



Report on IQM Inclusive School Award



School Name: St Damian's RC Science College

School Address: Lees Road, Ashton Under Lye, Lancashire, OL6 8BH

Head/Principal: Mr Sheldon Logue

IQM Lead: Ms Faith Brophy

Assessment Dates: 5th & 6th July 2022

Assessor: Mr Dirk Pittard

Sources of Evidence:

- IQM Self Evaluation Report Document
- National Data and Performance Tables
- School Website
- School Policies
- School Inclusion and Progress Data
- Student Work Scrutiny
- Learning Walks (including Student Arrival, Assembly, Tutor Time, Lesson transitions and Lessons)
- Observation of Seclusion room and Ambrose Suite Provisions
- Learning Environment Tour

Meetings Held with:

- Headteacher
- Senior Leadership Team (including IQM Co-ordinator)
- Chair of Governors and SEND Link Governor
- Heads of Year 10, 7, 8 and transition.
- Teachers (RE, English, Geography, PHSCE)
- SENCo, Assistant SENCo and LSA team
- Catering Staff
- Safeguarding Team including DSL, SSO and EWO
- Parents and Carers
- Students
- External Agencies including School Police Liaison Officer, EWO, LGBTQ+ and Mental Health Professionals.



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Overall Evaluation

St Damian's RC Science College is an outstanding, inclusive, heavily oversubscribed Catholic School in Tameside, Greater Manchester.

The Headteacher, Governors and Senior Staff provide inspirational leadership across all aspects of the College. This is clearly evident as the school has continued to move forward since gaining its Ofsted rating of Outstanding in 2017, challenging its dedicated staff and students to reach for their full potential in every aspect of their school lives.

The school's popularity is such that due to the high number of first choice places from parents, many of whom are unsuccessful, they have increased its Pupil Admissions Number (PAN) from 150 to 165 following its last Ofsted to cope with the demand. Unfortunately, due to the size of the building this can't be increased further. The population of the school is made up of mainly baptised Roman Catholics, currently this figure stands at 84% (702 pupils), the remaining population (16% 134 pupils) is made up of Christians, Muslims, and Hindu's.

Of the 837 pupils at St Damian's, 101 pupils (12%) are classed as having a special educational need with 17 of those pupils having an EHCP. There are 18 Looked After Children (2.1%) and 115 pupils classed as EAL (13.7%). Pupil Premium children or disadvantaged pupils account for 25% (212 pupils) of the school population.

The school was inspected by the Diocese of Salford (under Section 48) and graded as 'Outstanding' in March 2016. The school is rightly extremely proud of this recognition as it illustrates that St Damian's encapsulates the true values of a Catholic school, of which inclusion is at its heart. This is evidenced by high levels of respect, equal opportunities, regardless of ability and outstanding personal relationships.

More recently the school was inspected by Ofsted (November 2017) and was awarded 'Outstanding' in all categories.

The school has recently relaunched its mission statement in September 2021 through consultation with staff and students, "The St. Damian's Way," which encompasses at its very heart, the phrase "Inclusion is paramount, we 'Believe to Achieve' for ALL" and "Mutual Respect is the foundation for our actions."

I had the great pleasure of meeting with two long standing members of the Board of Governors who have been and continue to be instrumental in driving forward the inclusion agenda within the school and wider community. The Chair of Governors was recently named 'National Governor of the Year' at a ceremony in the House of Lords in December 2021 and has subsequently been named in the Queen's Platinum Jubilee Birthday Honours, a richly deserved accolade for the governance leadership clearly seen at St. Damian's.

Pupil Outcomes continue to be outstanding. Progress 8 data shows that the pupils make progress that is above the national average with the P8 score in 2019 (last set of validated data prior to covid) being 0.22, 0.28 in 2018 and 0.46 in 2017



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Ofsted noted that: *“Disadvantaged pupils make exemplary progress across the school because leaders use additional pupil premium funding effectively”* and this is validated as disadvantaged pupils achieved exceptional P8 scores in 2107 of 0.4, 0.37 in 2018 and - 0.01 in 2019.

Throughout the 2-day visit, the assessor consistently witnessed staff and students showing mutual respect for each other, which created a calm, purposeful and inclusive feel within the school. Again, Ofsted summed this up well: *“The close-knit staff believe that all pupils can achieve and echo a culture of high expectation. They foster excellent relationships to ensure that pupils become the very best they can be.”*

The behaviour of pupils was always exemplary during the visit. The dress code and pride with which students wear their uniform was also evident at all times. During conversation, students explained that there was the expectation that they would achieve. It had become ingrained in them. I met two students that had completed managed moves from neighbouring schools and very successfully transitioned to St. Damian's. Both felt supported, included, and explained that the culture at the school made it hard not to flourish given the support and focus on their personal development and welfare.

The fabric of the school, a PFI build in 2011 is in excellent condition. It is clear that staff and students take great pride in their environment. Words of encouragement, messages of success and celebratory images of student achievement adorn the walls. The school exterior is well landscaped with green spaces which are welcoming and give students calm and relaxing areas to play sport and interact socially between academic lessons. The chapel is a welcoming and bright area, fittingly, at the heart of the cross shaped building. It is the hub of the school and is always open for the students. The catering staff were very proud to show me that they have not only embraced Natasha's Law, labelling every preprepared meal with full allergen ingredients but have gone the extra mile. Students and staff can pre-order any meal in the morning with the knowledge that it will be prepared in an allergen safe area just for them, reducing their anxiety around food safety.

In meetings with a number of representatives of external agencies including an Education Welfare Officer, Mental Health Worker and School Police Liaison Officers it became clear that the school seeks and embraces additional support and expertise wherever it has a need that cannot be met using staff from within the school. There is a rich timetable of extra-curricular groups and clubs including a well-attended fledgling LGBTQ+ lunchtime group derived from student voice.

I met with a number of parents, all of whom gave the very clear message that St. Damian's was a life changing place for their children to study. They articulated the transformational journey that their families had been on, explaining that this was a special place, something they had not previously experienced from a school. They described the college as an extended family, giving support and care way beyond their expectations. They were able to explain how the consistent, respectful, and supportive culture of the school was having a positive impact on home life. All explained how happy their children were, how safe they were and how their needs were being met in a very caring, nurturing environment. All had no doubt that their children would achieve their full potential at St. Damian's. When I asked if there was anything that could be improved, they asked for a 6th Form.



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I had the opportunity to observe a number of lessons during 'Learning Walks' within the college. The quality of the teaching and the awareness and adaptation to meet the needs of every learner was a real strength. The vocabulary acquisition strategy employed across the College was evident in every lesson visited and can be seen to be having a real impact. St. Damian's has added to its SEN capacity by employing a SENCO as well as increasing the number of LSAs in lessons. This LSA support within lessons was a highlight and considerable planning was in place to make sure that support staff were guided to ensure they understood the best strategies to employ to get the best outcomes from the students.

In July 2021, St Damian's successfully gained the prestigious Investors in People Gold award for the fifth time. The report is full of inclusive statements such as; *"your reward and recognition strategies make staff feel valued and appreciated for their contribution to the success of the St Damian's"*.

I am of the opinion that St. Damian's RC College fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award and therefore recommend that the school is awarded the Inclusive School Award and is reassessed in three years' time.

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 Dirk Pittard

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Strengths:

- Inclusion is at the heart of the school mission statement and the School motto – formal [in omnibus fidelis] and informal [faithful in all things]. All staff, students and stakeholders are not only able to articulate it, but they also exemplify it.
- The Governance and Leadership is Outstanding, this is recognised by staff and students who see it as inspirational, aspirational and have clearly bought into the “St. Damian’s Way.”
- Pupil, Parent and Staff Voice is strong, acted on and especially valued by students who feel included in decisions that affect them. For example, the new school mission statement – where all members of the community contributed to its design.
- Comprehensive transition programme carried out by the new Y7 Head of Year in HT6 and SENDCo visits primary schools during transition to gather individual needs on every pupil.
- External professionals used in school to support higher level need e.g., TOGMind /Health Mentor/School Nurse.
- Analysis of academic and holistic need is thorough and detailed. As a result, there are outstanding outcomes for all pupils including LAC, PP, SEND and EAL.
- Student Support Officers meet emerging pastoral needs of pupils and there is additional support for pupils through Tuesday evening Study Club to help pupils with HWK/wellbeing/motivation as well as Lunchtime Clubs created to meet developing needs such as a LGBTQ+ Club.
- Achievement by all learners is celebrated through Use of the ASPIRE assemblies each term, Positive phone calls/post cards/letters from subject teachers, Positive/celebration letters to pupils and parents/carers from HOY after progress checks, Celebration Evenings, Share Day, The School Prom and regular community and School Mass.
- The school is friendly and welcoming. The school expectations and high standards of behaviour can be seen clearly throughout the College, pupils are aware that bullying, racism, sexism, harassment, and poor behaviour are not accepted. The November 2017 Ofsted report stated: *‘Bullying is rare. Tolerance is part of the culture of the school and individual differences are highly valued. The school uses allocated curriculum days to focus on values such as equality and respect. The school also uses a number of approaches to support pupils’ understanding of homophobia and anti-bullying. Social responsibility is taken seriously, and pupils are encouraged to ‘pay it forward’ with an act of selflessness that influences others.’*



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Next Steps:

- The academic year 2022 -23 to be the Year of SEND at St Damian's.
- To continue to embed strong inclusive practice with new members of staff.



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Element 2 - Leadership and Management and Accountability

Strengths:

- The Senior Leadership Team at St Damian's consists of the Headteacher, the Deputy Headteacher (Standards and Curriculum), 3 Assistant Headteachers (Teaching & Learning, Personal Development, and Inclusion/Safeguarding) and the Business Manager who oversee the strategic direction of the school. The team work relentlessly to ensure that all pupils are provided with an outstanding education to prepare them for life after St Damian's, so that they are well balanced citizens who can operate successfully in an ever-changing world. The school mantra is 'outstanding in everything that we do' and this is role modelled by all staff.
- The Middle Leaders at St Damian's are empowered to develop academic and pastoral experiences that allow the pupils to thrive in a caring and safe environment. Middle Leaders all have their own SLT line manager, who challenge and support their ideas to ensure that pupils are provided with the 'best' experience which allows them to produce high quality outcomes, this is done through regular weekly meetings where Middle Leaders have the opportunity to discuss and develop ideas in a constructive supportive manner.
- All staff are held accountable through the annual appraisal system, this includes both teachers and support staff. The appraisal system supports the CPD of staff and culminates in a celebration style presentation at the end of each year where staff are able to demonstrate what they have learned and how they have implemented strategies to support pupil progress. Current targets include subject knowledge enhancement in order to improve their practice. A whole school literacy target looking at subject vocabulary, promoting love of reading and incorporating texts as these were identified as whole school priorities.
- The school Governing Body consists of 12 members including Foundation Governors, Staff Governors, Parent Governors and Local Authority Governors. Although the Governing Body works together, they each take on specific roles to ensure that the pupils of St Damian's receive the best possible education. There are Link Governors for pupil premium, achievement, careers, teaching and learning, safeguarding, inclusion, SEN, learning ethos and RE
- Governors hold Senior Leaders to account by meeting regularly to ensure that high standards and outstanding inclusive practice is seen throughout the school. Inclusion is a high priority and the college and the Link Governor for inclusion meets with the Assistant Headteacher each half term to have focused discussions on policy and practice. Governors are well trained in inclusion, and they support the school to provide the best care possible however, they challenge Senior Leaders to ensure the inclusive practice in the school remains a top priority.
- Finally, all pupils in all years are encouraged to be aspirational with wide opportunities across a range of areas to uphold pupil leadership positions, through these experiences pupils learn to acknowledge responsibilities, encourage, and support peers, overcome barriers, and prepare them for the world of work. The



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students love the range of bespoke ties and pin badges given to their leadership positions and wear them with pride.

Next Steps:

- Supporting the mental health of both staff and pupils through the Senior Lead Mental Health role



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Strengths:

- The school prides itself on an ambitious, broad, and balanced, inclusive curriculum for pupils of all ages and abilities. KS4 follows 4 distinctive pathways accessed by all [including Pupil Premium and SEND] to maximise outcomes. Red pathway (3 sciences), Green (EBACC), Purple (additional literacy and numeracy) and Blue (additional vocational). The timetabled groups are adapted annually to be inclusive with the options pathways, e.g., 2 sport groups in 2021, 2 Food groups in 2022. KS4 addresses social disadvantage & focuses on a strong academic core. Approximately 70% take EBACC qualification [National Average = 40% 2019]. St Damian's is consistently well above the national average for EBACC entry and outcomes. The vocational offer includes BTEC & NCFE Technical Awards. At KS3, all pupils follow a broad & balanced curriculum aligned with the National Curriculum to ensure all pupil 'groups' are challenged to achieve to their potential. Adaptations are made, where necessary, to support access to the curriculum for SEND pupils.
- RE is at the heart of the curriculum & promotes their core values as a Catholic school. PSHE delivers citizenship modules on fundamental British Values, modules on health & well-being, relationships, careers, and the wider world. RSE meets the requirements of the statutory guidance. Retrieval practice is used to secure knowledge in the long-term memory.
- Curriculum enrichment and personal development is embedded through PSHE curriculum, SMSC, pupil leadership opportunities and STEM. Cultural capital is enhanced through full delivery of the KS3 NC. Planned ASPIRE Days enhance personal development and social, moral, spiritual, and cultural development. The comprehensive careers education delivers employability skills & prepares pupils for next stages of education, training, and employment. The school has achieved 100% in all 8 Gatsby Benchmarks. Targeted support is in place for disadvantaged & SEND pupils. Following the pandemic, work experience is back in the Summer Term for Year 10. During options time, a CEIAG adviser is used to give additional support to SEND children with their option choices. Y10 attended a careers and apprenticeship expedition and all Y10 students visited Sheffield University. 30 PP students in Y9 went to Salford University as part of GM Higher.
- Curriculum planning ensures a cumulative 'mastery approach' to developing knowledge which accumulates at three key development stages of content knowledge: Developing, Secure, Mastery. Curriculum planning is regularly reviewed & addresses gaps in learning arising from the pandemic. The curriculum is designed to focus on Tier 2 & 3 vocabulary to improve pupils' reading skills & literacy. CPD for curriculum development includes delivery at the Strategic Leadership Group meetings [SLGs] & subject training. Curriculum QA processes are robust and include: SLT line management & PCA analysis, Curriculum Conversations with HT & DHT feedback. Staff constantly review the curriculum overviews to maximise the achievement of all pupils.

Next Steps:

- None identified in this area.



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

Strengths:

- Teaching and Learning is at the heart of everyday life at St Damian's. The strong sustained school outcomes are testament to the highly effective teaching that occurs in each classroom, for each child. There is a culture of staff enthusiastically talking about Teaching and Learning within Faculties and across subjects and staff have embraced the quote *"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."*
- Teachers enjoy sharing good practice and developing their own unique teaching styles. Teachers are actively encouraged to share good practice at staff briefings and during learning walks. As a school, Middle Leaders are empowered to implement their own visions for teaching and learning within their own departments to allow staff to take ownership and drive future developments. All staff are observed through a developmental learning walk three times a year.
- The school calendar has been designed to support teachers by providing training through briefings and opportunities to complete Subject Knowledge Enhancement.
- In a recent whole staff survey, teachers were quoted saying: *"Faculty meetings, pop ups and pastoral meetings: I feel these are the most useful sessions in the calendar. Choosing our own CPD for popups is a huge strength as we are all able to develop professionally in our own way."*
- Teaching and Learning is seen to be outstanding by all members of the school community and this judgement is based on solid evidence including formal lesson observations, peer observations, learning walks, pupil voice, Ofsted and finally by validated internal and external assessment results. Ofsted quoted: *'The quality of teaching and learning is a significant strength of the school. Teachers know their pupils well and plan their learning activities highly effectively. As a result, teachers routinely support and challenge pupils to make rapid gains in their learning.'*
- Teachers' subject knowledge is outstanding, and teachers set high expectations for pupils. They ensure that activities are planned skilfully, with a focus on increasing the depth of pupils' knowledge and understanding, including for the most able. This is the main reason why pupils make strong progress.
- All Middle Leaders have created curriculum overviews which have led to purposeful components and composites (intent) which drives high quality lesson planning and delivery (implementation) to allow all pupils to make maximum progress (impact). The school have embraced trainees, this has allowed staff to continue to develop their teaching, and this has had a positive impact on teachers as they have been able to reflect on their own practice and they have gained purposeful experiences watching and developing trainees.

Next Steps:

- None identified in this area.



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Element 5 - Assessment

Strengths:

- Assessment is fully aligned to the curriculum overviews and has a clearly identifiable purpose. It assesses knowledge relating to the components & composites identified in the curriculum and assesses a range of skills relevant to the subject discipline as such the assessment objectives measure the intended outcomes of the curriculum. Portfolios demonstrate work to achieve reliability & consistency in standards. Data for the Progress Checks is based on the evidence of pupil work underpinned by a moderation and QA process which is rigorous. Feedback given to Subject Leaders on the Assessment Portfolios further embeds standards. Progress Check Analysis includes all pupil 'groups': gender, PP, FSM, EHCPs, SEN support, EAL, LAC and different prior attainment groups. It ensures Subject Leaders evaluate the impact of T&L and address gaps with pro-active intervention for all pupils who need it.
- The KS3 ACT (Advance, Challenge & Thrive) Assessment System was introduced a year ago. It included a reduction from three to two assessment points at KS3 to facilitate increased teaching time. The planned Assessment Calendar ensures that data collection is proportionate for teacher workload without compromising the tracking of pupil progress and standards. The curriculum includes three progression pathways which are based on starting points and is inclusive of pupils of all ability, including PP and SEND pupils. The pathways allow pupils to embed knowledge and use it with increasing fluency as well as apply skills with accuracy & precision. The assessment system identifies clear next steps in learning. The assessment system includes distinctive curriculum mastery stages. These recognise that knowledge is cumulative and progresses through 3 Key Stages: Developing, Secure, Mastery. These ensure that all learners have grasped fundamental, required content.

Next Steps:

- To further refine and add to the assessment portfolios.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths:

- High standards of behaviour permeate throughout St Damian's and can be seen in lessons, during the changeover of lessons, at lunchtime and break and after school classes. The atmosphere across St Damian's is calm and purposeful. Pupils are taught to respect one another and follow the teachings of Christ. The behaviour management system in school is fair and consistent and pupils are aware of the sanctions used to allow them to reflect on choices that they have made. It is believed that when pupils make inappropriate choices about behaviour then it is not enough to simply sanction, so teachers and support staff are encouraged to take the time to explain what has been done wrong and suggest alternative actions in the future.
- There is a 'Keep It Simple' mantra around 'Respect Everyone'. There are reflection materials in seclusion to work on the issues behind the behaviour, such as sexual harassment and bullying. Staff treat students with respect, and this is mutual.
- Relationships are fostered and start with the pastoral structure: Form Tutor, Head of Year, SLT and then Headteacher.
- Pastoral resources have been developed where there is a need to be met e.g., vaping, which was a spike in FTEs. Behaviour tracking is used effectively to react to emerging trends.
- The new Student Council was established in January 2021. There was a change of focus from just Quality of Education to wider remit of wellbeing. This has been welcomed by staff and students alike.
- Pupil attitudes are positive, there are high levels of engagement in a wide range of activities including lessons, extracurricular opportunities, form time, charity opportunities and pupil leadership. The positive attitudes that pupils demonstrate are role modelled by all members of staff, pupils are exposed to exceptional relationships and learn how to interact in a positive way. When relationships break down between pupils, staff in school actively intervene to help pupils navigate fractured friendships, this is done on all levels from the Form Tutor up to the Headteacher. At St Damian's they aim to implement and support harmonious relationships, however when there are disagreements, they try to focus on restorative justice to help students understand the perspective of others and show empathy to a variety of situations.
- To enrich the curriculum, the development of the whole child is woven throughout the school experience. A major role in personal development is the creation of relationships with peers and staff, this ultimately begins in Form Time where small families of pupils participate in activities to help them to understand the wider world. St Damian's has the privilege of having 2 highly experienced Student Support Officers, who aim to help children with social, emotional, and mental health development. The Student Support Officers offer one to one support, group



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activities, drop-in sessions, and pre-arranged meetings and although highly trained they respect the needs of pupils and signpost to external support when necessary.

- Pupil leadership encourages personal development and the opportunities available are going from strength to strength, with many pupils striving to contribute to the groups in school and the shaping of the school's future. Leadership groups are wide and diverse to allow pupils to become involved in issues that they deeply believe in such as the Liturgical Group, the STEM Leaders, Prefects, Pupil Council and Sports Ambassadors. The pupil leadership groups allow each child to grow academically, spiritually, socially, or morally and it gives children a sense of responsibility and belonging as well as developing compassion for one another.

Next Steps:

- To develop strategies to improve pupil resilience.



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Element 7 - Parents, Carers, Guardians

Strengths:

- St Damian's prides itself on relationships with parents and carers and they strongly believe that pupils thrive when families and school work in partnership.
- All staff at St Damian's are encouraged to communicate with parents/carers, this starts with Form Tutors as they are the constant person meeting and preparing each pupil for the day ahead. Form Tutors take on the role of pastoral and academic guidance and care and are expected to discuss individual pupils holistically with home to celebrate success and highlight issues that may be starting to cause concern. By using this approach parents/carers and children feel a sense of belonging and a part of an extended community. Continuing with the joint pastoral and academic support, Heads of Year add strength to Form Tutor relationships with parents/carers by furthering communication when it is deemed necessary.
- Communication regarding academic achievement is seen as the responsibility of every teacher in school and it is accepted practice that every member of staff takes responsibility for the pupils in their care and liaise with home on all aspects of learning.
- Relationships regarding personal wellbeing are carried out by the 'Pastoral' Team and are seen to be of the utmost importance, it is the caring, nurturing experience that allows each individual to express themselves and gain respect for their individual characteristics and this is carried out in a way that supports the views and opinions of parents/carers.
- During the Coronavirus pandemic, St Damian's took the opportunity to strengthen relationships with parents and carers, especially those of vulnerable children. During this period the families of vulnerable pupils were contacted on a weekly basis with 'keeping in touch' calls to SEN, CIN and any student seen as vulnerable. Their calls were greatly received as often parents felt isolated and needed the communication to help their children and themselves.
- St Damian's believes that parents and carers are integral to the school community and their contributions to school life are highly valued, this is reflected in the 'oversubscribed' status of the school and the extremely high percentage of parents/carers that would recommend the school to others. High numbers of parents do feel valued and involved in school life and their child's progress. When complaints do arise, they are dealt with efficiently and effectively. The school delights in responding promptly to parental requests and effectively managing their needs.
- Communication between school and home is seen as a two-way process and a clear and transparent approach is believed to give clarity to all situations. Throughout the academic year parents and carers show their appreciation of the work that school does through thank you emails, cards and letters.

Next Steps:

- None identified in this area.



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Element 8 - Links with Local, Wider and Global Community

Strengths:

- At St Damian's they understand the importance of being part of a community and that they are strengthened by supporting others and accepting support. They ensure that every child and member of their community benefits and experiences positive outcomes.
- St Damian's is committed to creating strong links with the community and working in partnership to enhance inclusive practice. The school has created links with the local parish, it is believed that this link helps to develop confident and aspirational young people who reflect on their gifts and talents. The new Parish Priest frequently visits the school and is a familiar face to the pupils. He celebrates Mass in the school hall and proactively invites parents, carers, and parishioners to join in and be part of the extended school community.
- The school has developed robust links with the local feeder primary schools including St Christopher's, Ashton Under Lyne, Our Lady of Mount Carmel, Ashton Under Lyne, St Peter's Stalybridge, St Joseph's, Mossley and St Stephen's, Droylsden. There is a comprehensive Transition Programme involving key members of Transition Team visiting the schools to liaise with staff and pupils. Primary schools also visit St Damian's to watch the Christmas Carol concert and school productions. There are also links with the Post 16 colleges which have developed as part of the Careers Education Information and Guidance Programme. These include Ashton 6th Form College, Tameside College, Xavarian 6th Form College, Oldham 6th Form College, Clarendon 6th Form College and The Manchester College. The colleges invite pupils to visit them for 'taster days' and they visit the school to promote their courses and deliver information about their institutions.
- As a community they are very proactive in working with outside agencies regarding wellbeing and we have an extensive range of contacts that they utilise, e.g., 'Healthy Young Minds', 'Off The Record', 'MIND' and 'Bridges'. External professionals regularly carry out their work in the school including LGBTQ+, You Think, Early Help Advisors and Team around the School and they frequently voice their opinions about the purposeful atmosphere that is created for the students, the respect and care that is shown to them and the individualised support packages that are reviewed and amended as the pupils respond to their interventions.
- The wellbeing of pupils is woven through the curriculum with a number of local organisations being involved in the school's termly ASPIRE Days which are the pinnacle of the PHSE curriculum. The school has made links with other members of the community and dedicate parts of the ASPIRE scheme of work to British values which has allowed them to bring the local MP, Councillors, local Mayor, GM Police and representatives from different religions and cultures into school to educate the pupils and promote inclusivity across the whole school.



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- The school is committed to charity work and although it supports national charities such as Macmillan Cancer Research and TOGMind. They are also dedicated to supporting local charities such as Willow Wood Hospice, The Teenage Cancer Trust, The Anthony Seddon Fund and Trussell Trust and these charities often visit school to talk about their mission and explain how the money raised will be used. The pupils of St Damian's actively get involved in money raising activities by participating in non-uniform days, 'Share Day' and they also contribute physically by donating food to local food banks.

Next Steps:

- Continue to follow and implement the instruction of Laudato Si'.