

**The Diocese of Hallam**  
**Section 48 Inspection Report**

**The Catholic Life of the School, Religious Education and  
Collective Worship**

**St Mary's Catholic Primary School**

Cross Street, Chesterfield, S40 4ST

<b>School URN</b>	<b>112898</b>
<b>Overall Effectiveness grade</b>	<b>1: Outstanding</b>
<b>Date of inspection</b>	<b>6<sup>th</sup> June 2019</b>
<b>Name of Chair of Governors</b>	<b>Mr Iain Findlay</b>
<b>Name of Head teacher</b>	<b>Mrs Nicola Brown</b>
<b>Name of RE Subject Leader</b>	<b>Mr Alex Downing</b>
<b>Date of previous inspection</b>	<b>1<sup>st</sup> April 2014</b>
<b>Previous inspection grade</b>	<b>2: Good</b>
<b>Section 48 Inspector(s)</b>	<b>Mr Alan Dewhurst &amp; Mrs Alex Healy</b>

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good,  
3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

<b>OUTSTANDING (1)</b>	To be judged <b>OUTSTANDING</b> for overall effectiveness: The three Section judgements must all be <b>OUTSTANDING</b>
<b>GOOD (2)</b>	To be judged <b>GOOD</b> for overall effectiveness: The three Section judgements must all be at least <b>GOOD</b>
<b>REQUIRES IMPROVEMENT (3)</b>	To be judged <b>REQUIRES IMPROVEMENT</b> for overall effectiveness: One or more sections will be judged to <b>REQUIRE IMPROVEMENT</b> with no sections judged inadequate.
<b>INADEQUATE (4)</b>	To be judged <b>INADEQUATE</b> for overall effectiveness: At least one Section will be judged inadequate.

## Summary of key findings:

### **This is an Outstanding Catholic Primary School**

- St Mary's Catholic Primary School is outstandingly effective in providing a Catholic education of the highest quality for its pupils.
- The Catholic Life of the school is given the highest priority, placing Christ at the centre of the community. This can be seen in the quality of relationships, the atmosphere of respect and care for one another and the importance given to prayer.
- The headteacher, since being appointed in September, has set a clear vision for the school, affirming the centrality of the Catholic ethos, and ensuring that the gospel values that the school holds dear are promoted to pupils consistently and effectively. She has been outstandingly effective in promoting this vision.
- All staff members have shown their strong commitment to the Catholic ethos and mission, demonstrating a united community that gives its all for the pupils and families it serves.
- Pupils play a very active part in the Catholic Life of the school and in the celebration of Collective Worship. They understand that Jesus wants them to '*Let your Light Shine*', and they demonstrate this in their desire to learn and in their respect and care for themselves and each other.
- Parents are very supportive of the school. They recognise the strong moral guidance that the school gives their children, and the way that their spiritual development is strongly influenced by the opportunities the school provides. They acknowledge the strength of support available to them and their children that ensures their wellbeing.
- Religious Education (RE) is outstanding. The new deputy head, as RE coordinator, has been exemplary in helping to bring about improvements, through conscientious planning, well targeted support for colleagues and the provision of extensive resources and materials that enable teaching and learning to flourish.
- The Religious Education team have worked very effectively together to bring about innovation and imagination to the teaching of the subject, enabling staff and pupils to increase their enjoyment of Religious Education. These approaches have meant that pupils' understanding becomes more deeply embedded, and thus standards are raised.
- Collective Worship inspires and motivates pupils. A more creative approach has brought about increased engagement for pupils. They are now very actively involved in the planning and leadership of worship, and enjoy bringing their creative ideas to the formation of liturgies.
- Governors are highly ambitious for the school. Along with the school leadership they monitor, analyse and evaluate all of the school's activities rigorously, keeping the school's Catholicity at the forefront of their thoughts. They support and challenge appropriately, and play a full part in setting the strategic vision.
- All recommendations from the previous Section 48 inspection and from Diocesan monitoring visits have been acted upon successfully.
- The school fulfils all of its statutory and canonical requirements.

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

- Continue to reaffirm the Catholic vision for the school by:
  - Reviewing the school mission statement and its explicit promotion in the daily life of the school and the wider community.
- Continue to develop the quality of teaching, learning and assessment in Religious Education by:
  - Developing assessment utilising the new *'Interim Standards for Religious Education'*
  - Clarifying the criteria by which pupils address each 'key question'.
- Enable further opportunities for pupils to plan and lead Collective Worship independently within class.

## Information about this inspection

The inspection of St Mary's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspectors reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by two inspectors over one day:

- Teaching and learning were observed in eleven classes.
- A Key Stage Collective Worship was observed as well as a classroom worship gathering, planned and led by pupils. Inspectors also took part in a staff worship liturgy.
- Discussions were held with the headteacher, deputy head, and members of the Religious Education School Improvement Team.
- There was also a meeting held with two governors and a telephone conversation with the chair of governors.
- Discussions were also held with groups of pupils and a group of parents.

- A sample of pupils' RE workbooks, class scrapbooks and assessment records from every class was scrutinised, along with the RE coordinator's files
- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the action plan for RE, Catholic Life and Collective Worship, attainment and progress data, surveys, school policies, minutes of governor body meetings, and submissions in writing by parents and volunteers.
- Displays around the school and in classrooms were also noted.

### **Information about this school**

- St Mary's is a larger than average Catholic primary school, situated in the town of Chesterfield, serving the newly formed parish of Our Lady Queen of Peace.
- There are currently 420 pupils on the school roll, 95% of whom are baptised Catholics.
- The proportion of pupils who speak English as an additional language, or who are eligible for the Pupil Premium grant is below the national average.
- The senior leadership team of headteacher, deputy head and assistant head were all newly appointed in September 2018.

## Full Report – Inspection Judgements

### CATHOLIC LIFE

#### The quality of the Catholic Life of the school is outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school	<b>1</b>
The quality of provision for the Catholic Life of the school	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>1</b>

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

- Pupils are very active in their participation in the Catholic Life and mission of the school. They are keen to involve themselves in the opportunities that the school offers and play a full role in evaluating the school's provision and suggesting improvements.
- Pupil voice is a prominent feature of the school. Each term, all pupils are involved in considering some aspect of the school and how it could be better. Pupils have also expressed their views to governors and some have taken part in the annual school improvement meetings, involving all members of the community. Their views are instrumental in the school planning for change.
- Pupils look after each other well. They show respect for each other and for those who teach and support them. Their behaviour is excellent. They are keen to celebrate the achievements of others, as seen in their enthusiastic response to the naming of each 'golden child' in assembly during the inspection.
- They understand the commitment that being a member of a school and faith community entails. They are quick to offer prayers for each other and for families. They understand fully what 'Let Your Light Shine' (the school motto) is asking of them.
- They willingly involve themselves in taking responsibility for each other and for the functions of the school. For example, each Year 4 pupil becomes a 'buddy' to a pupil entering the school in the early years foundation stage, and maintains this role until leaving at the end of Year 6. This enables a strong sense of continuity of care to build between each.
- Pupils value the school's chaplaincy provision very much, taking advantage of the opportunities this offers them, via Collective Worship gatherings and more informal opportunities for prayer. Their heartfelt response to a recent tragic incident involving a member of the community was an indicator of their understanding of faith and what it entails, and the sense of spirituality imbued in pupils.
- The school's relationships and sex education programme enables pupils to understand about growing up, and how to keep healthy and stay safe, as acknowledged by parents.

- Pupils appreciate the personal support that the school offers them, and feel confident and secure in being able to turn to any member of staff when in difficulty.
- They are also keen to reach out to others in need beyond their own community, as evidenced by their involvement in their class charitable activity. Fundraising has taken place for several charities recently, including the Good Shepherd Appeal, Mission Together and Ashgate Hospice. In the latter case, pupils willingly donated money allocated to spend on themselves to the charity, as well as organising an extra bake sale and giving up birthday money. The local Chesterfield Food Bank benefited from the school's harvest celebration in the Autumn.

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

- The school's mission statement clearly expresses its vision, seeking as it does to '*build a spiritual community, secure in its love of God and its respect for itself and each other*'. It also seeks to be '*a dynamic community which is enthusiastic for learning and which embraces the achievement potential for all*'.
- All staff show implicit commitment to these goals in enthusiastically participating in school activities which reflect the Catholic Life. There is a very strong sense of community, and morale is high. Relationships are of high quality, where support for each other is prominent and willingly given.
- The explicit presence of the mission statement in the daily life of the school is less easy to detect, and therefore not a significant feature of pupils' understanding. This does not affect the outstanding nature of provision, but a review of the statement would be an opportunity for the school community to ensure its vision is refreshed, articulated and promoted in a way that significantly impacts on all members of the school.
- The school environment is inspiring and attractive, and it reflects the school's Catholic character, through its displays in classes and corridors, its Sacred Space and in the well kept gardens in the centre courtyard of the building, with their shrine to Our Lady and other reflective areas. This Catholic character is also represented in the saint's name given to each class. At the beginning of each year, the pupils learn about their class saint and celebrate the saint's feast day when cakes are brought in.
- All staff promote high standards of behaviour and model these with pupils. Staff members show their commitment to this by signing a code of conduct each year, signifying their adherence to the school's expectations. All pupils similarly agree to the code in their diary planner.
- The school's wellbeing team is another outstanding feature of the school. It meets each week to review the support it is giving to identified pupils and to take forward any additional support that is needed. Staff members' pastoral needs are also supported with consideration.
- Parents recognise the 'strong values promoted by the school, which lead children to make good, right choices'. They acknowledge that the school's Catholic Life 'has a positive impact on children's confidence'. The school's mantra of WWJD – 'What would Jesus do?' – helps pupils to reflect on the values they are taught and relate them to every aspect of how they make choices and live their lives.

## How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is outstanding

- The school's leadership is exemplary in its commitment to the Church's mission in education. The headteacher set the development of the Catholic ethos as her highest priority when taking up appointment in September, and has been outstandingly effective in articulating her vision to the school community. This is clearly evidenced in the comments made by staff, parents, governors and volunteers, who have recognised the 'uplift' in the commitment to the Catholic Life of the school and the wider community, and how the school's gospel values are being lived out on a daily basis, with Christ at the centre of the school.
- The headteacher and deputy head, also appointed from September, have further demonstrated their commitment through taking on roles on the parish council, and in supporting sacramental preparation, helping the school and parish to forge even closer links than previously.
- The governing body is also very effective in its promotion of the development of the Catholic Life. Governors are active in school life, ensure that they champion the school's Catholic identity in its activities, its policies and its planning documents. At the end of each governors' meeting, they finish by asking 'What have we done to establish our Catholicity?' an example of their clear focus on their core function.
- The school leadership and governors have strong procedures for monitoring Catholic Life provision. They ensure that there is searching enquiry, self-challenge and analysis of the school's performance and impact, so that improvements can be identified and laid out in annual improvement plans.
- An excellent example of this is the school's annual improvement meeting, when staff, governors, parents, parishioners, volunteers and pupils are invited to express their views on the strengths of the school and the areas ready for further development.
- The school is very effective in its engagement with parents. Communications are frequent and varied, including newsletters, class blogs and texts, celebrating successes of groups and individuals. Parents feel very welcome and included. They recognise the efforts the school has made to link itself more closely to the parish so that pupils clearly see the connection between both communities.

## RELIGIOUS EDUCATION

### The quality of Religious Education is outstanding

How well pupils achieve and enjoy their learning in Religious Education	<b>1</b>
The quality of teaching, learning and assessment in Religious Education	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>1</b>

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

- Pupils make good progress in their learning in Religious Education. Thanks to teaching that is targeted at helping them to understand religious concepts, Catholic social teaching and knowledge of scripture at a deeper level, they develop skills of reflection and evaluation, making links between what they learn and its application to how they live their lives.
- Pupils clearly enjoy Religious Education lessons. They collaborate with each other extremely well, stay focussed on their learning tasks, listen to each other respectfully and engage willingly with the demands set before them. They enjoy the wide range of opportunities available to them, and the variety of approach.
- During the inspection, pupils were seen to be given extensive opportunities to discuss matters with each other, and understood completely the need to include all, cooperating with their peers easily. They took part in lessons in a very focused manner, listening keenly to teacher and classmates, responding to questions willingly, and enjoying more active learning when challenged.
- They demonstrate the ability to reflect on matters, debate issues and consider the opinions of others. The encouragement to articulate their thoughts regularly has helped them to develop their religious vocabulary, to think ethically and consider the demands of religious commitment in everyday life. Regular discussions around the 'big question' that headlines each topic have contributed to this development.
- The school's approach to learning using Magenta principles has helped pupils to break down learning into small steps, with 'change', 'reduce', 'assemble' tasks helping to promote deeper learning.
- During the inspection, numerous examples were seen of pupils' keen engagement in their learning. For instance, pupils in the foundation stage flourished in a positive working atmosphere, guided on a variety of tasks, exploring vocabulary, discussing pictures and talking about Jesus. In Key Stage 1, pupils were focused on making the right choices, considering choices they had made themselves, and how to turn back from wrong choices that took them away from God. They understood the nature of 'sin' and the power of forgiveness.
- Lessons in Key Stage 2 often focused on the use of a scripture passage, with links made to the Sacraments and to pupils' experience of everyday life. Pupils enjoyed identifying important themes and responding to time-limited challenges to find the answers to questions.
- Pupils' RE workbooks are presented well, with a strong element of consistency across the school. Pupils respond well to the chance to demonstrate their learning in books in a variety of ways, through written tasks that include the creation of prayers, retelling and explanation of religious stories, sequencing activities and design tasks. The results of group discussions and individual reflections are evidenced in the large class 'scrapbooks'. The use of these for recording is less consistent. As pupils move through school, their skills clearly progress in the ability to reflect deeply on their learning.

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

- Teachers consistently plan interesting and engaging lessons that are relevant and appropriate to pupils' ages and stages of development.
- The school follows the 'Come and See' RE scheme, supplemented by further focus on world faiths and other Christian denominations. There has been a strong drive to move away from the basic delivery of the scheme, and to adopt a more creative approach to teaching to ensure the full engagement of pupils, and to guard against shallow levels of understanding.
- This has been very effective. The impact of the school's innovative approaches can be seen clearly in the response of the pupils and in the work that they produce.
- The Kagan principles, that see pupils included in working groups each term, with careful selection of the make-up of each group, are very well implemented and therefore give pupils the structure in which to collaborate effectively with the full inclusion of each individual.
- Teachers apply other whole school strategies to telling effect, as in thinking maps, meta-cognition and Magenta principles, for example. They use a range of resources skilfully to maximise learning. The 'pupil selector' and the countdown clocks regularly in use keep pupils focused and attentive, maximising learning time.
- Teaching assistants work effectively and unobtrusively in supporting groups and individuals to access learning and stay focussed on tasks.
- There has been a clear improvement in the focus of learning objectives as the year has progressed, with these expressed as 'key questions', often starting 'Can I ....?' The link between the clarity of these questions and the expected attainment of pupils, through the use of the 'driver' words from the assessment scheme for instance, has ensured that learning is pitched at a challenging enough level to advance progress.
- Marking strategies, using stickers to set further questions that ask for expanded answers, further reflection or are intended to stretch knowledge, are very effectively used.
- Further development of the success criteria relating to the key questions by teachers would enable pupils to understand more clearly what is required of them, thereby challenging them to meet said criteria. Positive feedback could thus be more closely aligned to the achievement of set criteria. The present system of using rubrics (mainly in English language development) could be a useful tool in Religious Education too.
- Achievement is celebrated regularly, as are pupils' efforts to do their best, providing good motivation for pupils.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding**

- Leaders and governors have ensured that the Religious Education curriculum fully meets the Bishops' Conference requirements in dedicating at least 10% of the timetable towards the subject. Indeed, they have made every effort to expand the curriculum time where possible, and to link learning in other subjects to the RE topics and religious issues.
- Religious Education has been given the highest priority in terms of time for professional development and purchase of resources, in line with other core subjects.

- The headteacher has ensured the advancement of Religious Education through the creation of a committed and experienced team that oversees development of the subject. Together, they have ensured that teaching, learning and achievement in the subject are rigorously and effectively monitored, that outcomes are analysed and evaluated and that conclusions lead to further strategic planning to bring about improvement. It is this approach that has led to the raising of standards in teaching and learning.
- The RE coordinator, since his appointment in September, has shown a wealth of expertise in leading development of Religious Education. The quality of professional development offered to staff, the production of supportive materials, such as the RE handbook for instance, and the personal support given to individual teachers have been exemplary. Developments shared at diocesan meetings have been very effectively disseminated, and other sources of best practice have also been brought to the attention of staff.
- The RE team planned and delivered a research lesson to share good practice to colleagues and to teachers from other schools. This led to the personal target setting by staff of their own goals for developing their teaching, and these have formed part of the school's performance management system. The RE coordinator also had the opportunity to share this, and some of the school's other innovations, with a meeting of coordinators in the diocese.
- Governors feel well informed of development in Religious Education. The RE link governor, and the chaplain (also a governor), have been very active in monitoring improvements and liaising with senior leaders.

## COLLECTIVE WORSHIP

### The quality of Collective Worship is outstanding

How well pupils respond to and participate in the school's Collective Worship	<b>1</b>
The quality of provision for Collective Worship	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>1</b>

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

- Pupils are captivated and enthused by the opportunities for Collective Worship. They feel fully engaged in all liturgical gatherings because they are presented in accessible and relevant ways using a range of approaches.

- Pupils are confident in their leadership of liturgy. They have become accustomed to planning Collective Worship as a whole class, with responsibility for a part of the liturgy or its setting in smaller groups, contributing to a meaningful and thoughtful service. They contribute ideas very imaginatively, and willingly participate in the presentation of Collective Worship, through reading, acting, ritual gesture or singing. They can choose appropriate religious artefacts, hymns, reflective music, video clips and visual settings to enhance a liturgy, utilising the 'see, hear, think, do' approach to ensure the richness and appropriate focus of any gathering.
- Understanding of the Church's liturgical year is well developed in pupils, thanks to the carefully planned schedule of celebration for each term, and the attention to each season given in class in their prayer focus areas and other displays.
- Pupils are able to maintain their focus during Collective Worship. They can keep stillness during reflective moments, when asked to consider what they have heard or seen, showing appreciation of the meditative nature of prayer. Singing is enthusiastic and tuneful.
- Pupils take up with particular enthusiasm the many informal opportunities to pray, such as in the lunchtime activities on the playground, the afternoon prayer groups or in visits to the 'Sacred Space'. The Chaplaincy Group, comprising a dozen Year 6 pupils who have applied for membership, fulfil their duties with a keen sense of responsibility and service.
- The spiritual and moral development of pupils is positively enhanced by learning in a community that has prayer as a central daily feature. Pupils are learning how to come into God's presence and pray with the utmost respect, and to relate their experience of the messages within Collective Worship to how they should live their lives. This is confirmed by parents, who commented on how their children's prayer life continues at home, and by parish catechists and other volunteer visitors.

### **The quality of provision for Collective Worship is outstanding**

- The school leadership ensures that Collective Worship is at the heart of the daily life of the school. The highest priority is given to ensuring that prayer is developed meaningfully and appropriately so that pupils of all ages, abilities and backgrounds can participate and benefit.
- Collective Worship is carefully planned to address the needs of pupils, following the seasons of the Church's year, but also relating to the promotion of the values of the school and to current events.
- It is evident that worship has become less restricted in its delivery in the last year, and more attuned to the involvement of pupils, enabling greater creativity and range of approach that fully engages everyone. Pupils have responded to this change with increased enthusiasm and active participation.
- This could be seen during the inspection in the very varied approaches adopted in Collective Worship in a Key Stage 2 assembly and a class based liturgy. In the former, a Year 5 class, guided by their teacher, had helped to plan a service for other classes on the theme of 'Pentecost'. Pupils presented the assembly with great confidence in their reading, acting and singing. They gave greetings in several languages to make reference to the events of Pentecost, showed in a series of role-plays the nature of

the fruits of the Holy Spirit, and further reinforced these through a video clip, appropriate hymn and display of the name of each 'fruit' on a tree. Each class was also given a mission via the gift of soil and seeds to plant on their return to class.

- In the class based worship, an enthusiastic gathering song was followed by the building of the altar with religious artefacts, reading of 'the Word' and the placing of pictorial symbols to depict the story. A period of silence for reflection was followed by the sharing of a sign of peace. Pupils went forth by writing about what the disciples said about God, taking these accounts home thereafter.
- Worship is planned across each term, with new resources helping staff to be supported in choosing appropriate themes, scripture readings, hymns and other devices that focus the involvement and interest of pupils. The school ensures that the environment is rich in encouraging spirituality, through its attractive and inspiring displays in classes and corridors, its dedicated Sacred Space and in its exhortation to bring prayer into every day, such as through the schedule of assemblies, via the school newsletter and the 'Monday Mission'.
- Professional development for staff has been very effective in establishing the main structure of liturgy in a classroom or key stage setting, so that all feel confident and knowledgeable in guiding pupils appropriately, and signposting the range of approaches and resources that can be utilised.
- A further example of excellent practice is seen in the opportunities provided at lunchtime breaks. Pupils are drawn into a variety of activities that help them to appreciate prayer in different ways. One of the chaplains sets up imaginative opportunities for pupils to reflect on their faith, and many willingly do so, for instance through stations of the cross displayed on the wall of the school building, through using scrabble tiles to express religious vocabulary, or making 'living rosaries' out of children and skipping ropes. Pupils have been able to learn about the 'Armour of God' and to express special intentions. These activities are further developed for some in afternoon prayer group sessions.
- Enhancement of Collective Worship is also affected positively by the school's links with its parish community and volunteers. Regular hymn practices and the formation of a choir help to develop the use of singing within worship, both in school and in church. The Daughters of Divine Charity help with retreat days in school, and a series of opportunities for Eucharistic adoration have taken place in their convent, particularly helpful for Year 3, many of whom had been preparing for their first Holy Communion.
- A further extension of provision that would benefit pupils would be an increase in the opportunities for small groups of pupils to independently plan and lead Collective Worship within their class, possibly on a rota basis throughout the year.
- Parents are made very welcome, regularly invited to liturgical celebrations in school and parish church. Their inclusion has been enhanced by re-arranging seating plans to reflect their role as participants in worship rather than spectators at a performance.

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

- Senior leaders are committed and practising Catholics who have extensive knowledge of the Church's liturgical year, seasons and feasts, and thereby are able to plan and deliver quality Collective Worship.
- They have been determined and rigorous in ensuring that the best possible opportunities are provided for their pupils, and that these are engaging and appropriate. The whole of the 'RE SIP team' has been united in their commitment to model best practice, and this has had a profound impact on staff and pupils.
- Extensive efforts have been made to review and improve Collective Worship, giving all participants a chance to highlight what is good and suggest what could be better. These can be evidenced in the range of evaluation exercises that have been used, including the remodelling of feedback from parents, the liturgy evaluation forms completed by pupils and the 'Mass reflection' forms, ensuring pupils respond to what they have experienced in attending Mass.
- Professional development of staff has been given the highest priority. The RE coordinator has worked tirelessly in improving staff confidence and understanding through focussed staff meetings, the production of clear guidelines via the Collective Worship handbook and the revision of the Collective Worship policy, and the targeted personal support for colleagues, including the modelling of practice.
- Headteacher and deputy head have been exemplary in their support of sacramental preparation, attending classes alongside candidates on Saturday mornings to ensure pupils appreciate the link between parish, home and school in the practice of their faith.
- Governors have ensured that Collective Worship is monitored and evaluated regularly through their discussions at meetings, and through their direct involvement in school liturgies and prayer activities.