



Archdiocese of Birmingham

Section 48 Inspection Report

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Blackwood Road, Streetly, Walsall, B74 3PL

Inspection dates:

29th-30th November 2018

Lead Inspector:

Tim Hughes

OVERALL EFFECTIVENESS:**Good**

Catholic Life:

Good

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- There is a clear sense of a faithful community at all levels within the school family. Relationships are strong and prayer is central to the life of the school.
- School leaders and the whole staff team deliver teaching and learning in Religious Education, which inspires the pupils to develop excellent liturgical knowledge and think deeply about the impact of faith on their lives. In the past year, significant improvements in Religious Education have come about as a result of the determination and strategic leadership of the headteacher and Religious Education subject leader.
- Collective Worship is well organised and skilfully delivered by staff and pupils alike. The pupils demonstrate sincere devotion in all aspects of their prayer life.

It is not yet Outstanding because:

- The school's self-evaluation of Catholic Life is not based on sufficiently rigorous monitoring and analysis and so improvements to Catholic Life are not as advanced as those seen in Religious Education.

FULL REPORT**What does the school need to do to improve further?**

- Clarify the scope of Catholic Life to ensure that all members of the school community have a consistent understanding of its meaning.
- Undertake searching analysis and plan well targeted whole school improvements to Catholic Life.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Good
The quality of provision for the Catholic Life of the school.	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.**The quality of provision for the Catholic Life of the school.**

- As a school community St Anne's lives out its mission statement with sincerity and purpose.
- Pupils understand that as a family they, 'Live, Love and Learn Together with Christ.'
- Many pupils are increasingly involved in evaluating the Catholic Life of the school. In the past three terms, for example, school council members and prayer leaders have given their views on key spiritual elements that demonstrate the mission of the school.
- The pupils at St Anne's aspire to be closer to God. They recognise that their actions, relationships and willingness to forgive are the qualities that will help them as they develop as young people.
- At every level of the school, pupils' behaviour is outstanding and as a result the school is a purposeful place of learning and a happy family.
- Behaviour has reached this high point due to the co-ordinated work of the school leaders and staff team, who have worked compassionately and robustly with all pupils. The staff have provided reward systems that are underpinned by Catholic values, which give clear guidance for pupils with particular needs.
- The pupils, motivated by their faith, are outward looking. They acknowledge with confidence the gifts they have been given and are eager to share their skills, time and energy with others. The 'Minnie Vinnies' group, aligned to the St Vincent de Paul Society, are increasingly active in initiating activities to support less fortunate members of the community, including the North Walsall Foodbank.
- Pupils have taken great pleasure in running cake sales for cancer appeals, collecting for worldwide charities and responding to the local needs of the homeless and deprived members of the community. They see these actions as living as Christian's, doing the work that God has asked them to do.
- The pupils are inquisitive about their faith and they value the knowledge and experience of the school leaders and the parish priest. The pupils are confident in asking searching questions and expect that their priest will respond at their level to help them interpret their Catholic beliefs.

- Pupils demonstrate a sense of confidence in their own identity, which has come about as a result of the care and personal support provided by the school staff. From their earliest years in school the children are nurtured in the image of God.
- The 'Buddy' initiative promotes the sharing of friendship and ideas between younger and older pupils. For example, during their lunchtime break Year 6 pupils will visit the Reception playground to partner with their younger friends, to play and talk together.
- The school is mindful of its responsibility to equip its young people to live in the wider world as they grow. Year 6 pupils are taught about relationships and sex education to assist their understanding as they develop. The school is now looking for improved and more relevant materials to support this phase of a young person's development.
- In recent months the school leaders have focused on improving pupils' understanding of vocation. Pupils now recognise that God calls them to play a part in serving others. Pupils can distinguish between a calling to the religious life and the role they might take in life as a family member or in a career that is dedicated to the well-being of others.
- Pupils have embraced the virtues shared as part of the experience of the Catholic Schools' Pupil Profile (CSPP). Since September 2018 in particular, they have developed a good understanding of these virtues and can identify what they mean for each of them individually in their lives. For example, when discussing a scenario in life they can relate the actions of themselves and others to these virtues.
- Pupils are proud that their achievements are helping them grow as caring members of their school family. Also, the school encourages the pupils to nominate an individual in their class whose conduct has been influenced by the virtues. A celebration assembly takes place each week that recognises pupils for times when they have demonstrated the CSPP virtues.
- The ministry provided by the parish priest is uplifting and informed by his experience and spirituality. As well as celebrating Mass for the school community, he attends the school to share liturgical knowledge, provide an insight in to the work of the Church or counsel pupils and their families who face challenges.
- The connection between the parish and school has strengthened in recent times. The parish priest and the school leaders have ensured that the pupils feel part of the parish and can share their thoughts and work with members of the parish community. For example, classes will routinely attend a parish Mass and present a summary of the themes they have been exploring. During this, 'Share and Tell' Mass, the congregation experiences the spirituality present in the school curriculum. The class teachers and the parish priest ensure that each pupil has a time to present their ideas. In this way, pupils are encouraged and affirmed in their faith.
- There is an essential team dynamic amongst the staff, which has grown as a result of the pastoral care, guidance and challenge provided by the school leaders.
- Each member of staff is conscious of the influence they have on the pupils. They take seriously their responsibility to act as role models for the growth of faith in the hearts and minds of the young people in their care.
- The school weaves the Gospel message of social concern through its thoughtful curriculum.
- Pupils appreciate and understand the dynamics of other world faiths through planned lessons, where different year groups will engage in a detailed study of a particular faith. This has resulted in pupils recognising and respecting how deeply held beliefs shape lives and communities.
- In assemblies, lessons and class worship, the pupils have opportunities to consider global issues, care for the environment, justice and equality. These activities have given the pupils the confidence to share their thoughts and social concerns in a mature manner.
- Over the past two years, the school environment has improved. The school's mission statement and the dedications to particular class saints are displayed with tremendous visual impact in the school hall. This forms the backdrop to a great deal of Collective Worship and whole school gatherings.

- The virtues promoted in the Catholic School's Pupil Profile also take pride of place in displays and are beautifully illustrated with stories from scripture.
- Around the school, there are opportunities for the pupils to reflect on the meaning of faith. They are invited to pose questions or thoughts by writing a question and leaving it on the 'I Wonder?' board. These questions are answered by staff members or the parish priest. In this way, a dialogue about spirituality is continuous in the life of the school.
- The school constantly looks for ways to enhance its buildings to bring faith alive. Pupils are currently engaged in designing a prayer garden and have been asked to consider what features will promote prayer and tranquillity.
- A side room has been refurbished and greatly enhanced with illustrations and materials to provide a place of quiet and sanctuary for pupils who are experiencing some stress or conflict. Concern for each pupils' emotional well-being is evident in this development.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- Since her appointment last year, the headteacher has improved the Catholic Life of the school. Her sincere faith, energy and ability to unite the school family in its mission has resulted in a school where many pupils are developing a clear sense of spiritual identity and can reference the teachings of Christ as motivation for their actions.
- The governors show a sincere dedication to the school and are both proud of its achievements and determined to continually improve. They value its Catholic ethos, which they say underpins every action taken in the school. Alongside this, they strive for high quality in every aspect of Catholic provision.
- The governors are ambitious for the school as a Catholic community. They see it as their job to weave a 'golden thread' of faith throughout the school which links everyone together.
- Since the beginning of the Summer term 2018, the governors have increased the amount of time they spend in school watching and reviewing its provision.
- Since the mission statement was reviewed, the governors confirm that all members of the school now understand its meaning and live out the intention of the mission.
- The strategies for self-evaluation are increasing. The governors have been involved in reflecting on the key strengths of the school. However, their definition of Catholic Life and in turn their strategic process for determining areas for improvement need to be further developed.
- No comprehensive audit of Catholic Life has been undertaken and so, whilst their self-analysis forms part of the planning, it is not yet sufficiently rigorous or searching.
- The Religious Education subject leader, through her training and reflection has injected spiritual life in to the consideration of the CSPP virtues. Both she and the headteacher have led the pupils in their reflection to the point where pupils understand the meaning and implications of some complex issues of faith. For example, when talking about their actions they can say they were acting with compassion; that they recognise hope for the future; and acknowledge when saints live faith-filled lives.
- As a result of improving communication with parents, the school and parish have delivered meaningful and uplifting programmes of preparation for and celebrations of the sacraments for the pupils in Year 3 and Year 6.
- Governors aspire to further engage with parents and endeavour to encourage more families to provide feedback on their thoughts about the Catholic Life of the school and also to attend more fully the range of celebrations, which are presented.
- The school leaders and governors have undertaken valuable training at the diocese which has led to purposeful meetings at school.
- The newer teachers at the school bear witness to how well the school leaders have imparted knowledge and an understanding of the mission of the school. The governors

have been single-minded in appointing and supporting new staff who will uphold and uplift the Catholic provision for the pupils in their care.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

How well pupils achieve and enjoy their learning in Religious Education.

The quality of teaching, learning and assessment in Religious Education.

- The children have an excellent start in Nursery and Reception classes and quickly become spiritual thinkers, recognising God in their lives.
- By the time they move to Year 1 they are developing good religious knowledge. Almost all groups of Reception children progress well.
- Boys, girls, pupils with English as an additional language and pupils with differing ethnic backgrounds all make similar good progress throughout their primary years.
- Some pupils with special educational needs and some more able pupils in lower key stage 2 have been identified as not making sufficient progress.
- The school has identified where pupils are not making quick enough progress and have taken steps to address this. For particular cohorts of pupils, where progress has been slower, the school leaders have deployed more experienced staff to address these needs. The Religious Education leader has worked alongside other class teachers to advise strategies for realising the potential of these pupils and suggesting alternative ways of recording pupils' responses to better indicate the pupils' capabilities with Religious Education understanding.
- Progress in Religious Education is broadly consistent with the high standards seen in the other core subjects of English and maths.
- Pupils sincerely enjoy their learning in Religious Education lessons. They take particular pleasure in the range of approaches to sharing liturgical knowledge and spiritual ideas. For example, pupils relish using artwork to communicate religious messages when illustrating bible stories or making a poster to advertise a CSPP virtue.
- The fact that pupils have a saint as the patron of each class provides particular pride. The pupils can talk about the life and purpose of their saint and can relate the service of the saint to their own actions.
- Pupils enjoy exploring the themes and the key events of the liturgical year, the lives of saints and the structures of the Church. They can speak confidently about the liturgical seasons and relate the imagery to the life of Jesus. For example, they know that the evergreen foliage of the Advent wreath represents God's love, which goes on forever.
- Pupils have undertaken activities, which have informed them about other faiths. Their knowledge and understanding of a number of world faiths is growing and helps them respect the beliefs of others from a wide range of communities.
- Most pupils' work in Religious Education is outstanding. They listen, reflect and respond well, using their well consolidated prior learning of the Bible, Gospel accounts and knowledge of their faith.

- Pupils are industrious in their Religious Education lessons. The work in their books demonstrates their lively and mature discussions. Their eagerness to record their thoughts and their lovely illustrations translate their visual and emotional responses to faith.
- Pupils respond well to the questions posed by their teachers when marking their exercise books. Many of the pupils' answers demonstrate that they have thought carefully about the elements of faith taught in a particular lesson.
- Pupils' behaviour in lessons is very good. They have become accustomed to purposeful routines, which help them focus, but allow them independence in their learning.
- This positive atmosphere for learning and the inclusion of prayer in many aspects of learning allows pupils to reflect in lessons. This was well illustrated, during the inspection, when a key stage 2 class were sensitively talking about saying sorry for the times when they had made poor choices. The pupils could reflect honestly, through prayer and understood that they were refreshed once they had sought forgiveness.
- Pupils are clear about how to improve their work in Religious Education. They value the input of their teachers and will look to them if they don't understand any aspect of faith.
- The quality of teaching in Religious Education is always good and often outstanding.
- Lessons are well planned. Teachers use thought provoking ideas and almost always promote excellent dialogue between pupils and the adults working with them.
- Good teamwork between the classroom staff is a key ingredient to the successful lessons that take place.
- It is clear that the teachers have generated a tremendous work ethic in their pupils. During lessons the pupils work at a good pace, they make clear progress and cover an impressive amount of work.
- Teachers effectively use assessments to plan activities for their pupils.
- The Religious Education subject leader has supported her colleagues in identifying the needs of the pupils and providing appropriate tasks in lessons to suit their different abilities.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- The senior leaders of the school ensure that Religious Education is an absolute priority in the programme of teaching and learning at St Anne's. The headteacher and Religious Education leader have been single minded in prioritising Religious Education as a core subject. Both in terms of planned lessons and the elements of faith present in other subjects, Religious Education enjoys greater than the recommended minimum 10% of the curriculum time provided to pupils.
- The senior leadership team undertakes analysis of the pupils' performance to track progress and identify targets for individuals, key cohorts of pupils and year groups. Pupils' learning skills are monitored through planning scrutiny, book evaluations, pupil interviews and lesson observations.
- The analysis and follow up of monitoring in Religious Education has been totally effective in driving up standards of work and improving the skills and knowledge of teachers.
- The growth in the confidence of all teachers to deliver effective lessons is due, in part, to the way they are supported through constructive monitoring and purposeful professional conversations. An example of the effectiveness of this approach is the manner in which newer members of staff are guided in their curriculum delivery through training, the consolidation of their subject knowledge and the open and encouraging dialogue promoted by the school's leadership.
- The governors are active and challenging in their oversight of the provision of Religious Education. They receive regular reports on progress and participate in monitoring activities when visiting the school.

- The parish priest takes an active role in monitoring the pupils' work and will advise on the liturgical content of lessons. He also recognises the very good progress made by pupils and his affirmation of this has further boosted the confidence of teachers.
- The governors' aspiration for strength in religious teaching extends to their succession planning. They seek to develop the staff across the school so that high quality, faithful teaching and learning is delivered now and in the future. They recognise how some of the best practice can be shared to promote the highest standards from early years through to Year 6.
- The approach that the school leaders have established to effectively evaluate and plan the delivery of Religious Education should serve as a model for the way in which they evaluate Catholic Life.
- Support for new staff is very strong indeed and within a short time, newer members of staff feel confident and skilled in delivering Religious Education lessons.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.

- At the start of very many activities in the school, whether lessons, an assembly or a meeting, everyone in attendance will engage in prayer, placing themselves and their activities in God's hands.
- Pupils speak of their desire to, 'worship God'. They are immersed in prayer and gain a great deal of reassurance and strength from praying together.
- The regular daily experience of Collective Worship allows the pupils both time and space to reflect on their relationships, as they grow and learn in school.
- Collective Worship in the school has a sanctity in its experience. As soon as the children enter school they participate in deep and mature reflection. For example, in the reception class Collective Worship session, the children find a space in their classroom and lie still whilst the class teacher leads them through a meditation. They are prompted to focus on the love they experience in their lives and how God is present. Even though they are very young, they are tangibly moved and strengthened by this experience.
- All age groups engage in a range of prayerful gatherings in their classrooms and are comfortable when praying. They say community prayers with passion, pride and reverence. They reflect silently and thoughtfully.
- The pupils appreciate that singing is a form of prayer and their high vocal quality contributes to uplifting, prayerful celebrations. Pupils will write their own lyrics to hymns and use these to express their own faith.
- Hymn singing for Mass is very well supported by a staff musician, who plays with great expression, inspiring the pupils to lift their voices in praise.
- Collective Worship is well organised and skilfully delivered and includes doctrinal knowledge alongside the devotional experience.
- Pupils share in the leadership of Collective Worship. This reinforces the sense of community devotion. For example, during a whole school assembly, led by the headteacher, the pupils

explored the themes of remembrance and the Holy Souls as well as looking ahead to the season of Advent. With all of these ideas, pupils were able to contribute their thoughts, liturgical knowledge and lead prayers.

- Time is taken during Collective Worship to build on the pupils' understanding and perceptions of the CSPP virtues. Pupils affirm these virtues in their own lives when they are nominated to receive an award for demonstrating them throughout the week. Essentially, all pupils celebrate the presence of God in the lives of each individual member of St Anne's School.
- During Mass, celebrated in the church by the parish priest, pupils have the opportunity to share their work with the parents and parishioners. The pupils demonstrate how their faith runs through many aspects of their curriculum work. The parish priest will draw out themes from their presentation and reinforce how the pupils are utilising the gifts given to them by God.
- In church the pupils are calm and sensitive. It is clear that they feel the sanctity of sharing in the Eucharist together.
- In the past year, senior leaders have devoted a great deal of time and care to improving the provision of Collective Worship. For example, they have introduced a pattern of worship that provides more class prayer, the sharing of themes in Mass and opportunities for pupils and all staff members to plan and lead celebrations.
- The staff are excellent role models and their high expectations of respect and participation have made for very special celebrations.
- The pupils' grasp of the liturgical year and seasons is improving. Pupils are taught about the significance of key feast days and seasons. For example, at the beginning of Advent, all pupils learnt about the themes and symbols of the season. Their discussions illustrated the good grasp they were gaining of the importance of preparing themselves spiritually for Christmas.
- The pupils' knowledge of traditional prayers has also grown. Each year group has a collection of established prayers, which they will recite together.
- Prayer is both regular and spontaneous. Pupils know that they can pray on their own at any point in the day, in any part of the school. There are regular opportunities to say the rosary at key times throughout the liturgical year.
- Pupils speak of offering prayers for either personal intentions or when reacting to some global event, which challenges their emotions. They are alert to the power of prayer in their lives.
- Prayer bags, which contain many ideas and artefacts for prayer, are sent home for pupils to share with their families. The prayer bags have been thoughtfully compiled to suit the needs and stage of development for each year group. The pupils relish this opportunity to bring prayer into their homes.
- The programmes for sacramental preparation are well established and secure. There is an impressive level of collaboration between the school, families and the parish and the strategic working of the senior staff and the parish priest. Everyone involved has put the pupils' journey of faith at the centre of their planning for the sacraments and as a result, the celebrations have been spiritually rich.
- A retreat to Alton Castle is undertaken by pupils in Year 5. During their trip the pupils are fortified in their faith, making them robust and confident, as they move towards receiving the Sacrament of Confirmation.
- All members of staff are confident in leading Collective Worship using a variety of forms of prayer effectively. More recently, a revised structure has ensured that planning for worship has a clear direction and that pupils have greater opportunity to reflect on the values and virtues of their faith.
- In order to set themes in the minds and hearts of the pupils, the use of the Wednesday Word delivers key messages for the weekend Mass. In this way, pupils consolidate their understanding of the life of Jesus and the saints.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- The governors and senior staff formally monitor Collective Worship. Their evaluations and suggestions are fed back to the staff to continue the trend of improvement in the provision of faith.
- As a result of their evaluative discussions about Collective Worship, the school leaders have looked for new ways for pupils to plan and present celebrations. The remodelled rota for class Masses and assemblies has brought about a much wider sharing of the pupils' ideas.
- As both governor and chaplain to the school, the parish priest has encouraged definitions and improvements in Collective Worship. He has worked hand in hand with the school to ensure that prayer is centrally present in all classrooms and that there is a clear understanding of the traditions of the Church.
- In order to assess Collective Worship, the parish priest visits the school regularly and observes the pupils in their prayer services and assemblies. He has led training for pupils and staff on how to structure prayer, as well as providing guidance on the elements of each liturgical season.
- School leaders and governors aspire to engage parents further. The uplifting sacramental preparation programme has provided a worthwhile opportunity for parents to engage with the school and parish. Meetings and discussions have punctuated the children's journey of faith and this has led to a greater richness in the faith of many families.
- Governors also recognise that by celebrating Mass in school and by inviting parents to attend assemblies, the links between school and home are strengthened and the dialogue about faith is enhanced.
- The school leaders have carefully considered how they might promote prayer and spirituality in the environment of the school. As a result, the school has invested in the redecoration in the school hall. The hall, as a central venue for worship, is now adorned with beautiful artwork, illustrating the CSPP virtues, as well as eye-catching portraits of the class saints.
- The spaces around school are undergoing development in order to offer environments for prayer and reflection. A prayer garden has been designed by the pupils and the governors have committed funds for its construction. A withdrawal room providing a tranquil and reflective space has been refurbished and greatly enhanced with artwork and furnishings. Pupils who face emotional challenges are able to use this space.
- The Religious Education subject leader plays an important part in promoting Collective Worship. She advises staff members about the key elements of liturgy, assists pupils with their choice of prayers and readings for class liturgy.
- Members of the governing body engage with the Children's Liturgy Group in the parish and have a very good knowledge of the pupils' perceptions of Collective Worship. This informs their discussion about how Collective Worship might be improved. It also supports the spiritual growth of pupils, especially those preparing for the sacraments.
- The school website is attractive and informative. It contains in depth explanations about the foundation of faith in the school, as well as reflections of the pupils' spiritual growth. The CSPP and the virtues it promotes is well illustrated for parents. The website provides signposts for parents to the liturgical events of the year.
- When gathering together in assembly, the whole school, parents and governors share their faith with sincerity and an evident sense of sanctity during their time together. The pupils are praised for their demonstration of Gospel values and the

school hall is bathed in grace as everyone lives, loves and learns together with Christ.

SCHOOL DETAILS

Unique reference number	104241
Local authority	Walsall
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3 – 11 years
Gender of pupils	Mixed
Number of pupils on roll	208 and 21 Nursery
Appropriate authority	The Governing Body
Chair	Pat O' Kane
Headteacher	Patricia Johnston
Telephone number	0121 353 5114
Website address	www.st-annes.walsall.sch.uk
Email address	postbox@st-annes.walsall.sch.uk
Date of previous inspection	November 2013

INFORMATION ABOUT THIS SCHOOL

- St Anne's Catholic Primary is an average size primary school in Birmingham, serving the parish of St Anne's, Streetly, Walsall.
- The percentage of Catholic pupils is currently 88%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is broadly in line with the national average.
- Since the last inspection, a new headteacher and Religious Education subject leader have been appointed.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Tim Hughes and Debbie Huxtable.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the headteacher, the Religious Education subject leader, members of the teaching staff, the governors and the parish priest.
- The inspectors attended a school Mass, a whole school assembly, class Collective Worship and undertook learning walks to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.