



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. MARY'S CATHOLIC PRIMARY SCHOOL

#### BLACKBROOK, ST.HELENS

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Inspection Date 18<sup>th</sup> April 2018

Inspectors Mrs. Denise Hegarty, Mrs. Annamaria Roberts,  
Mrs Maureen Hillsdon

Unique Reference Number 104802

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 4 - 11

Number on roll 413

Chair of Governors Mr. Peter Alcock

Headteacher Mrs. Julia Ashton

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St Helens,  
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Date of last inspection 23<sup>rd</sup> April 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 Mary's School is a much larger than average sized Catholic primary school situated in the St Helens area of the Archdiocese, serving the parish of St Mary Immaculate.
- There are 413 children on roll of whom 215 are baptised Catholic, 93 children come from other Christian denominations, 2 are of another faith or religious tradition and 103 have no religious affiliation.
- There are 18 teachers at the school, 16 of whom are baptised Catholic. Sixteen teachers teach Religious Education. Thirteen teachers have a suitable qualification in Religious Education and one other is currently undertaking the Catholic Certificate in Religious Studies.
- Religious Education is lead by a team of two teachers. The lead member is currently on maternity leave. Her position has been temporarily replaced.
- Since the last inspection, there have been substantial renovations to the site, including the building of 4 new classrooms. This has enabled the whole school to be educated from one building.
- In September 2017, the school opened a maintained nursery thus reducing the number of pre-school settings the children come from before starting school.

### 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 Mary's is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- They truly appreciate and actively participate in the Catholic Life and mission of the school. They understand the sentiments of their Mission Statement 'love of learning, love of one another, love of life itself and love of God', have genuine ownership of it and are aware of what it means in their day to day life. They regularly demonstrate ways they live their mission. Pupils have undertaken regular reviews of the mission and have recently taken part in creative activities e.g. weaving, clay imprints, growing garden, to depict the statement and the core values the school holds dear. Year 6 pupils proudly showed off their work to inspectors and eloquently explained its significance to them.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They show an ability to listen, to give thanks, to forgive and be forgiven. They recognise the difference between right and wrong and appreciate the need for rules. They strive to 'Go for Green' as they follow their school code of conduct.
- Pupils are keen to embrace the demands 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 the school and the wider community. They are aware of the needs of others and seek justice for others within and beyond the school community. They enthusiastically participate in fundraising for numerous charities e.g. CAFOD, Nugent's 'Good Shepherd' appeal, Diabetes UK, Macmillan Cancer Care and Children in Need.
- Pupils are becoming globally aware citizens, with a strong commitment to the common good. They respond very well to moral and ethical issues and are proud, loyal ambassadors for the school. They are able to reflect on their lives, have well-developed sense of justice and fairness and show empathy and concern for those less fortunate than themselves. Pupils willingly work together to make a difference to the lives of others e.g. by contributing to St Helen's Food Bank and by taking part in CAFOD's World Gifts Scheme.
- They take their roles of responsibility very seriously and enjoy their work as school councillors, activity leaders and buddies. They carry out their duties with care, kindness and respect for others.
- The 'Shine' group meet after school once each week to undertake work that enhances the Catholic Life of the school. During Advent and Lent, they helped to create pop-up prayer spaces. They have sent Christmas cards to Christians in Israel, prepared travelling cribs for younger children to take home and decorated collection boxes for Nugent's Good Shepherd appeal.
- Pupils respond openly and enthusiastically to spiritual opportunities provided especially to the school's Spirituality Days. These special days have had a profound impact on the spiritual development of pupils and other members of the school community in the way participants were encouraged to pray in different ways and creatively depict their mission. During Lent, they made deep, heartfelt responses to the outdoor Stations of the Cross.

- Pupils value and fully participate in many opportunities provided by the Children's University, such as music, art etc. They also enjoy visits to theatres, art galleries etc. and residential opportunities where pupils develop self-esteem and self discipline as well as gaining an understanding of the importance of teamwork and working together for the good of all.
- Through the school's outdoor learning programme, children learn to appreciate the world in which they live and the awe and wonder of creation. They thoroughly enjoy these opportunities and develop an understanding of life and living processes.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Children are very supportive towards their peers and show care and respect to each other at all times consequently, relationships across the school are outstanding. They listen to one another attentively and share their views and opinions willingly.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. They understand that this is their school and they have an input into shaping its future. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They are extremely proud to be rewarded for demonstrating one or more of the school's core values and are quick to congratulate others for doing so, especially at their weekly awards assembly. Their capacity to congratulate one another is sincere and heartfelt.
- Pupils, appropriate to their age and capability, have a good understanding of loving, personal relationships within the context of a Christian understanding.
- Pupils value and respect the Catholic tradition of the school and its links with the parish and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. They respond very well to opportunities to celebrate with others beyond the school community.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs and celebrate each other's. They have a strong sense of empathy for people of other faiths or religious traditions.

## **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 and its aims are a clear and inspiring expression of the educational mission of the Church. It is known and owned by the whole community and underpinned by practical objectives. Its message is promoted at every given opportunity. Photographs, artwork, posters and photobooks evidently show how it is being lived out each day in St. Mary's.
- Staff members are committed to implementing the mission across the curriculum and the whole of school life. They willingly participate in school activities which reflect the Catholic Life and mission of the school.
- They are dedicated to improving life chances for pupils and provide many enrichment opportunities through their innovative curriculum, outdoor learning and extra-curricular clubs in order to develop the whole child to full potential.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its care of the environment, fundraising and outreach to the less fortunate. Children are taught to be stewards of creation in the Christian context through Pope Francis' message in *Laudato Si*.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff through Spirituality days etc. Every opportunity is taken to celebrate Christian spirituality inside and outside school. Most recently, pupils and staff members

have prayed in front of the Blessed Sacrament in preparation for the Eucharistic Congress, *Adoremus*.

- The school's Sycol, Catholic Life and Community Team also provides a platform for all staff to serve and improve the Catholic Life of the school particularly by developing ties between the school and the community. Among the great work they have undertaken is the development of a passport to welcome new children to the school, the organisation of school open days, bidding for funding and ensuring annual celebrations e.g. for Harvest and Easter, are community events. They share school events and celebrations with followers on Twitter.
- Staff members avail themselves of the opportunities for Continuing Professional Development. New teachers receive induction and ongoing support from the headteacher and Religious Education team. All teachers are encouraged to obtain the *Catholic Certificate in Religious Studies*.
- There is a keen sense of community at all levels; evident in the high quality of relationships and the centrality of prayer to the whole community. St Mary's is a supportive and happy school.
- The school environment reflects its ethos and identity through obvious signs of its Catholic character. Beautiful displays of a Christian nature grace the walls all around the school and devotional areas provide pupils with opportunities for personal reflection. Throughout the school, every opportunity has been taken to display children's work celebrating their understanding of the mission.
- Staff members promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside the classroom. Children are taught to consider others, demonstrate good manners and display positive attitudes whilst endeavouring to do their best. Consequently, they take responsibilities for their actions from an early age and understand the consequences of wrong choices. Pupils are regularly rewarded for making good choices, demonstrating core values and becoming responsible citizens.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. They are woven throughout the whole curriculum thus building on prior learning and making sense for pupils. Teachers use the *Journey in Love* programme very effectively to support their work in this area.
- The parish priest is a regular visitor to the school and is a member of the governing board. He is very supportive in promoting the Catholic Life of the school.
- The school forges home, school, parish links through fundraising, celebrations etc. Many opportunities are planned for pupils to visit church at key times during the Church's Year. Staff members and governors deliver the *With You Always* programme alongside other parish catechists. The school hosts a celebration after the children have received their First Holy Communion and offers a school celebration on the feast of St Peter and Paul to which the community are invited.
- Clear policies and structures are in place which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. Opportunities are provided for counselling, mentoring and specialist support. The school has achieved the *Young Carers Accreditation*. It is equally attentive to the pastoral needs of members of staff and ensures every member's needs are understood and catered for. The well-being of all is a school priority and considered to be a key entitlement.

## 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 are deeply committed to the mission of the Church and justly proud of their school and its distinctive nature. They are energised by the task and are a source of inspiration for the whole 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 the highest possible priority by leaders. This is reflected in the school's excellent self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focussed on the Catholic Life of the school. It clearly identifies and plans improvements to further enhance the Catholic Life of the school.
- All members of the school community were invited to take part in a mission day where the school mission was discussed, reflected upon and prayed about. They were called to recommit to working together to bring about their shared mission. In doing so, they developed an understanding of how each could play their unique part as they fulfil their roles and responsibilities. Children were given opportunities to depict their mission creatively. The mission is proudly and beautifully displayed prominently in words and images across the school.
- The mission statement, along with its practical objectives, is central to the whole of school life and is communicated highly effectively through meetings, displays, school information booklets etc. and on the website.
- All policies and procedures are rooted in the Mission Statement and demonstrate the school's core values of respect, teamwork, curiosity, effort, independence and ambition. Resources are selected in keeping with the mission of the school. Policies relevant to the Catholic Life of the school are published on the school website and regularly reviewed by governors.
- The school's code of conduct reflects its Mission Statement and Core Framework. It is designed to create a positive climate and attitude and promote self-discipline. Pupils are actively shown how to co-operate with one another and consequently, they support and encourage each other to behave well. The core values of curiosity, ambition, and independence are embedded and have been strategically planned throughout the whole curriculum by leaders.
- The weekly celebration assembly acknowledges good work, behaviour in line with the school mission.
- At St. Mary's, there is a vibrant and stimulating learning environment that truly reflects the school's Christian nature and enriches pupils' experiences. It is evident that each person is seen as a unique creation of God, who is open to learn and demonstrates what they believe to be right.
- Members of the Religious Education team attend Archdiocesan briefings and cluster meetings. Consequently, they ensure that the school is kept up to date with all initiatives etc. They lead the St Helens Cluster Group and share their excellent practice with other schools. They have also developed a Catholic Blog, on the school website, which truly celebrates activities undertaken in celebration of the school's Catholic Life.
- There is an expectation for all teaching staff to complete the *Catholic Certificate in Religious Studies*.
- Leaders energetically ensure personal relationships flourish and children of all religions are respected. They promote values that shape the pupils' character and moral perspective through the teachings of the Church. Leaders ensure opportunities are planned through

their innovative curriculum, for children to visit places of worship, art galleries, theatres, a farm, a zoo and an aquarium throughout their time at school. Opportunities are also planned for children to learn different musical instruments and a modern foreign language. This shows leaders' commitment to developing the whole child.

- Pastoral care is a real strength of the school. The school's Pastoral Team meets weekly to assess the needs of children and their families and there is wholehearted, personalised support for children, families and staff as needed. The Breakfast Club for vulnerable pupils provides bespoke care. Since the last inspection, the school has achieved *Young Carers Accreditation* as a result of their identification and ongoing support of pupils with significant caring roles at home.
- Governors are committed to identifying a budget for the development of, and investment in, the Catholic Life of the school. Continuous Professional Development focusing on Catholic Life occurs and is very effective. Many staff meetings and briefings are devoted to activities and initiatives that involve the development of the school's Catholic Life. As a result, staff members' understanding of the school's mission is outstanding. They are involved in shaping and supporting it. A member of staff appreciated what their shared spiritual experiences meant and said, "God is at the very heart of our community and his touch is tangible."
- The school has highly successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, they have a thorough understanding of the school's mission and are highly supportive of it. They are consulted regularly and their views and opinions are considered. The school brochure, its website, information meetings and regular newsletters – the Blackbrook Broadsheets, also keep families conversant with the Catholic Life of the school.
- As leaders, the governing board 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 passionate about the school's mission and are actively involved in its evaluation. They play a strategic and active part in the development of the school, are extremely committed to their roles and to providing clear direction and appropriate challenge. Catholic Life forms part of the Religious Education action plan which feeds into the school improvement plan and drives the monitoring and evaluation role of governors giving this area equal priority with other key areas.
- They are true guardians of the mission and know it is at the heart of all that happens within the school. They witness, during their visits and discussions, how it manifests itself in school life and the impact it has on the spiritual and moral development of all.
- The school responds extremely well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. They have made a commitment to ensuring that Relationships and Sex Education is further developed in the school in response to national and Archdiocesan requirements. They have ratified a policy, shared their programme with parents and are in the process of developing a matrix to indicate where the subject can be woven into all areas of the curriculum.

## **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.

- On entry to the school, children have limited and varied knowledge and understanding of the Catholic faith. Many make outstanding progress in relation to their starting points and capabilities.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. The school is committed to improving outcomes for pupils and so all are given the opportunity to succeed and respond accordingly.
- Pupils, relative to their age and capacity, are becoming increasingly more religiously literate and engaged young people who use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are more aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- They concentrate exceptionally well and have a clear understanding of how well they are doing and of what they need to do to improve. They can articulate how they have made progress and know how their teachers help them to improve their work.
- Pupils approach their lessons with great interest and enthusiasm. They enjoy challenging activities, and respond exceptionally well to opportunities which extend their learning. They think deeply and discuss their own and other's experiences with sensitivity and empathy. Behaviour for learning is excellent because pupils enjoy Religious Education and disruptions in lessons are unusual.
- Pupils work eagerly at their tasks collaborating and co-operating well with each other. They listen respectfully to each other and are rarely off task, even in extended periods without direction from an adult. They make every effort to complete their work to the highest standard. As one Year 3 pupils quoted, "We double check our work to make it beyond perfect."
- Pupils, consistently across the school, have a clear understanding and show a practical application of the school's core values of effort, independence, teamwork, curiosity, ambition and respect throughout their work in Religious Education.
- They willingly share their views and opinions confidently and with conviction especially when working with their 'talking partners' or in groups.
- Pupils' attainment, as indicated by teacher assessment is outstanding. This is also evident in formal assessments and in children's workbooks which are a delight to look at.
- Pupils take pride in their work and the quality of their current work, both in class and in written work, is outstanding. They are keen and resilient learners who thoroughly enjoy responding to challenging questions and tasks.

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

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Planning is exemplary. Teachers consistently plan high quality lessons linked to pupils' current assessment and to their knowledge of the individual so that pupils learn extremely well. Teachers are skilled in their use of the 'Driver Words' from the current *Levels of Attainment in Religious Education* and use these very effectively to fully differentiate their plans and meet the needs of each child. Emphasis is also placed on the use of these words in questioning, marking, assessment and displays to great effect. As a result of this, most teaching is outstanding and the rest is good.
- Teachers are very confident in their subject expertise and have an excellent understanding of how pupils learn. The majority use 'Assessment for Learning' strategies very effectively. Consequently, pupils are inspired to apply themselves extremely well. They thoroughly enjoy their work and make excellent progress in lessons and over time.



- Relationships in all classrooms are excellent leading to positive climates for learning being created which enable the pupils to thrive.
- Teachers know their pupils' capabilities very well and employ a range of appropriate strategies, including individual and collaborative work. Their use of 'Talking Partners' is consistently highly effective across the school. Extra care is taken to ensure that pupils with particular needs are supported well. Religious Education is creatively and imaginatively planned and includes the use of role play, drama, art, music, debates and discussions.
- High quality resources, including additional adults are used very effectively to optimise learning for pupils. Excellent use is made of Information and Communication technology to stimulate pupils' imagination and enable them to undertake independent research etc.
- Teachers make excellent use of praise and affirmation to encourage their pupils and communicate high expectations of attitude, work and behaviour. As a consequence, pupils are motivated and concentrate very well in lessons. Many links are made with the school's Mission Statement and the core values.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their excellent progress and increases their confidence in making further improvements.
- They manage time exceptionally well in the vast majority of lessons and across sequences of lessons. Pace is swift and consequently children's focus is maintained.
- Teachers carefully observe and skilfully question pupils to assess learning in order to adapt planning, tasks and explanations, so improving opportunities for pupils and maximising learning.
- Marking is consistently relevant and supportive. In most cases, excellent feedback is used to optimise learning through the identification of the next steps children need to take to secure improvement. This leads to the pupils' engagement, interest, achievement and progress. Pupils are given the opportunity to respond to questions posed in marking, which improves their understanding of what they need to do to improve.
- Formal assessments are undertaken in line with Archdiocesan expectations. Work is levelled and moderated by staff in phase and whole school teams. Progress is tracked over time so underachievement can be identified and challenged.
- Many school clubs and extra-curricular activities through the Children's University enhance the curriculum and enable the children to flourish.
- Achievement and effort are often celebrated through praise and encouragement, displays, newsletters to parents and rewards. All these contribute to high levels of motivation from the pupils.
- Parents are kept well-informed of their children's achievements in Religious Education and how they can support their children at home through the school's, 'Have I Got News for You' newsletters. The children are provided with learning opportunities that they value and remember and are always keen to tell their parents everything they have done.

## **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 it is the core subject in the school.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.

- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation. A generous budget supports the subject. New staff members are supported through their induction period by senior leaders and all staff members are encouraged to undertake the *Catholic Certificate in Religious Studies*. Support is provided via 1:1 coaching, in-service training and opportunities to observe excellent practice.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- In September 2017, the school opened its own nursery. Prior to this, pupils arrived in Reception from a number of different pre-school settings and at a low starting point in their Religious Education. The *Come and See* programme is now delivered creatively from these earliest years and it is hoped that this will impact on standards as the proportion of 'school ready' pupils increases.
- Planning, children's work and teaching and learning are regularly monitored and evaluated by leaders to ensure quality provision. Appropriate steps are taken to secure improvements.
- Governors take a keen interest in what is happening in Religious Education and seek verification of full equality with other core curriculum subjects. They are involved in evaluating the subject through, for example, scrutiny of planning and children's work. There is a link governor responsible for overseeing Religious Education across the school. He liaises closely with the curriculum leadership team and provides challenge and support as necessary.
- The self-evaluation of the subject by leaders and governors is an excellent, coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to excellent outcomes for the subject.
- The school's performance in Religious Education is analysed regularly and reported regularly to governors. Currently, analysis and evaluation indicate a positive picture of sustained improvement and high standards. Action plans feed into the school improvement plan and are monitored closely.
- The curriculum leaders for Religious Education are enthusiastic and passionate about the subject. They have a clear vision for teaching and learning and a high level of expertise in securing this vision. These are committed to improving teaching and learning in Religious Education, resulting in teaching that is mostly outstanding. The subject leaders attend Archdiocesan briefing sessions, the Core Cluster Group and use their leadership skills to develop the abilities of others. An excellent subject handbook guides and directs staff in the subject and is reviewed regularly.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

## **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 reverence and are keen to participate in Collective Worship in school and in the school grounds. They sing joyfully and join in community prayer appropriately and with confidence. They listen attentively to the Word of God in scripture, reflect in silence, participate enthusiastically and give mature responses when sharing their thoughts and feelings.

- Pupils' responses are recorded in Act of Worship Books which capture a flavour of each class's prayer and worship.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence in an age appropriate manner. They are thoughtful in their planning of liturgy especially during the *Rejoice* part of their work in the *Come and See* programme. Other pupils are engaged when their peers lead Collective Worship and respond well to the challenge of living the message from scripture in their day to day lives. Younger pupils ably set up suitable focal areas and enjoy doing so.
- Pupils competently use a variety of approaches to both traditional and contemporary forms of prayer. These include the use of scripture, religious artefacts, liturgical music, spontaneous prayers, meditation as well as many other forms.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. They have particularly enjoyed the opportunities to participate in spirituality days and gained much from these experiences.
- The school's 'Shine' Group enthusiastically provides additional focal points for prayer at specific times in the Church's Liturgical year and have organised pop up prayer spaces in Lent and Advent. These provide special places during lunch time for prayer and reflection and include reflections on the 'big questions'. Other pupils appreciate and value these opportunities.
- The chair of governors spoke about how proud he was about the children's respectful response to prayer before the Blessed Sacrament.
- The experience of living and working in a faithful, prayerful community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of their ability or faith background. They have a deep respect for those of other faiths and religions and this is reflected in the way pupils prepare and participate in prayer and liturgy.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and prayer forms the heart of all school celebrations. Praying and singing hymns together is a natural part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.
- Collective Worship is given the highest priority in terms of planning, evaluating and resourcing; as a result, the experience of Collective Worship is engaging and all members of the community speak positively about these opportunities.
- Staff members have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have memorable experiences of the Church's liturgical life.
- Many beautiful devotional areas around the school provide opportunities for personal reflection. Modern, suitable artefacts and the use of images and sounds provide a stimulus to enhance worship. Excellent use is made of the *Roots Worship Resources* as a reference point for planning bespoke worship sessions.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Beautiful class portfolios are kept which display planning and responses by pupils and adults.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and response to this invitation is good and much appreciated. Parents were

recently invited to Easter time Stay and Pray sessions and to Stations of the Cross held after school in the grounds. Many school celebrations e.g. Welcome Mass, Year 6 Leavers' Mass etc. are celebrated in Church and parents, carers and governors are invited to attend.

## **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.
- The school improvement plan and the governors' financial plans give a high priority to the development of Collective Worship.
- Leaders provide excellent policies and guidelines for planning and delivering quality Collective Worship. They plan a programme of celebrations including Masses, assemblies and liturgical celebrations to which the parish community and parents/carers are often invited.
- Leaders of Collective Worship within the school are exemplary models of practice for staff and pupils. Staff and governor meetings begin with prayer and reflection. The *Come and See for Yourself* is shared at briefings at the start of new themes.
- Leaders have a deep and extensive knowledge of the Church's liturgical year, seasons, feasts and festivals and make these accessible to the pupils in a contemporary context. They provide opportunities for pupils and staff to worship God, reflect on Jesus' role in their lives and develop a deep sense of community.
- Leaders promote pupils' planning and leading Collective Worship very well in an age appropriate manner.
- Resources are kept up to date and enhance worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. This includes observation of outstanding practice.
- Collective Worship across the school has been monitored and evaluated by leaders who subsequently provided feedback for staff and gave guidance and support where necessary. Good ideas are willingly and generously shared.
- Leaders and governors regularly review the provision of Collective Worship as part of their self-evaluation processes and are passionately committed to continually improving any areas for development that have been identified.

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

- Continue to implement the areas for development included in the School's Self-Evaluation Document. For example:-
  - Converting assessment and tracking procedures in line with new national standards in Religious Education;
  - Further develop staff members' expertise in delivering the Islam unit in *Come and See*.
- Further develop the work being undertaken in the school's Catholic Life by:
  - Continuing to develop a curriculum map for Relationships and Sex Education;
  - Embedding the *Journey in Love* programme to support Relationships and Sex Education.
- Share the excellent practice that exists within the school with other schools across the Archdiocese.

# 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***