



DIOCESE OF  
SHREWSBURY

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**SELF EVALUATION FORM**

**FOR**

**SECTION 48 INSPECTION**

**IN**

**CATHOLIC SCHOOLS**

**PRIMARY**

**JANUARY 2017**

## **CONTACT DETAILS:**

**Name of school :**  
**SS John Fisher & Thomas More**  
**Catholic Primary School**

**School Address:**  
**Woodhouse Lane**  
**Benchill**

**Postcode:**  
**M229NW**

**LA:**  
**Manchester**

**Telephone No:**  
**01619983422**

**Head Teacher's email address:**  
[Head@st-johnfisher-st-thomasmore.manchester.sch.uk](mailto:Head@st-johnfisher-st-thomasmore.manchester.sch.uk)

**Name of Head Teacher:**  
**Dominic Hemington**

**Name of RE Subject Leader:**  
**Paul O'Hara**

**Name of Chair of Governors:**  
**Matthew Fox**

**Name of Parish Priest:**  
**Fr Nick Kern**

### **Mission Statement**

Our Mission here at SS John Fisher and Thomas More is to value the uniqueness of every person in our Catholic Christian Community. Realising that each individual is created in God's likeness.

While striving for excellence we accept the children as they are and seek to teach them all the Gospel values with Jesus at the centre of all our lives. Prayer frames each of our days and strengthens us to fulfil our purpose as educators.

We acknowledge our parents/carers as the first educators and appreciate their support and involvement in school life. Daily, we seek to provide opportunities and rich learning experiences to further the development of the whole child.

We celebrate the children's achievements, strive to realise their hopes, encourage them to reach their goals and dream of whom they may become.

# FACTUAL INFORMATION ABOUT THE SCHOOL

**The school's context and, particularly, any significant changes in its circumstances since the last inspection**

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		93	40	45	43	43	41	44	349
Catholics on roll		50	23	33	26	31	27	30	222
Other Christian denomination		25	11	10	9	5	6	5	71
Other faith background		1	1	1	1	3	4	2	13
No stated religious affiliation		16	5	1	7	4	3	6	38
Number of learners from ethnic groups		50	26	21	22	22	20	25	186
Total on SEN Register		8	3	8	5	6	5	11	46
Total with Statements of SEN		-	-	2	-	-	1	-	3
FSM		21	10	7	11	10	13	14	86

Exclusions in last academic year	Permanent 0	Fixed term 6
Index of multiple deprivation	-	6???

PARISHES SERVED BY THE SCHOOL	1
<b>Name of Parish</b>	<b>No of Pupils</b>
Our Lady Queen of Peace	

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
<b>Name of School</b>	<b>No of Pupils</b>
St Paul's High School	21
Loreto High School	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
<b>Total RE teaching time (Hours) per week</b>		2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5

<b>STAFFING</b>	
Full-time teachers	17
Part-time teachers	3
Total full-time equivalent	18.56

<b>NAME OF SCHOOL</b>	
Ss John Fisher & Thomas More Catholic Primary School	
Published admission number	45
Number of classes	12
Average class size	30

Support assistants	14
Percentage of Catholic teachers f.t.e.	55%
How many teachers teach RE (P) f.t.e.	100%
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0

KS1	
Average class size KS2	28

FINANCIAL DATA			
RE	£2063	£2040	£2080
English	£18721	£5000	£5000
Mathematics	£6600	£5000	£6000
Science	£837	£1500	£1500

Please give an indication of the key areas of spending in Religious Education including In-service costs, in the past 2 years.

Provision for assessment through creative RE training  
RE INSET day 7<sup>th</sup> July 2017

Brief statement about the INSET devoted to Religious Education and the Catholic life of the school during the past 2 years. Please name providers.

What were the areas for improvement from the last Inspection? How have these been addressed?

Continue to develop assessment procedures as indicated in the school development plan. These procedures should include moderation between classes and age groups so that

senior leaders can be certain that there is consistency and accurate levelling across the whole school.

Continue to develop the Collective Worship, which is a strength in the school, by involving the children more in the planning; actively consider opportunities for pupils of all ages to lead assemblies or class prayer times.

## STANDARDS OF ATTAINMENT DATA

Results for current and previous year - to be used in discussion with inspectors

<b>PRIMARY</b>	<b>No in cohort</b>	<b>Not working within A.R.E.</b>	<b>Working towards A.R.E.</b>	<b>Working at A.R.E.</b>	<b>Working above A.R.E.</b>
<b>KS1 R.E.</b>		<b>&lt;L1</b>	<b>Low-mid L1</b>	<b>High L1/Low-mid L2</b>	<b>High L2/Low L3</b>
<b>KS2 R.E.</b>		<b>&lt;L3</b>	<b>Low-mid L3</b>	<b>High L3/Low L4</b>	<b>High L4</b>
End of KS1 RE Current year					
End of KS1 RE Previous year					
End of KS1 Writing Current year					
End of KS1 Writing Previous year					
End of KS1 Reading Current year					
End of KS1 Reading Previous year					
End of KS2 RE Current year					
End of KS2 RE Previous year					
End of KS2 Writing Current year					
End of KS2 Writing Previous year					
End of KS2 Reading Current year					
End of KS2 Reading Previous year					

## OUTCOMES FOR PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups**

**The extent to which pupils contribute to and benefit from the Catholic life of the school.**

*(See Handbook Page 8)*

*The extent to which pupils take on responsibilities and take part in developing the Catholic character of the school;*

*Pupils sense of belonging to the school community and their relationship with those from different backgrounds;*

*The extent to which pupils contribute to the common good in the school and wider community.*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

The Mission Statement is at the heart of our Catholic life. Golden Rules help the children to live out this mission. We create a happy and caring environment where our children can feel safe, secure and motivated to work hard to achieve their full potential. Teachers practise activities such as circle time, bubble time and through RE/ PSHE lessons pupils demonstrate the ability to forgive and be forgiven, to show tolerance for one another. Consequently children learn to know, love and serve God.

Pupils are actively encouraged to participate in a range of activities and events that celebrate the Catholic life of the school. These include:

- Regular weekday parish masses on a termly basis around significant seasons in the liturgical calendar such as Lent & Advent where a specific class would prepare and lead the worship.
- Monthly Sunday Parish/ School masses where the children lead various aspects of the celebration – liturgy of the word, music etc
- The parish catechists prepare the children and their parents for the sacraments of First Reconciliation & Holy Communion by leading an after school session each week during the Spring Term. They are supported by the school staff, other pupils and faith friends through prayer and attendance at their regular celebrations.
- Fundraising – children are involved in activities that raise money for those less fortunate both at home and abroad – CAFOD, Mission Together, BECOT, Cornerstone, City of Angels.
- Termly religious themed weeks are included in the long term curriculum planning of the school which enable pupils to explore key religious events/ concepts –Advent, Holy Week, “Year of Faith” Week which centres around the school feast day.
- A programme of assemblies which are designed to follow the liturgical year and celebrate pupils’ academic, religious, social and cultural achievements. As a result pupil respond in a supportive manner to the successes of others.



- The SRE programme has been adapted from a number of sources – In the Beginning; This is my Body, Growing & Changing. This is through consultation with Y6 teachers, SLT, school nurse and members of the Governing Body. The programme runs during the Summer term.
- Approximately one third of our KS2 pupils participate in our school choir. The ethos of this club is to be inclusive, giving pupils an opportunity to achieve highly. As a result the children learn the value of giving to others through their talents – Annually, they lead monthly parish masses, perform carol concerts for parents/parishioners and the community (St Ann's Hospice), the Hidden Gem and for the Lord Mayor (Special concert at Manchester Town Hall (see choir file for full list). Church projects, e.g. performance of the 'Peoples Passion' – broadcast on Radio4
- Our close relationship with the Wythenshawe Team Ministry led by Father Paul Standish has enabled the pupils to learn how Christ can be placed at the heart of everyday living – (e.g. talks to pupils on vocation, baptism, clergy participation on residential visits, support for preparing liturgies in KS1 / KS2)
- Annual Year 6 retreat day at Sacred Heart Parish Centre based on CAFOD resources. This day is shared with another cluster primary school.
- Pupils behave well in school and are able to reflect upon their behaviour. They have a clear sense of right and wrong based upon the 'Golden Rules' which are rooted in the teachings of the Gospel.

**How well pupils achieve and enjoy their learning in Religious Education.**  
(See Handbook Page 10)



*Pupils' attainment in Religious Education at the end of each Key Stage;*

*The quality of pupils' learning and their progress in Religious Education and any variations between groups;*

*The quality of learning for pupils with particular learning needs / or disabilities and their progress.*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

#### CONTEXT

The school is a diverse community, the most recent census indicates that 42% of our children have English as an additional language and 49% (aged 5+) are from ethnic backgrounds other than white British. 24 languages are spoken by families within the school.

#### EYFS

- Standards on entry to nursery are well below national expectations in personal, social, emotional and spiritual development. (Evidenced by baseline assessment data)
- Most pupils begin school with little or no knowledge of the Catholic faith, its practices and its sense of community. However there are strong Keralan & African communities whose children regularly worship and have experience of the Catholic faith (approx 15%)
- The EYFS prepares the children well as learners and as committed members of our catholic school community.
- During their time in EYFS, the children have an effective RE Curriculum. They take part in assemblies and liturgies within the school and the church. They are given opportunities to pray and share experiences through circle time. They follow the WTL programme and this is integrated through continuous provision. Consequently they make good progress and leave with a developing sense of Christ being at the heart of school life.
- Using the end of FS profile and through the monitoring and evaluation of RE, the percentage of pupils achieving age related expectations by the end of Reception is closer to the national average than at their starting point in Nursery.

#### KS1 & KS2

- Our current assessments show that pupils continue to make good progress so that by the end of KS1 attainment is broadly average and comparable with their attainment in English.
- In KS2 pupils maintain their progress so that attainment in RE remains in line with national expectations for their age group. Some groups make outstanding progress such as our Ethnic Minority pupils. SEN pupils also make good progress from their relatively low starting points. Our pupils from White British backgrounds achieve less highly. One key barrier to their learning is the lack of parental commitment to the Catholic life of the school, however we continue to provide opportunities to increase parental engagement.
- Current tracking shows that progress in RE is good and attainment is generally higher than attainment in reading and writing for each cohort  
(See tracking data)
- Lesson observations show that nearly all pupils are engaged in their learning and the majority are becoming religiously literate by the end of KS2. They demonstrate this through their confidence in responding during lessons, assemblies and liturgies and their ability to reflect upon Christ's teachings and apply these values within their daily lives and experiences.
- Many pupils make a significant contribution to the religious life of the school through their participation in activities such as fundraising, class/parish masses, cultural performances.
- Our school choir regularly leads the music at parish celebrations. They also represent the school at many citywide events such as performances at Manchester Cathedral and The Hidden Gem.

- Pupils take an active role in learning about significant seasons in the church's year such as Advent, Lent and Holy Week
- Children take pride in their work which is evidenced in their books and displays.

**How well pupils respond to and participate in the school's Collective Worship**  
(See Handbook Page 12)



*To what extent pupils show interest and actively participate in Collective Worship;*

*To what extent pupils are acquiring skills in planning and leading prayer and worship;*

*How well Collective Worship contributes to the spiritual and moral development of pupils.*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade

- Pupils actively engage in all assemblies and acts of collective worship through singing, responses to the word of God, symbolic action, silent and collective prayer.
- They are beginning to develop their confidence in leading prayer and worship in class and school wide settings. (See 'What the school needed to improve') This is the reason we have not judged ourselves to be outstanding yet.
- 'Mini Vinnies' and House Captains are key role models in developing collective worship within school.
- Parishioners and members of the public regularly comment on the reverence and confidence that our pupils display when they have been present in wider community celebrations – mass at Hidden Gem, attendance at Manchester Cathedral etc. (see letters), parish masses
- Pupils demonstrate knowledge of religious seasons, key artefacts. They can choose appropriate hymns for specific celebrations and respond well to the use of religious imagery
- Parish volunteers run a weekly 'Prayer Group' at lunchtime (10 – 20 UKS2 pupils regularly attend.)

## How effective leaders, governors and managers are in developing the Catholic life of the school.

(See Handbook Page 14)



*How well they promote the work of the Catholic school;*

*How well they monitor and evaluate provision and outcomes in order to plan future improvements;*

*How well they implement improvement in respect of the Catholic Life of the school.*

*How well they promote, monitor and evaluate the quality of provision for Collective Worship.*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The SLT are all committed, practising Catholics.
- There is a designated Governor for RE who works voluntarily in school on a weekly basis, developing strong relationships with pupils and staff.
- Following a rigorous consultation period (Autumn 2012) the governors made an informed decision to convert to academy status as part of a Multi Academy Trust. This is essentially because they are committed to a vision for Catholic education in Wythenshawe from 3 – 16 years which will ensure the place of Catholic schools in the local community for future generations
- Members of the SLT regularly attend training provided by the Diocese
- The Headteacher attends the Wythenshawe Catholic Head's meetings each half term.
- Naming of the rooms/spaces around school – Romero Centre, Kairos Room, Primus Centre, Anam Cara. The award winning school grounds provide space beyond the classroom for staff and childrens' spiritual and moral development (prayer garden, memorial garden)
- The Mission Statement is at the heart of our Catholic life and the Governors and SLT ensure that this is central all school policies and procedures.
- The school environment (Displays, art installations etc, religious artefacts) are designed to promote staff & childrens' sense of belonging within our Catholic community.
- Visitors consistently comment on the welcoming and calm atmosphere and the warm positive relationships that exist between staff and pupils. Governors and the SLT believe this is as a result of the school community living out the teachings of the Gospel on a daily basis.
- SLT and Governors are active in promoting the school's involvement within the life of the parish. (Sacramental programme, regular school/parish masses, presentations for the parish – fundraising)
- SLT are pro-active in fostering strong relationships with the LPA Team Ministry.
- Headteacher is currently the Diocesan representative for the Manchester SACRE
- Time is provided for RE Co-ordinator to evaluate RE provision- This is carried out through lesson observations; pupil voice activities; discussions with staff;

evaluation of timetables, collective worship, assemblies and masses; SRE programme.

- RE is included in the termly Raising Achievement Plan
- Parents views are actively sought each year. (questionnaire results in file)
- Collective worship / Circle Time /School Council/Mini Vinnies are regularly used to gather pupils' views and to support their spiritual and moral development.
- The Performance Management target for the RE Co-ordinator is linked to the relevant School Improvement priority.
- CPD in RE and INSET (including staff meetings) are an integral part of school improvement.
- Diocesan Briefing Notes are a standing item for all Full GB meetings. This provides an opportunity to discuss relevant issues from a Catholic perspective. Minutes of meetings demonstrate the level of rigour and challenge that Governors have in evaluating the work of the school including its Catholic character.
- The GB ensures that parents and pupils views regarding the Catholic life of the school are sought annually through questionnaires.
- The termly Headteacher's report includes information about the Catholic life and pupils' personal, spiritual and moral development.
- Governors are involved in the termly evaluation of the schools Raising Achievement Plan (RAP). The RAP includes a specific objective on RE. This provides them with a clear view and understanding of the priorities, achievements and areas for development.
- Members of the GB are regular guests at events organised by the school and parish.

**How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils**  
(See Handbook Page 16)



*How well they use monitoring data to evaluate the school's performance in order to plan future improvements;*

*How effectively plans are conceived and how well they are implemented at all levels to bring about improvement in provision and in pupils' outcomes.*

*The effectiveness of the subject leader/s*

*How effectively assessment is used in monitoring and securing improvement*

*The school's capacity for sustained improvement*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- RE Co-ordinator is the Deputy Headteacher and consequently a key member of the SLT.
- Tracking system is in place to monitor progress of pupils in RE from Y1 to Y6 and SLT analyse information in order to identify strengths/ underachievement across each cohort.
- The PSE section of the EYFS profile is linked to WTL in order to highlight pupils' progress in the early years.
- Time for the monitoring and evaluation of RE teaching and learning, the curriculum and the quality of pupils work is conducted annually by members of the SLT. The outcomes from this year's M&E are included in the schools RAP
- RE co-ordinator uses this information to discuss future learning plans with teachers and reports to Headteacher (minutes from staff meetings and SLT meetings)
- This enables the SLT to prioritise areas for improvement which are then included in RAP.
- The SLT actively engage with Diocesan advisors on a termly basis therefore enabling provision to be informed by local and national guidance.
- Parent/Carers were surveyed in the Autumn term 2012 during the consultation evening, 135 questionnaires were returned and 95% of responses agreed/strongly agreed with the statements. These responses are included in the spring RAP and will inform our next steps to engage and inform parents of the content of the new Religious curriculum.

**Action**

- Over the last 12 months there have been significant changes to the membership of the GB with half being new to the role. As a result there is a need to provide training opportunities and support to enable them to be highly effective in evaluating provision in RE.
- Following this year's period of Monitoring and Evaluation in RE, actions have been agreed which are included in the **Provision** section of the SEF.

We are judging ourselves to be good in this section as a result of the changes to the GB and the implementation of the new RE scheme

## PROVISION

How effective the provision is for Catholic education




**The quality of teaching and how purposeful learning is in Religious Education**  
(See Handbook Page 18)

*How well teaching promotes purposeful learning, enjoyment, progress and attainment of pupils;*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The WTL is a new scheme for the school since September 2012 and as a result it will take some time to embed in the schools practice. This is the schools key priority within this year's raising achievement plan.
- The most recent monitoring & evaluation in RE took place in February 2013. During this time the RE Co-ordinator conducted a series of 12 lesson observations. 1 was Outstanding; 9 were Good; 2 required improvement. 83% were good or better.
- Key features of the good / outstanding lessons were: use of resources (including ICT), pace of lessons, effective use of other adults, linking liturgy to personal experiences, pupils' behaviour and responses; building upon pupils' prior learning and task clearly differentiated; clear learning objectives shared with pupils.
- There are examples of excellent practice in the use of assessment and marking across the school.
- Staff have a good understanding of WTL programme and plan effectively using this curriculum.
- Scrutiny of timetables and monitoring of lessons shows that each child receives the full entitlement of 10% RE.
- WTL is supplemented by "Statements to Live By" which identifies a particular statement for each week of the year which the pupils are asked to apply within their daily lives.
- Cross curricular approaches to RE are evident in all key stages and enable pupils' learning to be strengthened (e.g. drama collaborations, art and design, use of circle time to develop pupils' speaking and listening skills)
- Pupils are encouraged to ask questions and challenge their own thinking.
- Work is valued and this evident in displays in classrooms and around the school as well as in pupils' books.

**ACTIONS**

(see previous section)

- To make effective use of the 'stepping stones' statements in nursery in order to enhance provision for our lowest attaining pupils.
- To develop consistency in our use of assessment in RE which goes beyond the examples shown in the WTL scheme.  
(see leadership team minutes)

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**The extent to which the Religious Education curriculum promotes pupils' learning**

*(See Handbook Page 20)*



*That the curriculum and other activities are relevant to the pupils' needs and are provided coherently to ensure that pupils whatever their starting points are able to achieve appropriately.*

*That the curriculum contributes to pupils' spiritual and moral development and vocation guidance.*

*That curriculum meets Bishops' Conference requirements and is responsive to diocesan circumstances.*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

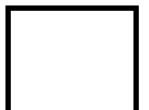
- To fulfil our aims and objectives we use the Diocesan approved scheme 'The Way, The Truth and The Life' programme of R.E. This programme enables us to meet Diocesan curriculum requirements.
- Teaching staff are fully committed to teaching the 'WTL' scheme. The Diocesan Primary Advisor delivered training on the new scheme for staff in the summer Term 2012. Further work was complete in the autumn term which focused on assessment to support the scheme. The Headteacher and RE Coordinator regularly attend Diocesan meetings and are up to date with the requirements of the WTL scheme. Information is cascaded to all staff where appropriate. This enables the teaching staff to be kept up to date on current developments within the Diocese.
- The school has adopted a creative cross curricular approach through the Creative Learning Journey and teachers are becoming skilled at making links between RE and other subjects.
- In line with the Diocese, the school has a commitment to supporting the work of CAFOD, Mission Together and other charities. Assemblies and fundraising events take place regularly throughout the year in order to raise awareness amongst both pupils and parents of relevant projects that these organisations are involved in.
- As a Catholic school, we believe fundamentally in Inclusive education. We "...value the uniqueness of every person in our Catholic Christian community, realising that each individual is created in God's likeness."
- The school uses a PHSE approach 'Statements to Live By' which was introduced following an RE cluster day three years ago. The school adopts a circle time approach to PHSE.
- We recognise that there are a number of our pupils who have significant social, emotional and behavioural needs (SEBD) and their learning may be hindered by compromised parenting. As a result of this, we run a Nurture Group which OFSTED commented that '*the provision caters exceptionally well for individual needs- pupils say they 'love it here'. This is a carefully resourced unit and the pupils take pride in their work.*'
- We employ a teacher to support our many EAL pupils (41%) for 1.5 days per week. This is vital in ensuring that pupils' religious and cultural heritage is celebrated and pupils are encouraged to develop a true sense of their own identity.

- The curriculum is enhanced by visits from a range of volunteers and organisations e.g. clergy, nuns, university mentors, airport attendance scheme.

**ACTION**

- To ensure that further opportunities are provided to develop learning about other faiths since the WTL scheme doesn't provide sufficient opportunities.

**The quality of Collective Worship provided by the school**  
(See Handbook Page 22)



*How well the school provides opportunities for the pupils' to develop spiritually through acts of Collective Worship taking into account their age, aptitudes, family backgrounds and the Catholic character of the school.*

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Prayer frames each of our days and strengthens us to fulfil our purpose as educators.” (Mission Statement)
- All staff follow the school’s Collective Worship policy which is reviewed annually.
- There is a clear timetable for Collective Worship. Whole school assemblies take place on a Monday and Friday mornings. KS2 assembly takes place on a Thursday and KS1 on a Tuesday. On the other days of the week collective worship takes place in each class with a particular focus on developing pupil’s ability to lead prayer and worship sessions.
- A range of resources and environments are used to provide meaningful stimulus for children’s’ prayer and reflection. (retreat days, amphitheatre, prayer garden, memorial garden, Y6 residential to Ghyll Head- Windermere)
- Opportunities are provided for prayer at an adult level – cluster inset, staff meetings, INSET
- Music is an integral part of staff and pupils’ worshipping experience.
- Formal acts of worship have a clear structure which is: Gather; Word; Symbolic action; Going Forth.
- Parents/carers and members of the community are invited through newsletters and personal invitations to class led assemblies, liturgies and masses. Attendance is improving.
- Collective Worship follows the liturgical year and is given high profile during key times such as Advent and Lent.
- SS John Fisher & Thomas More worshipping community is within the overarching parish of Our Lady Queen of Peace Parish. The parish priest is Fr. Michael Murray. The school is served through a team ministry approach led by Fr Paul Standish.
- Members of the parish facilitate a ‘prayer group’ with KS2 pupil on a Thursday lunchtime. 15-20 pupils attend regularly and they respond with reverence and respect.
- Y6 House Captains lead the worship in the KS2 assemblies on a weekly basis.
- Mini Vinnie’s meet weekly and discuss a range of issues and ways of supporting projects within and beyond the community. These pupils have written and led whole school assemblies which have been prayerful and informative.

## OVERALL EFFECTIVENESS

**How effective the school is in providing Catholic education**  
(See Handbook Page 24)

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Outcomes for Pupils - Good

Whilst there are some aspects of this section which we believe are outstanding, attainment in RE is not significantly above the national average in almost all cases and the quality of responses of younger pupils in collective worship needs to further developed.

Leaders, Governors & Managers - Outstanding

We are judging ourselves to be good in 'How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils' as a result of the changes to the GB and the implementation of the new RE scheme. However on balance we believe our provision in this area is outstanding.

Provision – Good

We believe that the provision for our pupils is good and not outstanding since in the last period of monitoring and evaluation, 83% of lessons were judged to be good or better. However the number of lessons to be judged outstanding needs to be increased. We also recognised that assessment using the new scheme needs to be embedded and '*instrumental in maintaining pupil's exceptional learning and progress.*'

**OPTIONAL**

**PLEASE ADD ANYTHING ELSE WHICH YOU THINK CONTRIBUTES TO THE CATHOLIC LIFE AND ETHOS OF YOUR SCHOOL.** (Description only, no grades)

Sources and examples of:

Involvement in planning and preparing collective worship / assemblies
Involvement in sacramental preparation and the celebration of the liturgical seasons
Involvement in the planning and running of retreats/ reflective away-days
Use of chapel or quiet room
Support and guidance provided for staff to lead and facilitate assemblies, reflection and prayer
Involvement in reflection and in-service for school staff
Links and collaboration with parish(es)
Links with Diocese
Links with associated primary schools and the wider family of Diocesan schools
Is there anything else you would like to add?