



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. TERESA OF LISIEUX CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 20th November 2018

Inspectors Mrs. Denise Hegarty, Mr. Andy Cocker, Mrs. Louise Morton

Unique Reference Number 136686

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 484

Chair of Governors Mr. John McCormack

Headteacher Mr. Andrew Tremarco

School address Utting Avenue
Norris Green
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Date of last inspection 16th October 2013

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

- St Teresa of Lisieux School is a larger than average sized Catholic primary school situated in the Norris Green area of the Archdiocese, serving the parish of St. Teresa's.
- There are 484 children on roll of whom 332 are baptised Catholic, 21 children come from other Christian denominations and 124 children have no religious affiliation. There are 7 pupils from another faith or religious tradition at the school.
- There are 25 teachers at the school, of whom 18 are baptised Catholic. Seventeen teachers teach Religious Education. Fifteen teachers have a suitable qualification in Religious Education.
- Since the last Section 48 inspection, a new headteacher has been appointed to the school.
- There has been a recent, significant investment in outdoor provision including an edible playground and forest. Outdoor learning is now a key feature of the school curriculum.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St. Teresa of Lisieux School is outstanding 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 truly value and actively participate in the Catholic Life and mission of the school. They fully respect its Catholic tradition and are very proud of their school.
- Pupils partake in the school's evaluation of its Catholic Life and mission, '*All things are possible when we love, learn and grow together.*' They reflect on its significance and relevance for them and understand that it is a call to love one another and be kind to others. At interview, one child explained that living their mission meant "*... encouraging people to come and follow our way.*"
- Pupils show a great respect for themselves and others as made in the image and likeness of God. They treat each other well and strive for justice for all. Pupils' behaviour is exemplary and they are helpful and well-mannered. Pupils have a good understanding of right and wrong and demonstrate the need to forgive and be forgiven. Some pupils spoke about being peacemakers and how they would use peace-making skills to resolve conflicts.
- Visitors to the school have commented on the warm welcome they receive from children and about how helpful, happy and friendly they are. Similarly, pupils receive positive comments when representing the school on outside ventures.
- 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, children respond generously as they fundraise for a number of charities including CAFOD, Children in Need, Zoe's Place hospice and to Nugent's Good Shepherd fund. They also undertake good works such as singing for the dementia sufferers at a local care home for the elderly.
- Pupils willingly take on roles and responsibilities around the school and wider community e.g. as school councillors, head gardeners, prefects etc. They undertake these roles with enthusiasm and gain skills that will serve them well in the future. They understand the need to co-operate, be fair and to consider the views of others. Prefects demonstrate what it means to be a good friend and strive to model the school's core values of kindness, love, forgiveness and respect.
- Many children attend and benefit from the school's Breakfast Club where the older children are encouraged to assist by looking after the younger ones. They enjoy this responsibility and take it very seriously.
- Pupils' spiritual and moral development is evident in their attitudes to their peers and to the whole school family and beyond. They embrace opportunities to look after the environment in which they live and understand they have a responsibility to do so. A school councillor stated that part of their role was to recycle and to "*...help God's creatures and reduce plastic pollution...*"

- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy and secure in their own stage of physical, emotional and spiritual growth. They take full and active roles in many extra-curricular opportunities that are available to them. These include seasonal sports, choir, dance, sewing, craft, gardening etc. In doing this, they learn the values of teamwork and co-operation and often enjoy the chance to be creative.
- Pupils have the opportunity to participate actively in outdoor adventure holidays at a PGL Activity Centre. These enriching experiences impact greatly on their social and moral development. They develop self-confidence and self-esteem, thoroughly enjoy the experience and make many happy memories.
- Each Year Group plans and takes part in an educational visit each term to broaden their horizons as part of their REAL (Rigorous, engaging, authentic learning) project. These projects enable pupils to connect deep subject content with real-world problem solving and to leave behind a legacy for others to benefit from.
- Children are quick to congratulate others enthusiastically and are delighted when their classmates experience success.
- Pupils, appropriate to their age and capability, have a very good understanding of loving relationships and sexual development within the context of a Christian understanding. They are generally happy, secure and confident in their own stage of physical, emotional and spiritual growth. Children who experience difficulties respond well to the pastoral care system the school has in place. They make great progress in dealing with emotional issues.
- Pupils embrace a holistic approach to education, have a clear understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. They enjoy visits to the Metropolitan Cathedral for services and celebrations e.g. Good Shepherd Mass and Advent Service.
- Pupils feel able to express great pride in their own religious and cultural identities. They understand the importance of inclusion and of treating people equally and take full responsibility for themselves and their actions.

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 and shapes all that is happening in St. Teresa's. It is central to everything that happens in the school and has been reviewed, with full consultation of all stakeholders, to ensure it fully reflects life in the school. The statement is prominently displayed in all classrooms and work base areas.
- The Mission Statement is lived and witnessed by all staff members. They 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 providing food hampers for those in need. The school is now a designated satellite for foodbank donations.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. Both inside and outside, the learning environment is vibrant and stimulating. Many devotional areas allow opportunity for quiet prayer and reflection. Displays celebrate work and the Catholic ethos.

- A warm welcome is given to all visitors and the school's core values, highlighted in the main school entrance, are evident to all who visit. Leaders say that the Catholic faith influences all the work of the school as together they strive to follow the Gospel values of love, justice for all and concern for others.
- Staff members promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. They are alert to the well-being of all.
- The broader curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. The school has an innovative approach to learning which allows pupils to immerse themselves in numerous projects from across subject disciplines and implement strategies learnt in the classroom to a 'real life' project. This style of learning engages pupils by giving them a greater depth of understanding, improved communication and interpersonal skills and increased opportunities to be creative.
- The school provides numerous occasions to enhance the spiritual, moral and cultural development of pupils. Many wonderful experiences are offered that pupils might not otherwise have e.g. residential visits to PGL Outdoor Activity Centre when pupils are encouraged to work as a team and to foster co-operation and tolerance. Here, there are many opportunities for nurturing, repairing and enjoying friendships. Other experiences include their participation in trips which complement and support each Year Group's termly project and visits from *Rock Kidz*, a social enterprise dedicated to teaching children important life lessons through music. During Aspiration projects, visitors are invited to inspire the children to have aspiration for the future.
- Many afterschool clubs suit the varying interests of children including gardening, sport and music.
- 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. The dedicated pastoral support team supports vulnerable families in many ways e.g. with form filling etc. The school liaises with all relevant support agencies to ensure the needs of all pupils are met.
- The school has a regard for the pastoral needs of staff and members' needs are understood and catered for. There is a commendable sense of community spirit amongst all adults at the school.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught within a moral framework that respects the dignity of self and others and reflect Catholic teachings and principles. Following staff training and consultation with parents and carers, the *Journey in Love* programme is now fully embedded across the school.
- Governors are fully committed to their responsibilities and kept well-informed about the Catholic Life of the school. They regularly attend the monthly school Masses, celebration assemblies and other special liturgies throughout the school year.
- Dedicated theme days and assemblies enhance Catholic values e.g. anti-bullying, National Society for the Protection of Cruelty to Children workshops, CAFOD and Laudato Si activities.
- The school has strong links with the Salesian organisation, VIDES which encourages children to reach their full potential and to become protagonists in building a better world. Through assemblies, presentations and letter exchanges, awareness was raised and respect fostered for the daily lives and values of children from other cultures and ethnic backgrounds.

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.
- They demonstrate a public commitment to the mission of the Church and to the nurturing of this community. 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. All adults at the school act as suitable role models for pupils to emulate.
- The headteacher provides strong leadership and example. He is committed to the vocation of Catholic education and to the spiritual and moral development of the community.
- 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 school's Catholic Life and Mission Statement. This leads to planned improvements to further enhance the Catholic Life of the school.
- Senior leaders, including governors, carry out learning walks to monitor the promotion of the Catholic ethos throughout the school. They also observe displays, areas devoted to Collective Worship and the prominence of the Mission Statement.
- The behaviour policy is respected by all and a calm, exciting and orderly environment prevails which leads to effective teaching and learning. Success is celebrated and children are encouraged to take responsibility for their behaviour and be the best that they can be.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is very effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. They are regularly informed about the Catholic Life of the school through fortnightly newsletters, the school website, Twitter updates, meetings etc. Their views and opinions are sought and valued. As a result, parents and carers have an excellent understanding of the school's mission and are highly supportive of it. Increasingly productive links between home and school have resulted in families engaging more in support of their children.
- The parish priest is highly effective in supporting and promoting the Catholic Life of the school. Very good home, school and parish links have been forged. The school supports family catechesis and the parish '*With You Always*' sacramental preparation programme. The parish newsletter is sent home each week to keep families fully informed of what is happening in the Church community.
- 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. Catholic Life is always the first item to be discussed on the agenda at their termly meetings.
- Governors are dedicated to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. They are kept well-informed and invited to all significant and relevant events. The chair of governors and link governor are both passionate in the way they guard the mission of the school and challenge leaders to do the same.
- The school responds very well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school.

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 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 work well collaboratively and independently and confidently share their personal views, opinions and experiences. They are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils thoroughly enjoy their Religious Education lessons and have very good attitudes to their learning in Religious Education.
- They are highly motivated and apply their learning very well. They concentrate hard, have an excellent understanding of how well they are doing and of what they need to do to improve. They can clearly articulate how they have made progress as they are involved in the assessment process through discussion and self-assessment.
- Pupils approach their lessons with interest and enthusiasm. They are interested in their work and keen to please. Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions in lessons are extremely unusual.
- Pupils' attainment, as indicated by formal and teacher assessment, is good or better. Pupils achieve at least average attainment and sometimes greater. This is an improving trend.
- The quality of pupils' current work, both in class and in written work, is excellent. They take a real pride in the presentation of their work.
- Pupils enjoy sharing 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.
- Assessment procedures are embedded and teachers consistently plan lessons linked to pupils' current assessment so that pupils learn well. Planning is detailed and consistently differentiated by task, outcome or support to meet the needs and abilities of each child. Excellent teaching and learning strategies are deployed to ensure children are engaged. As a result of this, teaching is usually good or outstanding. Teachers should consistently plan the whole topic before starting. This will enable them to focus objectives clearly from the onset.
- Before the start of new topics, the *Come and See for Yourself* is shared. This enables staff members to have a deeper understanding of the overall theme and where their topics fit into the bigger picture.
- In most classes, very good use is made of the 'Driver Words' from the current *Levels of Attainment in Religious Education* in planning, questioning, tasks and marking.
- Teachers are confident and secure in their subject expertise and have a deep understanding of how pupils learn. As a consequence, pupils apply themselves extremely 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 motivated and concentrate hard in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their very good progress and increases their confidence in making further improvements.
- Teachers manage time very effectively to secure learning in lessons and across sequences of lessons. Cross-curricular opportunities are frequently taken to build on pupils' knowledge and deepen their understanding.
- They routinely share the learning objective at the start of lessons, refer to it regularly during the lesson and assess whether it has been achieved during the plenary session.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- Excellent quality resources, including other adults, are used highly effectively to optimise learning for pupils. Relationships between adults in the classroom are outstanding. They work closely together to enhance learning experiences for children.
- Most teachers communicate high expectations to their pupils concerning work, attitude and behaviour in Religious Education, all of whom respond positively.
- Good feedback leads to the engagement, interest, achievement and very good progress of pupils. Pupils are often given the opportunity to respond, which further improves their understanding of what they need to do to improve.
- Work is assessed formally and informally and individual progress tracked over time. Work is moderated within the school and with representatives from the local cluster group. This ensures that teachers' levelling is accurate.
- Progress is closely monitored to ensure that provision is suitable and challenging.
- Achievement and effort are often celebrated leading to high levels of motivation from all pupils.
- Parents and carers are kept informed of 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 and teachers consistently use the language of the level descriptors from the current *Levels of Attainment in Religious Education* when doing so.
- Dedicated faith weeks have explored Judaism and Islam. Visitors are invited into school to support these weeks and to share their faith, religious backgrounds and traditions.
- Vibrant displays in classrooms and around the school celebrate the children's work, provide opportunities for reflection and reinforce learning.

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.
- They ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors monitor timetables to ensure that at least the required amount of curriculum time is given to Religious Education in each key stage. They make certain that Religious Education has a high status and is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation. It is clearly seen as the core subject in the school and protected as such particularly by the link governor.
- Leaders ensure that all adults promote purposeful learning and have high expectations of pupils' achievements.
- The curriculum is enhanced through a variety of experiences including use of the interactive 'Wow' room and the Edible Garden.

- Termly formal assessments are undertaken, levelled and collated. Work is moderated within school and with a local cluster group. This ensures that teachers' levelling is consistent across the school.
- Continuing professional development is provided as and when required. Newly qualified teachers are given induction and training in the subject. They are able to observe good practice and attend Archdiocesan induction days.
- A robust cycle of monitoring and evaluation is in place for the subject and includes scrutiny of children's work, planning, display and classroom observations.
- Leaders' and governors' self-evaluation of Religious Education is an accurate reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This feeds into the subject leader's action plan and results in strategic action taken by the school which leads to at least very good outcomes in Religious Education.
- 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 very effectively 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 well-informed of new initiatives and updates. She fulfils her role competently and enthusiastically and her efforts are much appreciated. One member of teaching staff commented, *"We have an exceptionally good subject leader who is supportive and dedicated."*
- The subject leader communicates regularly with the link governor who offers critical support and challenge to drive forward improvements and shares her vast experience and expertise. She takes an active interest in developments and makes a significant contribution to Religious Education. Together with the subject leader, she keeps the governors informed on various aspects of Religious Education, of any changes in curriculum and of attainment and progress.
- Leaders and governors ensure that Religious Education is 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 implemented.

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 act with great reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in prayer appropriately and with confidence. In the worship observed on the day of inspection, every child present was fully engaged and actively participating throughout. They gathered respectfully, listened attentively, responded reverently and went forth enthusiastically with the message they had received from scripture. In Reception, children heartily sang and signed hymns joyfully together.
- Pupils, at interview, talked very positively and confidently about their experiences of Collective Worship. They take great pride and joy in contributing to, planning and leading Collective Worship in an age appropriate manner and are becoming more proactive in doing so.
- One teacher reported, *"Pupils enjoy our Collective Worship time, reflect on the scripture driving it and most importantly, continue to do so as they go forth by making things at home as acts of kindness and talking to each other about God-given qualities recognised in one another."*
- Pupils recognise that Collective Worship is fundamental to the life of the school community.

- They are keen to participate in church services and whole school Collective Worship. They particularly enjoy sharing such celebrations with their family members.
- Pupils use a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Children value and participate voluntarily in liturgy and prayer. On residential trips, the children enjoy a time of relaxation when they finally come together at the end of the day to pray. They reflect on the experiences they have had that day and look forward to the day ahead.
- Pupils in Year Six are very proud of 'The Space' they designed and had created as pupils in Year Five for prayer and quiet reflection and enjoy the times when they share worship together there.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and of the approach this requires in the planning of appropriate worship opportunities. They clearly understand the liturgical structure used and can talk about ideas they have for all aspects.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of their ability or faith background. Pupils display utmost reverence and respect demonstrating deepening spiritual and moral understanding especially at times given for personal reflection.
- Pupils of all faiths participate in the prayer life of the school and pupils' moral development is evident in relationships and the respect they have for each other especially during worship.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is an essential part of the life of the school and prayer is always included in all school celebrations. Praying together is an enjoyable part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an excellent 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 very positively about these opportunities.
- Focus areas, music and modern artefacts are used actively to engage and support pupils. Timings are suitable and age appropriate. Collective Worship material is delivered in an engaging and prayerful manner with age-appropriate prayer methods and styles used.
- CAFOD materials and resources are used to excellent effect to enhance worship and provide a global dimension.
- Relevant staff have a deep understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have inspirational experiences of the Church's liturgical life. The school environment reflects changes in the liturgical year and provides a visual reminder of the Church's seasons and feasts.
- Staff are confident in leading worship and are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the nature and purpose of Collective Worship and of a wide variety of methods and styles of prayer.
- A variety of beautiful devotional areas around the school provide opportunities for prayer and quiet contemplation. 'The Space' room, designed by pupils as part of a project, is one such area treasured by pupils and staff members alike. When classes invite parents and cares to join them for worship, the Green Hall is often used to accommodate everyone. The Edible Garden area is also utilised as an outdoor resource.

- A variety of groupings are used to enable children to experience of Collective Worship in class, year groups or whole school settings. Larger sessions are delivered by senior leaders on a rota.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is appreciated.
- The school and parish communities come together to celebrate Mass on special feast. During the Masses held in school, children willingly and enthusiastically act as welcomers, readers, choir members and participants in the offertory procession.
- Worship is sensitive to and fully inclusive of all children as there is always an invitation for those present to take part.

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 provide policies and guidelines, ratified by the governors, to enable staff members to plan and deliver excellent Collective Worship. It is timetabled to ensure quality time is devoted to worship and timings are suitable for the age and stage of the pupils.
- Leaders provide opportunities for induction of new teachers and regular professional development is provided as necessary to ensure staff members are fully equipped to deliver quality experiences of Collective Worship.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context. Music, drama and art are skilfully used to make liturgies relevant and accessible to children.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils. They promote pupils' planning and leading Collective Worship.
- Collective Worship forms part of the school's self-evaluation and is regularly reviewed by staff and governors to ensure compliance with statutory and archdiocesan expectations.
- The co-ordinator models excellent practice and supports staff members as requested.
- Collective Worship is frequently used as a means for raising awareness and responding to issues of spiritual and moral justice locally, nationally and globally e.g. Fairtrade, global disasters etc.
- Opportunities are provided for parents, carers, governors and parishioners to attend Collective Worship, liturgies and services particularly at significant times during the year e.g. Advent, Lent etc.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes. Planners are frequently monitored by leaders.

What the school needs to do to improve further

- Continue to address the areas identified on the Self Evaluation Document.
- Further develop Collective Worship by:
 - continuing to develop children's planning and leadership;
 - including communal prayer in a variety of forms consistently across the school in all Collective Worships;
 - updating the policy for Collective Worship to reflect current practice.

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