



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

CHORLEY

Inspection Date 25 February 2014

Inspectors Mrs. Denise Hegarty Mr. Dave Williams

Unique Reference Number 119671

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 186

Chair of Governors Mr. Chris Jenner

Headteacher Mrs. Kathy Blackledge

School address Cedar Road
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Date of last inspection 24 April 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Joseph's school is an average sized Catholic Primary School situated in Chorley serving the parish of St. Joseph's, Chorley in the Lancashire district of the Archdiocese.
- There are 187 children on roll of whom 109 are baptised Catholic and 39 come from other Christian denominations. One child is from another faith tradition and 38 pupils have no religious affiliation.
- There are 9 teachers at the school, 8 of whom are Catholic. Seven teachers teach Religious Education and 2 of them have a suitable qualification in Religious Education. A further 6 members of staff are currently studying for the Catholic Certificate in Religious Studies online.
- The headteacher had just been appointed at the time of the last inspection and the current Subject Leader is new to her post.
- The deputy head and Year 6 teacher has very recently left her post and been replaced by a supply teacher in the interim.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

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Further copies of this report are obtainable from the school.

Overall Effectiveness:

St Joseph's is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- They are friendly, welcoming, polite and excellent ambassadors for the school.
- They have explored and internalised the school's Mission Statement, '*...where everyone cares and tries their best,*' and understand that it is a way they should live out their daily lives both now and in the future.
- On the first day of every school year, children review the statement. They discuss different ways in which they can live it out each day and talk about how it applies to the relationships they form with others.
- Pupils can talk about and relate values from the Gospel to their behaviour and daily lives and are quick to congratulate others who display these values. At interview a Year 6 pupil explained that, 'we should live like Jesus, think of others and treat them as we would like to be treated.' The rest of the group agreed wholeheartedly and plenty of evidence of how children showed concern for the welfare and well-being of others was noted on the day of inspection.
- Pupils are proud to belong to this close-knit school community and understand the demands and responsibilities that living the mission places on them especially in how they form their relationships and treat each other with care and respect.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, eco club members, Guardian Angels who care for infant children at lunch time, playground Pals who organise games and class buddies who entertain younger pupils during wet play times. Within these roles, they learn organisational skills and the importance of caring and co-operating with each other. As school councillors, pupils are involved in decision making about school improvements and charity work.
- They are also concerned with issues involved with raising awareness of how to care for themselves and their environment. They are tremendously proud of their learning environment, care for it well and especially enjoy working in their outdoor classroom - their EDEN Garden (Educational Development for Environment and Nature Garden).
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including CAFOD, Derian House Children's Hospice, St. Catherine's Hospice and Nugent Care (Good Shepherd) to name but a few. They contribute to and serve community projects such as hosting lunch, raising money and providing clothes and activities for primary children from Remel village in Belarus. They have participated in a Fun Run for Macmillan Cancer Support.
- Pupils willingly support the less well off and vulnerable as they visit a local day care centre and retirement home for the elderly to sing carols at Christmas and take gifts of fruit and vegetables at Harvest time. They see all these opportunities as ways that they can make other people's lives better thus making links for them to their Mission Statement.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sport, music, gardening, cultural and

creative opportunities. Through them, they learn the values of commitment, team spirit, sportsmanship and taking responsibility.

- Year 6 pupils have the opportunity to participate actively in Mission Together Days at the local High School as part of their transition process. This helps to develop their spiritual awareness and gives time for reflection on their lives. Years 5 and 6 have been able to stay at 'Hothersall Lodge' Outdoor Education Centre where they undertook a number of outdoor pursuits. These experiences impact greatly on the pupils' social and moral development as they develop self-confidence, and understand the value and importance of teamwork and communication skills.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the moral framework upheld by the school. Throughout the school, pupils' behaviour is outstanding. Children model and celebrate responsible actions and self-discipline. They understand their freedom of choice based on the moral teaching of Jesus and His Church and exercise it well. Class promises for good behaviour emanate from the Mission Statement and show how pupils should strive to do their best in all things.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. In the recent Year of Faith, they undertook a 'Walk of Faith' activity in which they explained what their faith meant to them and how they could live it out. These ideas were recorded on footprints and now take others on a journey of faith around the school.
- Education for personal relationships has fostered positive attitudes in pupils encouraging them to develop an awareness of and respect for themselves and others as asked of them in their Mission Statement. It respects the dignity of all and encourages the development of self-esteem and confidence to help children to respond and cope with the challenges of personal growth.
- Children benefit from Circle Time activities which have a profound impact on their social and emotional well-being.
- They appreciate the opportunity to reflect in their 'Sensory Resting Garden' and remember a friend of theirs and former pupil of the school, who died a few years ago.
- Pupils are involved in service to the local faith and religious communities. They enjoy planning and participating in a variety of celebrations and community events including, visiting care homes.
- Pupils show respect and understanding of other faiths and religions and have really enjoyed learning about Judaism within the curriculum. They have also enjoyed the diversity of studying Islam and Hinduism which are taught alternately by the school. They particularly took pleasure in Bhangra dancing.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements in and enjoyment of Religious Education is outstanding.
- Pupils' attainment in Religious Education is also outstanding overall. They know and understand the targets that have been set for them in the subject.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development, and frequently exceeding them, in each key stage. Their high achievement is consistently evident in assessed work, portfolios and children's workbooks.
- Pupils make outstanding progress in relation to their starting points and capabilities. They are enthusiastic and highly motivated learners.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.

- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing very well.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming very aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is truly outstanding as shown by their delight, engagement, positive attitude and excellent behaviour in lessons. They take great pride in and are excited by their work. They enjoy discussing it and sharing their ideas with others especially in focussed 'talking partner' situations.
- Observations by inspectors and school leaders show that pupils are keen to learn, eager to participate and work industriously at their tasks. They are proud of their work and interact well with their peers showing consideration, care and respect.
- They appreciate the efforts staff members make to make their lessons enjoyable and respond enthusiastically. They also enjoy the many visits from their parish priest who often shares his time with them enhancing their lessons.
- Pupils are encouraged to work independently and collaboratively. They co-operate very well with each other in group work and paired/shared activities. Across the school, children are very respectful of each others' views and opinions.
- They are keen and eager to learn and improve their knowledge, understanding and skills as they strive to become independent learners.

How pupils respond to and participate in Collective Worship

- Pupils response to and participation in Collective Worship is good.
- Pupils play an active part in Collective Worship, they help plan their own class assemblies and get fully involved in school and class Masses.
- They enjoy and respond very well to all aspects of Collective Worship.
- All pupils are interested and actively participate well in daily Collective Worship. This is evident from observations on the day of inspection.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings. Collective Worship is a very special part of the day for them.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles. They enjoy writing their own prayers to use in Collective Worship sessions.
- They appreciate and are open to the Word of God in the Scriptures showing reverence.
- Pupils reflect in silence from an early age and join in community prayers appropriately and confidently. They have developed a deep awareness of the importance of stillness, silence and reflection and understand how this helps them to engage with the presence of God.
- In Key Stage 2, they are becoming increasingly more confident and skilled in and planning and leading worship for class celebrations. They prepare their own worship that is relevant and meaningful to them. Children prepare the focus, the readings, prayers, responses and find ways for others to use the message from the theme in their lives. In their interview children talked about how they really enjoy doing this and gained much from it.
- In an act of worship, planned and delivered by the Year 5 children on the day of inspection, children had taken the theme of 'Belonging' and chosen suitable music, readings and prayers. They had developed excellent questions as a focus for reflection. They provided their peers with friendship bracelets to take away and wear as a sign that they all belonged to their class and that the circle the bracelet formed represented their unity and everlasting love for each other.

- Lower down the school, children are beginning, with help from their teachers, to set up focus tables with suitable artefacts and to choose their own hymns and prayers for use during worship.
- Pupils' liturgical skills are developing well as is their sense of awe and wonder. They are also given opportunities to develop a social conscience, a sense of identity and self worth.
- Collective Worship makes a significant contribution to the children's spiritual and moral development as evident in the way they live their daily lives and how they react and respond to each other with such kindness and respect.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- The vast majority of teaching seen during the inspection was outstanding. This high quality teaching helps to raise standards quickly for all pupils and is highly effective in ensuring that pupils are interested, engaged, learn very well and make outstanding progress.
- The school's monitoring processes indicate that high quality teaching is sustained over time.
- Teachers plan very well and display very good subject knowledge. The majority of members of staff either have the Catholic Certificate in Religious Studies or are working to achieve it. All have the opportunity to attend in-service sessions provided by the Christian Education Department to support their professional development.
- A range of teaching styles are deployed to motivate pupils to encourage pupils' enjoyment of and enthusiasm for Religious Education. Teachers strive to be creative in their approach.
- They work hard and are good role models for the children to emulate. They lead by example, modelling mutual respect and encouraging the best from those in their care.
- Teachers take into account pupils' prior learning and try to ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding. Plans include the use of the 'driver' words from the level descriptors in the *Levels of Attainment* at appropriate levels for each group. This ensures that tasks given are correctly pitched at suitable levels for the children to work at and provide challenge for more able pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively. Some excellent use of 'talking partners' was seen on the day of inspection which really focussed the children on their discussion.
- All members of staff have very high expectations of the pupils they teach and support in terms of work, attitude and behaviour. They consistently praise, affirm and reward children for meeting these expectations. Pupils' contributions are valued and appreciated.
- Excellent use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Outstanding use of Information and Communication Technology was observed across the school with use of video clips, notepads and visualisers all making a real difference to the children's learning. Additional adults in the classroom provide both support and challenge for the pupils. The pace of lessons is swift and conducive to good learning as the children have no time to veer from their given tasks.
- Teachers offer a range of styles, resources, technologies and media to support and encourage learning. They take many opportunities to make cross-curricular links. A variety of speaking and listening activities are used in order to engage the children e.g. role play, hot-seating and interviewing.

- Vibrant displays in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection on what has been taught. The outdoor classroom is used to great effect often to create a sense of awe and wonder and develop children's spirituality.
- Effort and achievement are celebrated through marking and verbal encouragement.
- The assessment of pupils' work in Religious Education is outstanding. Teachers use their assessments very well to inform future planning.
- Books generally show a very good level of marking with clear feedback on what the children have achieved and an indication of what they need to do to improve.
- 'Assessment for Learning' strategies are generally used very effectively across the school. This helps children understand where they need to go next and how best to get there.
- The school has outstanding assessment strategies which provide detailed information on the achievement of all the pupils.
- Teachers track individual progress and enter data onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle underachievement.
- A portfolio of assessed and moderated work has been compiled since the school started using the *Come and See* Religious Education programme.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education curriculum meets pupils' needs is outstanding.
- The school places Religious Education at the heart of the curriculum and it is clearly seen as the core curriculum subject in this school. It is under the same scrutiny and level of moderation as other core subjects.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory.
- Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. The programme is well-differentiated by staff to meet the needs of all pupils.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative, creative and engaging strategies and resources, especially Information and Communication Technology, are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable, interesting resources in support to bring learning to life and make it memorable. A good budget is allocated for the subject.
- Wonderful, vibrant displays around the school are linked to the curriculum and celebrate work. All classrooms have a display of children's work in the current topic.
- A wide range of extra-curricular activities and educational trips enhance and support learning. These promote respect for the gifts and talents of each individual and help to develop self-esteem.
- Enrichment activities such as themed weeks and use of the E.D.E.N. Garden have a positive impact on the curriculum. These enable children to develop a sense of awe and wonder and also a sense of curiosity to ask questions, reflect upon them and search for the answers.

- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Good use is made of the outdoor environment in general and of the Sensory Garden.
- Visits and visitors widen pupils' subject knowledge. Children have visited their own church, other places of worship and had visits from key figures representing other religions and faiths. Visitors also include Fr. Peter (the parish priest), a chaplain from St Catherine's hospice, a paralympian silver medallist and a member of staff from Derian House children's hospice.
- Children have explored the beliefs and values of the Jewish faith, Islam and Hinduism. This helps to promote tolerance and respect for those who think differently. A Jewish visitor shared his faith and experiences with the children as did a member of the Hindu Religion who enabled the children to sample food, dress up in typical costume and experience Bhangra dancing.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among pupils.
- It reflects the Catholic character of the school well, has a high profile therein being central to the life of the school and seen as a very special part of the day.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils and is valued by all participants. It provides time to foster a sense of joy, awe and wonder and a time to explore social, moral and spiritual values.
- Scripture, prayer and liturgy are used effectively as the foundation and source of inspiration for worship.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- A variety of experiences are provided – whole school, key stage and class and in a variety of settings.
- The school grounds are used to enhance the experiences and provide opportunities for awe and wonder. There is a sensory garden and the Eden Garden which both provide sacred spaces for the children to experience Collective Worship outside.
- Timings are age and stage appropriate. Classes ensure they are not disturbed during worship to encourage a reflective and prayerful atmosphere. This ensures it is a suitable, personal experience for the children.
- Collective Worship is well-planned using school and Archdiocesan proformas. Adults present provide good role models for pupils to emulate.
- Themes are set out by the subject leader, which take into account relevant celebrations, and events. This gives staff the opportunity to develop a common theme in different ways. In this current term, Collective Worship is focussing on different values and parents / carers are informed on the 'Wonderful Us' sheet about them and then encouraged to promote such values at home.
- A policy and guidelines are in place but should be revised to include how the recommended format of Collective Worship enhances the children's liturgical skills and thus bring it in line with Archdiocesan requirements.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles. The school ensures that appropriate formal prayers are taught at an age appropriate time.
- The subject leader and head teacher monitor provision through drop in sessions and some more formal observations.

- The school has purchased a variety of appropriate resources which are well cared for and used very effectively.
- The children and staff create visual displays for worship with a variety of artefacts etc. as focal areas for thought and reflection.
- There are a number of lovely devotional areas around the school including the entrance hall and on corridors. These enable the children to make links to the theme and create sacred spaces to enhance worship.
- Staff members have received training in planning, leading and evaluating Collective Worship and have embedded what they learned.
- They are becoming more able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year e.g. Ash Wednesday, Harvest and Christmas.
- The parish priest comes into school to celebrate class Masses during Lent and whole school Masses for major feasts e.g. Christmas and at the end of terms. Parents, governors and parishioners are invited to attend these occasions. He is a key figure in the life of the school and respected by staff, parents and children alike.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils. They provide a high standard of Catholic education with enthusiasm and creativity.
- They are wholly committed to promoting and developing the Catholic life of the school and show a very good understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement and motto, '*...where everyone cares and tries their best.*'
- All who form part of the school community including parents, priest, governors and children were involved in the development and annual review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. It is displayed prominently throughout the school, on the website and used on all documentation.
- The head teacher has created an excellent team spirit among the staff, local community and parish. She values the contributions of all members of this close community. She leads the Catholic life of the school in an excellent, unassuming manner and helps to create an atmosphere where staff and pupils alike are happy in their work.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement. Children are frequently rewarded for living out its sentiments. The whole ethos of the school is evident in the way everyone is treated with kindness and respect and in how all members of the community are encouraged to make full use of their gifts and talents.
- Leaders and all members of school staff are justly proud of the strong and tangible Catholic ethos that underpins the work of the whole school community. They strive to recruit practising Catholics with a commitment to the faith and Catholic life of the school.
- They are also rightly proud of the well-cared for learning environment (both inside and outdoors) that has been provided for the children. It is bright, vibrant and welcoming.

- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It gives an accurate, if modest, picture of the Catholic Life and work of the school.
- The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's mission in education and to play their unique parts in it. In-service sessions at L.A.C.E. are attended, most members of staff have the Catholic Certificate in Religious Studies (or are currently studying to achieve it) and Religious Education features regularly on the staff meeting agenda.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders. A good policy and guidelines for its implementation are in place, but needs to be updated.
- Excellent spiritual and moral development policies are in place and reviewed regularly by the Governing Body. A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as involvement in *Come and See for Yourself*, Masses, Lent and Advent reflections and mission days. These are good opportunities for reflection and contemplation.
- Matters of social justice are given high importance with many examples of fund and awareness raising for a variety of good causes e.g. Macmillan coffee mornings.
- The school uses the *All that I Am* programme for Education for Personal Relationships effectively in Years 5 and 6. Leaders strive to ensure that children are equipped with the skills needed to become responsible global citizens and take every opportunity to promote the health, safety and well-being of all.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level within the school and within the parish community. There are extremely close links with the parish and many visits are made to the church during the year e.g. at Easter time to visit the beautiful, symbolic Easter Garden and during *Come and See* topics. Good communication and strong links between home, school and parish ensure awareness and understanding of the school's Catholic life at all levels.
- The school supports the Archdiocesan sacramental preparation programme, 'With You Always' very well. It has adapted the programme to suit its own needs. Sacramental preparation takes place after school with parish catechists under the guidance of the head teacher.
- 'School Sunday' is celebrated annually and is a wonderful time when pupils welcome parishioners, read, collect and sing in the choir etc. at the parish Mass one Sunday. They invite parishioners for a tour of the school and serve them refreshments afterwards. This enables the whole community to share what is happening in the life of the school and is enjoyed and appreciated by all concerned.
- Some teachers and teaching assistants are involved in delivering Children's Liturgy at Sunday Masses.
- The parish provide resources for every child to work with at home and in school during Lent and Advent.
- Leaders acknowledge the important role parents and carers play and so they are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters, text messages and the school website. There is a parents' focus group that meets each term and provides opportunity to discuss issues and share views on the Catholic life of the school. A weekly 'Wonderful Us' sheet celebrates

children's successes and goes home to parents for them to celebrate the children's achievements.

- Governors fulfil their responsibilities outstandingly. They are fully committed and kept well-informed about the Catholic life of the school. They have effectively helped to shape the direction of the school through their high profile in the school and close involvement in its Catholic life. They regularly attend the whole school celebrations, Acts of Worship and special liturgies throughout the year. All classes have a link governor who is kept informed by letters from the children of activities and celebrations in their class. Their photographs appear on the class notice boards so the children can easily recognise and become familiar with them. The Chair of Governors and the Religious Education link governor (the parish priest), are also regular visitors and closely involved in the Catholic life. Governors have undertaken recent training in the 'Role of the School Governor'.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in St Joseph's School. Senior leaders and all involved in the school community are committed to improving and further developing Religious Education. A suitable budget is provided to enhance provision. Religious Education is regularly on the agenda at staff meetings.
- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching of the subject.
- Monitoring takes place as part of the school's monitoring schedule in line with other core subjects. The subject leader monitors and evaluates the curriculum, planning, children's workbooks, teaching and learning. Actions are identified and acted upon. Appropriate feedback and support is given as necessary. Good practice is celebrated and should continue to be shared. The quality of teachers' planning is excellent. Care is taken to ensure that tasks are always clearly differentiated to meet the needs of all learners.
- The subject action plan feeds into the Self Evaluation Document and ultimately into the School Development Plan. Actions identified on the development plan are regularly addressed.
- Continuing professional development opportunities are provided for all and additional support / induction given to new or inexperienced staff members.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are familiar with and secure in their levelling of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- Termly meetings are held for moderating assessments and disseminating any new information for staff. The school has clustered with other local schools to moderate assessments and monitor work books.
- A portfolio of levelled work is kept for reference.
- The subject leader is outstanding in guiding Religious Education. She shows real commitment and enthusiasm and ensures that the subject has a high profile in staff meetings throughout the year. She is new to the post since the last inspection, has undertaken training for new co-ordinators and has regularly attended Archdiocesan training and briefing sessions and introduced new initiatives when appropriate. She shares current best practice, networks with other schools and supports colleagues as required. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- Governors are kept well-informed by the subject leader and head teacher through the curriculum committee and head teacher reports. They are interested and proactively involved. Progress in Religious Education is shared with the governors so that standards can be monitored by them and they can challenge the school to improve.
- A lead governor, who is also the parish priest, liaises closely with the subject leader to ensure the high profile of the subject and to monitor the development plan and plan for further improvements. He is a frequent visitor into school to help with aspects of the *Come and See* programme and also meets classes in church for various activities. He is fully supportive of the school and facilitates the full involvement of the governors in both Religious Education and the Catholic Life of the school.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can help to support their children's Religious Education. Their views and opinions are sought each term.
- Children's work is displayed on a notice board in the back of Church for parishioners to see what the children are learning in Religious Education at school. These are viewed regularly and enjoyed by all.
- Parents receive useful and informative annual reports on the progress and achievement of their children and are kept further informed through verbal reports on Parents' Evenings. They are consulted on a variety of issues and encouraged to support their children's learning through a number of initiatives, e.g. the travelling nativity (posada) during Advent enable parents to be more closely involved in their children's Religious Education.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated by pupils and parents alike as spiritual, prayerful celebrations.

What the school needs to do to improve further:

- Continue to implement the targets set out in the school's self evaluation document and the subject action plan. This includes:
 - developing cluster moderation in order to raise standards and share good practice;
 - developing a bank of suitable scripture readings to make them easily accessible to all pupils for use in Collective Worship;
 - being more innovative in the presentation of the Religious Education Curriculum;
 - continuing with the rigorous monitoring and evaluation schedule to include pupil voice.
- Improve Collective Worship by:
 - extending the excellent practice from Key Stage 2 of how children plan, prepare and deliver Collective Worship to the younger pupils in an age appropriate manner;
 - encouraging the presence and participation of all staff in key stage or whole school sessions.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

| | |
|---|---|
| How effective the school is in providing Catholic Education | 1 |
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OUTCOMES FOR PUPILS

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| How good outcomes are for individuals and groups of pupils | |
| The extent to which pupils contribute to and benefit from the Catholic Life of the school | 1 |
| How well pupils achieve and enjoy their learning in Religious Education | 1 |
| How well pupils respond to and participate in the school's Collective Worship | 2 |

PROVISION

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| How effective the provision is for Catholic Education | |
| The quality of teaching and how purposeful learning is in Religious Education | 1 |
| The extent to which the Religious Education curriculum promotes pupils' learning | 1 |
| The quality of Collective Worship provided by the school | 2 |

LEADERS AND MANAGERS

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| How effective leaders, governors and managers are in developing the Catholic Life of the School | |
| How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils | 1 |
| How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils | 1 |

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| Key to judgements: Grade 1 is Outstanding; Grade 2 Good; Grade 3 Requires Improvement and Grade 4 Inadequate |
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