



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

#### LITHERLAND

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Inspection Date 23 September 2014

Inspectors Mrs. Denise Hegarty,  
Mrs. Sue Banister, Mr. David Ashley

Unique Reference Number 104931

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 474 (including Nursery pupils)

Chair of Governors Mrs Bernie Coxon

Headteacher Mr. Lewis Dinsdale

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Date of last inspection 19 June 2007

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- English Martyrs School is a larger than average-sized Catholic Primary School situated in Litherland in the Sefton district of the Archdiocese.
- Most of the pupils attending the school belong to the parish of English Martyrs, Litherland, but a significant number of pupils come from other local parishes.
- There are 474 children on roll (including nursery pupils) of whom 429 are baptised Catholic and 24 pupils are from other Christian denominations. Twenty one pupils have no religious affiliation.
- There are 20 teachers at the school of whom 17 are Catholic. Seventeen teachers teach Religious Education and 13 have a suitable qualification in Religious Education. Six other teachers are currently studying for the Catholic Certificate in Religious Studies.
- The headteacher and the Religious Education Co-ordinator are both new to the post since the time of the last inspection.

### Key for inspection grades

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

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## Overall effectiveness:

English Martyrs is an outstanding school in providing Catholic Education.

## Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and appreciate the part they play within it from an early age. They share its purpose and are keenly and actively involved in shaping, supporting and reviewing it.
- To ensure they fully understand the school Mission Statement and can access it at their own level, each class has investigated what it means to them and displayed their findings in their classroom.
- Pupils have an excellent sense of belonging to the school community and understand the demands and responsibilities that the living the mission places on them especially in how they respect each other and work together so co-operatively. They are excellent ambassadors for the school and can relate the values from the Gospel to their behaviour and daily lives.
- Pupils are delighted to come to school, are highly motivated, show high levels of enjoyment and display very positive attitudes.
- They take full advantage of the opportunities the school provides for their personal support and development and as a result they are happy, confident and secure in their own stage of spiritual and emotional growth.
- They are encouraged to take on roles of responsibility in the school and wider community through their work, for example, as school councillors and playground buddies. Within these roles, they learn organisational skills and the importance of teamwork.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities and after school clubs e.g. sports, music and creative opportunities. Through them, they learn the values of commitment, sportsmanship and taking responsibility. The school choir is particularly well-supported and performs at many events including Proms in the Park and the Philharmonic Theatre.
- Pupils are actively involved in developing the Catholic character of the school by being aware of the needs of others who are less fortunate than themselves and take an active part in raising awareness of and generously supporting a variety of local and international charities including Nugent Care (Good Shepherd), CAFOD and their partners in Sierra Leone. They willingly support the less well off and vulnerable as, for example, they donate food to the local food bank.
- Pupils respond to these opportunities with openness and enthusiasm and as a consequence they are becoming globally aware citizens who have an equally strong commitment to the common good in their own and the wider community. They joyfully offer their gifts in the service of others.
- Year 6 pupils have the opportunity to participate in residential trips to Lakeside Outdoor Activity Centre. Experiences like this impact greatly on the pupils' social, spiritual and moral development as they develop self-confidence understand the value and importance of teamwork and communication skills and appreciate the beauty of creation.

- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions as they progress through the school. The behaviour of pupils is excellent. They show great care and respect for one another. It is clearly evident that they understand what it means to live by Gospel values and belong to a Catholic school by the way in which they speak and play together. They have a strong sense of personal worth.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. This helps them to respect the dignity of all and enabling them to grow in esteem and confidence to cope with the challenges of personal growth.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. As a Year 2 pupil put it, 'We care for each other in our school. It feels like we are in God's hands.'
- Pupils are articulate, confident and well-informed learners who are courteous and polite to their teachers and peers.
- They are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. The pupils are proud of their close links to CAFOD.
- They show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Islam within the curriculum and visiting places of worship.

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

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith. They make outstanding progress in relation to their starting points and capabilities.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage with some exceeding the level.
- Their attainment in Religious Education is very good overall.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm, positive attitude and excellent behaviour. They take great pride in their work and enjoy sharing and discussing their ideas. They are able to concentrate very well and are rarely off task even in extended periods without direction from an adult.
- Pupils are encouraged to work independently and collaboratively. They co-operate extremely well with each other in group work and paired activities. Across the school, children are very respectful of each others' views and opinions and take care to listen attentively to each other.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. They are enabled to reflect purposefully on their work and to contemplate the significance it holds for them. They demonstrate an impressive level of knowledge, insight and maturity in their lessons.

- Observations by inspectors show that pupils are keen to learn, eager to participate and engrossed in their learning. They are proud of their work, undertake their tasks industriously and interact very well with their learning. They respond enthusiastically to the questions and challenges set by their teachers.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, enjoyment and enthusiasm for all aspects, respond sincerely and actively participate in Collective Worship. It is evident that from the beginning of their school life, they are encouraged to have a special relationship with God through prayer.
- They act with reverence and respect at all times and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles. They pray at key points during the day and confidently share their joy in praising God.
- Pupils are familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures. They listen attentively and show reverence and esteem.
- Pupils are developing a deeper awareness of the importance of stillness, silence and reflection and how this helps them to engage with the presence of God.
- Their liturgical skills are very well developed. They have a very clear understanding of the structure of worship. At interview, a year 6 pupils informed the inspector that 'we usually sing a song or hymn as we gather, then we listen to a bible story and think about what it means to us. At the end, we are asked to take the message home with us.'
- There is a palpable enthusiasm for Collective Worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers. During the Collective Worship observed on the day of inspection, the children engaged really well, listened attentively to the readings, enjoyed the experience, prayed fervently and showed utmost reverence throughout.
- Pupils take the initiative in leading Collective Worship. They are confident in preparing and leading worship from their earliest years. They are creative and resourceful in their planning and they want their worship to be the best it can be.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts. Accordingly, in a way that is appropriate to their age and ability, they are able to prepare collective worship which reflects this understanding.
- Pupils are able to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is highly effective in enthusing pupils and ensures that they learn extremely well. As a result, almost all pupils are making rapid and sustained progress.
- Most of the teachers have the *Catholic Certificate in Religious Studies* and all members of staff have opportunity for continuing professional development in the subject.
- They have a high level of confidence and expertise both in terms of their subject knowledge and their understanding of effective learning in Religious Education. As a result, they use a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning and to secure outstanding progress.

- Teachers plan exceptionally well, work hard and deploy a wide range of teaching styles, resources and technologies to motivate and inspire pupils. These include drama, use of iPads etc. These creative activities engage and motivate pupils and facilitate high levels of enjoyment.
- Teachers plan challenging and focussed learning activities based on systematic and accurate assessment of pupils' prior skills, knowledge and understanding.
- Fine-tuned differentiation ensures that the particular needs of pupils are consistently and effectively addressed. Teachers take into account pupils' prior learning and ensure work consolidates, builds and extends pupils' knowledge and understanding.
- They use exceptionally good questioning techniques to ascertain what the children have learned, assess whether they have understood and move learning to the next level.
- Teachers provide opportunities for pupils to work independently and collaboratively and make exceptionally good use of talking partners to share ideas.
- Excellent use is made of time and resources including other adults and Information and Communication Technology to maximise learning, moving it forward and raising standards. Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons. The additional adults in the classroom provide excellent support and challenge for the pupils.
- Teachers have high expectations of the pupils they teach in terms of work, attitude and behaviour. They appreciate the contributions pupils make and use praise well to boost confidence and esteem.
- Pupils are sometimes informed of their progress and how to improve both orally and through marking.
- Displays in classrooms and around the school celebrate the children's work, reinforce learning and provide superb opportunities for reflection. These are kept up to date and given great prominence.
- Effort and achievement are celebrated through marking, verbal encouragement and in 'Star of the Week' assemblies.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement and progress of all pupils.
- The assessment of pupils' work in Religious Education is outstanding. Teachers use their assessments very well to inform future planning and tackle underachievement. Work books usually show a good level of marking with clear feedback on what the children have achieved and often indicate their next steps for learning.
- 'Assessment for Learning' strategies are generally used quite effectively across the school. This helps children understand where they need to go next and how best to get there. These strategies should be deployed more consistently across the school to move learning forward especially during plenary sessions.
- Teachers enable pupils to evaluate their own work and often allow pupils to reflect on it and on how well they are doing.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- Religious Education is clearly seen as the core curriculum subject in this school and is under the same scrutiny and level of moderation as other core subjects.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan

requirements. The use of the programme is now fully embedded and used creatively and effectively throughout the school.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- The consistent use of '*Come and See for Yourself*' sessions improves teachers' knowledge and understanding of the themes.
- Outstanding planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning. The curriculum is customised to meet the needs of groups and individuals.
- A generous budget is allocated for the subject. The school implements new curriculum developments as appropriate and purchases suitable resources in support.
- Beautiful displays in classrooms and around the school are linked to the curriculum and celebrate work.
- A wide range of extra-curricular activities, enhance and support learning. These promote respect for the gifts and talents of each individual and help to raise self esteem.
- Enrichment activities such as music, drama and global links also have a positive impact on the curriculum by supporting and enhancing the children's enjoyment and development and by providing memorable learning opportunities. Class blogs are used extremely effectively to reiterate learning and share work with parents and carers.
- Enrichment activities such as Circle Time, the Mindfulness Project and Second Steps P.S.H.E. Programme have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Pupils are able to relate the teachings of Jesus to their everyday lives.
- Children have explored the beliefs, teachings and values of the Jewish faith and of Islam. Visits have been made to other places of worship. This all helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. It forms the heart of every school celebration and plays a key element in meeting the spiritual needs of all. Praying together is part of the daily experience for all pupils and staff.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. End of topic celebrations and 'Stay and Pray' sessions enable parents and carers to participate.
- Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. The weekly phase group Collective Worship is lead by staff members on a rota basis.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. The worship opportunities pupils create are imaginative, varied and inspirational.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children and opportunities are often taken to create a sense of awe and wonder.

- Collective Worship is well-planned and adults demonstrate that they are good role models for pupils to emulate. On the day of inspection, the planning of and preparation for the celebrations was exceptional.
- A Collective Worship calendar and planning books are provided and themes are set out which take into account relevant celebrations, times of the Church's year and other events. This gives staff the opportunity to develop a common theme in different ways and helps pupils and staff members reflect on their lives and mission.
- An excellent Collective Worship policy and guidelines is in place and in line with Archdiocesan requirements. This is updated regularly.
- The school has purchased a variety of resources for worship which are well cared for and used very effectively. The children and staff create visual displays for worship with a variety of artefacts etc. as focal areas for thought and reflection. There are a number of devotional areas around the school that enable the children to make links to the theme and create sacred spaces to enhance worship.
- Provision is enhanced through the use of music and information and communications technology which are used to great effect.
- The teachers provide the essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Monitoring of Collective Worship indicates that teachers and pupils frequently work together to plan class worship.
- Opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the Come and See programme and the Church's liturgical year. End of topic celebrations and weekly Masses held in church throughout the year are well-supported by parents.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They are deeply committed to the Church's mission in education, are energised by the task and are a source of inspiration for the whole community. This commitment is reflected in the school's own Mission Statement, 'Through Christ, we believe, inspire, achieve.' All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. It is displayed prominently throughout the school and on the website, depicted beautifully in the school hall and used on documentation.
- It is clear that the whole community believe in themselves, inspire one another and achieve outstandingly in this Christ-centred community.
- The school mission statement is clear, succinct and displayed throughout the school. All staff members are fully committed to its implementation across the curriculum and the whole of school life thus ensuring that it is an integral part of daily life.
- A strong family ethos pervades, which is welcoming and caring. This enables both children and adults to flourish in a nurturing community where each person is loved and valued as a child of God.

- There is a tangible sense of community present, evident in the quality of positive relationships that exist at every level within the school.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. through their links with Sierra Leone and other charity work. They know, own and live out their Mission Statement.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The analysis provides a basis to celebrate the school's strengths and outlines areas for development.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. Staff and pupils are well trained to deliver quality worship. An excellent, up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils such as the Mindfulness project, children's university and theme weeks.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- Improving and maintaining a suitable learning environment has been a priority for school leaders. It is calm, conducive to good learning and provides wonderful surroundings in which to work and learn.
- All members of the community are encouraged to be alert to the needs of others and to seek justice for all within and beyond the local community.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements. An annual audit is undertaken to ensure a suitable budget is provided to enhance provision.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It is precise, concise and gives an accurate picture of the Catholic Life and work of the school. It is successful in addressing the areas identified for improvement. Consequently, the school knows itself very well and understand the way forward for the future.
- The self evaluation process provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- In-service sessions at LACE are well-attended and most teachers have the *Catholic Certificate in Religious Studies*. Newly qualified teachers and teachers new to the school receive good induction to support their work.
- The quality of Collective Worship is a priority for the school. An up to date policy and guidelines for its implementation are in place as are excellent spiritual and moral guidelines. These are all reviewed regularly by the Governing Body.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils. Behaviour policies and codes of conduct are rooted in Gospel values and the teaching of the Catholic Church. The highest standards of moral and ethical behaviour are promoted through the clear and consistent communication of the school's expectations.
- Clear policies and structures are in place, which provide the highest levels of pastoral care and support for all. This ensures that needs are met and results in a happy nurturing community where witness to Jesus Christ is at the heart of life here.

- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Adults cultivate an attitude of respect for each other.
- There are very positive relationships at every level within the school and excellent links with the parish community.
- The school supports the Archdiocesan sacramental preparation programme, *'With You Always'* very well with staff members attending celebrations.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through the schools outstanding and informative website. They are also kept well-informed through newsletters.
- Governors fulfil their responsibilities outstandingly. They are fully committed and kept well-informed about the Catholic Life of the school. They have effectively helped to shape the direction of the school through their high profile in the school and in the efforts they make to recruit members of staff that support the Catholic ethos of the school. They regularly attend school celebrations throughout the year.
- The chair of governors is the link governor for Religious Education and is a regular visitor. All governors have a clear understanding of the school's life and mission and do their utmost to promote it.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in English Martyrs School. There is a positive ethos within the school community with regards to improving and further developing Religious Education. From the earliest years, children learn about the importance of the presence of God in their lives and celebrate being loved by God and being part of God's family.
- A generous budget is provided to improve resources enhance provision. Suitable resources are purchased and deployed to enhance the subject.
- 10% quality time is dedicated to the teaching the subject in all year groups.
- There is a robust programme for the monitoring and evaluation cycle. Teaching and learning, planning, work and assessments are monitored with appropriate feedback and support given as necessary. Good practice is celebrated and shared. Data gleaned is used effectively to evaluate the schools performance and plan for future improvements.
- Continuing professional development opportunities are provided for all and additional support and induction given to new or inexperienced staff members.
- Staff meetings are held as appropriate for moderating assessments and disseminating any new information for staff. Co-ordinators willingly give their time and expertise to support colleagues as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are familiar with and secure in their levelling of work.
- The school's rigorous systems provide accurate and up to date information about both achievement and progress for all groups of learners. Assessments are regular and systematic across the school and both internal and externally moderated assessments show levelling is accurate.
- Assessment information is then collated and tracked by the co-ordinators and shared with leaders, governors and staff.

- The leadership of Religious Education inspires confidence and whole-hearted commitment from pupils and colleagues. As a consequence, Religious Education has a very high profile in the life of the school and has a profound impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations.
- The subject leaders are outstanding in guiding Religious Education. They show great commitment and introduce new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Curriculum outlines are provided for parents. This could be extended to include information on the individual class pages about curriculum on the school website. However, a section of the website is designed to keep parents informed about the subject and contains Religious Education newsletters which give parents ideas about how to support their children's learning at home.
- Parents receive excellent, informative annual reports on progress and are kept further informed through verbal reports on Parents' Evenings.
- Governors are kept very well-informed by the head teacher and co-ordinators. They are interested and proactively involved. The subject is always reported on at governors' termly meetings. Progress in Religious Education is shared with the governors so that standards can be monitored by them and they can challenge the school to improve.
- The school is well supported by the parish priest who is well known by the children and willingly gives time to support the subject when called upon.
- Achievement and effort are celebrated especially at the weekly assemblies which are much enjoyed by pupils.

## **What the school needs to do to improve further?**

- Share the outstanding practice that exists in this school more widely.
- Further raise standards in Religious Education by:
  - ensuring 'Driver Words' from the Levels of Attainment are consistently used in planning, questions, and given tasks;
  - giving pupils time to respond to advice given by teachers after marking their work;
  - improving plenary sessions to move learning forward consistently across the school.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
  - introducing cross-school moderation with chosen pilot schools and producing a portfolio of moderated work;
  - ensuring the next steps in learning are linked to the Driver Words from the Levels of Attainment;
  - continuing to develop use of class blogs to record visits and visitors related to Religious Education.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

**Key to judgements: Grade 1 is Outstanding, Grade 2: Good, Grade 3: Requires Improvement and Grade 4: Inadequate**