



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Bernadette's Catholic Primary School

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School Unique Reference Number: 114546

Headteacher:	Mrs Jacqueline Lance
Chair of Governors:	Mrs Janet Silva
Lead Inspector:	Miss Fiona McGonigle
Associate Inspector:	Mrs Liz Hargreaves
Inspection date:	6 th June 2018

Overall Effectiveness

Previous inspection: 1

This inspection: 1

Catholic Life: 1

Collective Worship: 1

Religious Education: 1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Bernadette's is an Outstanding Catholic school because:

<ul style="list-style-type: none"> There is a very strong sense of belonging to this school community. This is felt and expressed by all stakeholders. There is an overwhelming feeling of being part of this nurturing and inclusive school family. 	<ul style="list-style-type: none"> Staff use their expertise to facilitate pupils working independently and in taking responsibility. This is lived out through excellent pupil engagement in a wide range of pupil led committees which in turn influence the thoughts and actions of others, a true reflection of the school motto.
<ul style="list-style-type: none"> The school has thought and worked in a creative and engaging way to develop both its indoor and outdoor spaces to inspire and nurture the spiritual growth of its pupils and these spaces are regularly used and valued by the pupils. 	<ul style="list-style-type: none"> Leaders embrace new initiatives in a positive and professional manner, working effectively within their own setting, with deanery colleagues and the diocesan Education Service.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Bernadette's is a popular, high achieving, thriving and happy Catholic primary school. It has a roll of 217 pupils between the ages of 4-11 years old. The large majority of pupils are baptised Catholics (94%) and they live and worship in the two main feeder parishes of St Thomas More's, Patcham and St Mary's, Preston Park.

The number of pupils identified as being from ethnic minority groups has increased, with the number of pupils identified as White British having fallen to 59% in 2018 from 71% in 2013. The number of pupils with English as an additional language is 25% rising from 13% over the same period. There are currently 22 languages other than English spoken in the School. The school currently has a comparatively low number of pupils with Special Educational Needs & Disability (SEND), including one child with an Education, Health & Care Plan. The school is situated in the Preston Park area and has a relatively low number of pupils in receipt of Pupil Premium, however 7% of pupils live in the most deprived area of the country although only 1 out of 15 of these pupils is identified as in receipt of Pupil Premium. Attendance at the school is higher than most schools nationally and this was recognised in the Ofsted 2016 report.

St Bernadette's has a strong, caring and diligent leadership and teaching team, who are forward looking and aspiring both for the whole school and the individuals they serve within it. There is a comprehensive Mission Statement which is summarised in a school motto and a set of 'Golden Rules' which exemplify how the high aspirations of the school can be lived out.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- To develop and embed the new learning and assessment process to fully meet the needs of their pupils and in so doing ensure the continued drive.
- To continue to encourage pupil engagement in a range of collective worship opportunities.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- St Bernadette's is an inclusive and welcoming school. The importance of this welcome is evident in the fact that the pupils have been instrumental in preparing a 'Welcome Pack' for new pupils. This combined with the motto 'Reaching Up, Reaching Out' sets an expectation that all will be included in this school family and those that need help and support will be recognised and guided. The 'Safe and Well at School' survey resulted in extremely positive outcomes from the pupils.
- Pupils and members of the whole school community have been involved in the shaping of the school's mission statement and this is revisited with each class at the beginning of each academic year. This was evidenced during the inspection by the pupils in the School Council and during a discussion within the Year 6 lesson observation. It is clear that the pupils of St Bernadette's care for and are instrumental in shaping the developments of their school. The pupil voice is highly valued and a real strength of the school. There are a number of active pupil groups, e.g. RE Council, School Council, School Council Eco Committee. All pupils spoke with passion and commitment regarding their involvement in, and the activities that their groups undertake. The Eco Committee should be commended for their understanding of and response to Pope Francis' Laudato Si and leading the reduction of plastic in their school, with a view to contributing to looking after our world.
- The behaviour of pupils both in terms of their courteous manners around the school and the behaviour for learning within school is exemplary. Their involvement and commitment to an extensive number of charities both planned and in terms of responding to disasters is clear and goes way beyond their own school and local

community. As well as charities based within their own town, they work for justice through national and internationally based charities. This work both promotes and strengthens the pupils' understanding of their Christian values and inextricably links them with British Values and way of life.

- Pupils are encouraged to take responsibility and make informed choices. As well as Sacramental Reconciliation Services that take place during Advent and Lent, St Bernadette's endorses a culture of being forgiven and forgiving others, recognising that things do go wrong but there are ways that these can be addressed and reconciled. This ethos is evidenced in the positive responses to surveys undertaken and when during the Year 4 lesson observation, pupils were invited to reflect prayerfully on their own behaviour.
- The pupils of St Bernadette's are challenged to achieve excellence in spiritual, academic, emotional, physical and aesthetic development. Pupils of the school embrace these challenges and as a direct result are happy, confident and secure in these areas according to their age and abilities. Older children act as role models for the younger members of the school community e.g. playground buddies and reading to younger pupils, thus ensuring that the philosophy is both shared and maintained. This sets the scene for the pupils to begin to explore their own unique vocation and utilise their talents in God's world.
- The prominent position and rich opportunities that are provided for pupils to be proud of their own religious identity is very strong. At celebrations the 'Our Father' is prayed in a number of languages not only celebrating faith but also cultural identity. This identity is taken out into the local community as they share gifts and sing at local venues e.g. nursing homes. The school environment also engages the pupils in endorsing their Catholic identity, e.g., the 'Sacramental Gardens' and 'Giving Tree.'
- There are very strong links with the school parishes and the parish priests. The priests are regular visitors to the school and their expertise is shared both with staff and pupils both in terms of Masses, liturgies, staff support and engagement with the pupils. The priests shared their feelings that the school set a good example of prayer life and catechesis, which the parishes wish to build upon. The provision at this school ensures that its pupils deeply value and respect the Catholic tradition. The Year 6 pupils have a Retreat Day at Arundel Cathedral and the school has links with the local secondary school who led a spiritual day for the pupils of St Bernadette's. The Year 5 visit to France included a visit to the Bayeux Cathedral where the pupils were offered the experience of growing and feeling connected in a new environment, celebrating the universality of the Catholic faith.

The quality of provision of the Catholic Life of the school is outstanding

- The comprehensive and inspiring school mission statement is clear and openly reflects the mission of the church. The mission statement is further supported by the school motto and made accessible to the pupils through the promotion of the school's 'Golden Values'. The whole community has been involved in its formation which gives

both ownership and sets the bar of expectation for all. The annual reflection on the mission statement is a strength of the school and ensures the commitment of the stakeholders. The re-writing of it in class in the pupil's own words at the start of the academic year, ensures true understanding and reinforces the school's expectations.

- The sense of both community and change is reflected in the symbolic and pertinent act of the mission statement physically being handed over from Year 6 to Year 5 pupils at the end of the school year. This safeguards the value of this document and at the same time engenders a sense of both responsibility and growth. It serves as a gentle reminder that the quality of relationships are everchanging and that all members play a significant part in building this community.
- The environment is distinctively Catholic and reflects the Catholic nature of this school. Each classroom is named after a place that Jesus journeyed to throughout his life, beginning with Bethlehem and ending with Jerusalem. The 'Giving Tree', a range of high quality displays, both in communal areas and within classrooms and the use of the outdoor space to complement and reflect the Catholic identity of the school is clear for all to see. There are Masses, liturgies and celebrations which focus on the Church's year and these reflect the joy which is shared with parents/guardians and the parish communities through invitations to events e.g. the Stations of the Cross.
- The mission statement is included in all policies. There are good support systems to support the most vulnerable and needy in the school community. The school is diligent in identifying both pupils and families that need additional care and they are either supported through in-house programmes e.g. Children's Counsellor, 'Rainbows' or signposted to outside services according to their specific need. This early identification ensures that both pupils and their wider family are enabled to flourish and maintain dignity and self-worth.
- Pastoral programmes with specific reference to Education in Personal Relationships (EPR) and Relationship and Sex Education (RSE) are highly valued and this is seen in the fact that this area has a designated leader. Parents/Guardians are very supportive of the school's holistic approach to each child. Through programmes children are encouraged to make independent decisions. The notion of getting something 'wrong' is identified as an opportunity for growth and development and is linked to learning from the example of Jesus. Issues arising are often addressed and resolved through 'Circle Time'. The obligation and responsibility for discipleship is fostered through the recognition and reward of 'Good Disciple', this being someone who has lived out an element of the 'Golden Values.' The RE Council have a wonderful plan to create posters with photographs of pupils exemplifying good discipleship.
- Pastoral care for staff is clearly evident. The headteacher has an open door policy and talks and listens to members of staff with care and compassion.
- At St Bernadette's the highest standards of moral and ethical behaviour are promoted through the clear and consistent communication of the school's expectations. There is a 'Courtesy Code' which was written by the children in June 2015. All elements of

the Behaviour Policy are written in the affirmative for both pupils and staff, giving clear direction for the whole community. The fact that at the start of each year each class negotiates its own class rules ensures that this policy is organic and owned. There are many elements of positive recognition e.g. entry in the 'Golden Book' for special achievements. There is a drive for both individual behaviour and collective behaviour towards the common good. Sanctions are clear and focus on support, forgiveness and reconciliation. It is recognised that at times individuals need a bespoke approach.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding

- The outstanding leadership at St Bernadette's permeates all that the school stands to represent in terms of the Church's mission in education. All leaders ensure that the Catholic distinctiveness of the School is at the forefront of all that they undertake. This can be evidenced in the feedback received from visitors to the school, as well as the responses from the pupils. The vision of the school is unmistakably shared and cascades throughout the staff team.
- The leaders and governors are committed and open to both maintaining and further developing the Catholic life of the school and highest priority is given to this area. The Effective School Improvement Development Plan (SIDP) has the Catholic life of the school as a main priority and for this to be effective and challenging it analyses attainment data and carefully monitors its progress in combination with feedback formally and incidentally from all the stakeholders. The governors spoke about their desire for a chapel and will work towards this aim. The richness of the events that are at the heart of this School show that the leaders are self-challenging and ambitious as well as clearly focused on both maintaining and enhancing the Catholic life for all.
- Governors are not only challenging but also active members within the school community. They visit during their annual 'Governors Week' where they are able to see policies in action. This in combination with on-going training stands them in good stead to evaluate accurately and set high expectations. The financial commitment given to the religious life of the school is evident and funds raised by the Parent Teacher Association(PTA) also support this area. The governors reflected on how installing a memorial cross with names engraved of those who have died within the school community would be a fitting way in which to remember and pray for loved ones.
- Improvements are part of the vision of St Bernadette's and the palpable feel of this is obvious. From the model set by leaders, pupils are both willing and encouraged to be part of this on-going self-evaluation. Pupil voice is strong and the pupils are happy to know that their ideas will be listened to and their thoughts and ideas valued. They can see that their input is developed into reality e.g. the development of the grounds and their PE bag designs.

- Parents/guardians are very supportive of the School. They are involved in the prayer life of the school and regularly attend Masses, liturgies and assemblies and this was seen during the inspection. All of this influences their understanding of the school's mission. The success of the many charitable events also builds this picture of support, understanding and care. The fact that the school is over-subscribed is testament to the desire for parents/guardians to share this mission.
- Staff are encouraged to be self-evaluative and reflective. There is a commitment to giving CPD through INSET, staff meetings and attendance at Diocesan training at all levels. Involvement and excellent links with other Catholic schools are seen as a means of sharing, learning and supporting. The headteacher is active in developing and taking a leading role both locally and at diocesan level.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding

- Collective worship is central to St Bernadette's. Throughout the school day prayer helps the pupils to develop a closer relationship with God. The liturgical calendar forms the backbone of the liturgical life of the school and following this cycle ensures that pupils acquire an excellent understanding of the church's seasons and feasts as they move throughout the school. This is further supported by their dedication to St Bernadette (there is a tile from the convent in Nevers where St Bernadette lived which is mounted on the wall for all to touch and say a prayer) and their understanding of the saints associated with their Pastoral Care groups. The fact that pupils are inspired to pray in different forms ensures that there is engagement, deep thought and heartfelt response. In the collective worship observed pupils led the worship, played flutes, read scripture and performed dance and drama. Singing together is an important part of worship and pupils recognise this as a form of prayer, the quality of singing was good and this has been a focused area for development. The school now needs to ensure that there are periods of silent reflection during acts of collective worship.

- Pupils have been supported and coached in writing their own prayers both within the classrooms and at focal areas around the school. The school is committed to pupils being active participants during acts of worship. Pupils have been taught the responses in liturgical celebrations, there was a beautiful sung response to the prayers during the collective worship observed. Pupils are given responsibility for preparing focal prayer stations and this is evidence of the impact of the pupils' engagement with the 'Prayer Space' provision. St Bernadette's skilfully includes music, drama, dance, images and focal points, during collective worship providing a wide range of elements to capture pupils' imaginations, engage their senses, and in so doing, inspire their spiritual growth.
- Pupils, according to their age, plan, organise and lead assemblies, with a clear sense of gather, listen and go forth; the collective worship during the inspection encouraged the pupils in each class to spend time thinking about how they could reflect on God's love (using a mirror provided) linked with the messages of the Beatitudes. Pupils are central in the 'Come and See' liturgies during which they reflect on the word, share their work and join together in an atmosphere conducive to prayer, sharing this special time with parents/guardians.

The quality of provision for Collective Worship and Prayer Life is outstanding

- The prayer life of the school permeates all aspects of school life. The SLT take a leading role and model by example so that other staff members understand its purpose and following this develop in expertise and confidence. The school prays regularly all together, in class and in smaller groups at given points throughout the day. Pupils have a wide range of opportunities for spontaneous prayer both within the school building and its well-developed grounds. Staff prayer is viewed as central and they pray as one at the start of meetings and these times are prepared and led by all staff members. All governor sessions begin with prayer and quiet reflection.
- Prayer life is given high priority and is well planned for and orchestrated in a number of different forms with purpose, message and direction. Links with the liturgical seasons are strong e.g., washing of feet, dressing the Cross, May celebration and pupils talk enthusiastically about their liturgies. All members of the school are given the opportunity to 'take a moment and be still with God.' Prayer resourcing is given due consideration not only in terms of budgeting but in creativity, searching to find new and engaging ways of ensuring that this area of school life is universally cherished and kept to the highest standards. In the Early Years Foundation Stage lesson observed, Skittle sweets were used to engage the pupils and reinforce God's rule of 'Loving one another.' The school holds dear the spiritual growth of its pupils and endeavours to provide quiet and spiritual places for this to take place.
- Themes are chosen to ensure that the pupils of this school gain a wide range of quality experiences throughout their school life. Inclusive and united whole school and class liturgies mean that pupils of all denominations, ages and abilities can play an active part. Personal prayer and shared prayer are facilitated. St Bernadette's shares their provision of collective worship with parents/guardians and this is welcomed and

cherished by these stakeholders. Attendance at celebrations is high and parents/guardians talk about how welcome they feel, one parent expressed this by saying, ‘the school is like an open-book for parents.’

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding

- Leaders of collective worship are visible, well qualified and experienced. They receive regular training and updates in order to provide the best provision possible for the school community. They have a clear shared vision of what is meant by Catholic education and this is actively promoted. The staff work hard and consciously to prioritise Catholic teaching within the school. The commitment to prayer and reflection and the modelling of high quality practice, provide constant opportunities for the professional development of staff. There is a strong sense of support and the desire to constantly improve their provision. This is well supported by the input of the parish priests.
- The school visibly upholds the Catholic traditions and the liturgical seasons. Bishop Richard visited the school to share in the May Procession in 2017 and the rosary was explained using pompoms of flowers. The school is strongly aware of the aesthetic, social and physical environment in the faith development of its pupils; this can be evidenced in the grotto dedicated to Our Lady and the Sacramental gardens for Baptism and the Sacrament of the Sick.
- In order to constantly develop the quality of experiences for the pupils, regular reviews and monitoring are carried out by the headteacher, Senior Leadership Team(SLT) and Religious Education lead. Pupils are always willing to share their ideas and provide feedback. Staff respond to these findings in a timely and systematic manner, and encourage the PTA to support, facilitating the pupils ideas into action. Governors are keen to be involved and to see policies ‘in action’. They feedback their observations and comments at Full Governing Body meetings. This is further supported through the Headteacher’s Report. Feedback is also welcomed and well received from parents/guardians and grandparents.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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

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How well pupils achieve and enjoy their learning in Religious Education is outstanding

- Following the outcomes of the last inspection St Bernadette's have strived to maintain their standards and at the same time have worked tirelessly to make their practice even better by focusing particularly on how well pupils achieve and enjoy their learning in Religious Education.
- The school highly values Religious Education and this is seen in the commitment shown by the staff to plan engaging, interesting and challenging Religious Education experiences for all the pupils, in keeping with their age and experiences. Pupils demonstrate a passion for and commitment to their learning and it is viewed as one of the most important lessons. Pupils enjoy their activities and tasks and they are very proud of their books. Their books are beautifully presented and are valued and treasured.
- Lessons observations carried out by the school and lessons observed during this inspection show that pupils' behaviour for learning is of a high standard. The pupils concentrate effectively and are able to work independently for appropriate periods of time. Those who require additional support are ably supported and encouraged by an adult. Therefore, all lessons proceed smoothly without undue interruption.
- The attainment of the pupils of St Bernadette's is outstanding, especially at the end of Key Stage 2 (2017). These judgements were verified through thorough moderation. Their high standards match and sometimes exceed their attainment in other curriculum areas. Progress is very good throughout the school and the level of this has been achieved as a direct result of high expectations throughout all year groups within the school. There is equal access for all groups of learners. Teachers give due care and attention to the emotional needs of children in their care. All teachers work effectively to plan interesting and enjoyable learning experiences for their classes. A variety of differentiated activities are included to enable all pupils to achieve to the best of their abilities, in line with the guidance of the Diocesan Assessment Pilot. All learning styles are catered for and tasks are not confined to written recording but rather embrace role play, art, drama and music as integral elements within pupils' learning experiences. This commitment to incorporating the arts means that the pupils of this school have rich and varied experiences which lend themselves to developing their talents.
- The pupils of this school know that their voice will be heard. There is a culture of questioning, which not only advances their knowledge and understanding but allows them to learn from one another, make links and discern more complex concepts. Questioning was a strength in all lessons observed. Mini plenaries in the Year 2 class were used to prompt and probe learning. This articulation and questioning makes certain that the pupils' religious literacy is well developed. Religious Education always starts with where the children are and with their own experiences. Throughout their learning they develop a wide range of skills including independence, originality, and the ability to interpret sources and symbols. This then returns to how this learning is relevant to and can be applied to their own lives.

The quality of teaching and assessment in Religious Education is good

- The inspection outcomes support and validate the internal moderation of lesson observations deeming the teaching to be never less than good; indeed, often with outstanding features. This practice is both seen and celebrated. The school uses scrutiny of pupil books, pupil interviews and deanery moderation to ensure accuracy of judgements. This evidence shows that pupils at this school learn extremely well. The knowledge, passion and commitment of the teachers ensures planning is of a high quality and that the tasks match the required outcomes.
- The school has been part of the Diocesan Religious Education Assessment pilot this year. St Bernadette's uses a 'Mastery Approach' which matches their approach in other curriculum areas. The expectation is that all pupils can access and achieve the learning set out. This is achieved by providing careful support and scaffolding for those who are less able e.g. modification through a pupil's Individual Education Plan objectives, and/or writing frames, and deepening and broadening tasks for those who require additional challenge. The school are steadfast in their belief that they will not and should not 'put lids on learning' through the grouping of pupils.
- Throughout lessons and as an integral part of written feedback teachers pose excellent questions. They listen perceptively to pupils' responses on an individual level and respond appropriately in order to maximise learning for all, both in terms of re-shaping and/or challenging.
- Time is used efficiently through lessons and this is seen in the quality of work in pupils' books. Religious Education homework is regularly set to further enhance the work that has occurred or will follow in class; this has taken the form of a prayer or research. Partnership with parents/guardians is seen as instrumental in pupil achievement. There are three parents' meetings and a written report annually where Religious Education is prioritised. There is a meeting at the start of the year where the Religious Education curriculum is discussed and regular Information leaflets outline the learning of the current term.
- The use of 'driver word' led expectations to plan learning objectives and related tasks is a feature of the new approach at St Bernadette's. It is believed that this provides pupils with a greater understanding of their learning and aids staff in focusing on new learning and skills. These focused learning objectives are clearly shared with the pupils and this means that all pupils are clear of the 'big picture' of their study. In some lessons there are 'success criteria' for the pupils to work towards.
- At St Bernadette's, staff mark against the focused learning objectives; this facilitates the assessment of whether a pupil is working towards, working at, or working at greater depth, in terms of age-related expectations. This system also lends itself to pupils self-assessing themselves thus indicating whether they have understood the work. Developmental marking is used as appropriate to affirm and to record the detail of the next steps for the pupils. This constructive approach gives opportunity

for the pupils be to consistently involved and to take ownership and responsibility for their learning in a clear and systematic manner.

- At St Bernadette's, pupils' progress is assessed lesson by lesson, at the end of each topic and at the end of the year. The outcomes in terms of both progress and attainment are looked at by the subject leader on a termly basis and are reported twice yearly through a comprehensive subject report. During Personalised Learning Reviews, specific children are highlighted so that their needs can be addressed in order to either close the gap or provide them with bespoke work to challenge them appropriately and to maintain their engagement and interest.
- At this school there is a culture of succeeding. The staff are using a variety of teaching strategies to complement and extend the 'Come and See' programme. They have a clear awareness of the requirements of the Curriculum Directory. The study and understanding of other faiths is enriched by the inclusion of visitors in school e.g. a visit from an Imam and taking the pupils out on visits e.g. to the synagogue. They work as individuals, a school team and with deanery colleagues to make sure that their own curriculum is accurate and stimulating. Their mission is to ensure that pupils have a deep and faithful spiritual journey that will equip them to be responsible people who understand themselves, care for others and are equipped to do God's work.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding

- Areas of development identified by the last inspection have been addressed.
- At St Bernadette's Religious Education is given a high profile within the school curriculum. The correct amount of time is dedicated to the curriculum subject and meets the requirements of the Bishops' Conference fully. The school uses the Diocesan recommended programme, 'Come and See.' Religious Education is very well resourced both in terms of staffing and physical resources. The budget is at least in line with the spending for English and Maths and is further enhanced with money donated by the PTA.
- The fact that the headteacher has taken an overview role through a period of change in order to maintain standards, support, coach and provide consistency is a living example of how central Religious Education and spirituality are to the life of the school. Working effectively with the Religious Education lead and the leadership team, St Bernadette's has secured high quality Religious Education provision for its pupils. This has been achieved by diligently supporting the whole staff team through mentoring and training so that they exhibit a high level of confidence in teaching this subject.
- There is an efficient and effective monitoring cycle in place. This is secured when a 'triangulation' of monitoring takes place to look at pupils' books and their corresponding progress and attainment, observe lessons and talk to pupils about their

Religious Education experiences. Feedback is shared with staff during staff meetings showing a shared ownership and drive to constantly improve in this area of school life. Staff also have opportunities to observe their colleagues teaching. This development work is driven by the SIDP which has a dedicated priority, focussing on the distinctive nature of the school. This work is regularly reviewed and evaluated by the SLT and Religious Education lead. The self-evaluation by leaders is a sound reflection of regular monitoring, analysis and self-challenge which is well-informed by knowledge and understanding of good practice both in terms of Religious Education and overall educational practice.

- This school has a very supportive governing body who are fully committed to the ongoing development of the school. They are interested in Religious Education and how the pupils learn. Outcomes both in terms of progress and attainment as well as ongoing changes and developments for Religious Education are communicated to the governors through biannual reports from the Religious Education lead. The headteacher's report keeps the full governing body informed so that there is both involvement and celebration.
- The SLT and Religious Education lead have a high level of expertise and vision and have worked hard on the development and improvement of teaching and learning. Well targeted planning and strategic action have led to high outcomes in Religious Education. The fact that this school is proactive in their engagement of the Diocesan Assessment Pilot is to be commended. The Religious Education lead is to be commended for his vision for creating a deanery portfolio of agreed examples of age-related expectations (ARE) work for each year group to ensure greater clarity of driver words that are close in definition. This is not only an example of strategic thinking based on recent experiences of the school but also meeting a need to ensure the smooth transition to a new method of planning and assessment for all colleagues in the deanery schools.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

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The quality of provision for the Catholic Life of the school

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

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

Religious Education

1

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

1

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

1