



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

The Marist Catholic Primary School

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School Unique Reference Number: 145102

Headteacher:	Mrs K. Licence
Chair of Governors:	Mrs L. Plastow
Lead Inspector:	Mrs A. Oddy
Associate Inspector:	Mrs P. Rickard
Inspection date:	31 st October 2018

	Previous inspection:	2
Overall Effectiveness	This inspection:	2

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

The Marist Primary is a good Catholic school with outstanding features because:

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| <ul style="list-style-type: none"> <p>▪ The Marist provides a high standard of Catholic education for its pupils within a caring and inclusive community. The school is an attractive and well resourced learning environment with a strong Catholic ethos which pervades all areas of school life. High quality religious artefacts, beautiful Religious Education displays and attractive prayer areas encourage pupils to celebrate and learn about their faith. Pupils enjoy coming to school. They feel safe and happy and want to give of their best, both in their learning and in their service to the school community. School leaders are excellent role models. The enthusiastic and dedicated headteacher leads a strong and cohesive staff team committed to doing their best for every pupil.</p> <p>Governors are conscientious in their role. They are frequent visitors to the school. They know their school well and fulfil their role of support and challenge.</p> <p>Parents speak appreciatively of the school and of the Catholic education it offers. They feel welcome in school and included as part of the school community.</p> <p>The school has used diocesan, Xavier Catholic Education Trust and deanery support very effectively to ensure that best practice has been put in place in school policies and practice relating to the school's Religious Education and Catholic life.</p> <p>The school now has the task of sustaining current results and continued improvement. School leaders, governors and staff are well placed to continue taking the school forward; the school demonstrates high capacity to improve further.</p> | <ul style="list-style-type: none"> <p>▪ The mission statement is at the heart of the school and is reflected in all aspects of school life. Together with the simple but meaningful school rules it embodies the school's expectation that all will work together to create a caring Catholic community committed to excellence. The Catholic life of the school embraces all members of the school community, including those of other faiths. Strong systems of pastoral care support pupils, staff and families. Good links with the parish, the deanery, the Xavier Catholic Education Trust and the diocese help pupils to recognise that they are part of a wider Catholic family.</p> <p>▪ Standards of teaching and learning in Religious Education are good, with aspects of outstanding practice. Pupils make good progress and enjoy learning about their faith. They take a pride in their work and are keen to do well. Marking is regular and helps pupils to identify the next steps in their learning. Behaviour for learning is excellent. The Religious Education curriculum is enriched by cross-curricular links, visits and whole school initiatives. Systems of monitoring and assessment in Religious Education are good, enabling the school to ensure quality provision and to track the progress of all pupils, targeting support as appropriate.</p> |
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<ul style="list-style-type: none"> ▪ Collective worship and prayer are central to the life of the school. Pupils are helped to develop a comprehensive understanding of the Church’s liturgical year by the many celebrations of its feasts and seasons in school. Pupils and staff pray regularly during the school day. Pupils recognise the importance of prayer in their own lives and as something they can do to help others. Collective worship in school is of a high standard. Carefully chosen readings and prayers, quality resources and a reverent atmosphere, together with beautiful music and singing combine to make it a spiritual and uplifting experience of worship. Parents and parishioners are welcomed and included and respond very positively. 	
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The Marist Catholic Primary School is not yet outstanding because:	
<ul style="list-style-type: none"> ▪ Pupil progress and attainment in Religious Education is not yet in line with the results in other core subjects. 	<ul style="list-style-type: none"> ▪ Teaching and learning in Religious Education is securely good, but now needs to develop more aspects of outstanding practice.
<ul style="list-style-type: none"> ▪ Pupil involvement in leading and preparing worship is in place but should now be extended to offer pupils a greater role. 	

FULL REPORT

INFORMATION ABOUT THE SCHOOL

The Marist Catholic Primary School is a voluntary aided academy and is a member of the Xavier Catholic Education Trust (CET), which it joined in November 2017. It is situated in the Woking Deanery of the Diocese of Arundel and Brighton. The principal parish which the school serves is Our Lady Help of Christians, West Byfleet. The proportion of pupils who are baptised Catholics is 90%. The average weekly proportion of time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 416. The attainment of pupils on entering the school is broadly average. The proportion of pupils for whom pupil premium funding is received is 9%, which is well below the national average. 11% of pupils have Special Educational Needs or Disability (SEND). Of these, 14 pupils currently have a statement or educational health care plan and several have complex educational needs. The proportion of pupils from homes where English is an additional language is 37%. The majority of pupils are of White British or Other White ethnic heritage.

The current headteacher was appointed in 2016. Prior to this, the school had been without a substantive headteacher for a year and has experienced a period of challenge and change.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue the school's identified focus to increase the number of pupils attaining or exceeding age-related expectations in Religious Education at the end of Key Stage 1 and Key Stage 2, with particular regard to the attainment of more able pupils and to bring pupil outcomes in Religious Education in line with other core subjects.
- Increase the role of pupils across the school in preparing and leading school worship, encouraging more active involvement and fostering responsibility and independence.

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 to belong to this inclusive, friendly and happy school community. They know they have a responsibility to care for themselves and others and to contribute to the school's Catholic life.
- Pupils have been involved in reviewing the school's mission statement and know it is an important feature in school life. 'With Christ as our guide, we learn, we love, we achieve together' is regularly used in school collective worship, is prominently displayed around the school and is featured on the school website. Pupils interviewed as part of this inspection were able to refer to it and relate it to school life.
- Pupils are given many opportunities to take responsibility and welcome these as part of their service to the school community. Examples include Year 6 pupils providing support for younger pupils as Playground Pals, Reading Buddies, Playground Monitors, Eco Warriors, Pupil Voice and House Captains.
- Pupils appreciate the principles of kindness and forgiveness and can relate these to the teaching of Jesus. The school's Positive Behaviour Policy incorporates the use of restorative justice, with reconciliation at its heart. This policy is relatively new, but has already had a positive impact.
- During this inspection, pupils were well behaved in classrooms and around the school. They were helpful, welcoming and polite to each other and to adults.
- Pupils are aware of the needs of others, within their community and beyond. They support a range of charities, including CAFOD and the UNICEF 'Send My Friend to School' campaign which has encouraged them to seek justice for children in other countries.
- Pupils enjoy the opportunities the school provides for their support and spiritual development. Year 6 pupils visit Wintershall to see 'The Life of Christ' and pupils of all ages participate in parish, deanery and diocesan activities and the Good Shepherd Celebration at Worth Abbey.

- Pupils understand the importance of respect and tolerance for the religious beliefs and practices of others, as well as the importance of including everyone in their school community. All are welcome and included in the school's Catholic Life. The inclusive nature of the school embraces and supports a significant number of pupils with complex special educational needs.
- Pupil and parent surveys indicate that the school community is a happy and supportive one. Parents interviewed as part of this inspection commented, 'The school is like a family – a real community,' and 'Both we as parents and my child love this school. Everyone is very open, helpful and full of sympathy. The school not only helps to solve problems but offers support in every way.' One parent summed up the views of others when she said, 'Sending my child to this school was the best decision I ever made.'
- The parish priest provides valued support for the school's Catholic life. He celebrates Masses and liturgies and is a regular visitor to the school, in the lunch hall and the playground. Pupils enjoy talking to him and are able to discuss school and personal life, knowing that he is willing to listen to them. He provides a strong link with the parish, benefiting both parish and school.

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

- The school mission statement is clearly related to the educational mission of the Church. It has been recently reviewed, involving governors, staff, parents and pupils in order to place it firmly at the centre of school life. Even the youngest pupils know it is at the heart of the school community. As part of the work on the mission statement, pupils created a beautiful mosaic depicting it. This is now a feature of the school playground and pupils face it as they line up at break and lunch time of the school day.
- The mission statement informs all school policy and practice. Regular staff professional development (CPD) and induction procedures ensure that staff are committed to its implementation across school life. A recent staff survey clearly indicated staff involvement in reviewing and implementing the school mission.
- The school provides an attractive and well kept learning environment which strongly reflects its Catholic identity. Beautiful displays in classrooms, the hall and around the school reflect the themes studied in Religious Education and events in the liturgical year. High quality religious artefacts enhance all areas and remind all that this is a Catholic school.
- Pastoral care is a developing strength of the school. The school has achieved the Bronze Antibullying Award from the local authority and is now working towards the Silver Award. Pupils are aware that adults in school will deal with any problems they may have and Worry Boxes in classrooms are provided so that problems can be raised and addressed. An Emotional Literacy Support Assistant (ELSA) enhances the provision for vulnerable pupils and a newly introduced Nurture Classroom provides a wide range of supportive activities as well as being a safe space for pupils who need it.
- A strong programme of Personal, Social and Health Education is enriched by activities such as visits from the Life Bus and participation in the Daily Mile. Relationships and

Sex Education follows the 'Journey in Love' programme and is in line with the teachings of the Church.

- Parents are included in the school community. They are invited to a wealth of celebrations of the school's Catholic Life, including school Masses and liturgies. These are well attended and parents spoke warmly of how much they enjoyed these occasions. One commented, 'The beginning of year Mass was a lovely start to the school year for everyone.'
- Staff well being is a school priority and forms part of school development planning. Their professional needs are addressed by effective CPD and induction procedures and this has benefited from input provided as part of the Xavier CET. Staff surveys indicate that they appreciate the school's strong Catholic ethos and the support this affords.
- The school promotes high standards of behaviour, with clear expectations of all pupils. Rules relating to the new Positive Behaviour policy are known by the pupils, including a simple version for early years. These are directly related to the Gospel values of love, forgiveness and reconciliation and incorporate the principle of restorative justice. Positive behaviour is rewarded and celebrated and is encouraged by a house system.
- The school has demonstrated a strategic and comprehensive approach to high quality provision for all aspects of its Catholic life. Many of the current initiatives are relatively recently introduced; as these become established and embedded in school practice, they will have a continued and sustained impact on school life.

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 are fully committed to the Church's mission in education and to embodying this in the Catholic life of the school.
- The school's Catholic life and ethos is considered a high priority by school leaders and governors. It forms part of school development planning, with clear objectives, success criteria and next steps guidance.
- The school's Catholic life is monitored by school leaders and governors and forms part of school self evaluation. Evidence includes reports following governor visits as well as evaluation by school leaders and feedback from parent focus groups.
- School leaders are excellent role models. They are active in their own parishes, for example as extraordinary ministers and musicians. They also regularly attend Mass in the school's parish, providing a visible presence, joining the school's parish community in prayer and strengthening school and parish links. Governors are actively involved in the parish and further strengthen the link between the parish and the school.
- Governors play an active part in the school's Catholic life. They attend school Masses and other celebrations both as part of the school community and as part of their monitoring role. They demonstrate a strong commitment to training and professional development, attending diocesan training courses and events. The Catholic life of the

school forms part of governing body discussions and monitoring feeds into school self evaluation and development planning. School self evaluation is accurate, honest and reflective, with a clear evidence base. Governors know their school well and ably fulfil their role of support and challenge.

- The school seeks to include and welcome all parents into its Catholic life, including those who are not Catholic. It has identified further developing this as a school priority, particularly with regard to parents that might find it difficult to engage with the school for a variety of reasons.
- School leaders and governors demonstrate an awareness of planning for school improvement and of assessing the impact of actions taken. The school's strong Catholic ethos and activities in its Catholic life are the result of this strategic planning, monitoring and evaluation and there is excellent capacity for sustainability.

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.
- 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:

- Pupils understand that prayer and collective worship are at the heart of their school and are active participants in this aspect of school life.
- The act of worship observed as part of this inspection was a Key Stage 2 assembly led by the headteacher and was an example of high quality provision. All elements of the assembly were clearly linked to the theme. Pupils led prayers and readings. The choir led the singing, providing beautiful harmonies to the enthusiastic and joyful singing of all the other pupils. Well chosen music enhanced the spiritual experience. The theme was All Saints Day and was linked to the school's class saints as well as recognising pupils' own call to vocation. Each class was given prayer cards to take back to their classroom prayer focus tables, to link the assembly with class and personal prayer. It was an uplifting and meaningful experience for all participants.
- Pupils appreciate that these are times for reverence and respect. The school introduced pupils entering and leaving worship with their hands joined to signify this;

pupils are happy to do this and could explain to inspectors why this is important. One said, 'It is a time to be quiet and show God that we respect Him and are ready to listen to Him.'

- 'Worship Through Song' enables pupils to sing joyfully to enhance collective worship. A chamber choir of enthusiastic pupils leads the singing at Masses and liturgies and also visits local residential homes for the elderly.
- Pupils have a good understanding of the Church's liturgical year, its feasts and seasons and are able to reflect this in helping to prepare collective worship. They enjoy celebrating events in the liturgical year. Examples include the Stations of the Cross in Lent and the emphasis on Our Lady, culminating in a Marian liturgy in May. Evidence from pupil surveys indicates that the great majority of pupils agreed that participating in the acts of worship in school helps them to understand the liturgical year.
- Pupils are involved in preparing and leading school worship. Pupils choose and lead readings and prayers and assist in setting up for school worship. The school has identified this as an area for further development and should now consider giving more pupils more responsibility and independence in preparing school worship.
- Pupils are encouraged to compose and contribute their own prayers, writing prayers to add to the school Prayer Tree and to use in school liturgies. They are also familiar with the traditional prayers of the Church, which will increase further with the implementation of school development planning in this respect.
- Pupils appreciate the importance of prayer in their school and in their own lives. They described it as 'talking to God' and knew that prayer was a way of helping others. 'You can pray for anyone, even people you don't know such as people in other countries. You can ask God to help them. 'They know that prayer takes many forms and are able to use silence and reflection to help them to pray.
- Pupil survey results indicated that almost all pupils (98%) agreed that prayer and worship helped them to be better people, whilst 95% agreed that worship was an important part of life at school.
- Although the great majority of pupils are Catholic, all pupils appreciate the need to respect other faiths and to include all members of the school community in liturgical celebrations. They are at ease in sharing prayer experiences with those of other faiths and have enjoyed learning from Sikh and Muslim parents about their faith beliefs and practices.

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

- Collective worship is central to the life of the school and is essential to all school celebrations. It marks important points in the school year and the lives of the pupils, for example the Year 6 Leavers' Mass and the First Holy Communicants 'Going Forth' Mass as well as events in the liturgical year.
- Prayer is a part of school daily life for pupils and staff, with regular opportunities for prayer provided throughout the day. Evidence from a staff survey indicates that staff value prayer and worship opportunities and feel that they contribute very positively to the school's sense of community and Catholic ethos.
- Collective worship is well resourced and planned, often including opportunities for pupils to develop the theme further in their own class liturgies. An agreed structure and format ensure consistency of quality provision and support staff in their planning and delivery. The Religious Education leaders provide training and induction for new staff and NQTs and those new to Catholic education also attend training at DABCEC. The parish priest provides staff CPD to ensure that staff have a clear understanding of the feasts and seasons of the liturgical year and to address any queries they may have.
- Class prayer focus areas and displays reflect the liturgical year and themes in Religious Education. They are attractive and well kept, encouraging pupils to prayer and reflection and forming part of the provision for prayer and worship. They feature key words to do with the Religious Education themes, pupils' work and reflections.
- Themes chosen for collective worship reflect the Church year; an example was the assembly for All Saints Day observed as part of this inspection. Events and celebrations in school life are also marked by opportunities for the school community to come together in worship, illustrating the importance of this to school life.

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

- School leaders and governors are committed to providing and developing high quality prayer and worship opportunities to inspire pupils, nurture their spiritual development and deepen their relationship with God, as well as enriching the school as a worshipping Catholic community. Prayer and worship are included in school development planning, an example being the objective for all pupils to know certain traditional prayers of the Church.
- Prayer and worship are monitored by school leaders and governors. Following attendance at school celebrations and liturgies, governor visit notes indicate the monitoring and impact of recently introduced initiatives. This good practice contributes to accurate self evaluation and strategic planning.
- The school is committed to ensuring that the liturgical year is understood and celebrated by pupils and that seasons such as Advent, Christmas and Easter strongly reflect Gospel themes rather than secular messages.

- Staff are offered training and support to enable them to deepen their spiritual and liturgical understanding and to enable them to lead collective worship. School leaders effectively model quality examples and provide support for other staff to grow in confidence and expertise.
- Staff, parent and pupil surveys help the school to evaluate its provision. Findings inform school development planning.
- Parents and carers are encouraged to join the school in worship. The school newsletter includes liturgical topics, prayers and scripture references so that even those who cannot attend can be informed of what is going on in the school and can join the school in prayer and reflection. Parents spoke appreciatively of the prayer and worship opportunities offered by the school.

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:

- Pupils enjoy their learning in Religious Education and appreciate its value to their own lives. Evidence includes the findings from pupil surveys and the results of learning walks. Pupils interviewed as part of this inspection said, 'Religious Education helps you to be kind to people and think of others' and "We learn about the things Jesus did and we try to be like him."
- Pupils are proud of their Religious Education books. They were keen to show them to inspectors and to talk about their work and their lessons. Regular book conferencing by school leaders supports this. Pupils also appreciated the weekly 'best work' display for Religious Education, which reinforced the importance of this subject in the school.
- Four lessons, across three key stages, were observed as part of this inspection. In addition, a number of other Religious Education lessons were observed on a brief 'drop in' principle. In all lessons observed, pupils were keen to do well and applied themselves to their work. They responded well to teacher questioning and were able to ask their own questions to enable them to explore their work more deeply. Behaviour for learning was good. Lessons were enriched by the creation of a special atmosphere, including prayer and music. Some lessons showed outstanding features. In one lesson observed, skilful questioning encouraged pupils to put themselves at the

heart of a Gospel story and in another, atmosphere and anticipation created an almost tangible sense of awe and wonder.

- Progress in Religious Education is good and generally in line with that in other subjects. School data indicates that attainment has also increased over time and this now needs to be sustained. The majority of pupils are attaining age related expectations, with a reasonable number exceeding these. This is a significant improvement on previous years, but still lower than in other core subjects. The school is taking part in the diocesan pilot scheme of assessment in Religious Education, so is well placed to ensure accurate assessment and monitoring of progress. Moderation of pupils' work at deanery level and within the Xavier CET indicates that pupil progress in Religious Education is in line with other diocesan schools. The school should now maintain its focus on raising attainment in Religious Education, particularly with regard to more able pupils working at greater depth, in order to provide evidence of sustained improvement and to achieve results in line with that in other core subjects.
- All groups of pupils are challenged and supported to enable them to make progress; including pupils with special educational needs.
- Pupils demonstrated good standards of religious literacy, both in lessons observed and in their written work. They had good subject knowledge and were able to apply what they had learned in their Religious Education lessons to school and daily life.

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

- The teaching of Religious Education is regularly monitored by school leaders. It has also been monitored externally by teaching and learning leads from the Xavier CET. Based on this evidence, school self evaluation indicates that teaching and learning in Religious Education is mainly good, with some outstanding features. This is in line with lessons observed as part of this inspection, which found standards of teaching and learning to be securely good with some examples of outstanding practice. The school should now continue to work to raise standards in teaching and learning and may wish to consider using sharply focused monitoring and the sharing of best practice (both within school and the Xavier MAT) to achieve this.
- The teaching of Religious Education is included in the school's initiatives to raise standards across the core subjects. Examples include a focus on the more able pupils, Assessment for Learning (AfL), standards in workbooks and the effective use of support staff. Teaching and learning in Religious Education has benefited from these initiatives, with evidence of their impact seen during this inspection.
- Good standards of teaching and learning in Religious Education have resulted in pupils making good progress and considerable improvement to attainment year on year. The attainment of the more able pupils continues to be a focus for school improvement and current results need to be sustained and further developed. The school has identified this as a focus and strategic planning is in place to facilitate this.
- Pupils' books sampled as part of this inspection were well presented, reflecting pupils' pride in their work and the importance accorded to Religious Education. Marking was regular and in line with the school marking policy. Self assessment against success criteria was in evidence and is used to inform 'next steps'. Books showed a dialogue between teacher and pupil which had a positive impact on pupils' learning. Pupils

enjoyed reading and responding to teachers' comments and said that this helped them to improve. Differentiated tasks and effective support enabled all pupils to access and explore the curriculum.

- In the lessons observed as part of this inspection, teachers demonstrated good subject knowledge, built on previous learning and generally ensured that lessons proceeded smoothly and at a good pace.
- The school has identified ensuring that all teachers develop their confidence in teaching Religious Education as a focus for development, using staff CPD and discussions on aspects of 'Come and See' led by the parish priest to achieve this.

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

- Religious Education is considered a key priority. It is included in the school's Raising Attainment Plan (RAP) and progress is regularly monitored by school leaders and governors.
- School self evaluation of Religious Education is comprehensive and strongly evidence based, reflecting the thorough and strategic approach to monitoring employed by the school. School leaders have also used their membership of the Xavier CET to advantage, utilising expertise and best practice from other schools.
- The school has put in place a number of effective strategies to improve provision and standards. These are already having a positive impact and leaders are committed to ensuring that improvements are sustained. Although pupil outcomes in Religious Education are still a focus for improvement, leaders and managers demonstrate the capacity to continue the improvement they have established.
- School leaders are good role models and demonstrate their commitment to the school community. The headteacher is an inspirational leader and is clear that she considers Religious Education important to the school. She has achieved a great deal in a relatively short time and is committed to ensuring that progress is sustained and further developed. She is well supported by her leadership team and the governing body, who share her passion and commitment.
- The Religious Education curriculum follows the 'Come and See' programme, enriched by cross curricular links. An example of an enrichment activity was the 'Parables Week', which used a cross curricular, creative approach to inspire and engage pupils across the school. Curriculum time allocation is in line with the requirements of the Bishops' Conference at both key stages.
- From their earliest years at the school, pupils have a rich experience of Religious Education and this is tailored appropriately to age and understanding. Early Years pupils enjoy 'Godly Play' to illustrate what they have learned and experience regular 'Immersion in Religious Education' mornings, which include a variety of activities using a carousel approach. Reception pupils enjoy visiting the Church, meeting the parish priest and role playing a Baptism. Parents are invited to join their children on this visit and are also able to share in their learning via an online learning journal.

- Religious Education is well resourced and receives an appropriate budget share, comparable with that given to other core subjects.
- Sacramental preparation is supported by the school and embedded in the Religious Education curriculum. Members of the school leadership team attend the parish First Holy Communion celebration and the school celebrates a special Mass in school to which Catechists, parents and governors are invited.
- Parish links have been actively fostered by the school and parish priest and are continuing to develop.
- The parish priest is a regular visitor to the school and provides valuable support for the Religious Education curriculum and for staff training as well as celebrating Masses and liturgies. Classes attend Mass in the parish church, for example on their class Saint's day, and the school shares resources and provides a venue for parish events. An increasing number of parishioners are taking up the invitation to Mass in school and further strengthen the growing relationship between parish and school.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

Catholic Life

1

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

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The quality of provision for the Catholic Life of the school.

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

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Collective Worship and Prayer Life

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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.

1

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

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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.

1