



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL

### LIVERPOOL

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Inspection Date	11 October 2016
Inspectors	Mrs. Denise Hegarty, Mrs. Pat Peel, Mr. Andy Cocker, Mrs. Angela Paget, Mrs. Meg Buckley.
Unique Reference Number	141076

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

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Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	808 (including Nursery)
Chair of Governors	Mrs. Joan Mulvoy
Headteacher	Mr. Chris Davey
School address	Cedar Road, Walton, Liverpool, L9 9AF
Telephone number	0151 525 9600
E-mail address	head@bsprimary.com
Date of last inspection	N/A (New school from 2015)

# 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

- Blessed Sacrament Catholic Primary School is a new school community, formed by the amalgamation of the Infant and Junior Schools in September 2014. It is currently undergoing major building work to connect the two departments.
- Blessed Sacrament is the largest Catholic Primary School in the north of the country. It is situated in Walton in the Liverpool district of the Archdiocese and serves the parish of Blessed Sacrament and the north Liverpool community. It is a fully inclusive, growing school currently with 4 forms of entry.
- There are 808 children on roll, of whom 696 are baptised Catholic. There are 62 pupils attending the school from another Christian denomination and 38 pupils who are from another religious tradition. There are a further 12 children who have no specified religious affiliation.
- There are 36 (34.2 F.T.E.) teachers at the school, 25 of whom are Catholic. Twenty eight teachers teach Religious Education and 13 have a suitable qualification in Religious Education.
- The current head teacher joined the school in September 2015.
- Since the amalgamation, Religious Education has been co-ordinated by a team of 4 people.

### 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:

Blessed Sacrament Catholic Primary School is an outstanding school in providing Catholic Education.

## Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils are proud to belong to this school community. They are friendly, welcoming, polite and very good ambassadors for the school. As one child said, '...we treat all others with respect and love.'
- Pupils have explored and understand the demands and responsibilities that living their mission, '*Aim high - live life to the full*,' places on them. They appreciate that they should strive to do their best in all things, now and in the future.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, prefects, eco team members, play leaders and Playground Champions.  
Within these roles, they learn organisational skills and the importance of caring and co-operating with each other. They are also concerned with issues involved with raising awareness of how to care for themselves, others and the environment.
- As part of their work on British values, pupils are also learning to look after God's world and care for their environment.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including CAFOD, Jospice, Woodlands Hospice and Nugent Care (Good Shepherd) to name but a few.
- They have adopted a project with a neighbouring school to support the building of a school in Nepal and are now twinned with the school. Children are looking forward to making contact with students there through internet links. Associated assemblies have been led by the school's global and eco team.
- During the Jubilee of Mercy, children have participated in a range of activities, e.g. holding a Prayer Journey for Refugees, praying for the sick and donating toys for the Nugent Care appeal. Children participated in Samaritan's Purse Shoe Box Appeal helping to change the lives of children all over the world in the name of Jesus. They gave hundreds of items to the Sisters of Charity for the homeless in Liverpool. Through these and other such ventures, they are learning to undertake corporal works of mercy and serve the common good.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sport, music etc. Through these, they learn the values of commitment, team spirit, sportsmanship and taking responsibility.
- The school choir visits cancer wards and nursing homes. They value these experiences and recognise that their singing makes a difference to the lives of others.
- Years 4 and 6 have the opportunity to take part in residential trips to Crosby Hall and Kingswood Colomendy, Outdoor Education Centre. Here, they work in a different environment, adapt to changing circumstances and undertake outdoor pursuits. These experiences impact greatly on their social and moral development as they develop self-confidence, resilience and tenacity. Children learn to understand the value and importance of co-operation and communication skills. They respect diversity, pray together and support one another.

- Years 1 and 5 have participated in retreat days. Year 1 focused on the Church and Year 5 on the Sacraments of Eucharist and Reconciliation.
- Children across the school learned about the plight of those who had left their homes searching for a safe haven and became refugees. As part of this experience, they took part in CAFOD's Lampedusa Cross Pilgrimage.
- Pupils behave very well. They have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the moral framework upheld by the school. They are quick to forgive others.
- Pupils praise and acknowledge the contribution of their peers. They show a readiness to embrace and celebrate their own lived experiences. They are able to adapt to changing circumstances, understand when individuality and commitment can make a difference and know when co-operation is essential. At interview a Year 6 pupil explained that, 'In our school, we all learn how to walk in the footsteps of Jesus.'
- Education for personal relationships has fostered positive attitudes in pupils, encouraging them to develop an awareness of and respect for themselves and others. It respects the dignity of all and encourages the development of self-esteem and confidence to help children to respond and cope with the challenges of personal growth.
- Children benefit from a comprehensive and progressive programme for Personal, Social, Health and Cultural Education, Circle Time activities and 'Philosophy for Children' all of which have a profound impact on their social and emotional well-being and results in more open-minded, confident children who feel safe and supported especially during difficult times.
- Pupils are involved in service to the local faith and religious communities. They have attended the Nugent Care Mass and Advent Service at the Metropolitan Cathedral. They enjoy planning and participating in a variety of celebrations e.g. assemblies to reflect on key issues such as Laudato Si and the Jubilee of Mercy. They play an active part in the life of the parish e.g. as altar servers.
- A Rosary Group meets on a weekly basis.
- Pupils show respect and understanding of other faiths and religions and have really enjoyed learning about Judaism and Islam within the curriculum. They acknowledge and respect the diversity within their own community.

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

- Pupils' achievements in and enjoyment of Religious Education is good.
- Pupils' attainment in Religious Education is good overall.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage.
- On entry to school, many children have a limited knowledge and understanding of the Catholic faith.
- Pupils make very good progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are similar to their peers.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing very well. They are assimilating the key words from the topics into their religious vocabulary.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming very aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is excellent as shown by their engagement and positive attitude in lessons. They take pride in and are often excited by their work. At interview on the day of inspection, Year 2 pupils told the inspector that their

lessons were 'amazing' and they were 'nice, peaceful and calm times' where they 'enjoyed learning new things'.

- Observations by inspectors and school leaders show that pupils are keen to learn, eager to participate and work very well at their tasks. They interact well with their peers showing consideration, care and respect. On the day of inspection, the vast majority of behaviour for learning was excellent.
- Pupils are encouraged to work independently and collaboratively. They co-operate very well with each other in group work and paired/shared activities. Across the school, children are respectful of each others' views and opinions.
- They are keen to improve their knowledge, understanding and skills as they strive to become independent learners.

### **How pupils respond to and participate in Collective Worship**

- Pupils response to and participation in Collective Worship is outstanding.
- They play an active part in Collective Worship, help plan their own class worship and assemblies and get fully involved in school Masses.
- They enjoy and respond well to all aspects of Collective Worship and are keen to prepare their own worship that is relevant and meaningful to them. In their interview, Year 6 children talked about how they really enjoy doing this and gained a lot from it.
- Pupils act with reverence and respect during worship and are keen to participate in a variety of gatherings.
- Their knowledge of prayer and liturgy is increasing. They are very familiar with a variety of prayer styles and enjoy writing their own prayers to use in Collective Worship sessions.
- They appreciate and are open to the Word of God in the Scriptures showing reverence.
- Pupils reflect in silence from an early age and join in community prayers appropriately and confidently. They are developing an awareness of the importance of stillness, silence and reflection and understand how this helps them to engage with the presence of God.
- On the day of inspection the children in Years 5 and 6 gathered together to launch their annual collection of food for a local food bank. Without exception, the six classes listened attentively to pupils and teachers and prayed wholeheartedly showing utmost reverence and respect throughout.
- In Key Stage 2, pupils are confident and skilled in preparing and planning worship for class celebrations. They understand the recognised format for Collective Worship and have a very good understanding of the Church's main seasonal celebrations. They prepare the focus, the readings, prayers, responses and find ways for others to use the message from the theme in their lives.
- Lower down the school, children are able, with help from their teachers, to set up focus tables with suitable artefacts and to choose their own hymns and prayers for use during worship.
- Collective Worship makes a significant contribution to the children's spiritual and moral development as evident in the way they live their daily lives and how they react and respond to each other.
- All pupils' liturgical skills are developing well as is their sense of awe and wonder. They are given many opportunities to develop a social conscience.
- They are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.
- Pupils across the school appreciate the opportunity to reflect in their 'Faith Gardens'.
- The parish priest remarked on how well the children behaved, responded, participated and showed respect during school Masses.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning is good.

- It is consistently effective in ensuring that pupils are interested, engaged and make very good progress.
- Teachers plan collaboratively using Archdiocesan planners and generally display good subject knowledge. All have the opportunity to attend in-service sessions provided by the Christian Education Department and their own Religious Education Team to support their professional development.
- They work hard and are good role models for the children to emulate. A range of teaching styles are deployed across the school to interest and motivate pupils.
- Teachers' planning is very detailed. They take into account pupils' prior learning and ensure tasks are clearly differentiated so that the work consolidates, builds and extends knowledge and understanding.
- They provide opportunities for pupils to work effectively on their own and collaboratively in pairs and groups.
- Adults create a very positive environment for learning and have high expectations of attitude and behaviour from their pupils. Relationships between pupils and adults in the classroom are outstanding.
- In outstanding lessons on the day of inspection, time was used very effectively. The pace was swift and conducive to good learning as the children had no time to veer from their set tasks and worked industriously within given time constraints. Plenary sessions were used very effectively to assess whether the learning outcome had been achieved and moved learning on further.
- In most classes, very good use is made of probing questions to encourage the children to think more deeply.
- Pupils' contributions are valued and appreciated by all staff. They are praised and affirmed for good work and behaviour consistently across the school.
- Teachers offer a range of styles, resources, technologies and media to support and maximise learning. They take many opportunities to make cross-curricular links especially with literacy. A variety of speaking and listening activities are used in order to engage the children.
- Learning Support Assistants and additional adults are deployed extremely effectively in most classes. They are thus able to make significant contributions to children's learning. Excellent Recording and Reporting Forms are used very successfully in classes to enable additional adults to provide feedback to teachers on how well individual pupils achieve their particular intended learning outcomes.
- The assessment of pupils' work in Religious Education is good. 'Assessment for Learning' strategies are generally used effectively across the school. Pupils are provided with feedback, orally and through the marking process.
- Teachers use their assessments to inform future planning. Many teachers mark work with developmental comments which help to move children's learning further. These development points are responded to well by most pupils especially in Key Stage 2.
- The school has good assessment strategies which provide information on the achievement of all the pupils. Data collected is entered onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle underachievement of individuals and in groups.
- Effort and achievement are celebrated through positive marking and verbal encouragement.
- Displays in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection on what has been taught.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education curriculum meets pupils' needs is outstanding.

- The school places Religious Education at the heart of the curriculum and it is regarded as the core curriculum subject in this school. It is under the same scrutiny and level of moderation as other core subjects.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory.
- Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. The programme is customised to meet the needs of all pupils.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Most teachers devote quality time to the subject, however, there is some blocking of lessons, and this should be avoided if at all possible.
- Planning ensures full coverage of the Religious Education programme. Imaginative, creative and engaging strategies and resources, especially Information and Communication Technology, are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable, interesting resources to support and to bring learning to life. A very good budget is allocated for the subject.
- Displays around the school are linked to the curriculum and celebrate work. All classrooms have a Religious Education display celebrating children's work in *Come and See*.
- A wide range of additional activities and educational trips enhance and support learning. The school has enrolled in the Children's University and subsequently offers extra-curricular activities that cater for the interests of all pupils e.g. sports, music, debating. These, and many others, promote respect for the gifts and talents of each individual and help to develop self-esteem.
- Supporting children's social and emotional development is given a high priority. Two Learning Mentors and Nurture Staff are employed to provide support for vulnerable children in two Nurture Bases. Children are supported there through bereavement, separation and a range of child protection or welfare issues.
- The use of the 'Social and Emotional Aspects of Learning' (SEAL) programme and 'Personal, Social, Health and Citizenship Education' also impact greatly on children's welfare and personal development and both make significant contributions to the curriculum.
- Enrichment activities such as The Refugee Week and Awe and Wonder Week have a positive impact on the curriculum. These enable children to develop a sense of curiosity to ask questions, reflect upon them and to look for the answers.
- The 'Philosophy for Children' programme, adopted by the school, encourages children to think critically, creatively, collaboratively and caringly. It particularly helps those children facing disadvantage to become lifelong learners and enables all to talk openly across a range of moral issues.
- The school's Learning Challenge Curriculum gives careful thought to making creative and cohesive links between subjects thus giving meaning and purpose to children's learning. It has a focus on pupils' spiritual, moral, social and cultural development and results in enthusiastic, well-motivated learners.
- The Religious Education curriculum also provides very good opportunities for pupils' spiritual, moral development and vocation. Opportunities have also been provided for children to explore their faith through responding to the Pope's encyclical, *Laudato Si* and through their involvement with works of mercy in the Jubilee of Mercy.
- The school is Liverpool's Hub for Global and Learning Partnerships and has enabled their own and other pupils to appreciate the needs of those less fortunate e.g. pupils at the school showed great empathy with children in Nepal following the earthquake there.

- Visits and visitors to school widen pupils' subject knowledge. Children have visited their own church and cathedral, and a mosque. Visitors also include the parish priest, who visits weekly and supports the curriculum well.
- Children have explored the beliefs and values of the Jewish faith and Islam. Other religions are studied on a rota basis. This helps to promote tolerance and respect for those who think differently.

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

- The quality of Collective Worship provided by the school is outstanding.
- It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among pupils. It has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils and is valued by all participants. It provides time to foster a sense of awe and wonder and a time to explore social, moral and spiritual values.
- Scripture, prayer and liturgy are generally used effectively as the foundation and a source of inspiration for worship.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- A variety of experiences are provided – key stage, phase group and class and in a variety of settings.
- The school's faith gardens are used to enhance the experiences and bring in opportunities for awe and wonder providing sacred spaces for the children to experience Collective Worship outside. Children in Year 1 decorated the infant faith garden with mosaics, mobiles and prayers during their retreat day.
- Timings are age and stage appropriate. Classes ensure they are not disturbed during worship to encourage a reflective and prayerful atmosphere. This ensures it is a suitable, personal experience for the children.
- Collective Worship is well-planned and adults provide excellent role models for pupils to emulate. On the day of inspection all upper key stage 2 staff stayed with their classes for the Years 5 & 6 assembly and participated wholeheartedly in it.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles. The school ensures that appropriate formal prayers are taught at an age appropriate time and has produced prayer books to support teachers in doing this.
- Collective Worship is monitored and evaluated. Good practice is celebrated.
- The school has purchased a variety of appropriate resources which are well cared for and used effectively. Lovely, formal prayer books containing age appropriate prayers are used well across the school.
- The children and staff create visual displays for worship with a variety of artefacts etc. as focal areas for thought and reflection.
- Staff members have received training in planning, leading and evaluating Collective Worship and have put what they have learned into very good practice.
- They are able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year e.g. Ash Wednesday, Harvest and Christmas. The school has put in place an 'open door policy' for parents to attend assemblies and worship as and when they wish to do so. This is working well.
- The parish priest celebrates Masses in school and in Church for the school community. Parents, governors and parishioners are invited to attend these occasions.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils**

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school and in the way they plan and implement improvement to outcomes for pupils.
- The school is at the heart of their local Catholic community where they tirelessly encourage children and their families to achieve their best in a happy, loving and supportive family environment.
- They are wholly committed to promoting and developing the Catholic Life of the school and show a very good understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement and motto, *'Aim high – live life to the full.'*
- As the schools were amalgamated, the new community came together to formulate their new Mission Statement. All who form part of the school community including parents, priest, governors and children were involved in its development.
- When the new headteacher was appointed, he led a day's reflection and review of the Mission Statement. Its refreshed aims and practical objectives continue to direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. It is displayed prominently throughout the school and used on all documentation.
- Opportunities are provided for the staff and pupils to play an active part in Catholic Life and Mission of the school. They know, own and live out their Mission Statement. Children are frequently rewarded for living it out.
- Leaders are justly proud of the strong and tangible Catholic ethos that permeates and underpins the work of the whole school community. This is evident in the way everyone is nurtured and treated with respect and in how all members of the community are encouraged to make full use of their gifts and talents. The quality of relationships across the school is outstanding.
- They are also rightly proud of the learning environment (both inside and outdoors) that has been provided for the children. It is bright, vibrant and welcoming.
- The school provides fully extended services to offer wrap around care for pupils for fifty weeks of the year. This, together with initiatives such as 'SEAL', shows leaders' dedication to providing pupils with the best possible emotional support and pastoral care.
- This pastoral care of the children and their families is outstanding. The school's Learning Mentors and their team are positive role models and dedicated to providing support, resources and advice to enhance outcomes for the children and their families. They promote links between homes and school. They equip children and adults with the tools, skills and coping strategies to manage any challenges now and in the future. The team successfully delivers a range of strategies e.g. circle time, nurture groups, social skills groups, social conduct groups and transition workshops to remove barriers for learning and ensure the health and well-being of the children. Leaders are justly proud of their investment in this area and can clearly see the difference the team has made to their community in how they depict the caring mission of the school and the Church.
- The Religious Education team plan special assemblies and whole school work to develop the Catholic Life of the school e.g. Refugee Week, Laudato Si etc.
- The quality of Collective Worship is a priority for the school. Staff meeting time has been allocated well to train staff in planning, delivering and evaluating worship and to enable children to participate and plan Collective Worship.
- The Collective Worship policy provides clear guidance for staff and demonstrates themes linked to the Church's mission and the Liturgical Year.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.

- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It gives an accurate picture of the Catholic Life and work of the school.
- The analysis provides a sound basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- The school provides very good induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. In-service sessions at L.A.C.E. are attended regularly.
- Members of staff should be encouraged to attain the *Catholic Certificate in Religious Studies* to further develop their understanding of the Church's Mission in education.
- Policies are in place for spiritual and moral social and cultural development and are reviewed regularly by the Governing Body. A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as involvement in *Come and See for Yourself*, retreats and prayer sessions. These are good opportunities for reflection and contemplation. Pupils are well-prepared to make positive contributions to society and value their own individuality whilst respecting the uniqueness of others.
- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. collecting food for the homeless through the Sisters of Charity in Seel Street, Liverpool. Children are thus encouraged to put their faith into action.
- Leaders strive to ensure that children are equipped with the skills needed to become responsible global citizens and take every opportunity to promote the health, safety and well-being of all.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level within the school and within the parish community. There are close links and good communication with the parish. The parish priest is a regular visitor and very supportive of the school.
- The school supports the Archdiocesan sacramental preparation programme, 'With You Always' very well. Sacramental preparation takes place in the school hall with parish catechists leading the sessions. Staff members attend sessions and the celebration of the sacraments. A thanksgiving Mass is celebrated at the end of the programme for all those involved.
- During monitoring, pupils are given the opportunity to share their views on the Catholic Life of the school.
- Parents are also consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters, the school website and the school's bespoke App. They are invited to attend all school assemblies.
- Governors fulfil their responsibilities very well. They are fully committed and kept well-informed about the Catholic Life of the school. Their strategic direction has helped to ensure that funds are provided for the appropriate deployment of staff to support the needs of all pupils.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils**

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in Blessed Sacrament School. Senior leaders and all involved in the school community are committed to improving and further developing Religious Education. A suitable budget is provided to enhance provision.

- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching the subject.
- A rigorous system of monitoring takes place as part of the school's monitoring schedule in line with other core subjects. The subject leader monitors and evaluates planning, children's workbooks, teaching and learning. Appropriate feedback and support are given as necessary. Actions are identified and acted upon. Good practice is celebrated.
- Yearly Action Plans are shared with staff and governors and are regularly monitored. Subsequent reports celebrate achievements and provide further challenge.
- Continuing professional development opportunities are provided for all and additional support/induction given to new or inexperienced staff members.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are familiar with and becoming more secure in their levelling of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and link governor.
- Moderation takes place across year groups and this should be extended further. The school has clustered with other local schools and plans to moderate assessments across the cluster.
- A portfolio of moderated work is kept for reference.
- Views of pupils are sought and considered. There is an award given to pupils on Prize Day, at the end of the year for Contributions to Religious Education.
- The subject leadership team, consisting of four experienced members of staff, is outstanding in leading and guiding Religious Education. Together, they show real commitment and enthusiasm and ensure that Religious Education has a high profile throughout the year. They continually refine practise and plan future improvements. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. Training and briefing sessions have been regularly attended and new initiatives introduced when appropriate.
- Governors are kept well-informed by the link governor, following discussions with the leadership team, and through head teacher reports. Pupils' progress in Religious Education is shared with the governors so that they can monitor standards and challenge the school to improve. They attend Religious Education celebrations when possible.
- Parents and carers receive a useful and informative annual report on the progress and achievement of their children and are kept further informed through verbal reports on Parents' Evenings and through newsletters which are provided each term. These outline the curriculum and indicate how parents and carers can help to support children's Religious Education. Their views and opinions are sought formally and informally at coffee mornings and after whole school celebrations.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated by pupils.

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

- Continue to implement the targets set out in the school's self evaluation document. This includes:
  - developing moderation in order to raise standards and share good practice;
  - involving more staff members in the monitoring process through joint observations of teaching and learning;
  - providing more opportunities for members of staff to observe good practice across the school;
  - further developing the use of the school's Infant and Junior faith gardens;
  - commissioning a pictorial representation of the school's Mission Statement following the completion of the current building work.

- Improve teaching and learning in Religious Education by:
  - promoting the *Catholic Certificate in Religious Studies* to improve and extend teachers' subject knowledge and enable them to be more fully aware of the Church's Mission in education;
  - tailoring collaborative planning to fully meet the needs of every class within each year group;
  - providing more challenging activities so pupils can achieve higher levels. The consistent use of driver words in planning, questioning and tasks will facilitate this;
  - moderating work across year groups, key stages and within the local cluster of schools to ensure levelling is accurate and consistent across the school.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

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