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DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST. CLARE'S CATHOLIC PRIMARY SCHOOL
FAGLEY ROAD, BRADFORD BD23JD

School URN	107325
School DfE Number	3803334
E-mail address	office@stclares.bradford.sch.uk
Chair of Governors	Mr. Robert Willis
Headteacher	Mrs. Susan O'Brien
RE Subject Leader	Mrs. Mary Newsham
Date of Inspection	25 th and 26 th January 2012
Section 48 Inspector	Mr. David Gott

INTRODUCTION

The inspection of St. Clare's Catholic Primary School, Bradford, was carried out by one inspector under the requirements of Section 48 of the Education Act 2005 and Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process starts with the school's own self evaluation. The inspection follows the schedule and criteria set by the National Board of Religious Inspectors and Advisors (NIBRIA). The inspection took place over a period of 1 ½ days.

A sample of 8 Religious Education (RE) lessons and 10 acts of Collective Worship (CW) were observed across all three key stages. One upper KS2 choral singing practice was also observed. Meetings were held with the headteacher, deputy headteacher /RE subject leader, chair of governors, governors with responsibility for RE and Special Education Needs (SEN) and a representative groups of parents and pupils. A wide range of RE documentation was scrutinised, including RE budget allocations, minutes of governors meetings, policy documents, School Improvement Plan, RE subject leader's assessment monitoring and pupil tracking files, staff RE Continuous Professional Development (CPD) records and home/school RE newsletters. The school website, school prospectus and a representative sample of pupil RE workbooks were also scrutinised.

INFORMATION ABOUT THE SCHOOL

St. Clare's Voluntary Aided Catholic Primary School, Bradford is a smaller than average sized school serving the needs of the families of the parish of St. Clare's and surrounding area of the district of Fagley on the northern outskirts of Bradford. The parish church of St. Clare's is located adjacent to the school. St Clare's has an admission number of 20 and currently has 152 pupils on roll between the ages of 4 and 11 years. Of these 56% are Catholic and 10% are of other Christian denominations. All pupils are currently taught in single age classes. No pupils have been excluded from the school over the last academic year. Of the 9 teaching staff (8.6 full time equivalent), 7 are Catholic and 7 hold the Catholic Certificate for Religious Studies (CCRS). The current headteacher was appointed to the post in 2002 and the RE subject leader has held the post since 2002. St. Clare's School serves some areas of social and economic disadvantage. Approximately one third of the pupils on roll are entitled to free school meals, which is above the national average. Of the total pupils on roll, the majority (58%) are of white British heritage and 37% are of Pakistani, Indian, and black Caribbean heritage. English is an additional language for around a quarter of the pupils attending the school. This is an above average proportion. The proportion of pupils on roll with learning difficulties and/or disabilities is above average. Pupil mobility is also above average with a number of pupils joining/leaving the school at times other than the start/end of the school year. The school provides both before and after school childcare provision, plus access to holiday clubs during some school closure periods. At the time of the inspection the school had just successfully completed an extensive programme of building refurbishment and remodelling. A number of new learning resource areas have been created. The school has successfully achieved a number of external awards including 'Investors in People', 'Investors in Pupils', 'Healthy School Award', Financial Management and Sport England's 'Active Mark'.

"It's not just all negative things here like don't do this, don't do that – it's about living out life in a positive, friendly, happy way. My child has lots of good friends here."
(Parent comment)

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

1

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

CAPACITY FOR SUSTAINED IMPROVEMENT

1

Main findings

St. Clare's Catholic Primary School provides an outstanding quality of Catholic education. The whole school community truly places Christ at the centre of all that it actively strives to achieve. The school mission: 'I have come that they may have life and have it to the full' is 'lived out' by all on a daily basis. Outcomes for pupils, the provision for Catholic education including the effectiveness of leaders and managers and the school's capacity for sustained improvement are at least good with both judged to be outstanding.

St Clare's is a school which knows itself very well. The school's self-evaluation systems are extremely effective in enabling the leadership and management of the school to correctly identify current strengths and prioritise areas for further development in RE and Catholic Life of the School. Under the current leadership, governors, senior management, teaching and support staff have all worked hard to conscientiously improve outcomes for pupils since the last inspection.

In their day to day school life leaders and managers powerfully communicate their ambitious views for the pursuit of excellence in RE and the Catholic life of this school. At the time of the inspection, the school had just successfully completed a year long phased remodelling/refurbishment project to the school premises. This required some classes to be relocated to temporary classrooms during term time periods. A number of new learning resource areas have been created including a library and a separate ITC suite. School safety and security has also been improved for pupils and staff. Staff morale is high at St. Clare's. They are keen to consolidate current successes and secure further improvements going forward, in line with the school's agreed priorities as captured in the School Improvement Plan in RE. From a very low starting point, pupils make very good progress at St. Clare's. By the time pupils are leaving Year 6, the majority of pupils are achieving in line with or better than average in RE.

"I only wish I could have been at this school as a child. My daughter is so happy here-she is getting so many things that I missed out on in my own schooling – she just loves it here!"
(Parent comment)

What the school needs to do to improve further:

- In conjunction with appropriate diocesan advice and support materials to continue to further enhance staff confidence and expertise in the setting of appropriate targets and in the assessment of levels of pupil attainment in RE, using the recently introduced RE scheme 'The Way, the Truth and the Life'.
- Continue to develop good practice in the teaching of RE to move more teaching from 'good' to 'outstanding'.
- In order to promote closer home/school/parish links, consider building upon the school's previous success in promoting the 'Schools of Discipleship' initiative, by piloting the 'Catholic Foundation Stones' RE resource workshop and inviting staff, parents and parishioners who may wish to learn more about the Catholic faith to take part.
- Consider further enhancing the impact of the current very comprehensive school mission statement by involving pupils and staff in making it even more accessible to very young children by using child friendly, age appropriate language and displaying a simplified version in classrooms and public areas of the school.
- In order to more widely proclaim the Catholic nature of the recently refurbished school, consider featuring pupils RE work honouring the school's patron saint, St. Clare, in the newly created school entrance way.
- Consider celebrating the refurbishment of the school premises and the creation of a number of new learning resource areas by holding a designated 'Open Day' – perhaps inviting a former pupil/parishioner to perform the official opening.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

1

"I enjoy it when we are putting on a musical production. We do the Easter Story. I love watching the little children's nativity at Christmas time – I can remember being in it myself when I was young." (Pupil comment)

Outcomes for individuals and groups of pupils taking particular account of variations between different groups are outstanding. The quality of pupils' learning and their progress in RE for most groups of pupils is at least good and many make outstanding progress, with nothing that is inadequate. Pupils entering the reception class of St. Clare's are drawn from a number of different nursery age settings. Scrutiny of the foundation key stage (FKS) RE baseline data shows that pupils enter the school with a knowledge of RE which is well below that expected for children of their age. However once in school they make rapid progress. Direct observations of a FKS class at the start of the spring term evidenced that the class was already cohesively settled and that the majority of children were already familiar with a number of basic school prayers and hymns. Good RE teaching by staff with strong subject knowledge ensures that the majority of pupils become religiously literate, have knowledge, understanding and skills appropriate to their age to

think spiritually, ethically and theologically and are aware of the demands and responsibilities of religious commitment in everyday life both at school, at home and in the wider world. Pupils at St. Clare's behave in an exemplary manner and are courteous and helpful to others. Pupils with particular behavioural learning needs are well supported by adults to ensure that they do not disrupt others learning. Pupils are keen to do well, apply themselves diligently in RE lessons and work at a good pace. They generally seek to produce their best work and are generally interested and enthusiastic about their learning in RE. Colourful examples of pupils RE work are widely displayed in classrooms, corridors, school hall and public areas of the school.

Pupils' standards of attainment in RE are good. From a very low baseline when joining the school, progress and standards of attainment in RE for the final key stage are mostly in line with expectations or above. Pupils are attaining generally above average standards in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) in all key stages. Standards of attainment are mostly in line with average or above in all strands of each attainment target. The number of pupils joining the school, later than the reception class impacts on some pupils standards.

St. Clare's is an inclusive school where governors and staff have worked hard to overcome barriers to learning. Governors have recently achieved significant improvements to the overall learning environment of the school. Pupils with special educational needs and/or disabilities make particularly good progress. Class teachers actively involve the learning mentor and support staff in their lesson planning, to ensure activities for SEN pupils are appropriately differentiated. The schools special education needs co-ordinator and the governor with responsibility for SEN meet regularly to review progress and discuss issues of concerns.

Safety and security have been improved by remodelling the main school entrance to provide controlled public access to the teaching areas. A new library/resource room and a new ICT suite facility has been created. The building is now compliant with the Disability Discrimination Act, with purpose built toilet facilities for the disabled now fully in place. Pupils enjoy being members of the school council. Pupils are keen to acknowledge that their views have been taken fully into account in any consultations, for example concerning aspects of the recent building work. They appreciate the many internal and external improvements to the school premises- including the outdoor play area. One pupil commented:

"Now that we've got a new library please can we have some nice new books to go in it?"

The extent to which pupils contribute to and benefit from the Catholic Life of the School is outstanding. Pupils at St. Clare's have a very strong sense of 'belonging' to the school. They enjoy being active members of the school community and have good relationships with pupils and staff from different backgrounds. The children have a good relationship with the Parish Priest, Fr. Bill. They know him well and understand the important role he plays within the life of the parish, school and wider community. Evidence was gathered from pupils across KS1 and KS2 leading and taking responsibility for shaping activities with a religious character both in the school and in the wider community. Pupils are proud of their backgrounds and beliefs and have a strong confident sense of their own personal worth. In proportion to their years, they show a capacity for community praise and celebrations, an ability to listen to others with respect, to give thanks, to forgive and be forgiven.

Pupils express their own views and beliefs with confidence and are able to refer to the teachings of Jesus and other key religious figures. Pupils use ‘prayer journals’ to good effect to record their quiet reflective thoughts and prayers. Pupils are alert to the needs of others and seek justice for all within and beyond the school community. Pupils respond well to the school’s teaching about and support for a wide range of charities.

“We get involved in trying to help people in a practical way like doing Christmas shoe boxes, ‘Red Nose Day’, ‘Pink Day’, and ‘The Good Shepherd’ bun sales.” (Pupil comment)

Pupils enjoy visits to places or events which have a religious nature.

“I really enjoyed going to Myddleton Grange with my school friends and sleeping overnight there. We did lots of exciting walks and things. We got to talk about RE things in a fun way.” (Pupil comment)

The extent to which pupils respond and participate in the school’s Collective Worship is outstanding. Lively acts of worship regularly prepared and led by pupils permeate the school and are fostered from an early age. Pupils speak out with confidence and sing with great enthusiasm. Staff and pupils are skilled in using a variety of ways and means to support their private and public prayer. Music plays an important part in Collective Worship. Pupils are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality. No one is forced to act in a manner contrary to their beliefs. Pupils’ diverse backgrounds are recognised and celebrated at St. Clare’s. Pupils exhibit an excellent capacity to recognise and celebrate each other’s successes and to support each other in difficult times.

“I love coming to school assemblies and services over in church – it’s like being a member of a very special family.” (Parent comment)

“I’m not a Catholic but I have never been made to feel different or excluded in any way at St. Clare’s – quite the opposite.” (Parent comment)

These are the grades for pupils’ outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• the quality of pupils’ learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils’ attainment in Religious Education	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school’s Collective Worship.	1

PROVISION

How effective the provision is for Catholic education.

2

*“As a foster parent I have had a number of children from difficult backgrounds at this school. The staff are brilliant at coping with children who need that bit of extra TLC.”
(Parent comment)*

The provision for Catholic Education at St. Clare’s School is good. Overall RE teaching is good with aspects of outstanding practice found across all three key stages. No inadequate RE teaching or Collective Worship was evidenced. High quality teaching typically incorporated evidence of strong subject knowledge, use of a range of teaching styles with differentiated and well planned, age appropriate, and imaginative activities linked to assessment of pupil’s prior learning. Role play/drama, artwork and ICT sustained pupils’ concentration, motivation, application and overall enjoyment of RE lessons.

From a very low initial RE baseline upon entry into the school, the majority of RE teaching is securing good pupil progress and learning across all key stages. Teachers and other adults plan well to meet the needs of all pupils. Support provided by other adults is well focused and makes a significantly positive contribution to the quality of progress of pupils’ learning. Teachers listen to, observe and energetically question individual pupils and groups of pupils throughout lessons in order to reshape tasks and explanations to improve learning. Pupils are generally provided with feedback on their RE work both orally and through marking. They know how well they have achieved in RE and are prompted towards what they need to do next in order to sustain/improve their good progress.

The RE curriculum of the school provides a wide range of opportunities for spiritual and moral development. It raises pupils’ awareness of the beliefs, customs and practices of other faith communities. Pupils respect and celebrate the school’s cultural diversity. The RE curriculum is generally customised to successfully meet the needs of groups and individuals – including personalised programmes for those pupils with complex learning and behavioural needs.

The school provides both a before and after school club during term time and access to holiday clubs during some school closure periods. Extra-curricular opportunities are varied, have a good take up and are much enjoyed. St. Clare’s is a school community where the quality, variety and frequency of Collective Worship provided is outstanding. It is central to the whole life of the school and is a key part of every school celebration. The school’s RE subject leader works conscientiously to ensure that an annual school calendar and timetable for Collective Worship and seasonal liturgical celebrations is produced well in advance, so that all staff and pupils can plan their liturgical input appropriately. The close proximity of the parish church enables pupils to visit and celebrate Masses and seasonal liturgies with parishioners, parents and carers. Parents and pupils say how much they enjoy visiting the church-especially for First Communion day.

Classroom based Collective Worship is seen as a natural constituent of everyday school life. Pupils look forward to contributing. All classrooms feature dedicated interactive RE focal points displaying appropriate RE artefacts, topical RE displays and examples of pupils’ good RE work, together with the invitation to fill out a prayer card for someone known to the pupil(s) who is in need of special prayers.

A FKS class teacher very skilfully supported pupil learning, that Jesus has a special love for people who are ill – especially children. The interactive whiteboard and ‘talk partners’ were used to very good effect to explore how Jesus helped people who were ill. Key words were discussed and children enjoyed role play with appropriate doctor/nurse uniforms, plastic stethoscopes and thermometers. Hospital experiences were sensitively discussed. The children gathered on the carpet near the RE focal area which was built up item by item in front of the children with very effective teacher led discussions relating to why particular items has been chosen for the RE display area. The children listened respectfully to the class teacher read St. John’s Gospel 5 (1-9). The children’s responses were heartfelt. The pupils knew and could say out loud the school prayers and sing the ‘Community Song’ with great enthusiasm.

As part of the RE theme ‘Families and Celebrations’ a KS1 class acted out how Jesus’ family took him to the Temple on a special occasion where they met Simeon and Anna. In the concluding reflection a pupil, who had been asked to help to light the prayer candle, was also asked why we do this. They were able to explain that this is to remind us that “ ‘Jesus is the light of the world’ just as Simeon said.”

Similarly in another KS1 class, where the pupils were studying the miracle of the loaves and fishes the pupils used ‘freeze frame’ role play to say that Jesus used his power to help other people. Another group of pupils particularly enjoyed preparing a TV news interview with some of the people who had been part of the crowd of 5000.

A KS2 class studying the theme: ‘Called to Change’ (the Sacrament of Reconciliation) were very well versed in the understanding and usage of key driver words relating to the Sacrament. Pupils were able to describe and correctly sequence in detail, what happens during the Sacrament of Reconciliation.

In another KS2 class particularly good use of carefully selected colour photographs of lonely, hungry and poor people for a group worksheet was evidenced. Pupils were asked to complete the following sentences:

‘I think this picture shows someone who is _____.’

‘I think Jesus would like us to _____.’

The results were shared and led to energetic discussions on how we can each help people in need in some way. Another group of pupils were invited to write a letter to the headteacher explaining how they were trying to live the way that Jesus wants us to.

A KS2 class studying ‘Inspirational People’ was industriously designing job descriptions, adverts and posters to recruit a suitable new disciple. The pupils particularly enjoyed these activities which provoked a great deal of productive discussion. One pupil was able to say, *“I think a true disciple is someone who likes and respects other people – someone who is kind to others and doesn’t only think about themselves and being first for everything – they try to help other people to get things right.”*

Another pupil said, *“The worst thing about being a true disciple would be always having to put up with criticism and being made fun of by others who don’t want to do the right thing. It would be very hard to truly forgive them.”*

An upper KS2 class studying the theme: ‘Jesus the Bread of Life’ was extremely knowledgeable about Jewish traditions and in particular about the festival of Passover. Pupils were at ease utilising key driver words such as Pesach, Seder, Sacrifice, New Covenant and Communion in class discussions about the Last Supper. Pupils were also

able to recognise and give reasons for the use of some of the religious actions, signs and symbols in specific parts of the Mass.

Prayer opportunities for staff and pupils at St. Clare’s are planned in a manner that attracts and facilitates attendance, including parents/carers of the pupils. A whole school Collective Worship led by Upper Key Stage 1 pupils attracted a large number of parents, carers, grandparents and parishioners. Pupils re-enacted the Gospel story of the 10 Lepers and reflected on the importance of saying ‘thank you’ to Jesus. Many adult visitors said how much they appreciated being invited in to school, how much they looked forward to attending, and how spiritually uplifting they found the whole experience.

Pupils’ liturgical formation is particularly well planned by conscientious and dedicated staff who ensure that it is appropriate to pupils’ faith backgrounds and shows appropriate progression. The themes, selected by pupils and staff reflect a deep understanding of the church’s mission, follow diocesan liturgical guidelines and include the spiritual aspirations of all. Pupils behave with great reverence and respect. They sing with enthusiasm and clarity. The school values the support and professional input of a diocesan choral teacher and a part time music teacher who are having a very positive impact on the standard of singing during Collective Worship. A school choir has also been formed. Provision for Collective Worship in the large main school hall would benefit from the addition of a retractable projection screen, digital projector and enhanced sound system so that all involved could both see the words of the hymns and hear to best advantage the hard work of the pupils contributing to the Collective Worship.

“I’m in the school choir and I absolutely love it –sometimes we get to join with other choirs to do concerts.” (Pupil comment)

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils’ needs.	2
The quality of Collective Worship provided by the school.	1

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

The extent to which the leaders and managers of St. Clare’s Catholic Primary School develop the Catholic Life of the School is outstanding. The governing body, headteacher, RE subject manager and whole school leadership team are deeply committed to the church’s mission in education. They are energised by the task and are a source of inspiration for the whole community. Foundation governors are diligent in fulfilling their responsibilities always seeking, wherever possible, to appoint well qualified teachers who also combine personal conviction and practice of the faith. Self evaluation at all levels within the school is a coherent reflection of rigorous monitoring, searching analysis and self challenge. This leads on to well targeted planning for school improvement in

RE/Catholic Life of the School, made explicit and communicated through the RE Improvement Plan. As a consequence, outcomes in RE for most pupils are good and some are exceptionally high.

Provision for staff induction and on going continuous professional development (CPD) in RE is exceptionally high at this school. Deepening staff understanding, commitment and response to the church's mission in education is a key priority for the school leadership team and as such has been incorporated into the school's Performance Management System. A high number of teaching staff (not all of the Catholic faith), have been supported by the school to gain the CCRS qualification through attending courses at Leeds Trinity University College, Leeds. The school leadership team have also very successfully piloted the Diocese of Leeds RE staff development programme: 'Schools of Discipleship' which promotes a self reflective staff approach towards deepening the Catholic identity and mission of the school. Staff commented how much they had valued the experience.

The governing body make an outstanding contribution to the work and Catholic identity of the school. They are very well led and organised under an experienced chair, have high levels of expertise, deep commitment and insights into the life of the school. Governors are confident to act as 'critical friend' to the school leadership team: challenging and decisively tackling any identified weaknesses. They discharge their statutory and canonical responsibilities with vigour ensuring that the school is fully compliant with all statutory and canonical requirements. The governors with specific responsibility for RE and Special Educational Needs (SEN) have an excellent oversight of their respective areas, meeting regularly with the school's designated subject leaders. Scrutiny of the RE budget suggests that RE allocations are broadly in line with other core curriculum areas with £1,501 being allocated in the last financial year (2011). Funds were used largely to purchase the new RE scheme 'The Way, the Truth and the Life', plus staff in-service training on RE assessment. The Chair of Governors meets regularly with the headteacher to review progress in targeted areas for improvement. The Parish Priest is a member of the governing body and his contributions are greatly valued. He visits school on a regular basis, visits pupils in class and co ordinates the First Holy Communion Programme. Meetings for parents are held in the parish hall on an appropriate basis. Parents and pupils say how much they enjoy taking part in preparation and celebration of the First Sacraments.

Governors have a firm grip of their duties and responsibilities in setting overall strategy and policy for the school, determining the budget, monitoring the allocation of resources and being held accountable for school outcomes in RE and the Catholic Life of the School. They engage very effectively with parents, pupils, Parish Priest and the staff as a whole. They are particularly well informed about users' views of the school and use this information to further inform their strategic planning for further school improvements.

The extent to which the school works to develop partnerships with other providers, organisations and services, in order to promote Catholic learning and pupil well being is good. The school is an active member of the Bradford and Keighley Catholic partnership and also, the Local Area Partnership of Schools. The school also works successfully with a number of services provided by the Diocese of Leeds and the local authority and others. The RE subject leader attends regular cluster meetings organised through the Office for Education and Schools which seeks to identify and promote best practice in Catholic education. The school maintains professional development and trainee student teacher placement links with Leeds Trinity University College, Leeds. The school has links with Catholic Care: 'Schools and Community Service' which provides counselling and social

work support services to the school. The school also promotes close and productive links with St. Bede's and St. Joseph's Catholic High Schools in Bradford: to which the majority of pupils transfer for their secondary education.

The school is particularly active in the area of charitable fund raising and supports a very wide range of local, national and international charities for example, Cafod, The Good Shepherd Fund, Catholic Housing Aid Centres/ Pastoral Care of the Homeless and Migrants. Partnership activities enable pupils to achieve and develop well in areas that the school alone could not provide. A diocesan school of choral music choral director visits school every week to work with Y5 and Y6. Pupils have also taken part in a residential pastoral retreat based at Myddleton Grange, Ilkley. Home/School/Parish links are further promoted through the First Sacraments Programme, regular RE newsletters, 'Wednesday Word', 'Travelling Cribs' and social and fund raising activities.

School leaders and managers actively promote community cohesion at St. Clare's. In the context of the distinctive identity of the Catholic School, there is a common sense of 'belonging'. Pupils' friendship bonds cross cultural/faith/social/economic boundaries. Leaders respect differences, value diversity and ensure equal opportunities for all. Parents with different backgrounds are encouraged to become as fully involved in the life of the school as is possible, their diverse backgrounds are recognised, valued and celebrated.

St. Clare's is a school where the dedicated governors and staff work tirelessly to ensure that the things of God always take first place-where everyone is valued as a child of God and enabled to mature towards their full growth in Christ and achieve their rightful potential.

These are the grades for leadership and management

How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	1
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	2
How effectively leaders and managers promote Community Cohesion.	2