service (ACIS) in Bolton to effectively integrate pupils into the school and St Joseph's provides dedicated TA support. This provides an international dimension to the school's life and brings opportunities to welcome pupils from other cultures. In line with their inclusive ethos, St Joseph's treats each pupil individually and the pupils that I spoke to understood the importance of accepting ethnic and cultural diversity. One pupil spoke of any issues being swiftly resolved by staff. Pupils and members of staff spoke about the chapel being used as a prayer space by Muslim pupils.

Assembly themes, 'Sacred Space' in form time and the PSHE and Religious Education (RE) programmes of study give plenty of opportunity for the development of the understanding of cultural and religious diversity under the overall ethos of acceptance and inclusion of all. I had the pleasure of witnessing this directly during an assembly on the 'Body of Christ' with Year 7.

Charitable work by the school and pupils has both a local and international dimension, from creating hampers at Christmas for the local community, through engagement with charities such as Caritas and CAFOD.

Staff draw upon a wide variety of professional links, both locally and nationally. The school is involved in the Bolton Learning Hubs and local behaviour improvement projects, for example, and also draws upon a very wide range of external providers and agencies when making provision for pupils and staff.



Report on IQM Inclusive School Award



Examples include the Inclusive Sports events, the 'Autism in Schools' project, links with a local residential home and provision via Bolton College and the National Institute of Teaching.

Next Steps:

- There are no significant next steps in this element.