



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. COLUMBA'S CATHOLIC PRIMARY SCHOOL

#### HUYTON

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Inspection Date	5 <sup>th</sup> June 2019
Inspectors	Mrs. Denise Hegarty, Mrs. Annamaria Roberts
Unique Reference Number	104480
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	236 (including nursery)
Chair of Governors	Michael Fleming
Headteacher	Margi Evans
School address	Hillside Road Huyton Knowsley L36 8BL
Telephone number	0151 477 8360
E-mail address	stcolumbas@knowsley.gov.uk
Date of last inspection	17 <sup>th</sup> 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

- St Columba's School is an average sized Catholic primary school situated in Huyton in the Knowsley area of the Archdiocese, serving the parish of St. Columba's, Huyton.
- There are 236 children on roll of whom 140 are baptised Catholic, 78 come from other Christian denominations and 15 have no religious affiliation. There are 3 pupils from another faith or religious tradition at the school.
- There are 10 teachers at the school, 8 of whom are baptised Catholic. Seven teachers teach Religious Education. Six teachers have a suitable qualification in Religious Education.

### 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

St. Columba's 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 appreciate, value and actively participate in the Catholic Life and mission of the school. Throughout the school, pupils know the school's Mission Statement, '*Holding hands with Jesus as we love, grow and learn together*' and can articulate how they strive to live it out each day. They have participated in the school's review of the mission and were part of planning improvements to it.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is rooted in Gospel Values and as such is exemplary. They are kind and considerate of others and quick to congratulate their peers when they are rewarded for good work, behaviour etc. Many visitors and parishioners have commented on pupils' excellent behaviour, particularly how they comport themselves in church.
- They show an understanding of the need to forgive, be forgiven and have a very good understanding of right and wrong. Pupils understand that appropriate sanctions and restorative practices are followed should their behaviour not meet expectation.
- A teacher wrote, "The children within our school lift me spiritually on a daily basis. Watching them learn, grow and build upon their faith is not only amazing to witness and be part of, but also encompasses the whole importance and meaning of being a part of a true family."
- 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. Children are heavily involved in fundraising events e.g. for Acton for Children, The Hope Project, Nugent, CAFOD. Pupils also wholeheartedly support initiatives such as collecting 'Shoeboxes of Love' containing essential items to distribute to the homeless on the streets and by collecting food for the local foodbank.
- Pupils willingly take on roles and responsibilities around the school e.g. as school councillors, play leaders, mini police etc. At the before and after school clubs, older children assist and support the younger ones encouraging them to be actively involved. They fully embrace these roles with enthusiasm and gain skills that will serve them well in the future.
- Pupils appreciate and fully participate in opportunities provided by the school including a variety of trips and residential experiences which broaden their horizons and impact greatly on their spiritual, cultural and moral development. Alongside this, there are extra-curricular activities such as seasonal sports clubs, choir, French club etc., all of which enable pupils to develop in self-confidence and to understand the importance of working together as a team.
- Pupils always respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They enjoy visiting a local care home to sing and chat to the residents and have developed a deep respect for the elderly. The choir have sung at Liverpool's Echo Arena as part of the 'Peace Proms' which promotes peace through music.

- Pupils, appropriate to their age and capability, have a good understanding of loving relationships and sexual development within the context of a Christian understanding.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. Pupils have taken part in an enterprise scheme that raised money to put towards the repair of the church roof.
- 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 diocesan celebrations and activities, irrespective of their own faith commitments.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs. They have great respect for those of other faith and religions within the school. Those of another faith or religion proudly share their religious customs and artefacts with their peers. One child visited all the classes to talk about being a Muslim in today's society and showed the children how she prayed.
- Uniqueness and difference are celebrated. A Year2 pupil commented, "Everyone is different, but we include everyone because everyone is special." Another said, "There are no outsiders in this school."

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- This is a highly inclusive, prayerful and welcoming community where all are committed to the common good.
- Since the last inspection, representatives from the whole community attended a mission review day to evaluate and review the school mission and vision and subsequently continued their reflections with the rest of the school community.
- The school's new Mission Statement is at the heart of all interactions and activities within the school and clearly expresses the educational mission of the Church. The school's beautiful Mission Statement display in the entrance area includes a response from every person in the school as they state how each can be supportive and hard-working in living it out. The mission is referred to regularly especially during school assemblies.
- The aims, emanating from the mission, are intrinsically linked to the school's vision as they *Inspire, Motivate and Achieve by Tapping into Talent, Unite, Nurture and Thrive by Breaking down Barriers and Believe, Pray and Live by Daring to Dream.*
- Staff are committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer and Continuous Professional Development on Catholic Life. One stated, "It is an absolute pleasure to be part of a strong, determined, inspirational team who work together to ensure our Mission Statement is 'alive' throughout."
- There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community. A warm, welcoming and nurturing ethos is felt by all who visit. Many visitors have commented on this including a frequent visitor who wrote, "I can best describe St Columba's as an oasis of caring and learning where, on a daily basis, all members of the school family are important contributors to a Christ-like ethos with a culture and environment nurtured through a sense of belonging modelled on the example and teaching of Christ.....Everyone is treated with kindness, respect and dignity and is met with open arms."
- The vibrant and well-cared for school environment reflects its mission and identity through obvious signs of its Catholic character. Staff members work hard to ensure that the environment is safe, welcoming and exciting. There are many colourful displays along the corridors and in the school hall that enhance and promote Catholic ethos.

- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. They have high expectations and aspirations for their pupils.
- The whole curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school provides many opportunities for the spiritual and moral development of pupils and staff.
- There are clearly defined rules and boundaries for children to understand fairness and justice and children are encouraged to make right choices and to be kind, honest and caring.
- 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 school has a regard for the pastoral needs of staff and members' needs are understood and catered for. There is a strong sense of team morale and positivity among the staff. Contributing to this is a 'Bag of Appreciation and Thanks' that is left in the staffroom for staff to send their appreciation anonymously, in the form of a small gift, to a colleague who has done something kind. Time is often given for spiritual reflection and opportunities provided, at times, for Yoga and Pilates.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. Floor books give superb evidence of outstanding work covered in these areas. Initiatives such as Anti Bullying Week, Safer internet, input from representatives from N.S.P.C.C. and the Smile project also support this area of children's development.
- There are strong links with the parish and the parish priest is very effective in supporting and promoting the Catholic Life of the school. Many services are held there e.g. the Passion Play towards the end of Lent. The school gives great support and time to facilitating the parish sacramental preparation programme.

### **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 public commitment to the mission of the Church and overtly celebrate the school's Catholic Life. They are well regarded as models of Catholic leadership by both staff and pupils and act as true servants of the community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- 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 rigorous monitoring, searching analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement. All documentation relating to the school's Catholic life is regularly reviewed and updated.
- This leads to planned improvements to further enhance the Catholic Life of the school and the children's life experiences.
- A parent commented, "St Columba's is not just a school – it is a community for parents and children to thrive through the meaning and purpose of life. The school's mission is a perfect reflection of excellent teaching and aspiring children."
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff members' understanding of the school's mission is excellent. They are involved in shaping and supporting it.

- The school has appointed separate co-ordinators to oversee Religious Education, Relationships and Sex Education and Collective Worship. Whilst these co-ordinators have distinct roles, they work closely together to support each other, and all make a significant contribution to the Catholic Life of the school.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an excellent understanding of the school's mission and are supportive of it. Their views are regularly sought and acted upon as appropriate. Prior to their children starting school, each family is visited by a member of staff to welcome them into the school community. This care and consideration continue as the children progress through the school.
- 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 a significant contribution to the Catholic Life of the school. They are dedicated to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary.
- They monitor the school's Catholic Life through reports, visits, meetings, newsletters and feedback from the children.
- The school responds extremely well to Archdiocesan policies and initiatives. It promotes the Archdiocesan vision throughout the school and is highly supportive of Archdiocesan events, services etc.

## 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 outstanding 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 who use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Consequently, pupils are aware of the demands of religious commitment in everyday life. In an age appropriate manner, they can make links between the scripture they have studied and their behaviour. This is especially apparent during the Universal Church topics studied as part of the *Come and See* Religious Education programme as they follow Catholic Social Teaching and recognise the need to act in a charitable way with justice and compassion.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well, understand how well they are doing, what they need to do to improve, and can articulate how they have made progress. They readily use the 'driver words' from the draft *Standards of Attainment in Religious Education* and know how to challenge themselves.
- Pupils approach their lessons with interest and enthusiasm. They enjoy stimulating activities and respond well to opportunities which extend their learning. They actively participate in role play, singing, dance, discussions etc. and thoroughly enjoy these experiences.

- Behaviour in lessons is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual. On the day of inspection, pupils were all happily engaged in their work and remained on task throughout their activities. They answered questions willingly and confidently showing their very good knowledge of the subject.
- Pupils' attainment, as indicated by teacher assessment, formal assessment and work in books is at least in line with age expectation. This has been sustained for the last three years and there is an improving trend.
- The quality of pupils' current work, both in class and in written work, is excellent. They take pride in their work and are happy to share it with others.
- Pupils are respectful and embrace the opportunity to learn about other faiths and religions during their theme weeks.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is very good.
- Teachers consistently plan lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly good to outstanding. Teachers plan conscientiously to enable the pupils in their classes to achieve their potential. Planning is consistently and appropriately well-differentiated through use of different activities, deployment of 'driver words', outcome and support.
- Teachers are confident in their subject expertise and have an excellent understanding of how pupils learn. Consequently, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teaching encourages pupils' enjoyment and enthusiasm for Religious Education. 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 outstanding progress and increases their confidence in making further improvements.
- Lessons are all skilfully built on prior learning from previous lessons and topics and so introduces new learning in an appropriate context that is quickly understood. Learning outcomes are shared and referred through throughout the lesson and checked in the plenary.
- Teachers manage time well to secure learning in lessons and across sequences of lessons. The pace of lessons on the day of inspection was very good and kept the children on task very effectively.
- Children's behaviour is managed very well during lessons in a positive and encouraging manner that promotes good learning.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils. Most teachers use probing questions very successfully to make pupils think more deeply about their views, feelings etc. and give pupils time to reflect on and process what they have been asked. This should be consistently applied across the school.
- High quality, stimulating resources, including the use of information and communication technology, are used very effectively to optimise learning for pupils. Visitors, such as the parish priest and charity workers, are often invited to enhance the curriculum by providing pupils with real life experiences. Other excellent enrichment activities also augment the curriculum.
- On the day of inspection additional adults, including teaching assistants, learning support assistants and students, were deployed highly effectively and made significant contribution to supporting and challenging pupils' learning. The school's Learning Mentors provide excellent support to vulnerable pupils to develop their self-esteem and well-being thus enhancing their ability to learn.

- Teachers communicate high expectations about pupils' work and attitudes in Religious Education to their pupils, all of whom respond positively. In most classes, the 'driver words' from the draft *Standards of Attainment in Religious Education* were used very effectively in planning, repertoire and tasks. This good practice should be shared across the school.
- Constructive, positive feedback, both oral and through marking, leads to the engagement, interest, achievement and progress of pupils. Pupils are often given the opportunity to respond, which improves their understanding of the next steps they need to take to improve.
- Work is celebrated and displayed in each classroom as part of their Religious Education working wall and display. These are used well to support learning. Key vocabulary and 'driver words' are also routinely displayed to familiarise the children with them.
- Assessments are undertaken faithfully and are accurate reflections of pupils' ability. Assessment for Learning strategies are deployed very effectively.
- Adults in classrooms create very positive climates for learning through their excellent use of praise and encouragement. Achievement and effort are routinely celebrated leading to high levels of motivation from all pupils.

## **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.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation. The subject has a high priority in the school improvement agenda.
- Staff training and continuing professional development enhance the quality of teaching and improve teachers' knowledge and understanding. Induction procedures are in place for any new members of staff to ensure they have the appropriate knowledge, understanding and skills to deliver the curriculum effectively.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully and conscientiously implemented.
- Leaders' and governors' self-evaluation of Religious Education is a true reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least very good outcomes in Religious Education. Rigorous procedures for monitoring and evaluating the subject have been embedded over time. Written and oral feedback is given and continuing professional development provided as necessary.
- Assessments are moderated internally and in local cluster group meetings to ensure consistency of standards and accuracy in levelling work. Pupils' progress is tracked and collated over time, using the school's data tracking system, thus enabling underachievement to be identified and challenged.
- The 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 highly effectively to inspire teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently very good. She keeps abreast of all new initiatives and shares them with other staff members providing support and in-service for all. As a true servant of this close community, she always accompanies staff members in their delivery of Religious Education



whilst maintaining an enthusiastic and encouraging demeanour, even when difficulties arise. An excellent handbook guides and directs staff members in the subject.

- Governors are kept well informed of standards and progress in Religious Education. They are involved in monitoring the subject through learning walks and scrutiny of work. A link governor has responsibility for working with the co-ordinator and overseeing the subject. She, too, has a high level of expertise in this area and uses her knowledge understanding and skills outstandingly to support the co-ordinator's leadership of the subject.
- 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.
- Parents are kept well-informed about their children's progress and achievement in Religious Education through parents' evenings, end of year reports, *Come and See* letters, blogs and the school website. They are thus able to support their children's learning in Religious Education.

## COLLECTIVE WORSHIP

### How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Children in each class are involved in the planning, organisation, delivery and review of Collective Worship with their class teacher. As appropriate to their age and ability, they do this confidently, creatively and resourcefully. Other pupils are engaged by the worship opportunities planned by their peers and respond appropriately.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- They take an active part in school Masses, preparing readings, prayers and hymns with their teacher. They readily volunteer to read thus developing their understanding of scripture and prayer.
- They have worked together to compose a school hymn called, '*Here at St. Columba's*'. This features in daily worship, class prayers, meetings, Masses and other religious services. On the day of inspection, it was sung energetically and enthusiastically by Year 1 pupils during their wonderful *Rejoice* assembly.
- In both examples of Collective Worship observed on the day of inspection, inspectors witnessed pupils' joyful singing, wonderful sharing of scripture, reflective and prayerful responses and enthusiasm for the message to take forth.
- Pupils have a clear understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. They willingly and eagerly participate in Nativity plays and Advent Services etc. Parents and parishioners frequently comment on how beautifully and reverently the children behave.
- Pupils from Year 5 eagerly took part in afterschool workshops with *Worship Warriors* group from *In Another Place* using drama to share scripture passages. These children then proudly led Collective Worships based on what they had prepared and developed during their workshops. All pupils that took part in any capacity thoroughly enjoyed their experiences.
- The experience of living and working in a faithful, praying community has a positive and significant impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the way many pupils participate in prayer and liturgy.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff. Staff and governor meetings always begin with prayer.
- Collective Worship has a purpose, message and direction. The themes chosen for worship by the Collective Worship co-ordinator, reflect an excellent understanding of the liturgical seasons and the Catholic character of the school. Teachers very plan well for Collective Worship and deliver high quality examples unpicking the themes well and using appropriate scripture passages to depict them.
- 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.
- Relevant staff have a clear understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have excellent experiences of the Church's liturgical life.
- They have a deep understanding of the liturgical structure of worship and consequently, the children are developing the skills that will enable them to participate fully in the life of the church.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate and involve them in every stage. They have a true understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Each class has a Collective Worship box with appropriate resources to provide a suitable focus that will enhance worship.
- A variety of places are used for worship and liturgical services including the classroom, hall, church, cathedral and Dove Cottage.
- The parish priest takes an active role in supporting the school's spiritual life through Masses and services at various times of the year both in school and in the local church. These are much appreciated by the whole community.
- A celebration assembly is held each week to acknowledge the gifts, talents and achievements of pupils during that week. These are often linked to the Mission Statement and the assembly culminates in prayers of thanks to God celebrating the uniqueness of each child.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is excellent. Through Parent Voice, parents and carers are fulsome in their praise of the opportunity to attend assemblies and to 'Stay and Pray'. They are justly proud of the way their children participate.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. These have been reviewed and approved by governors.
- The Collective Worship Co-ordinator's file shows evidence to indicate that Collective Worship is well-planned, delivered and monitored over time.
- Collective Worship is timetabled appropriately across the school and timings are suitable for the age and stage of pupils.
- Leaders have a deep understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context e.g. during Advent, Christmas, Lent, Easter and Pentecost.

- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils. Their worship is well-prepared, well-resourced and always reflects the correct liturgical season.
- They actively promote pupils' planning and leading Collective Worship and offer access to regular professional development incorporating liturgical formation and the planning for Collective Worship to enable staff members to keep their skills up to date.
- Leaders and governors regularly appraise Collective Worship as part of their self-evaluation processes with systematic reviews of school performance.

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

- Continue to address the areas identified on the Self Evaluation Document.
- Further develop the quality of teaching and purposeful learning in Religious Education by:
  - ensuring teachers embed the language of the standard descriptors into their day to day repertoire to more accurately support pupils during lessons.

## 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	2
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***