



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Mary Magdalen's Catholic Primary School and Nursery School

Address: Spring Street, Brighton, BN1 3EF

Telephone: 01273 327533

Email address: office@stmarymags.brighton-hove.sch.uk

School Unique Reference Number: 114541

Headteacher:	Mrs Andie Wilson
Co-Chairs of Governors:	Ms Catherine Anderson-Fryer and Ms Margaret McHugh
Lead Inspector:	Mrs Ann Oddy
Associate Inspector:	Ms Elizabeth Hargreaves
Inspection date:	7 th June 2019

Overall Effectiveness	Previous inspection: 1
	This inspection: 2

Catholic Life:	1
Collective Worship:	2
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary Magdalen's Primary School and Nursery is a good Catholic school because:

- St Mary Magdalen's is a welcoming and inclusive school that serves its richly diverse community with joy and in the spirit of its strong Catholic ethos. This is evident in the excellent relationships between all members of the school community. The school provides an attractive and well-resourced learning environment. High quality displays and religious artefacts reflect the school's Catholic identity. Pupils feel safe and happy and are proud of their school. Excellent provision is made to include all pupils and their families in all areas of school life. Exceptional care for pupils with special needs is a strength of the school. School leaders and governors are committed to the mission of the school and exemplify this by their dedicated service to the school community. Parents are appreciative of the school and value the caring ethos it offers.
- The mission statement is at the heart of the school and inspires its rich Catholic life. Pupils appreciate the importance of the school's mission and can relate it to their learning and to their own lives, both in school and beyond. Pastoral care and the wellbeing of each individual is a high priority; school provision ensures that all pupils are cared for and supported. St Mary Magdalen's nurtures the spiritual, moral and academic growth of all pupils, encouraging all to achieve their full potential. The school's Catholic life welcomes and embraces all members of the school community. It respects the beliefs of those from other faith backgrounds and ensures they are warmly welcomed into everything the school provides. Pupils are encouraged to develop a sense of social responsibility and care for others. They are active in fundraising for a number of charities. Links with the parish, the deanery and the diocese enable pupils to recognise that they are part of a wider Catholic family. Links with other schools and participation in local events ensure that the school is also an active part of its local community.

- Collective worship and prayer are central to school life. The school community comes together to celebrate the Church's feasts and seasons as well as a regular programme of school assemblies and liturgies. All are welcome and included. Prayer spaces around the school and well-maintained class prayer tables invite pupils to reflection and prayer. The Rosary Club offers an opportunity for voluntary prayer. Pupils enjoy writing their own prayers to be used in class or at school celebrations. Pupils are increasingly involved in making their own contribution to school worship. The Shining Light Council pupils are active in preparing and maintaining focal areas and prayer spaces.
- Pupils enjoy their religious education lessons. They make good progress and achieve well, with the majority achieving or exceeding age-related expectations during their time at the school. Religious education lessons interest and engage pupils, who can apply their learning to their own lives. Links with art, drama and music enrich the curriculum. Behaviour for learning is good and work in pupils' books is well presented. The study of other faiths is well established and is enhanced by visiting speakers and visits to places of worship.

St Mary Magdalen's is not yet Outstanding because:

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| <ul style="list-style-type: none">• Standards in teaching and learning in religious education could be further improved by sharing good practice to achieve more outstanding teaching. In some classes, opportunities to create a spiritual atmosphere to enhance learning and nurture spiritual development were missed. | <ul style="list-style-type: none">• New systems of assessment and pupil tracking in religious education need to be developed and embedded. |
| <ul style="list-style-type: none">• The role of pupils in preparing and leading worship is not yet fully developed. | |

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Mary Magdalen's Catholic Primary School and Nursery is a one form entry voluntary aided Catholic Primary school. It is maintained by Brighton and Hove Local Authority and is situated in the Brighton Deanery of the Diocese of Arundel and Brighton. The principal parish which the school serves is St Mary Magdalen, Brighton although pupils also come from other parishes in the surrounding area. The proportion of pupils who are baptised Catholics is 43%. 29% of pupils are from other Christian denominations and 10% of pupils are of other faiths. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 221. The percentage of pupils for whom Pupil Premium funding is received is 26% which is above the national average. 14% of pupils are on the school's register of Special Educational Need and Disability (SEND); of these, five pupils have an Education and Health Care Plan (EHCP). The largest ethnic groups are White British (21%) and White Eastern European (21%), with other pupils coming from a variety of minority ethnic heritages. 60% of pupils speak English as an additional language, which is well above the national average. 36% of pupils live in areas of significant deprivation.

There have been significant changes to the school's leadership since the last inspection. The current Headteacher was appointed in January 2017 and the current Deputy Headteacher in September 2017. The religious education subject leader left in July 2017 and this role is now fulfilled by the head and deputy. Two new co-chairs and two new parent governors have been elected to the Governing Body.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to raise standards of teaching and learning in religious education by increasing the number of lessons demonstrating outstanding features and ensuring that all lessons include creation of a spiritual atmosphere to enhance learning, using sharing of best practice and focused monitoring to achieve this.
- Continue with the school's identified focus to develop and embed new assessment systems in religious education in time with the current age-related expectations framework.
- Continue to develop the role of pupils in leading and preparing collective worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding because:

- Pupils are proud of their school and participate fully in its rich Catholic life. They have been involved in rewriting the mission statement so that it embodies the ethos of their school community. Discussion of the mission statement at the beginning of each academic year ensures it is highlighted as the focus of school life. Pupils spontaneously referred to the mission statement in interviews and in their religious education lessons.
- Pupils enjoy the diversity of their school community. All are welcomed and valued, regardless of ethnicity, faith background or heritage and are recognised as contributing to this harmonious community and its Catholic life. Pupil surveys and pupils interviewed as part of this inspection clearly indicate this. 'One World Week' offers pupils the opportunity to explore different cultures and traditions, including parents in the sharing of cookery, dance and story-telling. A pupil said, *'The school brings everyone together as a family. It's an amazing school.'*
- Pupils show respect and care for each other. They know they have a responsibility to help each other, saying, *'We are all members of our special school family.'* They readily praise and congratulate each other. They enjoy being able to reward each other with a 'Well Done' certificate related to the school values and behaviour for learning key skills. They appreciate the need for forgiveness and saying sorry and can relate this to the teachings of Jesus. A pupil said, *'Sorry is not just a word, you have to mean it.'* The school behaviour policy includes the use of restorative justice, circle time and learning mentor time to help pupils resolve any difficulties that may arise. A 'Fabulous Friday' award recognises and rewards pupils for being positive role models and living out the mission statement. Pupils are given many opportunities to take responsibility, including Year 6 Buddies, Religious Education Council and School Council. They are conscientious and committed, perceiving these roles as service to their school and contributing to ensuring a harmonious community.

- Pupils are aware of the need for social justice and their responsibility to care for those in need. They are active in supporting charities, local, national and international. These include CAFOD, Mary's Meals, St Patrick's Homeless Shelter and a local foodbank. The school has been awarded 'School of Sanctuary' status in recognition of its welcoming ethos and strong commitment to helping those in need.
- Links with the parish, the deanery and the diocese encourage pupils' sense of belonging to the wider Catholic family. Year 4 have an annual visit to Worth Abbey for the diocesan Good Shepherd Mass, this year they wrote and led the bidding prayers at this service.
- Excellent systems of pastoral care and well-established programmes of Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are in place to guide and support pupils at all stages of their development. A 'Feeling Good, Feeling Safe' programme of study helps pupils to keep themselves safe in and out of school and provides guidance on how to deal with any concerns.
- Parents are appreciative of the school and the Catholic education it offers. A high number of questionnaires distributed as part of this inspection were returned and almost all were very positive in their support for the school. A parent commented, *'My children are so happy here.'*

The quality of provision for the Catholic Life of the school is Outstanding because:

- The school mission statement is central to the life of the school and inspires all policies and practice. It clearly reflects the educational mission of the Church and is expressed so that it is accessible and memorable to all. It has been translated into Arabic and Polish in recognition of the high proportion of pupils from these communities.
- The learning environment strongly reflects its Catholic identity. Attractive displays celebrate events in the liturgical year, topics in Religious Education and school celebrations. Religious artefacts and prayer focus areas are well maintained and age appropriate. They invite pupils and staff to reflection and prayer. The 'Shining Light Council' of pupils takes responsibility for prayer areas in the school, including the Prayer Garden, for use in private and group prayer.
- Staff are committed to implementing the mission statement, recognising its importance to school life. They are active participants in school activities which reflect the Catholic life of the school. They form a supportive and cohesive team, working together as they share their vision of a *'Catholic education that inspires our special school family to excellence'*. Staff attend training relating to the Catholic life of the school, deanery and diocesan events and attend First Holy Communion days in several parishes.
- The school exemplifies its mission, 'We are all unique, shining in God's world'. The uniqueness of the individual, the celebration of diversity and a commitment to Catholic social teaching and care for our common home is woven into all aspects of school life.

- Excellent relationships exist between all members of the school community. School leaders, governors, staff, parents and pupils form a happy and supportive community. The views of all stakeholders are sought and listened to. Parents consider the school to be approachable and considerate. Birthday cards for staff and pupils, as well as cards sent to parents at difficult times exemplify the school's caring personal approach.
- Pastoral care is outstanding. It embraces and supports all members of the school community. Provision for pupils includes nurture groups; Circle of Friends, Lego Therapy, Reading Therapy Dogs and Learning Mentor Time. 'Relaxation for Kids' is an example of the school's commitment to developing pupils' wellbeing. Support for parents includes a Family Support Worker, help with applications for housing support, primary and secondary school places, support for vulnerable families and a wealth of links with outside agencies. A well-planned strategy to welcome and support new pupils and their families ensures a smooth introduction to the school community.
- The school makes excellent provision for the high percentage of pupils and their families who speak English as an additional language. The use of Makaton and 'Communicate in Print' helps ensure equal access for all regardless of starting points and proficiency in English. The school works closely with the Ethnic Minority Advisory Service (EMAS), with three teachers and a number of bilingual assistants to support pupils and their families. Parents are introduced to others who speak the same language so that they can support each other and feel linked to their home community. Parental surveys and other documents are translated into other languages to enable as many parents as possible to participate.
- Exceptional provision is made for SEND pupils who are supported with care and sensitivity, enabling them to feel valued and to play a full part in school life. This was evident in classrooms and around the school. The dedication and commitment of the SEND coordinator inspires the staff team, who are exemplary in the care of SEND pupils, managing often challenging situations effectively and always in the spirit of the school's Catholic ethos.
- The school has very effective systems for communicating with parents and carers. A weekly newsletter, the 'Wednesday Word', the school website, 'Ping' messaging, parent workshops, Rhyme Time in Early Years and parents' evenings provide information and invitations to be included in the rich Catholic life of the school.
- Provision for the school's Catholic life includes the parish communities. Parishioners are invited and welcomed to school events. A member of the parish holds Rosary Club during May and October. Pupils at Key Stage 2 regularly attend Mass in the parish.
- The school's Catholic life encourages pupils to consider themselves part of the wider community. Taking part in the Brighton Festival Parade and other community events ensures the school plays a valued part in the wider community.

- PHSE and RSE provision follow diocesan guidelines and are in line with the teaching of the Church. RSE uses the 'Journey in Love' programme. Teaching is cross curricular, with appropriate links made, for example with the science curriculum. Well-coordinated whole school planning and systems of recording reflect the care and consideration afforded to pupils' personal development and this aspect of the school curriculum. Parents are invited to view the materials used in RSE and to discuss any queries.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding because:

- School leaders and governors consider the Catholic life of the school as a high priority and are dedicated to high quality provision that includes all members of the school community. They are active participants in the school's Catholic life, leading by example and showing commitment. Inspirational leadership by the Headteacher contributes to a united school community striving for excellence as it exemplifies its mission statement.
- School self-evaluation of its Catholic life is directly linked to the mission statement. Monitoring by school leaders, governors and pupils, together with feedback from parent and pupil surveys provide contributory information and inform strategic planning. The school self-evaluation document is comprehensive and reflective, with clear indications of targeted areas for development.
- Governors are frequent visitors to the school, participating in its Catholic life as well as fulfilling their monitoring role. Governing Body members include a number of parents of school pupils and members of the Coptic Christian community and Polish community, reflecting the school's commitment to inclusivity and representation, as well as these governors' very commendable commitment to the school community and willingness to participate. Governors attend diocesan and local authority training and are involved in recruitment and admissions. Records of governor visits and minutes of Governing Body meetings are evidence of their monitoring role. The co-chairs of governors meet regularly with the Headteacher.
- Effective recruitment and induction procedures ensure that staff are given guidance, support and clear expectations regarding being part of, and in sympathy with, the Catholic ethos of the school. Staff are valued and school leaders show a commitment to staff wellbeing. A 'Spotted' board enables staff to nominate colleagues for actions they wish to praise or celebrate.
- School leaders and governors are dedicated to the education of the whole child, academically, spiritually and morally and to ensuring that each child is enabled to achieve their full potential, supported and enriched by the school's Catholic life.

COLLECTIVE WORSHIP AND PRAYER LIFE

THE QUALITY OF COLLECTIVE WORSHIP AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Outstanding because:

- Prayer and collective worship are central to the life of the school. Pupils recognise this and respond very positively. School collective worship includes a wide range of celebrations which offer a variety of different experiences and activities designed to enable all members of the school community to participate and to grow spiritually. Pupils enjoy coming together as a community in prayer and worship.
- The act of collective worship observed as part of this inspection was a whole school assembly led by the Headteacher. Quiet entry music, use of a prayer focal area and candles created an atmosphere conducive to prayer, to which pupils responded very positively. Good use of IT resources enriched the theme and made it more accessible to EAL pupils. The use of Makaton by pupils, the leader and many present illustrated the school's commitment to inclusivity. At the end of the assembly, pupils sang joyfully, with many signing the hymn.
- Pupils have a good understanding of the Church's liturgical year, its feasts and seasons. They enjoy describing how these are celebrated in school and the part they have played in these, examples include Advent and Lenten preparation and Stations of the Cross.
- Pupils enjoy their weekly 'Singing Assemblies', using music as a form of prayer and joyful celebration. Signed responses enable everyone to participate.
- Pupils are encouraged to participate in collective worship at a number of levels. Assemblies and liturgies offer opportunities for thoughtful reflection, discussion and other activities and are occasions for pupils to share their religious education learning with others. Pupils are becoming increasingly involved in planning, preparing and leading worship. Examples include being responsible for setting up and organising the music and display for Monday assemblies, planning short class collective worship liturgies and the pupil 'Shining Light Council' developing prayer areas around the school. The school has identified this as focus for continued improvement and this is in line with the recommendations of this inspection.

- Pupils experience a wide range of prayer styles and worship activities. They are familiar with the traditional prayers of the Church and at ease composing and using their own prayers. They know that prayer and worship develop their relationship with God and that their prayers can help others as well as themselves. Children write their own prayers and all classes have a book or box of prayers, which are used in class worship.
- Pupils respond well to opportunities for voluntary prayer and reflection, regularly using the quiet places for prayer in the school and school grounds. The 'Shining Light' Religious Education Council pupils take responsibility for organising a school prayer focus area in school. This reflects the liturgical calendar and invites a reflective and interactive response from pupils. At the time of this inspection it featured a 'Big Question' and invited pupils to contribute their ideas. The current question was, 'How do we follow God?' Answers from pupils included, '*By spreading His Word,*' '*By being kind and loving*' and '*By doing what He tells us to do.*'
- Aware that many pupils may not attend Mass outside school, the school teaches pupils the responses so that all can participate. The school prayer is translated into Arabic and Polish and the use of Makaton and signing encourage inclusive participation. Pupils know it is important to respect the beliefs and faith practices of others and to include all in their worshipping school community.

The quality of provision for Collective Worship and Prayer Life is Good because:

- Provision includes a wide range of prayer and worship opportunities. A well-planned programme enriches pupils' spiritual development and their sense of being part of a worshipping community. Parents are invited to join the school in worship, recognising that they are an important part of the school community and that prayer and worship are part of all school celebrations.
- Acts of collective worship have clear purpose and direction. They explore Gospel teaching, events in the liturgical year, topics in religious education and school events. Effective use is made of resources, including film clips, music and artefacts. Drama, dance and role play are used to illustrate the message.
- Staff are currently developing the role of pupils in planning and delivering worship, developing their skills in this important area of school life. As this becomes developed and embedded, it will greatly enhance provision.
- Provision successfully includes strengthening links between home and school. Examples include the 'Travelling Crib' in Advent, Gospel Values Prayer Bags and use of the 'Wednesday Word' to encourage parents to explore Sunday's Gospel reading at home with their children.
- Staff and governors ensure that prayer and worship are central to their school life. Staff and governor meetings and training opportunities begin with reflection and prayer. A deanery Mass for school staff offers the opportunity to be part of the wider Catholic community.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Good because:

- School leaders have expertise in leading collective worship and are committed to making it a spiritual experience for all present. They model good examples, provide clear expectations, guidance and support for staff in developing their skills. They have an extensive understanding of the Church's liturgical year, feasts and seasons and how these can be made accessible and celebrated by the whole school community.
- Pupils are given opportunities to plan and lead prayer and worship and are encouraged and supported by staff. The pupil Shining Light Council has focused on developing prayer areas and discussing ways in which pupils can contribute to worship.
- Staff training is provided at deanery and diocesan level and through links with other Catholic schools. This increases staff confidence and expertise, provides ideas and shares good practice.
- School leaders and governors consider collective worship and prayer to be a high priority. Monitoring and evaluation are well established and inform development planning. Feedback from pupils and parents is included as part of the evaluation process and exemplifies the school's inclusion of stakeholders' views. Governors regularly participate in school worship, both as members of the school community and as part of their monitoring role.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is Good because:

- Many pupils have low attainment on entry to the school, many are at an early stage of spoken English and the school has a significant rate of pupil mobility; these factors have a bearing on school results. It is commendable that over the past three years the large majority of pupils have reached or exceeded age related expectations in Religious Education by the end of Key Stage 2. In 2018, 73% of pupils met or exceeded age related expectations. Of these, 7% were working at greater depth. Results are generally better than those in other core subjects, but not markedly so, indicating that pupil attainment in religious education is similar to that in other areas. It is clear that the importance the school places on religious education ensures that standards of attainment are maintained.
- Despite their varied starting points, pupils make good progress in each key stage. This includes disadvantaged pupils and those with SEND. A variety of support strategies and assessment tasks indicating 'Next Steps' are effective in enabling pupils to progress well.
- Pupils show a good understanding of religious terminology and use it confidently and appropriately in written work and in lessons.
- Pupils enjoy their religious education lessons and can apply their learning to their own lives. They are able to consider topics and teachers' questions thoughtfully and reflect on their learning. In the lessons observed, behaviour for learning was very good. Pupils were attentive and engaged and keen to do their best. A range of well differentiated activities and well targeted support enabled all pupils to access the curriculum and achieve well.
- Pupils' current work in class, and in written work, is of a good standard.

The quality of teaching and assessment in Religious Education is Good because:

- School monitoring indicates that 80% of teaching in religious education is good or better. This is in line with lessons observed as part of this inspection.
- Four lessons, across three key stages, were observed. In addition, brief 'drop-ins' to other classes contributed to the picture of teaching and learning across the school. All lessons were Scripture based, well planned and provision made for all pupils. In the best lessons time was used effectively and progress was checked throughout the lesson to maximise learning for every pupil. In many of the lessons observed, opportunities were missed to create a special atmosphere to enhance the lesson and nurture pupils' spiritual development. The school should now consider using sharing best practice and focused monitoring to develop these aspects of teaching and learning in religious education.
- The school has worked with a diocesan advisor to develop planning in religious education. The impact of this can be seen in the differentiation provided, the range of strategies employed and the use of assessment of progress within the lesson.
- Teachers demonstrate good subject knowledge. Skilful questioning encourages pupils to explore their learning and deepen understanding. Pupils respond thoughtfully to the challenge.
- Teachers adapt tasks and explanations to suit their pupils' needs, ensuring all pupils can access them and maximise their learning. Other adults in the classroom provide sensitive and unobtrusive support for pupils as appropriate. Care, support and the sympathetic employment of a range of strategies for pupils with SEND were observed during this inspection. Teachers are aware of the varying faith backgrounds of their pupils and ensure that lessons are inclusive and supportive.
- Cross-curricular links including art, drama and music are used effectively to engage and enthuse pupils and to enable pupils whose first language is not English to enjoy and participate in the lesson. Staff professional development has included the development of creativity in religious education. A Year 5 lesson used religious art very effectively to illustrate the theme of the lesson.
- Regular assessment and termly moderation inform pupil tracking and support as appropriate. Data analysis by the subject leader is used to check standards and pupil progress. Deanery moderation has validated teachers' judgements.
- Marking of pupils' work is regular and affirmative. Diagnostic marking helps pupils assess what they have achieved and indicates targets to help them improve. Teachers' questions establish a dialogue with pupils and encourage them to explore their learning. Some books show evidence of pupil self-assessment.
- Achievement and effort are celebrated. Pupils are commended by the Headteacher and rewards for quality of work in religious education are presented in the regular 'Well Done' assemblies.

- Following diocesan guidance, the school has adapted its assessment procedures in line with the current framework. This is planned to start in the new academic year. Developing and embedding the new system has been identified by the school as a development priority. This is in line with the recommendations of this inspection.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Good because:

- A comprehensive programme of monitoring provision for religious education includes lesson observations, planning scrutiny and book scrutiny and involves school leaders at all levels, as well as members of the Governing Body. Results are discussed and analysed to inform improvement planning.
- The school improvement plan reflects the high priority accorded to religious education. Adequate resourcing and the provision of training underpin strategic planning which shows clear lines of responsibility and appropriate timescales. It is regularly reviewed by governors and school leaders, noting progress made.
- The school is committed to continued improvement in religious education. Strategies to achieve this have included utilising diocesan advice and training and providing coaching and support for staff. The school may wish to consider visiting schools with outstanding provision in religious education as well as sharing best practice within their own school environment.
- School leaders are inspirational role models and motivate their staff team to follow their example. A staff induction programme and 'buddy' system for new teaching and support staff establishes school expectations and provides support and guidance, helping new staff to quickly feel part of the team.
- The school follows the 'Come and See' programme of religious education, enriched by cross-curricular links. Curriculum time is in line with the requirements of the Bishops' Conference. The teaching of other faiths is well established in the school. 'World Faith' weeks in the Autumn and Summer Terms, together with talks by visitors of other faiths and visits to places of worship, inform and interest pupils.
- Assessment data is used to inform planning and track pupil progress. Governors regularly receive reports from school leaders regarding pupil outcomes, including in religious education.
- The school actively seeks the views of parents and pupils as part of its monitoring programme. Parent and pupil questionnaires are used to monitor current practice and inform future planning.
- Areas for development recommended by the last Section 48 Inspection have been addressed.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

1

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Collective Worship and Prayer Life

2

How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

2

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2