



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

#### HUYTON

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Inspection Date                      1<sup>st</sup> May 2018

Inspectors                              Mrs. Denise Hegarty, Mrs. Julia Ashton

Unique Reference Number      104472

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                      206

Chair of Governors                Mrs. Marion Hughes

Headteacher                         Mr. Charlie Newstead

School address                      Edenfield Crescent,  
Huyton,  
Liverpool.  
L36 6DS

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Date of last inspection             18<sup>th</sup> June 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 Joseph's School is a smaller than average sized Catholic primary school situated in the Knowsley area of the Archdiocese, serving the parish of St Agnes and St Aidan's, Huyton.
- There are 206 children on roll of whom 172 are baptised Catholic, 11 come from other Christian denominations, 2 are of another faith or religious tradition and 11 have no religious affiliation.
- There are 9 teachers at the school, all of whom are baptised Catholic. Eight teachers teach Religious Education. Seven teachers have a suitable qualification in Religious Education and 2 others are currently undertaking the Catholic Certificate in Religious Studies.
- The Chair of Governors and the Religious Education Co-ordinator are new to their positions since the last inspection.

### Key for inspection grades

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

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## OVERALL EFFECTIVENESS

St. Joseph'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 at St. Joseph's. They know, own and live out their Mission Statement *'Everyone Together with Jesus'* wholeheartedly. They are regularly invited to write ways they can implement the mission each day through their words and deeds and so they have a real appreciation of what it means for them. Their comments are currently on a display in the school hall.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. They have a very good understanding of right and wrong and do their best to make good choices.
- Pupils enthusiastically embrace the demands that being members of the school community entails such as becoming councillors, monitors and prefects. They proudly undertake these roles in a caring, considerate manner and understand that their views and opinions are listened to. Year 6 prefects e.g. provide pastoral care for the infant children at lunch times and ensure the younger pupils can enjoy their time of play.
- They take on activities which promote the schools Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent and Macmillan cancer Care. They are alert to the needs of others and seek justice for all. They have worked with *The Shoebox Full of Love Appeal* where they compiled over seventy boxes full of gifts to distribute to the homeless.
- Pupils value and fully participate in opportunities provided by the school including a range of school clubs such as sports, music, drama etc. Pupils in Y6 enjoy their visit to Kingswood Colomendy Outdoor Residential Centre, in Denbighshire North Wales for a short residential experience. During these times together, they develop self confidence and self esteem as they work together to achieve their goal.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. Children develop a deeper understanding and respect for the elderly during their visits to a local care home where they enjoy performing songs for and chatting with the residents.
- Pupils, appropriate to their age and capability, have a good understanding of loving, personal relationships within the context of a Christian understanding.
- 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. The Friday awards celebration is a key part of recognising this. Pupils in St Joseph's are very proud of their school: they take their responsibilities for developing its Catholic character very seriously and do so with great success. Since the last inspection, they have worked

together to produce a school prayer which encapsulates life at St. Joseph's and features in daily worship, class prayers and liturgies.

- Members of the school's Mini-Vinnies Group meet regularly to help those who are in need within the school and local community. They are justly proud of the way they are able to support worthy causes.
- 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 have visited the Metropolitan Cathedral of Christ the King and were introduced to the concept of pilgrimage.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs and are very respectful of each other's.

## **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, *'Everyone together with Jesus'* its aims and objectives are a clear and inspiring expression of the educational mission of the Church. It underpins every aspect of school life at St. Joseph's. A current display in the school hall of the comments of the whole community demonstrates how each member can be supportive and hard-working like St. Joseph.
- The mission statement is regularly referred to at the whole school assembly each week.
- All staff members are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- 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. Each celebration culminates in thanksgiving for the uniqueness of each individual.
- The school is a supportive and joyful community. New reception children are immediately made to feel part of the school family as they and their families are welcomed into school and provided with a collection of prayer books to share together at home. The reception teacher visits every child in their pre-school settings prior to their starting at St. Joseph's. This enables the children to settle in quickly when they arrive and reassures anxious parents.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. A statue of St Joseph is displayed in the grounds near the school entrance. The classroom focus areas and sacred spaces all create an overwhelming yet calm ambience which exudes St. Joseph's Catholicity and ethos.
- Staff members uniformly promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- 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 fundraising and numerous outreach opportunities.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as attendance at Archdiocesan in-service days, *Catholic Certificate for Religious Studies* etc.
- The school provides extended childcare with their before and after school clubs which are appreciated by parents and pupils and have improved attendance.
- 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. The school's learning mentors provide a range of services

to pupils e.g. working on their self-esteem and building friendship. They mentor groups of children and listen to their needs. A Bully Buster Group is responsible for supporting the school to prevent bullying.

- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for. This is a very close knit community that looks out for and supports all its members. A sister working in the parish is a regular visitor to school and a particular source of strength and comfort to the children and staff.
- Relationships and Sex Education are planned, well taught and reflects Catholic teachings and principles. Teachers have begun to use the *Journey in Love* programme very effectively to support their work in this area. This needs to become embedded in the curriculum.
- Many visitors are invited to speak to the children on a variety of topics pertaining to the Catholic Life etc. A Paralympian visited and led sponsored sports activities. He enabled children to see how they, too, could overcome adversity and achieve their goals. Past pupils are welcomed to share their talents and enable the children to understand how working hard, like St. Joseph, pays off. CAFOD ambassadors have delivered assemblies and workshops.
- As the Year 6 pupils leave St. Joseph's, they receive a gift of a bracelet or key ring made in the slums of Nairobi on which is written, 'I have called you by your name'. In purchasing these items, the school is supporting those who make them thus enabling them to have a better quality of life.
- The school provides support for parish catechists and the pastoral assistant as they guide children in sacramental preparation in partnership with their parents and carers.
- An awards assembly is held each Friday to acknowledge and celebrate the achievement of pupils. This shows the pupils how proud the community is of them.

## **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.
- The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- Leaders and governors are deeply committed to the Church's mission in education, are energised by the task and a source of inspiration for the whole community. This is evident in every aspect of the school's work: from the displays around school, pupils' attitudes towards prayer and worship, the excellent relationships between all groups within the school and the persistent search by school leaders for ways to improve the school for the benefit of the pupils.
- The Mission Statement embodies the life of the school and is regularly reviewed by the school community especially at the start of each school year. Reference is made to it frequently and members are challenged to find practical ways to live it out.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school. School leaders are relentless in their pursuit of excellence and success for all pupils in their care.

- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. The leadership team and governors have undertaken a range of training opportunities including Relationships and Sex Education. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- New staff have an induction with the headteacher and are also provided with appropriate training to ensure they have the knowledge, skills and understanding to effectively contribute to the school's Catholic Life.
- The school's behaviour policy is rooted in Gospel Values and is understood by all. Children are encouraged to evaluate their own behaviour and attitudes and to reflect on their words and actions.
- Other policies and guidelines related to the Catholic Life of the school are reviewed and revised annually by leaders and governors to ensure that practice within the school is up to date and relevant.
- 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. Since the last inspection, the school has been awarded the *Gold Laudato Si CAFOD Award* for their BOB box project in response to the Pope's call to care for our common home. Parents and family members came into school to make a Bat or a Bird Box with their child and raised money for CAFOD in the process. The school subsequently presented Archbishop Malcolm with his own box which is now in the grounds of the Metropolitan Cathedral.
- The school offers regular newsletters and there is a plethora of information on the school website. Parents and carers have a thorough understanding of the school's mission and are highly supportive of it.
- Vulnerable parents and carers are signposted to the support they can receive from outside agencies by the school learning mentors who work closely with them.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- Governors play their part by monitoring the work of the school and are able to challenge the senior leaders and hold them to account thus ensuring the best possible outcomes for the pupils.
- Leaders, governors and the Pastoral Assistant have worked hard to develop and maintain links with the parish. Parishioners are invited to Masses, assemblies, plays and fundraising events. Members of the parish are regularly invited to speak to the children, deliver assemblies and organise retreat sessions.
- The school is enthusiastic in its response to policies and initiatives and actively promotes the Archdiocesan vision for the Archdiocese throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in the school particularly by embedding the use of *Journey in Love* and *No Outsiders in Our School* and by continuing to develop their curriculum map.

# 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 enter school with skills and knowledge well below expectations but make very good progress in each key stage and by the time they leave, outcomes are above those expected.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Lessons are planned accordingly and include the use of 'p' levels as necessary to meet their needs. Additional adults are used to great effect to support learning and children respond very well to them.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people who use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They are fully aware of the demands of religious commitment in everyday life. A Year 6 pupils, at interview told the inspector that, 'We like to learn about Jesus so we can spread Good News like his disciples.'
- Their religious vocabulary is developing well and children confidently use the key words from the topic within their work and in discussions.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners. In lessons observed on the day of inspection, pupils worked industriously and remained thoroughly engaged in their work throughout.
- Pupils concentrate exceptionally well, have a clear understanding of how they are doing and what they need to do to improve. They know how to get help if they are in difficulty and understand that their teachers are kind, supportive and helpful.
- Pupils approach lessons with great interest and enthusiasm. They particularly appreciate the opportunities teachers provide for them to be creative. Behaviour in lessons is outstanding because pupils enjoy Religious Education and they are rarely off task even in extended periods from an early age, without direction from an adult.
- Pupils' attainment, as indicated by teacher assessment, is outstanding. Pupils generally achieve above average attainment using Archdiocesan data. This achievement has been sustained over time.
- The quality of pupils' current work, both in class and in written work, is outstanding and they demonstrate great pride in their work. Books are extremely well presented and give evidence of high standards of work.

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

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are effective in planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result, teaching is mainly outstanding and never less than good.
- The children in reception receive a great start to their Religious Education as planning for the whole curriculum has the *Come and See* programme at the heart. All areas for learning and activities in continuous provision are connected to what the children are learning in their Religious Education.
- All teachers use the Archdiocesan planners extremely efficiently to provide work that is consistently differentiated to meet the needs of all pupils.

- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make sustained progress.
- Teachers confidently employ a wide range of appropriate teaching strategies, including individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration and application.
- They make excellent use of the 'Driver Words' from the current *Levels of Attainment in Religious Education* in planning, tasks, questions to challenge learners and in their marking.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their excellent progress and provides them with a high level of confidence in making further improvements. Assessment for learning strategies are used to great effect.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- They carefully observe and skilfully question during lessons to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources such as visitors and visual and audio media are used very effectively.
- Teachers communicate high expectations for behaviour, attitude and presentation of work in Religious Education to their pupils who respond with enthusiasm.
- Support staff members play a crucial role in supporting pupils in their work and are instrumental in their success. They skilfully support both, teaching and learning, by giving extra support to individuals, including those with learning difficulties and disabilities, and groups of pupils. They, too, use the 'Driver Words' well. Teachers plan very effectively in order to deploy their additional adults appropriately.
- The school's creative approach in delivering the Religious Education curriculum has actively engaged all pupils in their learning and has had a positive impact on the levels of attainment achieved by pupils and the excellent progress they make.
- During lessons high quality verbal feedback and encouragement is frequent, leading to high levels of engagement, interest, achievement and progress. Pupils are given the opportunity to respond in a systematic and planned way, which ensures pupils understand of what they need to do to improve.
- Teachers are anxious for pupils to do their best, but should ensure they do not over-scaffold the tasks they provide.
- Plenary sessions are used effectively to share work, move learning forward and indicate the next steps children need to take to improve.
- Teachers make excellent use of their displays or working walls as an aide memoire for pupils and as a tool to move their learning on.
- Formal assessments are undertaken in line with archdiocesan requirements. These are levelled and moderated accurately by school staff and at cluster group meetings. Individual Records of Attainment are used effectively to track pupil progress.
- Parents are kept well-informed of their children's achievements and what they are learning in Religious Education lessons in many ways including through the school's informative website, parents' evenings, annual reports and the *Come and See* termly newsletters which gives them ideas as to how they can support their children at home.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils.
- Relationships at every level are strong and affirming.

## **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 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 including professional development, resourcing, staffing and accommodation. The subject leader regularly attends all Archdiocesan in-service training and meets together with a cluster of other schools to support monitoring and evaluation of the subject and moderation of assessments.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.
- Governors place a strong emphasis on the Religious Education curriculum. They are kept informed about the subject through the headteachers' termly report and both formal and informal visits and discussions.
- There are two enthusiastic link governors for Religious Education (one of whom is the chair of governors). Governors have undertaken training to support their strategic role.
- The drive for excellence by school leaders, supported by a skilful, enthusiastic teaching and support staff has had a direct impact on the quality of teaching and learning for all pupils.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.
- The subject co-ordinator leads the subject with passion and enthusiasm. She has a clear vision for teaching and learning and a high level of expertise in securing this vision. She is committed to improving teaching and learning in Religious Education, resulting in teaching that is at least consistently very good. The subject leader attends Archdiocesan briefing sessions and uses her leadership skills to develop the abilities of others during staff meetings and through individual support.
- An excellent subject handbook guides and directs staff in the subject and is reviewed annually.
- School leaders ensure that Religious Education is prominent in the school's development planning by including Religious Education targets in staff Performance Management, allocating an appropriate proportion of the school's finances to fund the development of Religious Education and promoting the *Catholic Certificate in Religious Studies*.

## **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.

- Acts of Collective Worship engage pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing and in the quality of prayerful silence.
- Pupils enjoy opportunities to plan and lead worship displaying confidence and enthusiasm. They regularly evaluate their Acts of Collective Worship and would appreciate further opportunities to plan and lead worship in an age appropriate manner.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they prepare focal areas or lead aspects of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- The pupils value and regularly participate voluntarily in liturgy and prayer. They reported to inspectors that they enjoy the opportunity to be by themselves to talk to God in their prayer space. They like writing their own prayers and really enjoy singing hymns.
- The 'Worship Warriors' in Year 5 confidently and effectively lead worship in their classes after their weekly workshop. Year 6 pupils are very proud to work with their prayer partners from Y2 particularly in the prayer pod.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths 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 for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Staff member have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer. They have had in-service training opportunities to further develop their skills in Collective Worship.
- Staff member should ensure that opportunities to respond with communal prayer are consistently provided across the school to enable full, active participation in worship.
- All classes have a focus table for worship in their classrooms and these are current, well maintained and respected. Many modern artefacts have been purchased to enhance worship and every class has a Collective Worship resource box containing suitable cloths and resources.
- The chair of governors recently led the opening celebration for the Worship Garden in the school grounds. This area is now well-used by children and staff for outdoor worship and private prayer. A prayer pod is available inside school to allow children to pray and reflect on their own or with their prayer partner.

- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is good.
- The parish priest presides at Mass and celebrations for the community throughout the school and liturgical year.
- The parish sister is a regular, welcome visitor who visits classes regularly to lead worship and offer support.

## **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, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.
- They are always able to make these accessible to pupils in a contemporary context.
- Leaders are very visible as leaders of Collective Worship within the school and in the locality. They are models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders provide opportunities for the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- A timetable for themes for worship across the Church's liturgical year has been devised.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular 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 work being undertaken in Catholic Life by:
  - continuing to develop a curriculum map for Relationships and Sex Education.
- Improve self-evaluation by:
  - focusing on the outcomes for pupils and the impact of all the school provides.

# INSPECTION JUDGEMENTS

## OVERALL EFFECTIVENESS

|   |   |
|---|---|
| How effective the school is in providing Catholic Education | 1 |
|---|---|

## 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***