



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### SACRED HEART CATHOLIC PRIMARY SCHOOL

#### WIGAN

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Inspection Date 27<sup>th</sup> February 2018

Inspectors Mrs. Denise Hegarty  
Mrs. Angela Williams and Mrs Maria Eves

Unique Reference Number 106461

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

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Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 415 (not including nursery)

Chair of Governors Mrs. Katherine Gaskell

Headteacher Mrs. Christine Mason

School address Springfield Road,  
Beech Hill,  
Wigan.  
WN6 7RH

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Date of last inspection 26<sup>th</sup> February 2013

# 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

- Sacred Heart School is a much larger than average sized Catholic primary school situated in the Wigan area of the Archdiocese, serving the parish of Sacred Heart.
- There are four hundred and fifteen children on roll of whom two hundred and eighty-nine are baptised Catholic, sixty-six children come from other Christian denominations, fifteen are of another faith or religious tradition and forty-five have no religious affiliation.
- There are nineteen teachers at the school, fifteen of whom are baptised Catholic. Sixteen teachers teach Religious Education. Nine teachers have a suitable qualification in Religious Education and four others are presently undertaking the *Catholic Certificate in Religious Studies*.
- There are currently forty-three pupils attending nursery provision on site.
- The headteacher and the chair of governors are new to their positions since the last inspection.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

Sacred Heart is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- They appreciate, value and actively participate in the Catholic Life and mission of the school. They understand the sentiments of their Mission Statement and are aware that 'PROUD' stands for progress, resilience, openness, uniqueness and demonstrating their faith. They participate in the school's evaluation of its Catholic Life and mission and are able to give practical examples of how they meet each of their mission words in action.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is excellent all of the time. They show an understanding of the need to forgive and be forgiven. They recognise the difference between right and wrong and appreciate the need for rules and strive to keep the school's Diamond Rules.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school. They are aware of the needs of others and seek justice for others within and beyond the school community. Pupils respond very well to moral and ethical issues. They are able to reflect on their lives and have well-developed sense of justice and fairness. They willingly work together to make a difference to the lives of others e.g. by contributing to projects such as Sal's Shoes, The Brick and CAFOD's Lenten Fish Project.
- Pupils are becoming globally aware citizens, with a strong commitment to the common good, who understand they can have a positive impact on the lives of others. They show empathy and concern for the less fortunate in their enthusiastic support of a range of good causes and charities.
- They take their roles of responsibility very seriously and enjoy their work as recyclers, librarians, councillors, play leaders. They carry out their duties with care, kindness and respect for others. A Year 6 child at interview stated, 'Staff try their best for us, so we try to help them by caring for each other and looking after the environment.' Another proudly spoke about how they helped Reception pupils settle into the school through their 'Seeds and Gardeners' project. Twelve Year 6 pupils are currently taking part in the Faith in Action Pin Award and are, as one said, '...trying to help in school and the community as we follow in Jesus' footsteps'.
- Pupils participate in spiritual opportunities provided e.g. in the school pilgrimages provided as a result of the Archdiocesan pilgrimage to Rome. These special times had a profound impact on the spiritual development of pupils and other members of the school community in the way participants were encouraged to live out their faith through works of mercy and to reflect on their uniqueness. Pupils reflected sensitively on prayer stations provided and made deep, heartfelt responses.
- Pupils value and participate in many other opportunities provided by the school, such as visits and residential opportunities e.g. to Coniston in the Lake District where pupils develop self-esteem and self-discipline as well as gaining an understanding of the importance of working together for the good of all.

- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a good understanding of loving, personal relationships within the context of a Christian understanding.
- They embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. They are very supportive towards their peers and show care and respect to each other at all times consequently, relationships across the school are outstanding.
- Pupils value and respect the Catholic tradition of the school and its links with the parish and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. They respond very well to opportunities to celebrate with others beyond the school community. Along with other feeder primary schools, Year 6 pupils attend the transition Mass at the local high school. Other year groups take part in Lenten and Advent celebrations at the Metropolitan Cathedral.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs and celebrate each other's. They have a strong sense of empathy for people of other faiths or religious traditions.

### **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church. It is known and owned by the whole community and underpinned by practical objectives which indicate how it is lived out in daily life. A large display in the entrance area celebrates the last mission review day through jig-saws and photographs.
- The annual school improvement plan gives high priority to the development of Catholic Life.
- This is certainly a Christ-centred community where values from the Gospel permeate daily lives and the uniqueness of each individual is nurtured and proudly celebrated. Staff members are very supportive of each other, despite adversity, and relationships are strong, loving and resilient.
- Staff members are committed to implementing the mission across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school and consider prayer to be central to the whole community. Anti-bullying activities, assemblies and workshops address themes about difference and dealing with unwanted behaviour through dance, drama, artwork, theatre group visits etc.
- The termly magazine, *'From the Heart'* shows how the curriculum supports the school's distinctive nature. Staff members make contributions to it and it is shared with parents/carers, the parish and the local community.
- Staff members avail themselves of the opportunities for Continuing Professional Development. Some staff members, who are not of the Catholic faith, have undertaken the *Alpha* course to help them understand the Church's mission more closely. They are thus enabled to ensure their behaviours and attitudes are suitable role models for others.
- The school environment reflects its ethos and identity through obvious signs of its Catholic character. Beautiful displays of a Christian nature grace the walls all around the school and devotional areas provide pupils with opportunities for personal reflection. Both entrance hall waiting spaces have reference to their school's current spiritual and worship themes and contain well-selected pieces of scripture, pictures, reflections and artefacts.
- The school's behaviour policy is built on Gospel values and pupils actively support and encourage others to behave and achieve well.

- Staff members promote high standards of behaviour and are excellent role models of mutual respect and forgiveness for pupils. Children are taught to consider others, demonstrate good manners and display positive attitudes whilst endeavouring to do their best. Consequently, they take responsibilities for their actions from an early age and understand the consequences of wrong choices. The weekly celebration assembly acknowledges good work, behaviour and acts of kindness in line with the school mission and parents are invited to attend to celebrate with their children.
- There is an obvious sense of inclusivity and community at all levels. The school promotes justice and respect for all. This is clearly evident in the excellent relationships that exist within this close community.
- The whole curriculum, including cross curricular learning challenges, visits and visitors, Personal Social and Health Education topics are rigorously planned to ensure they reflect a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- There is a strong emphasis on spiritual and moral, social and cultural development of pupils enabling the children to feel of worth and to understand their identity. The diverse cultural heritage of pupils is regularly celebrated in a rich variety of ways.
- The parish priest is very supportive in promoting the Catholic Life of the school and is a regular visitor.
- The school forges home, school, parish links through fundraising, celebrations and by sending home the Wednesday Word for families to share the Sunday gospel message each week.
- The school has an extremely effective pastoral team who work closely with children and their families, particularly those who are disadvantaged or vulnerable, have specific educational needs or have English as an additional language. All are nurtured by adults, listened to and supported exceptionally well. Families are often signposted to agencies that can provide additional support e.g. CAMHS, Start Well and the school nurse.
- The school has a high regard for the pastoral needs of staff and their needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. The *Journey in Love* and *It's my Body It's my Choice* programmes have been introduced following consultation with all members of the school community where resources were viewed, and policies explained.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- They are deeply committed to the mission of the Church. They are regarded as excellent models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- All members of the school community were invited to take part in a mission review day when they discussed, reflected and prayed about the mission of the Catholic school and were called to recommit working together to bring about their shared mission. In doing so, they developed an understanding of how each could play their unique part as they fulfilled their roles and responsibilities. As one of the senior leaders put it, 'We, as a school, have been on a journey where we have made progress, been resilient and been open to change. We are certainly unique and have never stopped demonstrating our faith!'

- The mission statement, along with its practical objectives, is central to the whole of school life and is communicated highly effectively through induction meetings, displays, school information booklets etc. and on the website.
- All policies and procedures are rooted in the mission statement and resources selected are in keeping with the mission of the school. Policies relevant to the Catholic Life of the school are published on the school website and regularly reviewed by governors.
- At Sacred Heart, there is a vibrant and stimulating learning environment that truly reflects the school's Christian nature and enriches pupils' experiences. It is evident that each person is seen as a unique creation of God, who is open to learn and demonstrate what they believe to be right.
- The school's excellent self-evaluation, which involves rigorous monitoring, analysis and self-challenge, leads to planned improvements to further enhance the Catholic Life of the school.
- Leaders energetically ensure personal relationships flourish and children of all religions are respected. They promote values that shape the pupils' character and moral perspective through the teachings of the Church.
- Governors are committed to identifying a budget for the development of, and investment in, the Catholic Life of the school. Continuous Professional Development focusing on Catholic Life occurs and is very effective. As a result, staff members' understanding of the school's mission is outstanding. Staff members are involved in shaping and supporting it. A member of support staff indicated that, 'Governors and senior leaders emphasise the importance of living the mission by their example.'
- The school has very good strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an excellent understanding of the school's mission and are supportive of it. They are consulted regularly; their views and opinions are considered, and feedback is given through the school's *Parent Voice Booklets*. The school brochure, its website, information meetings and regular newsletters also keep families conversant with the Catholic Life of the school. A governor monitors the school website to ensure it is up to date.
- As leaders, the governing board is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. They are dedicated to the school's mission and are involved in its evaluation. They play a strategic and active role in the development of the school, are extremely committed to their roles and provide clear direction and appropriate challenge. Their action plan drives the monitoring and evaluation role of governors and includes a section on Catholic Life, giving this equal priority with other key areas.
- They are true guardians of the mission and know it is at the heart of all that happens within the school. They witness, during their visits and discussions, how it manifests itself in school life and the impact it has on the spiritual and moral development of all.
- The school responds extremely well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. Senior leaders from the school attended the Archdiocesan Pilgrimage to Rome in the Year of Mercy and shared their experiences with the school community in an outstanding manner on their return.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.

- On entry to the school, children have limited knowledge and understanding of the Catholic faith. They make outstanding progress in relation to their starting points and capabilities.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. The school is committed to inclusion and so all are given the opportunity to succeed and respond accordingly.
- Pupils, relative to their age and capacity, are becoming increasingly more religiously literate and engaged young people who use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are more aware of the demands of religious commitment in everyday life. Pupils, especially those higher up the school, are able to understand the message from the scripture they have worked with, see its relevance for them and clearly articulate how they can live it out.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- They concentrate hard; have a very good understanding of how well they are doing and of what they need to do to improve. They can articulate how they have made progress and know how their teachers help them to improve their work.
- Pupils approach their lessons with great interest and enthusiasm. They enjoy challenging activities and respond extremely well to opportunities which extend their learning. They think deeply and discuss their own and other's experiences with sensitivity and empathy. Behaviour for learning is excellent because pupils enjoy Religious Education and disruptions in lessons are unusual.
- Pupils work eagerly at their tasks collaborating and co-operating well with each other. They listen respectfully to each other and are rarely off task. Most pupils willingly share their views and opinions confidently and with conviction when working with partners or in groups.
- Pupils' attainment, as indicated by teacher assessment is very good. They achieve at least average attainment with many better, and this is an improving trend.
- Pupils take pride in their work and the quality of their current work, both in class and in written work, is very good. They are keen and resilient learners who enjoy responding to challenging questions.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan very good lessons linked to pupils' current assessment so that pupils learn very well. As a result of this, teachers build on prior learning and teaching is mainly very good or outstanding.
- Teachers are confident in their subject expertise and have a very good understanding of how pupils learn. Consequently, pupils apply themselves well, enjoy their work and make excellent progress in lessons and over time.
- Relationships in all classrooms are excellent and subsequently, positive climates for learning are created which enable the pupils to thrive.
- Teachers know their pupils' capabilities very well and employ a range of appropriate strategies, including individual and collaborative work.
- They make excellent use of praise and affirmation to encourage their pupils and communicate high expectations of attitude, work and behaviour. As a consequence, pupils are motivated and concentrate very well in lessons. Many links are made with the school's Mission Statement and the Diamond Rules.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their excellent progress and increases their confidence in making further improvements.
- Teachers manage time very well in lessons and across sequences of lessons.

- They use quality questions to assess learning in order to adapt planning, tasks and explanations, so improving opportunities for pupils and moving learning forward.
- Good quality resources, including other adults are used very effectively to optimise learning for pupils. Very good use is made of Information and Communication technology to stimulate pupils' imagination.
- Marking is consistently relevant and supportive. Excellent feedback is used to optimise learning through the identification of the next steps children need to take to secure improvement. This leads to the pupils' engagement, interest, achievement and progress. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Formal assessments are undertaken in line with Archdiocesan expectations and the school is currently piloting the new *Standards of Attainment in Religious Education*. Work is levelled and moderated by staff. Progress is tracked over time so underachievement can be identified and challenged. Great emphasis is placed on the use of Driver words from the *Standards of Attainment in Religious Education* in planning, questioning, marking, assessment and displays to great effect.
- Many school clubs and extra-curricular activities enhance the curriculum and enable the children to flourish.
- Achievement and effort are often celebrated through praise and encouragement, displays, newsletters to parents and rewards contributing to high levels of motivation from the pupils.
- Parents are kept well-informed of their children's achievements in Religious Education and how they can support their children at home. Themes are shared through class *Rejoice* assemblies during which time, teachers explain the context of the topics covered. They receive regular 'Heart Beat' newsletters which celebrate children's achievements.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education. They ensure it is the core subject in the school.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation. New staff members are supported through their induction period by senior leaders and all staff members are encouraged to undertake the *Catholic Certificate in Religious Studies*.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Planning, children's work and teaching and learning are regularly monitored and evaluated to ensure quality provision. Appropriate steps are taken to secure improvements. Governors are involved in evaluating Religious Education through, for example, book scrutiny and pupil interviews. There is a link governor responsible for overseeing Religious Education across the school.
- The self-evaluation of the subject by leaders and governors is an excellent reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to excellent outcomes.

- The school's performance in Religious Education is analysed regularly and reported to governors. Currently, analysis and evaluation indicate a positive picture of sustained improvement. Action plans feed into the school development plan and are monitored closely.
- The school is currently taking part in the pilot project for assessment in Religious Education and leaders have developed a criterion based assessment and recording system to evidence pupils' progress.
- The curriculum leaders for Religious Education are enthusiastic and passionate about the subject. They have a clear vision for teaching and learning and a high level of expertise in securing this vision. They are committed to improving teaching and learning in Religious Education, resulting in teaching that is at least consistently very good. The subject leaders attend Archdiocesan briefing sessions and use their leadership skills to develop the abilities of others.
- An excellent subject handbook guides and directs staff in the subject and is reviewed annually.
- The termly 'From the Heart' magazine for parents/carers is a real celebration of what the school has undertaken in that term in each subject and also in the Catholic Life of the school.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

## **COLLECTIVE WORSHIP**

### **How well pupils respond to and participate in the school's Collective Worship**

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship in school and in various parts of the school grounds. They sing joyfully and join in community prayer appropriately and with confidence. They listen attentively to the Word of God in scripture, reflect in silence, participate enthusiastically and give mature responses when sharing their thoughts and feelings.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence in an age appropriate manner. They are thoughtful in their planning of liturgy especially during the *Rejoice* part of their work in the *Come and See* programme. Other pupils are thoughtful and engaged when their peers lead Collective Worship and respond well to the challenge of living the message from scripture in their day to day lives. Younger pupils particularly enjoy setting up focal areas.
- Pupils use a variety of approaches to prayer which includes both traditional and contemporary forms. These include scripture, religious artefacts, liturgical music, spontaneous prayers, meditations as well as other forms of prayer.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. They have particularly enjoyed the opportunities to participate in school pilgrimages and gained much from these spiritual experiences.
- Pupils voluntarily choose to participate in opportunities for group worship e.g. in October and May when they are invited to pray the Rosary. They are excited to take home the Travelling Crib to share prayers and reflections with their families during Advent.
- Pupils act with great respect and understanding when encountering people of another faith or religion.

## **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying and singing hymns together is a natural part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a very good understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, the experience of Collective Worship is engaging and all members of the community speak positively about these opportunities.
- Relevant staff members have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have memorable experiences of the Church's liturgical life.
- Many beautiful devotional areas around the school provide opportunities for personal reflection. Modern, suitable artefacts and the use of images and sounds provide a stimulus to enhance worship.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Class portfolios are kept which display planning and responses by pupils and adults.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and response to this invitation is improving. Parents in some classes have been invited to pray with their children at the end of the day. A Collective Worship response book, left for the comments of adults attending, contains positive remarks indicating how much those present had enjoyed being part of worship with the children.
- Whole school celebrations e.g. carol service, school feast day are celebrated in Church and parents, carers and governors are invited to attend.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- The school improvement plan and the governors' financial plans give a high priority to the development of Collective Worship.
- Leaders provide excellent policies and guidelines for planning and delivering quality Collective Worship. They plan a programme of celebrations including Masses, assemblies and liturgical celebrations to which the parish community and parents/carers are often invited.
- Leaders of Collective Worship within the school are exemplary models of practice for staff and pupils. Staff and governor meetings begin with prayer and reflection. There are two key stage assemblies each week which contain an Act of Worship. These are given a high priority and are well-planned and led by senior leaders. Parents/ carers and governors are invited to the weekly celebration assemblies. A member of staff said, 'Senior leaders deliver beautiful and well-planned praise assemblies that teach pupils to be proud of their Catholic faith, but also include our pupils of other religious backgrounds.'

- Leaders have a deep and extensive knowledge of the Church's liturgical year, seasons, feasts and festivals and make these accessible to the pupils in a contemporary context. The whole school pilgrimage, held last year, focused on the *Spiritual and Corporal Acts of Mercy* and enabled all present to journey together in prayer, reflection and action. The leadership of the pilgrimage modelled approaches to spirituality and worship which had a great impact on the practice of other staff members.
- The school held another pilgrimage this year, led again by senior leaders, based this time on the book, *'Only One You'*. Prayer spaces were developed in classrooms and areas around the school. Classes visited each prayer space and spent time reflecting and praying together. Many staff, governors and children commented on the wonderful, spiritual experience they had been part of and the beautiful displays and focal areas, developed in celebration of their experience, are testimony to the profound effect it had on all present.
- Leaders promote pupils' planning and leading Collective Worship in an age appropriate manner.
- Copies of the *Wednesday Word* are sent home with pupils so they can share the Gospel message with their families at home.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. They model outstanding practice.
- Collective Worship across the school has been monitored and evaluated by leaders and governors who subsequently provided feedback for staff and gave guidance and support where necessary.
- Leaders and governors regularly review the provision of Collective Worship as part of their self-evaluation processes and are committed to continually improving any areas for development that have been identified.

## **What the school needs to do to improve further**

Continue to implement the areas for development included in the School's Self-Evaluation Document. For example:

- use the *Come and See for Yourself* with all staff before the start of topics;
- implement new assessment, recording and tracking procedures following advice from the Archdiocese;
- embed opportunities for older pupils to share and lead worship with younger pupils.
- provide further opportunities for parents and members of the community to share class Collective Worship.

# INSPECTION JUDGEMENTS

## OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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## CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

## RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

## COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

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