



Report on IQM Inclusive School Award



School Name: Much Woolton Catholic Primary School

School Address: Watergate Lane
Woolton
Liverpool
L25 8QH

Head/Principal Mr Matt White

IQM Lead Ms Elizabeth Foreman

Assessment Date 3rd July 2025

Assessor Mr David Clay

Sources of Evidence:

- Observation of morning routines
- School assembly
- Learning Walks (EYFS, KS1 and KS2)
- Book looks
- Self Evaluation (SER)
- School development plan
- SEN Plans
- Lunch time observation

Meetings Held with:

- Senior Leaders
- EYFS lead
- SENCo
- Mini Vinnies
- School Council
- Pupils from KS1 and KS2
- Sport Ambassadors



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- Head Boy and Head Girl
- House Captains
- Subject Leads
- Teachers
- Parents (formally and informally)
- Pastoral Team
- TAs/ LSAs
- Admin staff
- Governors



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Overall Evaluation

At Much Woolton Catholic Primary School, inclusion is not a standalone initiative, it is the foundation of the school's ethos and everyday practice. Rooted in the mission "*With Jesus we love, learn and grow*," pupils are nurtured academically, morally, and socially, with a strong emphasis on values from the 'Much Woolton Heart' such as kindness, respect, resilience, and cooperation. These values were consistently demonstrated during the assessment, not just in structured settings but also informally, both in relationships between children but also between children and the adults who work at school.

The school is a two-form entry primary located in Woolton, a predominantly affluent area of Liverpool, it draws pupils from a wider catchment, including more economically challenged communities. In recent years, the proportion of pupils arriving 'school ready' has declined, and the number presenting with complex needs, including those with EHCPs, is rising. The school supports 419 pupils aged 4 to 11 and maintains an unwavering commitment to meeting the diverse and evolving needs of all learners.

The children at Much Woolton are a credit to their school. They demonstrate the school's values and mission through both their behaviour and their work. The most recent Ofsted inspection (2025) praised pupils' exemplary conduct, a judgement echoed in this assessment. Pupils showed a deep respect for one another, their teachers, and their environment.

This was particularly evident during the school's rich lunchtime OPAL (Outdoor Play and Learning) provision, where children build dens, climb trees, and engage in creative play, drawing on the strong social foundations laid in EYFS. Across the playground, there was a tangible culture of cooperation and mutual care. The respect for the rules, the equipment and appreciation of the opportunities to play was tangible.

Respect is also deeply embedded in the relationships between staff and pupils. Staff know their learners well and strong personal relationships based on mutual respect support children to achieve their potential. By using adaptive teaching methods and trauma-informed practices to ensure every child is supported. Pupils were described by Ofsted as "highly attentive" and committed to giving "100% effort in all they do," a reflection of the high expectations and compassionate ethos nurtured by school staff.

Much Woolton pupils are articulate and proud of their school. One child described the school as "*just*"; clarifying that, while fairness means everyone gets the same, "*just*" means giving people what they need and further explaining why that is important the pupils who need it get additional support.

A Year 3 pupil expanded on this, explaining why it's right for some children to receive more support than others. This insight reflects the inclusive culture deeply embedded within the school, supported by consistent messaging, meaningful worship, visible displays, and daily interactions.



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Leadership development is a key strand of Much Woolton's inclusive ethos. The school actively nurtures pupils to become *agents of change* through a wide range of structured leadership roles. From School Council representatives to Play Leaders, Eco Warriors, Reading Ambassadors, and Mini Vinnies, children are empowered to influence decisions, lead initiatives, and support their peers. These roles not only build confidence and responsibility but also instil a strong sense of service and citizenship. Pupil voice is taken seriously, and children know they are heard, whether shaping improvements to playground provision or leading charitable efforts in support of local and global causes. In every role, the children demonstrate maturity, care, and a belief that they can make a difference.

One Year 6 pupil shared that the quality she would take to secondary school is *confidence*, something she attributed to the many opportunities she'd had, including singing, sports, drama, and leadership roles. The school celebrates excellence inclusively: from sporting achievements such as city championships in netball, a national runner-up position in football, and participation in the prestigious 'Champion of Champions' athletics event, to academic success including winning a STEM competition. All pupils are encouraged to take part, and participation is monitored to ensure access is equitable, while also allowing individual talents to flourish. Staff rightly take pride in the impressive trophy cabinet that showcases the school's successes.

A key driver of this inclusive and high-quality provision is the school's strong focus on staff development. Leaders are committed to ensuring that teaching is informed by evidence-based practice, with coaching embedded across the school as a tool for professional growth. Staff regularly engage in peer-to-peer coaching, reflecting on practice and adapting pedagogy to better meet pupil needs.

This culture of continuous improvement empowers staff to be reflective, research-driven, and ambitious in their expectations for all learners. The coaching model, separate from appraisal, also supports well-being by fostering collaboration and shared ownership of development.

Leadership at Much Woolton is grounded in inclusive, research-led practice. The curriculum is designed and regularly adapted to meet the needs of the school's unique pupil profile. Staff engage in continuous professional development, including coaching and work with external experts, to maintain the highest standards of pedagogy. The school's approach is intentional and ambitious, ensuring pupils, including those with SEND or facing disadvantage, are enabled to succeed and thrive.

Gospel values are lived out daily, seen most tangibly in the work of the Mini Vinnies. These pupil leaders take care of the school's prayer garden; a peaceful, reflective space used by children from all year groups during lunch.

Older pupils water plants, maintain the space, and support younger peers in accessing calm and reflective moments as needed. These pupils have also supported the wider community, such as joining an afternoon tea for pensioners. These acts of service and compassion demonstrate that the school's ethos is not just spoken but lived.



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As one parent beautifully put when asked about the school: *"The kids are just happy here."* This sense of joy rooted in justice, opportunity, and deep respect is what makes Much Woolton truly inclusive and gives the students a school where they are happy and want to learn. The students are truly happy to be part of the Much Woolton team.

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 Inclusive School Award and be reassessed in three years.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Mr David Clay

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann", is written over a light blue horizontal line.

.....
Joe McCann MBA NPQH
CEO Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Much Woolton Catholic Primary School prides itself on the relational practice that underpins the school's offer. The mission "*With Jesus we love, learn and grow*" is lived out daily through a culture rooted in kindness, care, and a deep commitment to nurturing each child as a unique and valued individual. Central to this culture is the Much Woolton Heart, which champions the values of kindness, respect, resilience, cooperation, and many other values that the school strives to embed, principles that are consistently modelled by staff and pupils and are visibly embedded throughout the school community. Children informally referenced the mission statement and values throughout the day, particularly when asked what was the best thing about Much Woolton.

Inclusion is driven by a belief in the dignity and potential of every child and is underpinned by robust, evidence-based practice. This is reflected in the school's consistent use of trauma-informed approaches, a positive relationships policy, and targeted emotional support strategies such as Zones of Regulation and Restorative Practice. These approaches cultivate a safe, nurturing, and emotionally literate environment, where all pupils feel secure and ready to learn. High standards of behaviour and engagement across the school further ensure that pupils are equipped to thrive both personally and academically.

The school provides carefully tailored support for pupils with SEND, EAL, and those from disadvantaged backgrounds underpinned by these strong relationships with all stakeholders. Every child has access to a rich, broad, and engaging curriculum, delivered through adaptive teaching and shaped by high expectations. This personalised approach ensures that all pupils are seen, supported, and celebrated. In Reception, the quality of provision is particularly high: home visits, nursery links, and smooth transition programmes help children settle quickly and form secure attachments that lay the foundations for learning. Classrooms are alive with curiosity, purposeful play, and strong relationships, which children carry with them into Key Stages 1 and 2, evident especially in the way they interact with one another during unstructured times such as lunchtime. Children are engaged and have a will to learn.

Relationships between pupils and staff, pupils themselves and between the staff are a defining strength of the school. These are built on mutual respect, trust, and genuine care. In every classroom, and throughout the wider school, pupils demonstrate that they feel safe, supported, and known. This relational culture is central to the school's success. Children are warmly welcomed each morning, and the emotional development they experience through their relationships with staff is reflected in their confidence, positive behaviour, and readiness to engage in learning. Staff clearly want children to succeed and invest emotionally and with time to support each and every individual child.

The impact of this inclusive ethos is evident in the school's excellent attendance, with Much Woolton ranked 5th best in the city. This achievement reflects not only the strength of relationships and the engaging curriculum, but also the proactive efforts of staff in removing barriers and working closely with families. Parents are treated as valued partners, and communication with them is timely, meaningful, and supportive.



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The school's front-office staff play an essential role in this, offering a warm welcome and consistent positivity to all who walk through the door.

Next Steps:

- To further embed coaching as a tool to drive consistency in pedagogy and practice and ensure the effective implementation of policies across all classrooms and throughout the school.



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Element 2 - Leadership and Management and Accountability

Leadership at Much Woolton Catholic Primary School is defined by collaboration, trust, and a relentless pursuit of excellence. Staff consistently support and challenge one another in a spirit of mutual growth, creating a culture where coaching and peer learning are embedded in every phase of school life. An ethos of openness and professional dialogue ensures that staff reflect honestly on their practice and respond positively when expectations are not met. At the heart of this approach are the school's values, articulated through the "Much Woolton Heart," which are clearly embodied in leadership at all levels.

This culture of mutual development has matured into a coaching model. No longer confined to induction or appraisal, coaching now drives consistency, innovation, and quality in teaching and learning. Staff engage in coaching triads, reflective discussions, and peer observations focused on impact and improvement. As a result, classroom practice is consistent and responsive, with teachers confidently adapting pedagogy to meet the needs of all pupils. Curriculum and teaching approaches are regularly evaluated to ensure they reflect best practice and are tailored to the school's unique context.

Middle leaders play a central role in this model. Empowered and passionate, they lead with accountability and vision. Subject leaders, such as those for OPAL learning, science, PE, and computing, share a collective determination to see their areas flourish. Leadership at Much Woolton is inclusive and distributed: every member of staff is seen as both a leader and a learner. Professional development is shaped by staff voice, pupil outcomes, and strategic priorities. While external opportunities such as NPQs and curriculum networks are utilised, the most impactful learning takes place within school through mentoring, coaching, and collaboration. This approach particularly benefits ECTs and new staff, who are welcomed into a nurturing, professionally rich environment.

This depth of internal capacity reflects the school's broader leadership ethos founded on inclusion, high expectations, and continual reflection. Self-evaluation processes are robust and transparent, driven by data, stakeholder voice, and professional insight. Teachers, subject leaders, and SLT contribute meaningfully to curriculum planning and strategic development.

The governing body mirrors this collaborative approach. Governors are knowledgeable, involved, and aligned with the school's vision and ethos. Through INSET attendance, learning walks, and school events, they remain connected to the everyday life of the school. They bring a wealth of professional expertise, provide constructive challenge, and speak with clarity and confidence about the school's journey. Their pride in the school is evident, as is their commitment to inclusive and values-led improvement.

At Much Woolton, leadership is shared. Every teacher contributes to the school's direction, and every voice is valued. This model of distributed leadership, grounded in trust, collaboration, and a clear moral purpose, has resulted in a cohesive, empowered team delivering exceptional outcomes for all pupils.



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Next Steps:

- To develop and refine the existing coaching model by enabling leaders to engage with a range of coaching approaches, including strategies from pure coaching and instructional coaching, in order to deepen professional learning and enhance the impact of coaching across the school.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

At Much Woolton Catholic Primary School, the curriculum is broad, balanced, and thoughtfully sequenced to secure both academic excellence and the holistic development of every child. Rooted in gospel values and guided by clear progression maps and curriculum roadmaps, the curriculum provides continuity and coherence from EYFS through to Year 6. Pupils spoke proudly of their school and their learning, and during the assessment, were consistently engaged, articulate, and focused demonstrating both enthusiasm and ownership of their education.

Personal development is not an add-on, it is deeply embedded across all areas of learning. Enrichment experiences, including residential, visits, festivals, and leadership opportunities, are used not only to enhance academic understanding but to develop pupils' confidence, independence, and resilience. Staff model positive behaviours, promote strong values, and provide a curriculum that intentionally shapes the whole child intellectually, emotionally, spiritually, and socially.

Reading is at the heart of the school's curriculum. Daily phonics, targeted interventions, and a well-curated, inclusive reading spine help to develop fluency and comprehension. Reading for pleasure is fostered through initiatives like DEAR (Drop Everything and Read), Reading for Life challenges, and vibrant reading environments, including outdoor reading areas. The integration of the No Outsiders reading spine reinforces themes of diversity, empathy, and respect, supporting pupils to understand and celebrate difference as part of their personal development journey.

Curriculum design is deliberate and dynamic. Leaders ensure that knowledge, skills, and understanding are built sequentially, with mastery approaches, retrieval practice, and reasoning activities promoting deeper learning and critical thinking. Journaling has been introduced as a reflective and expressive tool, and where it has proved effective, such as in maths, it has been successfully extended to history and science. Pupils confidently described how journaling supports them in articulating their understanding, deepening their subject knowledge while strengthening their communication skills.

Holistic child development is further championed through learning beyond the classroom. Programmes such as OPAL, Forest School, Children's University, and sports competitions build teamwork, creativity, and resilience. In EYFS, staff expertly use Wellcomm interventions to close communication gaps early, laying strong foundations for literacy and personal development. These early experiences form the basis for the rich social interactions observed throughout the school, particularly at lunchtimes.

Inclusivity underpins all areas of the curriculum. Staff monitor engagement across all activities to ensure every child, including those with SEND or from disadvantaged backgrounds, has equitable access to learning and enrichment. Opportunities such as Balanceability, Bikeability, and a carefully designed 'Quiet Club' offer differentiated support for physical, emotional, and sensory needs. Lunchtimes are purposeful and inclusive, with OPAL Play Leaders and trained Sports Leaders creating opportunities for every child to feel part of a team and develop essential social skills.



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Much Woolton's curriculum is explicitly values-driven. Pupils are immersed in discussions about local, national, and global issues through RE, Tuesday Newsday, and projects like the Living Simply Award. The curriculum promotes active citizenship and a strong moral compass, supported by partnerships with external organisations such as the NSPCC, the Anthony Walker Foundation, and Liverpool Road Safety Team.

Teachers and subject leaders demonstrate a deep understanding of curriculum intent and delivery. Through collaborative planning, CPD, and regular curriculum reviews, the school ensures that teaching is informed, consistent, and impactful. Staff reflect on what works best for their pupils, ensuring that every aspect of the curriculum contributes to developing confident, thoughtful, and well-rounded individuals.

Next Steps:

- To further embed global citizenship education across the curriculum by developing deeper partnerships with schools in more diverse communities, practically enhancing pupils' already thorough understanding of equality, diversity, and their role as active global citizens.



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

Much Woolton Catholic Primary School's teaching and learning policy is grounded in evidence-based, high-quality pedagogy. This is evident in thoughtfully structured lessons, dynamic and inclusive classroom environments, and responsive approaches that ensure all pupils are empowered to succeed and thrive.

Lessons are designed with intention and flexibility, meeting the diverse needs of all learners. Teachers use a range of adaptive strategies including mastery learning, exploratory tasks, and notably, journaling to promote accessibility and challenge in equal measure. Journaling is embedded across subjects, enabling pupils to reflect, demonstrate understanding, and deepen their thinking in a personalised way. 'Low floor, high ceiling' tasks further engage learners at all levels, while scaffolded resources ensure that individual needs are met with precision. Personalisation is further supported through formative assessment, pre- and post-unit tasks, and same-day interventions. Targeted support such as Fresh Start phonics and reading interventions ensure SEND and higher-attaining pupils alike receive the guidance they need.

The learning environment is calm, welcoming, and purposefully designed to reflect the school's inclusive ethos. A consistent use of natural tones across classrooms helps manage cognitive load, while sensory circuits, trauma-informed practices, and dedicated 'Zen Zones' support pupils' emotional regulation. Classrooms are resourced with manipulatives, visual supports, and flexible tools such as resistance bands and journaling stations that promote independence and engagement. Outdoor spaces are rich and stimulating, providing creative, inclusive opportunities for play, exploration, and social interaction. Pupils benefit from vibrant OPAL provision that fosters collaboration and wellbeing.

Digital technology is thoughtfully integrated into lessons. Teachers and pupils make effective use of tools such as AirServer, iPads, and interactive whiteboards to support content delivery and pupil understanding. Good practice is shared among staff with staff arranging time to visit lessons to see these strategies used effectively. Platforms like Doodle Learning encourage home-school links and pupil motivation, even fostering friendly competition across classes. Staff actively support one another in developing digital pedagogy, sharing good practice, and troubleshooting collaboratively.

Support staff are expertly deployed and play an integral role in ensuring high-quality provision. Their work includes targeted interventions, team teaching, and sensory or emotional support. Staff are trained in approaches such as Lego Therapy and phonics interventions and implement these effectively. Observations showed these strategies being used meaningfully to support pupil progress and wellbeing.

Planning is collaborative and data informed. Subject leaders and class teachers work together to ensure curriculum coherence and progression. Retrieval practice, learning walls, and consistent use of journaling contribute to knowledge retention and curriculum depth. Resources are regularly audited and refined to reflect emerging needs, ensuring teaching remains responsive and inclusive.



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Staff possess strong knowledge of their pupils and engage in regular reflection to refine pedagogy. Professional development is embedded through coaching, peer observation, and school-to-school collaboration. NPQ coaching and external partnerships further support staff in exploring and embedding evidence-based practices.

Pupils are highly engaged in their learning. They contribute meaningfully through strategies such as Think-Pair-Share and Hot Seating and take increasing ownership through journaling and child-initiated learning. This approach supports academic progress while also developing the wider skills needed for personal growth – resilience, independence, collaboration, and reflective thinking.

Next Steps:

- To share and embed best practice in the design of classroom displays, with a particular focus on the consistent use of colour-coded vocabulary linked to specific subjects. This approach aims to reduce cognitive load, support accessibility for all learners—especially those with SEND—and enhance pupils' ability to independently access and retain key curriculum knowledge.



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Element 5 - Assessment

Assessment at Much Woolton Catholic Primary School is a strength of the school's inclusive ethos and pedagogical rigour. The school has developed a well-structured, consistent assessment system that effectively identifies learners' needs, informs teaching, and drives progress for all pupils. A shared whole-school assessment calendar ensures that staff engage in regular data analysis, moderation, and Pupil Progress meetings, creating a culture of reflection and targeted support.

Teachers employ a wide range of formative assessment strategies throughout lessons, such as retrieval quizzes, enquiry questions, pupil journaling, and same-day interventions. These approaches ensure misconceptions are swiftly addressed and enable teachers to respond dynamically within lessons. The emphasis on learning intentions, WALT statements, and WAGOLLs supports pupil clarity around expectations and learning goals. Staff spoke confidently about where these are used and the ways it supports learning.

The learning environment across the school actively promotes a growth mindset. Pupils use strategies such as purple pen editing, peer and self-assessment, and reflective journaling to evaluate their progress. Marking and feedback, both live and written, are used consistently to move learning forward, and teachers model high-quality metacognitive strategies to support independent thinking and resilience. Staff development in this area is supported by professional input, ensuring alignment with the latest research.

In the EYFS, assessment is aligned to the Birth to 5 Matters and Development Matters frameworks, with a strong emphasis on early identification and intervention. Baseline data, RWI assessments, and Wellcomm screening form the foundation for responsive planning. Staff are highly skilled in observing learning through continuous provision, recording key moments using Evidence Me, and using structured adult interaction to shape next steps.

Assessment is not isolated, it is deeply integrated into curriculum planning, pastoral support, and pupil well-being. SEND pupils have their progress tracked through both academic measures and provision maps, with assessment approaches personalised to their profile. Teachers and support staff collaborate effectively, using assessment information to adjust teaching, shape interventions, and review pupil targets.

Assessment at Much Woolton is more than data collection, it is a continuous, inclusive conversation about how each pupil learns, grows, and thrives. Through skilled implementation and a culture of high expectations, staff ensure that every learner is seen, supported, and celebrated.

Next Steps:

- To ensure that each retrieval question is deliberately designed with a clear purpose, supporting meaningful reinforcement of prior learning, considering how new learning builds on previous learning, and contributing to long-term knowledge retention.
- To use the use of adaptive technologies to personalise assessment and feedback.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Much Woolton Catholic Primary School cultivates a nurturing, respectful, and aspirational culture where every learner is supported to thrive. The environment is calm, structured, and trauma-informed, characterised by consistent routines, high expectations, and a strong sense of mutual respect.

This ethos is firmly rooted in the school's Positive Relationships Policy and School Charter, both of which are made visible through displays, adult modelling, and a strong culture of pupil leadership. Behaviour throughout my time in the school was truly impressive.

In the Early Years Foundation Stage (EYFS), children are sensitively supported in developing vital social and communication skills. These foundational skills are carefully built upon throughout the school, enabling pupils to form positive, respectful, and productive peer relationships. Behaviour during lunchtime observed during the assessment visit was exemplary; pupils collaborated with kindness and care, demonstrating the strong relational ethos for which the school is known.

Behaviour across the school is consistently outstanding, as recognised in the most recent Ofsted inspection (2025), which highlighted pupils' "exceptional conduct and respectful relationships." Emotional regulation and personal responsibility are promoted through embedded trauma-informed approaches, including the Zones of Regulation and restorative practices. Classrooms and communal areas are thoughtfully designed, with visual prompts, calm zones, and structured layouts to support readiness to learn and self-management.

Inclusion, diversity, and compassion are celebrated throughout the curriculum and daily school life. Programmes such as *No Outsiders*, the Catholic RE scheme, and a carefully sequenced PSHE curriculum foster a deep understanding of respect, social justice, and community. Pupils demonstrate a mature appreciation of difference and a commitment to treating others with empathy, fairness, and kindness.

The school's *Much Woolton Heart* values are central to building pupils' resilience, confidence, and sense of identity. Children are empowered to be "Agents for Change," using their learning to make a positive difference in their school, community, and the wider world. There is a tangible sense of purpose, ambition, and self-belief across the school, underpinned by a strong commitment to pupil well-being and high-quality pastoral care. Growth mindset and mindfulness strategies are embedded into daily practice, equipping pupils with the tools to approach challenges positively and independently.

Pupils are highly motivated by leadership opportunities and consistent positive reinforcement. Reward systems such as Dojos, Heart Awards, and Golden Certificates ensure pupils' efforts and achievements are recognised and celebrated. Aspirational attitudes are embedded across the school community.

Pupils take pride in their responsibilities and are enthusiastic about contributing to school life. *Mini Vinnies* confidently support younger pupils in the prayer garden, offering thoughtful reflections and leadership. Similarly, *Play Ambassadors* were eager to share how they help peers at lunchtime, demonstrating mature interpersonal skills and a strong commitment to peer support.



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Next Steps:

- Extend pupil leadership roles and embed the Wellbeing Ambassadors initiative to strengthen peer support, aspiration, and character development.



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Element 7 - Parents, Carers and Guardians

At Much Woolton Catholic Primary School, strong, respectful, and collaborative relationships with parents, carers, and guardians lie at the heart of its inclusive and aspirational ethos. Leaders and staff deeply value families as partners in every child's learning journey, ensuring that communication, participation, and support are consistently meaningful, responsive, and accessible. Staff and parents work in genuine partnership to ensure that all children are well-supported and set up to thrive.

A broad range of both formal and informal engagement opportunities fosters this shared sense of purpose. Parents are welcomed into school life through curriculum workshops, Stay and Play sessions, Masses, performances, and community events. These occasions provide meaningful insight into learning and nurture a strong sense of belonging. In the Early Years, engagement begins early through welcome events and transition meetings, helping to build trust and shared responsibility from the outset.

The school's communication systems are well-established and multi-faceted, including Class Dojo, Arbor, email, newsletters, phone calls, and face-to-face interactions. A visible and approachable staff presence, including on the school gate, underpins the school's open-door culture and commitment to transparent communication.

Parents of children with SEND spoke highly of the support they receive and the inclusive way they are involved in their child's provision. The SENCo is recognised for her empathetic, timely, and effective leadership, ensuring parents are well-informed, respected, and involved in planning. Families feel listened to and confident that staff understand and respond to their child's individual needs. They are appreciative of the provision in place and the personalised nature of the support.

Parent voice is regularly sought through surveys, feedback forms, and focus groups, with leaders clearly responding to insights through "You Said, We Did" actions. A Parent Governor shared that a main strength of the school is that "the children are truly kind to one another," and parents frequently describe the school as "amazing," highlighting how "happy" their children are to attend each day.

The Parent Association plays a valued and active role in enhancing wider school life. Fundraising for major projects, such as the school minibus and OPAL play provision, has significantly enriched opportunities for pupils. Initiatives like book swaps, coffee mornings, and the "New to You" uniform scheme promote inclusion, community spirit, and sustainability.

Leadership is visible, trusted, and responsive. Families consistently commend staff for their commitment, flexibility, and approachability. Whether through whole-school events or individual conversations, parents and carers feel welcomed, heard, and empowered to play an active role in their children's development. This high level of parental advocacy is a powerful reflection of the school's inclusive values and its genuine commitment to working in partnership with its community.

Next Steps:

- Extend the community drop-in sessions and coffee mornings led by the SENDCo and Mental Health Lead to increase informal support opportunities as this need increases.



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Element 8 - Links with Local, Wider and Global Community

Much Woolton Catholic Primary School plays an active, visible, and inclusive role within its local, wider, and global communities. The school's outward-facing approach is embedded in both curriculum and culture, offering rich opportunities for pupils to explore their place in the world and contribute meaningfully to it.

Local community links are strong and purposeful. Pupils regularly visit local churches, libraries, care homes, and secondary schools, fostering intergenerational relationships and civic responsibility. Parish links are particularly valued, with pupils participating in religious services and social action projects. These connections ensure that children grow up with a strong sense of community, empathy, and service.

The school also maintains robust national and global partnerships that deepen pupils' cultural and global understanding. Through active engagement with CAFOD, the Global Schools Alliance, and participation in global events such as the Live Simply Award and international celebrations (e.g. Eurovision, World Cup), pupils gain a meaningful awareness of international issues, justice, sustainability, and global citizenship. Spanish is taught across the school, and global perspectives are seamlessly woven into RE, geography, PSHE, and literacy lessons. Displays, themed days, and pupil-led initiatives amplify these experiences and make global learning visible across the school.

Children also benefit from high-quality enrichment, including residential trips from Year 3, a wide range of extra-curricular clubs, competitive sporting opportunities, and events such as STEM workshops, Bikeability, and university outreach. These experiences promote resilience, aspiration, and personal growth. Targeted experiences, such as the Girls' Biomechanics Day at LJMU, ensure inclusion and diversity in enrichment is prioritised.

Staff development is enhanced through professional learning networks and partnerships with global-facing organisations. CPD is accessed through Challenge Partners, the Global Schools Alliance, and national subject hubs, ensuring staff are equipped to deliver inclusive, diverse, and culturally rich teaching. Work with the Liverpool School Sports Partnership, local universities, and local authority networks strengthens both curriculum provision and professional practice.

Parents, community members, and local professionals contribute regularly to school life as guest speakers, volunteers, and partners in curriculum events. Initiatives such as community fairs, book swaps, and food bank drives further embed the school within its local context while encouraging learners to think globally and act locally.

Next Steps:

- Enhance global learning provision by deepening curriculum-based international collaborations and expanding opportunities for pupil-led global citizenship initiatives, such as CAFOD Ambassadors, the Live Simply Award, and active participation in the Global Schools Alliance.
- Broaden intercultural understanding by establishing meaningful partnerships with schools that reflect a broader range of cultural, ethnic, and socio-economic diversity, ensuring all pupils engage with communities beyond their own lived experience.