



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SACRED HEART CATHOLIC PRIMARY SCHOOL

CHORLEY

Inspection Date 23rd January 2019

Inspectors Mrs. Denise Hegarty, Mrs. Louise Byrne

Unique Reference Number 119670

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

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 216

Chair of Governors Mrs. R Rooney

Headteacher Mr. B. Broderick

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Date of last inspection 4th February 2014

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 an average sized Catholic primary school situated in Chorley in the Lancashire area of the Archdiocese. It mainly serves the parish of Sacred Heart, Chorley although 20% of pupils live in other parishes in the Chorley area.
- There are 216 children on roll of whom 141 are baptised Catholic, 35 come from other Christian denominations and 36 have no religious affiliation. There are 4 pupils from another faith or religious tradition at the school.
- There are 10 teachers at the school, 7 of whom are baptised Catholic. Nine teachers teach Religious Education. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection, a new Chair of Governors has been appointed.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

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.
- Pupils appreciate and actively participate in the Catholic Life and mission of the school. They understand that Christ is at the heart of everything that happens within the school and know how to be good ambassadors for him as, in the words of a Year Two pupil, 'we follow and love God'.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. At the start of each academic year, they express how they can live out their mission by creating an 'Ambassadors of Christ' display in each of their class rooms. They are guided by the words in the statement and understand that all members of the school community support its aims and values.
- Pupils show a respect for themselves and others as made in the image and likeness of God. They live their mission through their daily interactions with each other. The behaviour of most pupils is outstanding all of the time. This is recognised and commented on by many visitors to school. Pupils show an excellent understanding of right and wrong and of the need to listen, examine their conscience, forgive and be forgiven. Pupils treat one another very well and always display a caring attitude towards their peers. They also understand the impact of breaking the trust and respect of an adult.
- 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 both within school and the wider community. They are aware of the needs of others and seek justice for others within and beyond the school community. Throughout the year, pupils generously raise funds for a variety of charities including Nugent, CAFOD, Macmillan Cancer Support and St. Catherine's Hospice. Through Action Aid, the school council sponsor the education of a child from Sierra Leone.
- They enjoy actively partaking in local community events such as Reading Trails and the local Flower Show.
- Pupils willingly take on roles and responsibilities around the school and wider community e.g. School Councillors, House Captains and Prefects, who are very proactive in charity work, represent the views of others and contribute to the running of the school. Playground leaders give up lunchtimes to lead activities for younger pupils encouraging them to include everyone in their games. They undertake these roles enthusiastically and gain skills that will serve them well in the future. They all understand the need to be fair and to consider others.
- Towards the end of Year Five, children write to the prospective Reception class to welcome them to their school. Each new child is matched with a 'Big Friend' who looks after their 'Little Friend' by acting as role model and helping them to settle well into school life. They meet as part of 'Golden Time' each Friday. Older pupils act as buddies to support younger pupils when they attend Mass together.

- Inspired by the Pope's encyclical, *Laudato Si* about the environment and human ecology, the school 'Pollination Group' was created. During lunch and break times, groups of children undertake a variety of projects to care for their common home. These include creating 'bee hotels', tree planting and developing a wild flower meadow to encourage butterflies and insects. The group has subsequently gained national recognition for their project and pupils have learned a great deal about the need to care for their environment.
- They willingly participate in opportunities provided by the school, such as visits and retreats. Year Four pupils visit the Metropolitan Cathedral to present Christmas gifts to be distributed by Nugent. Every year, pupils in Year Five benefit from a retreat day at the local High School and some of the pupils have visited a nearby Mosque. At the Cathedral's Advent Service, a guide commented on how they were most impressed by the children's knowledge and faith.
- Pupils in Year Six have the opportunity to participate actively in outdoor adventure holidays at Hothersall Lodge in the Ribble Valley. This experience impacts greatly on their social and moral development as they work and co-operate together in teams for the good of all. They gain a sense of responsibility and grow in confidence and independence.
- 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. They take advantage of the many extra-curricular activities, sporting competitions and events that the school provides including seasonal sports, choir, music, language classes etc. In participating in these, they learn the values of fair play, teamwork and co-operation. The pupils were awarded a Fair Play Award from the local School Sports Partnership for an exemplary sporting attitude rooted in gospel values.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships within the context of a Christian understanding. Through the school's *Journey in Love* and *KidSafe* programmes, pupils gain knowledge and understanding that enables them to ask questions and talk freely to trusted adults. Excellent relationships across the school reflect the Christian values of compassion and respect.
- Those children that are dealing with separation or loss are supported well through the *Rainbows* programme run within the school.
- Pupils 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. Each February, the school council run a coffee morning for parents to promote Fairtrade products and work towards maintaining the school's Fairtrade Achiever status. They have recently been invited to the Lancashire Fairtrade annual conference. The swimming team get sponsorship and participate in the 'Chorley Lions' Swimming Marathon'. Funds raised as a result go to the local Hospice.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They enjoy sharing what they have been learning in Religious Education with parishioners by putting it on display at the back of church. They respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments and value the support given to the school by the parish priest.

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.
- Staff members are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer and continuous professional development on Catholic Life. One said, "Sacred Heart does a fantastic job of integrating Catholic values into everything that the school does."

- At all levels, this is a cohesive, supportive community as evident in the quality and strength of relationships. The gospel values of compassion and mercy are displayed by adults and children alike and consequently, a positive atmosphere conducive to learning exists.
- The school environment and website reflect its mission and identity through obvious signs of its Catholic character. Many displays throughout the school promote its Catholic ethos.
- Staff members promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. Their class rules clearly emanate from the school Mission Statement and contribute towards a positive learning environment.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. Some examples include how a visitor is invited to deliver workshops to classes on the effectiveness and importance of Fairtrade during Fairtrade fortnight and how pupils are preparing to become pen-pals with children at a school in Uganda to enable them to become aware of those less fortunate.
- All the older pupils undertook Dementia Awareness training before Year 3 pupils visited residents in a local care home for the elderly to sing and play games with them.
- The school provides many opportunities for the spiritual and moral development of pupils and staff through, for example, Masses, liturgies, supporting the sacramental preparation programme and trips out of school.
- The parish priest is highly effective in supporting and promoting the Catholic Life of the school. He is a school governor and a regular visitor to classes and school events. The school supports the parish, *With You Always* sacramental preparation programme well. Parish notices are often shared through the school newsletter.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. Pastoral care is at the forefront of the school's mission and links have been made with a number of external agencies to enhance provision. A Family Support Worker has been employed by the school to support families that are struggling to cope. This provision is accessible both in and out of school time. Counselling is available for vulnerable children and those in need of professional support. Talk and nurture time is offered to susceptible children at the start of each day.
- The school has great regard for the pastoral needs of staff and members' needs are understood and catered for. Their well-being is very important to the school and strategies to develop ways of becoming resilient and coping with difficulties were shared during twilight and in-service sessions on 'Mindfulness'. Adjustments are made to duties and the working environment that ensure staff members' needs are met and subsequently they are well-equipped to deal with workload pressures. As one staff member put it, "We are a school with a heart. We love and care for each other and for those in our parish family and the local and wider community."
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.
- Following staff training and consultation with parents and carers, the *Journey in Love* programme has been fully implemented in all Year Groups and embedded in school curriculum maps. Beautiful portfolios of children's work are kept and follow classes through the school. This ensures coverage and consistency. The programme is underpinned and supported by the delivery of the *KidSafe* safeguarding programme. Three members of staff are trained to deliver the materials and the school is a registered *KidSafe* UK School. Question boxes are provided for children to ask any questions or post worries confidentially.
- The headteacher is a trained *Rainbows* facilitator. Parents and carers are aware that the programme runs in school and know they can ask for support to help their children cope with grief following loss or separation. On occasions, as necessary, external agencies are also brought in to provide extra specialised support.

- Governors are fully committed to their responsibilities and are kept well-informed about the Catholic Life of the school. They are regular visitors to the school.
- The school has developed close links with the local mosque and some pupils have visited and gained much from the experience.

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.
- Leaders and governors demonstrate a deep commitment to the mission of the Church. They are well-regarded as 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. A member of staff commented, "This is an amazing Catholic School where everybody is valued and cared for (adults and children alike). The Catholic ethos permeates all decisions made and actions taken."
- On open evenings for parents of new Reception pupils, the Mission Statement is proudly shared and explained. Weekly newsletters promote the Catholic Life of the school.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Mission and Catholic Life of the school. The self-evaluation process draws from a range of evidence such as findings from monitoring, data, staff feedback, parent consultation, pupil interviews, governors' views etc. The Standards and Effectiveness Committee scrutinise the progress of developments.
- This leads to planned improvements to further enhance the Catholic Life of the school. All decisions are ethically and morally sound and are taken with the common good and gospel values in mind.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff members are involved in shaping and supporting it. All are committed to sharing good practice locally and in wider support networks.
- The school has various strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. These include the use of the school website, face to face meetings, weekly newsletters and text messaging to name but a few. All classes have been involved with the Posada initiative where travelling cribs were sent home during Advent so families could share the Christmas story at home. As a result, parents/carers have an excellent understanding of the school's mission and are highly supportive of it. Their views are sought, considered and acted upon. One parent commented, "Sacred Heart goes above and beyond." Another said, "Friendly, high standards, kind and generous. We couldn't ask for more."
- As leaders, the governing body 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 an outstanding contribution to the Catholic Life of the school. They are dedicated to the school's mission, involved in its evaluation and are ready to challenge as well as support where necessary. They make certain that the strategic direction of the school is led by its distinctive Catholic nature.
- Governors play a role in the monitoring of the Catholic Life through formal walks through the school. As they are all parishioners of Sacred Heart Church, they have an excellent understanding of the traditions and values of their community. They undertake regular training to keep abreast of changes and new initiatives.
- There are very strong links with the parish and very effective communication with the parish priest who is a regular and welcome visitor.

- The school responds very well to Archdiocesan policies and initiatives. It promotes the Archdiocesan vision throughout the school. Services at the Metropolitan Cathedral are regularly attended.

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.
- Pupils, from their varied starting points, make very good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are aware of the demands of religious commitment in everyday life.
- 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 work extremely well independently or in groups and remain on task throughout.
- Pupils concentrate very well and sustain their concentration throughout lessons. They have an excellent understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. In an age appropriate manner, they have a good grasp of the 'driver words' from the *Standards of Attainment in Religious Education* and make good use of these when completing their tasks.
- Pupils approach their lessons with interest and enthusiasm. They thoroughly enjoy challenging activities and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education and disruptions in lessons are unusual.
- Pupils' attainment, as indicated by ongoing teacher and formal assessment, is at least in line with expectations. This has been sustained over time and is an improving trend.
- Pupils take a great pride in their work and the quality of their current work, both in class and in written work is outstanding.
- On the day of inspection, at interview and during observations, pupils demonstrated a thorough understanding of their Religious Education topics. They happily and proudly shared their work with inspectors.
- They enjoy sharing their work and celebrating with their parents and carers at the end of each topic.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- It is recognised and respected as the core subject in this school, and the appropriate emphasis is placed on timing, planning and teaching.
- Assessment procedures are embedded, and teachers consistently plan lessons linked to pupils' current assessment so that they learn well. Planning is detailed, consistently differentiated by task, outcome and support to meet the needs and abilities of each child and evaluated for effectiveness. Excellent use is made of the driver words from the *Standards of Attainment in Religious Education* to pitch tasks at the appropriate level. A variety of teaching and learning strategies are deployed to ensure children are engaged. As a result of this, teaching is mainly outstanding.

- Teachers are confident and secure in their subject expertise and have an excellent understanding of how pupils learn. They bring the subject to life using a range of creative techniques. As a consequence, pupils apply themselves very well and make very good progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, pupils are highly motivated and concentrate hard in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to very good progress and increases their confidence in making further improvements. Progress is closely monitored to ensure that provision is suitable and challenging.
- Teachers manage time very effectively to secure learning in lessons and across sequences of lessons.
- High quality resources, including other adults and Information and Communication Technology are used very effectively to optimise learning for pupils and enhance their experience.
- Teachers and additional adults in the classroom communicate high expectations about Religious Education to pupils, all of whom respond positively.
- The curriculum and teaching strategies deployed promote a deep and meaningful level of thought. Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils. They consistently build on prior learning and routinely share the learning objective at the start of each lesson. Lesson objectives are regularly revisited during lessons and key vocabulary is reiterated throughout.
- Assessment for learning strategies are used very effectively especially during plenary sessions. Marking is generally linked to the learning objective and positive and encouraging in nature. This high quality feedback leads to the engagement, interest, achievement and progress of pupils.
- Work is regularly informally and formally assessed and moderated in line with Archdiocesan expectations. Teachers each keep an assessment portfolio for their class.
- Achievement and effort are frequently celebrated so motivating the pupils to want to learn and make progress. Vibrant displays and working walls in classrooms celebrate children's work, reinforce learning and provide opportunities for reflection.
- Parents and carers are kept informed of their children's attainment and progress through annual reports. As befits the high profile of the subject, it is always the first to be reported on. Termly *Come and See* letters are sent home to inform parents and carers about the topics their children are studying and to enable them to assist with their children's Religious Education.
- Close links have been forged with the parish and the priest is generous with his time and support in Religious Education.
- Other Faiths and Religions weeks have explored Judaism and Islam. Visits have been organised to the local Mosque to enhance learning and understanding.

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.
- It is clear that Religious Education is treated as the core subject and given paramount importance in Sacred Heart School as leaders and governors ensure that it is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation. It is a key priority in the overall School Improvement Plan and has a generous annual budget.

- They ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage and guarantee that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is carefully and thoroughly planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully and quickly implemented.
- Leaders' and governors' self-evaluation of Religious Education is a true 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 at least very good outcomes in Religious Education.
- A robust monitoring schedule is in place and rigorously followed. The monitoring of the subject includes scrutiny of planning, pupils' work, working walls and class displays, assessments and lesson observations. Support is put in place as required, the outcomes of which were clearly seen on the day of inspection.
- Assessment procedures are well-established within school practice to enable the identification of underachievement which can be targeted for improvement. Moderation meetings are held regularly to support staff in standardising work and ensure consistency. Following the introduction of the draft *Standards of Attainment in Religious Education*, the school has implemented an excellent system for tracking pupils' progress. Data is analysed by senior leaders, groups are tracked and actions identified and followed up by class teachers in their future planning. Current data demonstrates that almost all pupils are on track to at least meet expected standards by the end of the academic year.
- The highly committed curriculum leader for Religious Education has a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used extremely well to improve teaching and learning in Religious Education, resulting in teaching which is generally very good to outstanding. She attends all Archdiocesan briefings and training sessions and keeps staff members and governors well-informed of new initiatives and updates. She demonstrates outstanding practice and is an excellent role model for staff and pupils alike.
- Cluster meetings are regularly attended to share good practice and ideas. Assessed work is moderated across the local cluster group and the Archdiocese.
- The curriculum leader communicates regularly with the link governor who reports on findings and feeds back to the full governing body.
- Some governors recently took part in a learning walk to monitor provision for Religious Education across the school. They viewed displays, planning and discussed pupils' work. Governors, especially the Standards and Effectiveness Committee, challenge leaders about achievement, data and progress.
- They attend in-house and Archdiocesan training to ensure that they are well-equipped to challenge and support all aspects of Religious Education.

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. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence when they have the opportunity to do so.

- They regularly prepare and lead worship in an appropriate manner for their age and capability. They do this with confidence, enthusiasm and a good degree of independence. They are thoughtful and creative in their planning of liturgy and select suitable resources to enhance their worship. Other pupils are engaged by the worship opportunities planned by their peers.
- Younger pupils enjoy preparing the focus area for reflection. Older pupils read prayers and proclaim the scripture. Children in Years Five and Six enjoy the responsibility of creatively planning and leading their own worship using a wide range of resources including hymns, Information and Communication Technology, images, artefacts etc. Pupils evaluate their worship regularly to see how they can improve the experience.
- They know the importance and relevance of prayer in their lives and use a variety of approaches to it which include scripture, hymns and other forms of traditional and contemporary prayer. They are encouraged to pray in different ways including using gestures.
- Pupils value and participate voluntarily in liturgy and prayer. Some attend Rosary groups in May and October and early morning Mass at key times in the year.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- At interview, pupils talked very positively about their experiences of Collective Worship and recognise that prayer and worship are fundamental to the life of this school community. One child told the inspector, "I love having time and space to speak to God."
- Pupils thoroughly enjoyed their afternoon when school House teams got together and created beautiful prayer spaces around the school which have subsequently been enjoyed by the school community.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a deep 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, experience of Collective Worship is engaging and all members of the community speak positively about these opportunities.
- Collective Worship resources are updated following an annual audit and are centrally stored. They reflect the liturgical calendar.
- Relevant staff members have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have quality experiences of the Church's liturgical life.
- A liturgical structure is given to all acts of worship. Timings are appropriate for the age and stage of pupils.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a clear understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Well-kept portfolios of Collective Worship are kept by class teachers which show many creative ways of responding to the Word of God.

- Each class has a focal area for prayer and worship. A variety of other devotional areas are provided for pupils to experience worship, prayer and quiet contemplation. These include the prayer den, prayer spaces around school and the outdoor environment when on pupils are on residential holidays.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very positive. Governors, parents and carers are invited to assemblies, Stay and Pray sessions, Masses and liturgies held in school and in church. They are invited regularly to participate in Collective Worship with their children and appreciate the opportunity to do so.

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.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- Members of staff are provided with suggested themes for use throughout the year. They have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Collective Worship is monitored closely and support provided, as required, through observation of best practice and further professional development. Findings are reported to the governors.
- Staff members participate in worship led by the headteacher who models outstanding practice for adults to emulate and provides pupils with high quality experiences of worship.
- Leaders promote pupils' planning, leading and evaluation of Collective Worship in an age appropriate way.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship through Archdiocesan training and during staff meetings.
- Timetables and planning of Collective Worship are closely monitored by senior leaders to ensure consistency and quality experiences.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Further develop the quality of Collective Worship by:
 - ensuring those leading worship give participants time to reflect purposefully and pray communally in the 'Response' part of worship consistently across the school so the spiritual nature of Collective Worship is maintained throughout.
- Further develop the work being undertaken in Catholic Life by:
 - when next reviewing the school mission statement, make it more succinct and memorable so it can be accessed and understood by the whole community. Then develop appropriate aims and objectives that emanate from it.
- Continue to address the areas for development as outlined in the Self Evaluation Document.

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