



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

ST HELENS

Inspection Date 4th July 2019

Inspectors Mrs. Denise Hegarty, Mrs. Louise Byrne

Unique Reference Number 132188

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 231 (including 29 in nursery)

Chair of Governors Justin McAuley

Headteacher Michelle Ravey

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Date of last inspection 24th June 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

- Holy Spirit School is an average sized Catholic primary school situated in Parr in the St. Helens area of the Archdiocese, serving the parish of St. Vincent de Paul, St. Helens.
- From Reception to Year 6, there are 202 children on roll of whom 180 are baptised Catholic, 12 come from other Christian denominations, 5 pupils are from another faith or religious tradition and 5 have no religious affiliation.
- There are 11 teachers at the school, 7 of whom are baptised Catholic. Ten teachers teach Religious Education. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection, a new Headteacher and Chair of Governors have been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

Holy Spirit 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. Their views and opinions are sought and often lead to improvements in provision. They say that they feel proud to be part of Holy Spirit family and feel secure and valued at school. Children regularly participate in pupil conferences with senior leaders etc. where they listen to one another, share each other's beliefs and values and express their views confidently. They know that they have an input into shaping the future of the school.
- Pupils participate in the school's evaluation of its Catholic Life and mission. They have reflected on the aims and objectives of the Mission Statement to appreciate the impact it has on their lives and how they are guided by the words within it. At interview, a Year 6 pupil informed the inspector that, "We all take our Mission Statement very seriously and Jesus is our inspiration." Year 6 pupils have written to the Pope to share how they are living out the works of mercy in their daily lives. A child in Year 4 gave up chocolate for Lent this year and used the money saved to help her class work of mercy, 'Shelter the Homeless' by donating it to the Teardrops charity which supports homelessness.
- Each class is named after a Fruit of the Spirit and pupils have made a promise that shows how they will live their Fruit of the Spirit out. In response to Pope Francis' call to be more merciful, children have decorated their classroom doors to celebrate how they should put their faith into action.
- Year 6 pupils prepared for their year ahead by participating in a spiritual retreat day led by the Animate Team and explored on how they should treat their neighbours in response to Jesus' call to 'love your neighbour as yourself'. Pupils returned having considered the scripture passage with a view to living a life of faith as a life of joy.
- Each term children attend a local care home to sing and spend quality time talking to residents who, in turn, are invited into school for celebrations and dramas. Pupils show their love of their neighbours in their considerate, caring interactions.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The children of Asylum seekers at the school have been welcomed with open arms into the school community. They have been taken under the wings and into the hearts of the children at the school, all of whom have been anxious to hear about their stories and learn about their cultures.
- The attitude and behaviour of most pupils is outstanding. Pupils show an excellent understanding of right and wrong and of the need to listen to one another, forgive each other and be forgiven. Pupils are extremely proud of their high standards of behaviour.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school. They are aware of the needs of others and seek justice for them both within school and in the wider community. Throughout the year, pupils generously raise funds for a variety of charities including CAFOD, Mission Together, Willowbrook Hospice and Marie Curie. They also undertake works of mercy such as collecting food for the local food bank and shoe boxes for Samaritan's Purse, thereby turning their concern into action.

- The Holy Spirit prayer team live out the heart of their mission statement as they lead prayers at playtimes daily. They visited the feeder school chapel and produced a piece of faith-inspired artwork to display there.
- Pupils embrace a holistic approach to education; they understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. During Lent, for example, pupils in the prayer team organised a fundraising afternoon where pupils undertook activities that raised money to help other children around the world. This service was recognised on the Mission Together website which quotes, "The whole community (Holy Spirit) is truly the Church, living out Christ's Gospel and making a difference in their local area as well as internationally, through their witness and love."
- Pupils willingly and proudly take on roles and responsibilities around the school e.g. as school councillors, prefects, peer listeners and 'happy helpers.' They undertake these roles with great enthusiasm and gain skills that will serve them well, now and in the future. The school councillors represent their classes extremely well by being the voice of the children and are excellent ambassadors for the school. They work closely with a governor councillor and have attended Parliament.
- The school choir contribute significantly to the Catholic Life of the school by singing at assemblies, celebrations and Collective Worship. They recently took part in the Liverpool Peace Prom Choir and have sung at Whiston Hospital and for the residents of a local care home.
- Pupils are eager to learn more about the wider world and the part they play in their stewardship of the earth.
- They willingly and proactively participate in opportunities provided by the school, such as, for example, Parliament Week, Anti-bullying Week and Health and Well-being Week which developed themes of love, acceptance and celebrated diversity.
- Children in the upper key stage are given opportunity to actively participate in outdoor adventure holidays at Kingswood Colomendy. This experience impacts greatly on their social and moral development as they work and co-operate together for the good of all. They gain a sense of responsibility and grow in confidence and independence. During their time away from home, as well as pushing themselves to try the outdoor activities, staff guide them in times of personal reflection to help them become the person God called them to be.
- Pupils take full advantage of all the school provides for their personal support and development including Children's University activities. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They are very proud to receive awards for living out their faith in the weekly Spirit Award at the whole school assembly and appreciate the presence of invited parents and carers. They are quick to congratulate the success of others.
- They take the opportunity to participate in learning new sports skills and performing with a team regardless of their individual ability. In participating in these events, pupils learn the values of fair play, teamwork and co-operation as well as growing in fitness and well-being. Children work confidently with others in competitive settings and are great ambassadors for the school as they live out the school mission by honouring their opponents and giving of their best.
- 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 programme, pupils gain knowledge and understanding to enable them to ask questions and talk freely.
- Pupils value the Catholic tradition of the school and its links with the parish community and the Archdiocese. They respect and are involved with parish and Archdiocesan celebrations and activities such as visits to the Metropolitan Cathedral for celebrations and services such as the Good Shepherd Mass. They enjoy attending Mass in St Vincent's Church at various points during the year.

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 community at Holy Spirit is happy, welcoming and supportive and truly celebrates its inclusivity and diversity.
- The school Mission Statement, along with its aims and objectives, expresses the educational mission of the Church and underpins all that happens in the life of the school.
- It is clearly displayed in every classroom and working area and is written on all documentation. A beautifully tiled mosaic, designed and created by children, graces the entrance area and clearly depicts the Mission Statement. There is a prominent display on the upper school staircase which shows how it is lived out each day. The school's mission is referred to during assemblies and Collective Worship and shared with families and visitors on the school website. It is written on children's workbooks to give it prominence and highlight its significance.
- 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.
- The school's environment, outside area and website reflect its mission and identity through obvious signs of its Catholic character. The learning environment is visually stimulating. This is evident in the whole school Mission Statement display and many other inspirational displays throughout the school that promote its Catholic nature and ethos. As one pupil said, "Our school is so beautiful, everywhere you look there is something to see." Inspirational quotes from Scripture are written on walls throughout the school and are illustrated by children's artwork.
- A yearly celebration is held at Pentecost time to celebrate the school's feast day. Children are very involved in sharing readings, prayers and hymn singing. The celebration enables the school community to live out their school motto, '*Live. Love, Learn, Together we will soar to new heights*' as balloons are released or bubbles blown to show the effects of the Spirit.
- There is strong evidence that relationships across the school are excellent with care, consideration and kindness evident among all members of the community. A senior leader commented, "The children and staff live out the gospel values through their relationships rooted in mutual respect, love of God and love of life itself."
- Staff members are excellent role models of mutual respect and forgiveness for pupils. They ensure pupils are valued and encouraged to be caring members of the community thus contributing towards a positive, affirming environment where all are treated with compassion, love and dignity.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and for the dignity of every human person. The school recently held a 'Term of Mercy' and explored how they could follow Christ's footsteps in showing mercy and undertaking works of mercy.
- The school provides extensive opportunities for the spiritual and moral development of pupils and staff through, for example through their whole school spirituality day which this year focussed on Cafod's, 'Zero Hero' campaign. The community looked at how they could look after the world and respond to Pope Francis' letter, *Laudato Si*. Cafod Ambassadors have visited the school to develop the children's understanding of global poverty and enable them to support those in need.
- An extensive programme of extra curricula activities, provided by every teacher, ensure that children develop and achieve potential in a variety of ways through sports, drama, music etc.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.

- The school creates a calm, safe space and provides outstanding pastoral care to pupils. There is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. Support takes many forms from listening, counselling, mentoring and referrals for specialist help. A learning mentor and pastoral care team work to provide day to day support as required. They are visible at the start of the day to welcome pupils into school and are available for pupils to 'drop in' and talk about their problems. There are nurture interventions accessible such as time in the sensory room, named the Rainbow Dream Den by pupils, which is available for quiet, thinking time.
- This year, the Year 6 pupils have been buddied up with a member of staff as their school champion. This initiative has had significant impact on the emotional well-being of these pupils as it has shown them that they are each loved and championed at school. Events such as a tea party, a memory-making project and a movie and pizza night have been held as part of the project.
- Following staff training and consultation with parents and carers, the *Journey in Love* programme has been fully implemented enabling all children to develop their understanding of healthy relationships and staying safe. The programme is delivered in an age appropriate manner and fully complies with Church teaching.
- The school has great regard for the pastoral needs of staff and members' needs are understood and catered for. Their well-being is catered for through mindfulness, relaxation and yoga sessions.
- There are great links with the parish community. Following the arrival of a new parish priest, monthly family Mass have been introduced. He visits school regularly and is invited to school celebrations. The school supports the parish, *With You Always* sacramental preparation programme very well. A lead catechist wrote to the inspection team to say, "The children were a delight. They participated fully and took an active part in discussions expressing their thoughts and opinions, but also listening to others. It is obvious that the school is giving them a thorough grounding in the basics of our faith."
- The whole community was deeply affected by the sudden death of their much loved and respected parish Deacon. He had been a great asset and support to the Catholic life of the school and is greatly missed. On the day of inspection, both adults and children spoke kindly of and gave testimony to all he had done for them and for their school and parish community. Year 6 pupils told the inspector that he had been an inspiration to them and a true role model for them to follow.

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 ethos of the school, lived out especially by those in leadership positions, actively promotes a caring, respectful outlook for all members of the community. It is felt tangibly and drills into all aspects of life in this school. A teacher commented, "The Catholic ethos of the school resonates through every part." A member of the support staff stated, "It is a privilege to work in Holy Spirit. The Catholic ethos is given priority and is evident in every room in the school. Our children are so lucky to have all the wonderful opportunities given to them – regularly attending Mass and other celebrations etc."

- The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility and is given priority by leaders. This is reflected in the school's self-evaluation which is clearly focused on the Mission and Catholic Life of the school. The self-evaluation process draws from a wide range of evidence. This leads to planned improvements to further enhance the Catholic Life of the school.
- The Mission Statement is reviewed and evaluated annually. It is relevant and fully embedded in school life. Leaders believe that each child in the school deserves the chance to soar to the greatest heights and fulfil both their academic and spiritual potential.
- Staff members' understanding of the school's mission is outstanding and they are effectively involved in shaping and supporting it. There is a strong sense of team morale as all staff members work to fulfil their roles in living out the Mission Statement on a daily basis.
- Leaders are aware of their duty to play their part in contributing to the greater good of the global community and the universal church. Their excellent work on anti-bullying, health and well-being and environmental issues exemplifies this.
- Leaders take advantage of opportunities to develop their own spirituality and pass on their experiences to staff and pupils. Both the head and deputy head have attended pilgrimages and shared their experiences with others on their return. The deputy participated in the Archdiocesan Pilgrimage to Assisi and subsequently led sessions with staff and children encouraging them to think about how they could follow in the footsteps of St. Francis. A beautiful display of how they did this is evidence of the impact this had on all members of the school community.
- The school invests in relevant training opportunities for new staff and expects all staff to undertake the *Catholic Certificate in Religious Studies* to enable them to fulfil their roles more effectively.
- There are outstanding 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, newsletters, Monthly Spirit News sheets, Twitter feed and the 'Marvellous Me' parents' app to name but a few!
- Through the school's Twitter feed and many iMovies posted on the website, parents are enabled to see how their children embrace the Catholic Life of the school. Leaders can also monitor the impact of provision across the school. Parents are appreciative of all the opportunities the school provides.
- The school invests in a number of professionals to assist leaders in providing a personalised programme of resilience, cognitive behaviour and play therapy. Leaders have just launched the PATHS (promoting alternative thinking strategies) project in school. A coach visits the school each month to model good practice and oversee the project which has already had a positive impact on pupils' social and emotional well-being.
- Every child has access to a healthy breakfast provided by the school every morning giving them a nutritious start to every day.
- A comprehensive programme of extra curricula activities is in place provided by all staff members who go to great lengths to ensure that their after school and lunchtime clubs are fun, adventurous and available to all. Sports teams give all pupils the chance to take part in learning new skills and representing the school.
- Policies relevant to the Catholic Life of the school are reviewed and updated regularly as required.
- As leaders, the governing body provides strong governance for the Catholic Life of the school and leads by example. Governors strive to keep abreast of changes, new initiatives etc. and request a termly update on the Catholic Life of the school at full governors or curriculum and standards group meetings. They are fully committed to their responsibilities and are regular visitors to the school making an excellent contribution to the development of the children's Catholic lives. They are dedicated to the school's mission, involved in its evaluation and are ready to challenge as well as support where necessary.

- There is a named governor who is responsible for ensuring that the Catholic Life and Religious Education are improvement priority areas within the school.
- There are strong links with the parish and very effective communication with the parish priest who regularly visits the school. He views the school as an integral part of the parish community and is fulsome in his praise of all that is done to support and enhance the Catholic life of the school community.
- Senior leaders attend and help to facilitate the *With You Always* Sacramental preparation programme and see it as an opportunity to build community. They held a celebration in school after Mass.
- Transition workshops are provided for Reception, Year 2 and Year 6 pupils to enable them to discuss and learn about how to cope with and adapt to the changes that lay ahead. There are great links with feeder secondary schools to ensure Year 6 pupils have a smooth transition to the next stage of their learning.
- The school responds very well to Archdiocesan policies and initiatives. It promotes the Archdiocesan vision throughout the school. Senior leaders and one of the governors are actively involved in supporting Synod 2020.

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 limited starting points, make at least 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. Consequently, pupils are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and steadfastly strive to improve their knowledge, understanding and skills, in order to further develop as competent learners. They work extremely well independently, or in pairs or table groups and remain focused on the task in hand throughout. They co-operate well with each other and show great respect for others' views and ideas.
- As appropriate to their age, 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.
- Pupils approach their lessons with great interest and enthusiasm. They thoroughly enjoy challenging activities and respond well to opportunities which extend their learning. The head girl wrote, "I love Religious Education and as head girl, I try to express as much of God's love as I can; we do lots of different things in Religious Education.....We love our Religious Education lessons in Holy Spirit."
- Behaviour in lessons is usually outstanding because pupils enjoy Religious Education and so disruptions in lessons are unusual.
- Pupils appreciate that adults listen to their views and opinions and often act on them.
- Pupils' attainment, as indicated by ongoing teacher assessment, lesson observations and book scrutiny is at least in line with expectations. This has been sustained over time and is an improving trend.

- Pupils value and take pride in their work. They particularly appreciate and thoroughly enjoy the opportunities they are given to be creative. The quality of their current work, both orally in class and in written work is at least very good.
- On the day of inspection, at interview and during observations, pupils demonstrated a thorough understanding of their Religious Education topics. In a Year 5 lesson on The Beatitudes, pupils were asked to describe what a blessing meant to them. The vast majority gave answers such as 'family', kindnesses, 'spirit of love' and their 'amazing life'. Very few had materialistic answers to offer.
- Across the school, pupils listened attentively to their teacher's input and answered questions posed very well. They showed solid subject knowledge and understanding and reacted enthusiastically to the task in hand. They remained on task showing great interest and engagement throughout and thoroughly enjoyed what they were undertaking. On the whole, their behaviour and attitudes to their studies were exemplary.

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 school, and the appropriate emphasis is placed on timing, planning and teaching.
- Assessment procedures are in place and teachers consistently plan lessons linked to pupils' current assessment so that they learn well. All adults are aware of pupils' capabilities.
- Planning is thorough, consistently differentiated by task, outcome and support to meet the needs and abilities of each child and is evaluated for effectiveness. Excellent use is made of the driver words from the draft *Standards of Attainment in Religious Education* to pitch tasks at the appropriate level. A wide variety of creative teaching and learning strategies are deployed to ensure children are engaged and enthused. As a result of this, teaching is mainly very good to outstanding and pupils are highly motivated and concentrate hard in lessons.
- Ongoing monitoring procedures, confirmed by observations on the day of inspection, indicates that teachers are justly confident in their subject expertise and have an excellent understanding of how pupils learn. As a consequence, pupils apply themselves very well and make very good progress in lessons and over time.
- 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 monitored to ensure that provision is suitable and challenging.
- Most teachers manage time very effectively to secure learning in lessons and across sequences of lessons.
- Vibrant displays and working walls in classrooms all celebrate children's work, move learning forward and provide opportunities for reflection.
- High quality resources, especially additional adults and Information and Communication Technology are used very effectively to optimise learning for pupils and enhance their experiences.
- Teachers and additional adults in the classroom communicate high expectations about achievement, attitude and effort in Religious Education to pupils, all of whom respond positively. Staff members therein work as teams and all contribute significantly to new learning.
- Relationships in classrooms are very strong. All adults manage behaviour extremely well and use praise and encouragement to excellent effect thus creating very positive climates for learning within their classrooms. Achievement and effort are frequently celebrated so motivating the pupils to want to learn and make progress.
- Teachers consistently share the learning objectives at the start of each lesson. This is revisited throughout lessons and key vocabulary is often reiterated throughout.
- They use observation and questioning skilfully during lessons in order to adapt tasks and make pupils think more deeply, thus improving learning experiences.

- Assessment for learning strategies are used effectively. Good use is made of oral feedback during lessons. Marking is generally linked to the learning objective and positive and encouraging in nature. Some teachers use next steps marking to enable further progress. Coloured pens are used to challenge pupils, make them think and indicate progress made.
- Work is regularly informally and formally assessed and moderated in line with Archdiocesan expectations. Ongoing assessment takes place during lessons against the standard indicators. Progress is tracked over time.
- Parents and carers are kept informed of their children's learning journey, attainment, effort and progress through annual reports, parents' meetings, the school website, Twitter feed and Parents' app. As befits the high profile of the subject, it is always the first to be reported on. Termly *Come and See* letters inform parents and carers about the topics their children are studying and enable them to assist with their children's Religious Education.
- A successful 'Back to School with Your Kids' day was held recently where many parents came to visit and appreciated the opportunity to participate in one of the children's Religious Education lessons. Their feedback was very positive.
- Other Faiths and Religions weeks have explored Judaism and Sikhism. Pupils visited a Sikh temple to gain a better understanding of how Sikhs worshipped. At the end of the weeks, a whole school assembly is held to share what pupils have learned in their topic. Parents are invited to attend.

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.
- Religious Education is clearly treated as the core subject and given paramount importance in Holy Spirit School as leaders and governors ensure that it is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- They ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage and ensure that the required amount of curriculum time is given to Religious Education in each key stage. They must, however, guarantee that no child is withdrawn during Religious Education to attend intervention strategies.
- 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, searching 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 and assessments.
- Lessons have been monitored this current year through the co-coaching approach where teachers plan together, deliver individually and subsequently talk about their teaching and learning. They grade each other's efforts.
- Assessment procedures are well-established within school practice to enable the identification of underachievement which can then be targeted for improvement. Through the school's tracking procedures, vulnerable groups have been highlighted and leaders and governors actively plan to accelerate their progress through well-differentiated work.

- Moderation meetings are held after topics that are formally assessed to support staff in standardising work. Staff members are becoming more familiar with the new draft *Standards of Attainment in Religious Education* and consistency in standardising work is improving.
- The enthusiastic and highly committed subject 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.
- The subject leader attends 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. She leads regular staff meetings devoted to Religious Education. Staff members are very appreciative of her efforts and one reported, "Teachers get a lot of support to ensure their lessons are engaging and inspiring and build a love of learning."
- Local cluster meetings and the LACE cluster group meetings are regularly attended to share good practice and ideas.
- The subject leader provides reports for the governing body to enable all governors to keep abreast of standards and new initiatives.
- Governors are also invited to undertake learning walks to monitor aspects of the subject for themselves. They record the findings of their visits.

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.
- They behave with great reverence and respect during Collective Worship and are keen to participate. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence. Their responses are sincere and heartfelt.
- They readily prepare and lead worship in an appropriate manner for their age and capability. They do this with growing 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. Year 6 pupils led a whole school spirituality day, using prayer spaces which was much enjoyed by the school community.
- From the youngest ages, pupils understand the liturgical structure used in Collective Worship and can plan ways of undertaking and leading each part. 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 able to pray in different ways. They appreciate the opportunity to appreciate the awe and wonder of God's creation.
- Responses to voluntary acts of worship e.g. gathering to pray the rosary, are good. Pupils love the school prayer club and having time to talk to God in the faith garden and prayer shed. Children also enjoy praying with their families at home using the school prayer bags. These contain suitable artefacts, scripture passages and prayers according to the time of year. During Advent, for example, the prayer bag contains a traveling nativity scene with prayers to prepare for Christmas. Pupils are then encouraged to record their own special intentions and take photos to share on the school website.
- 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. They respond well in song, prayer and dance.

- At interview, pupils talked very positively and confidently about their experiences of Collective Worship. They recognise that prayer and worship are fundamental to the life of this school community. They enjoy the time to relax, reflect, listen and speak to God.
- Children are keen to participate as readers in Masses and assemblies.
- The experience of living and working in a faithful, praying community has a significant impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is very good.
- Collective Worship is a strength of the school and is central to life here.
- Praying together is part of the daily experience for pupils and staff and prayer is included in all school celebrations. There are also regular opportunities given for personal reflection and spiritual growth during staff prayer, particularly at the start of each term and during in-service sessions.
- Collective Worship has a clear 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 highly engaging, and all members of the community speak very positively about these opportunities.
- Suitable, modern Collective Worship resources are provided for each class and reflect the liturgical calendar. Each class has a suitable focal area for prayer and worship.
- There are quiet, reflective areas and prayer spaces, such as the prayer shed, Rainbow Dream Den and quiet room, provided for pupils to experience worship, prayer and silent contemplation.
- 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. Displays across the school celebrate the key times in the Church's Year. Pictures of these are on the school website for all parents and carers to view.
- Timings are appropriate for the age and stage of pupils.
- Many Religious Education lessons conclude with a short Act of Worship.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer. All staff share ideas with one another generously.
- It is recommended that staff receive further continuing professional development to enable them to consistently understand the relevance of scripture in Collective Worship.
- Teachers value the weekly assemblies and consider them to be joyous occasions which celebrate the children's achievements.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is positive. Governors and family members are often invited to participate in class Collective Worship. Parental attendance at whole school liturgies and weekly celebration assemblies is very good.

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.
- They provide policies and guidelines, ratified by all governors, to enable staff members to plan and deliver quality Collective Worship.
- Members of staff have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.

- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship through personal support and training opportunities. As a result, staff members have grown in confidence.
- Resources are regularly updated to enhance and re-energise worship using a generous budget. These resources are stored carefully and are accessed when needed by both staff members and pupil members of the Holy Spirit prayer team.
- Senior leaders monitor the opportunities for worship in a variety of contexts across the key stages.
- Timetables are monitored by senior leaders to ensure consistency and quality experiences.
- Senior leaders model outstanding practice for adults to emulate and provide the community with high quality experiences of worship. They model new ideas, share a variety of ways of praying and bring the Word of God to life.
- Leaders extensively promote pupils' planning, leading and evaluation of Collective Worship in an age appropriate way.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.
- Governors attend whole school events, staff prayer and relevant in-service.

What the school needs to do to improve further

- Further improve Collective Worship by:
 - monitoring provision more formally to ensure the school's policy is consistently reflected in practice;
 - ensuring that Collective Worship is planned around a relevant piece of Scripture so that pupils are consistently given the opportunity to gather, listen to and respond to the Word of God and to take the message they receive forth into their everyday lives.
- 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	2
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