

Diocese of Hallam

INSPECTION OF RELIGIOUS EDUCATION
(Section 23 of the 1996 Schools Inspections Act)

St Joseph & St Teresa's Primary School
Doncaster Lane
Woodlands
Doncaster
DN6 7QN

Inspection Date: 16th & 17th March 2004
Diocesan Inspector: Mrs Barbara Jarrett

This inspection of the denominational character of St Joseph & St Teresa's Catholic Primary School was carried out under the direction of the Governors of the school in fulfilment of their obligations under the requirements of Canon Law (ref, 804, 806), Section 23 of the 1996 School Inspection Act, Section 13 of the Education (Schools) Act 1992 and Sections 241 and 259 of the Education Act 1993. This Inspection was conducted according to the Handbook for the Inspection of Religious Education in the Diocese of Hallam.

The process of Inspection in the Diocese of Hallam has been developed to support and encourage each school community. It is hoped that this report will celebrate all that is positive and praiseworthy in St Joseph & St Teresa's Catholic Primary School and help to promote sound development for the future.

A copy of this report may be obtained from the Governors of St Joseph & St Teresa's Catholic Primary School, Doncaster Lane, Woodlands, Doncaster DN6 7QN or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU.

Introduction

Basic Information about the school

NAME OF SCHOOL	St Joseph and St Teresa's Catholic Primary School
TYPE	Nursery, Infant and Junior
STATUS	Voluntary Aided
NUMBER ON ROLL	192 plus 24 part-time pupils in nursery unit
GENDER OF PUPILS	Mixed
CHAIRMAN OF GOVERNORS	Mr. Chris Rowe
HEADTEACHER	Mrs. S.E. Hilton
ADDRESS OF SCHOOL	Doncaster Lane Woodlands Doncaster S. Yorkshire DN6 7QN
TELEPHONE NUMBER	01302 723320
DATE of INSPECTION	16 th -17 th March 2004
DIOCESAN INSPECTOR	Mrs Barbara Jarrett

St Joseph and St Teresa's Catholic Primary School is situated on the outskirts of Doncaster. The school originally served a small mining community but the catchment area is now much wider and includes pupils from the two parishes of Blessed English Martyrs, Askern and St Joseph & St Teresa's Woodlands. A number of children from Askern Parish travel to school by coach.

The school buildings are well-maintained. There has been some remodelling of the interior of the building to improve accommodation and a new hall was built in 2001. The outside play areas have been enhanced by the provision of a variety of play equipment for the children.

The school has eleven full or part-time teachers, including the headteacher on the staff; 7 of these are Catholics. The work of the teaching staff is supported by a full-time qualified nursery nurse, five full or part-time learning support assistants and two part-time Special Needs Assistants.

There are 216 pupils on roll including 24 part-time nursery children, organised into classes as follows:

Nursery	24
Reception	27
Year 1	23
Year 2	23
Year 3	30
Year 4	30
Year 5	31
Year 6	28

75% of the children are baptised Catholic.

PART ONE

ASPECTS OF THE SCHOOL AS A CATHOLIC COMMUNITY

- 1.1 The Mission Statement is rooted in Gospel values and clearly articulates the Christ centred vision of education at St Joseph and St Teresa's as a Catholic school. The aims related to the Mission Statement demonstrate the school's commitment to the development of the whole child spiritually, emotionally and academically. The Mission statement is a living reality for all in the school community.
- 1.2 The Mission Statement prefaces all school documentation and is displayed prominently in the school. It was reviewed by governors, parents, pupils and staff in 2002 and is known and understood by the whole school community
- 1.3. A Religious Education training day last year provided the school community with the opportunity to reflect on the distinctive nature of the school. The outcomes from this day have ensured that priorities identified in the School Improvement Plan are underpinned by the schools aims and values.
- 1.4 The headteacher took part in the Diocesan Sabbatical Experience last year and has used ideas she gained from this experience to strengthen further the development of Religious Education in the school.
- 1.5 The school has recently taken part in the Diocesan Review process involving school and parishes. The headteacher has been able to use feedback from the Review when completing the Self-Evaluation Document. This document therefore reflects the views of the wider community about the school, thus providing a useful tool for identifying both strengths and areas for further improvement.
- 1.6. The fifty-four questionnaires returned by the parents were overwhelmingly supportive of the school. These positive views were confirmed by parents during the inspection they all praised the school for the quality of the education their children receive. A significant minority of parents said that they had chosen the school as it was the school they attended as children and this gave them great confidence in the school. The good reputation of the school in the area was also mentioned by a number of parents.
- 1.7 The school uses the Diocesan support material for the "Here I Am" topics and parents' information leaflets are sent out regularly. Parents appreciate this information as it helps them to support their children's Religious Education at home.
- 1.8 All the completed parental questionnaires express satisfaction with the standards of Religious Education achieved by their children.
- 1.9 Parents feel welcome in the school and are able to approach all members of staff should they need advice or support. There was particular praise from a number of parents for the dedication and hard work of the headteacher.

- 1.10 Parents are invited to work alongside teachers in the classroom and value this opportunity.
- 1.11 Parents are invited into school for assemblies and other liturgies and expressed their appreciation for this. Particular mention was made of the special Birthday assemblies. Parents regard the spiritual and moral development of their children as a strength of the school. They appreciate the high standards of behaviour in the school and the very strong pastoral support systems which underpin these.
- 1.12 Relationships throughout the school are very good. The office staff in the reception area set the standard for the quality of welcome offered to visitors in the school.
- 1.13 The school prospectus is a comprehensive document which gives prominence to the gospel values which permeate all the work carried out in the school. It is reviewed annually by staff and governors.
- 1.14 The governors are drawn from both parishes, and the two parish priests are members of the governing body. The Chair of Governors has children in the school and gives generously of his time. He is a regular visitor to the school and has a good understanding of the role of Chair of Governors. He is unequivocal about the priority given to the Catholic life of the school by the governors. The sub-committees ensure the governors are well informed about the Religious Education curriculum and have input into the development of policies. This is good practice.
- 1.15 Sacramental preparation is shared between the parishes and the school. This works well and the parents are supportive of this approach.
- 1.16 Links between the school and parishes are good and the parish priests, governors and headteacher are always seeking ways of strengthening these further.
- 1.17 St Joseph and St Teresa's is an inclusive school and welcomes children with Special Needs. There are good systems in place to identify and support these children.
- 1.18 There is strong evidence throughout the school of its commitment to the wider community, with some excellent displays on the work of CAFOD. The children are encouraged to support through prayer and fundraising, those, both at home and abroad, who are less fortunate than themselves. The PTA has special fundraising events throughout the year where the money raised is shared between the school and charity. The school has good links with the secondary school and local primary schools.
- 1.19 Pupils' cultural development is well supported by the school. There are opportunities for visits to places in the local community and visitors from voluntary organisations and businesses are invited into the school to enrich the curriculum.

- 1.20 There is strong evidence from displays around the school and discussion with pupils that the school celebrates cultural diversity.
- 1.21 There is a good range of extra-curricular activities which are run by teachers and volunteers from the school community.
- 1.22 Most children transfer to The McAuley Catholic High School and transition is well supported by both schools. As part of their preparation for secondary school pupils take part in an annual residential retreat/activity week. During this week the children experience a good balance of opportunities for spiritual reflection, collective worship and physically challenging activities. This is a valuable experience for the children.

2. THE SCHOOL AS A WORSHIPPING COMMUNITY

- 2.1 Collective Worship meets the statutory requirements and is celebrated daily in the classroom or in the school hall as whole school or Key Stage assemblies.
- 2.2 There is a good policy in place for Collective Worship which is reviewed regularly by staff and governors. This ensures that all who are involved in the delivery have a common understanding of the requirements for effective Collective Worship. The policy acknowledges the importance of catering for the diversity of understanding and practice within the school.
- 2.3 There is a timetable for assemblies and liturgies to celebrate the seasons and feasts of the Church's year.
- 2.4 Collective worship has been a development priority for the school. The success of this work is evident from the high standard of Collective Worship observed.
- 2.5 Worship plays a central role in the life of the school. An example of this is the voluntary lunchtime prayer for Lent which children from each class are given an opportunity to attend, on a class rota system. One of these sessions was witnessed by the inspector. This was led by the headteacher and included scripture, spontaneous prayer and time for spiritual reflection. The children responded well and were able to express their ideas confidently. Good use was made of quiet music to support the prayerful atmosphere.
- 2.6 One whole school assembly was witnessed by the Inspector. This celebrated the Feast of St Patrick and reminded the children that the example of the Saints has been important in ensuring that the Faith has been handed on to us today. The assembly was well prepared and included reference to the traditional story of St Patrick, dance, formal prayer and music.
- 2.7 In addition, the inspector witnessed four other acts of Collective Worship during the two days of the inspection; one in the nursery; two in Key Stage One and one in Key Stage Two. These were all well prepared and appropriate to the age and stage of development of the children. Children participated willingly and confidently. The opportunity for the children to contribute their own thoughts and reflections was a key feature of all class acts of worship observed, as was the quality of spontaneous prayer.

- 2.8 Formal prayers are taught throughout the school. There is a book in which the children write their prayer intentions on display. This is well used.
- 2.9 Parents and other members of the school community are welcomed into the school for assemblies and liturgies. Parents enjoy these occasions. Several parents mentioned the birthday celebration assemblies in particular. These are held monthly and one of the parents makes a special cake for the children. At the assembly each child with a birthday during the month has special thoughts about them from other children in the class read out. This is followed by a party for the children and their families at which the cake is shared. This is a good example of recognising the value of each individual and raising self-esteem.

SPIRITUAL AND MORAL DEVELOPMENT

3.1 Spiritual Development

- 3.1a The school has a policy on Spiritual Development which affirms the importance it attaches to this area of school life.
- 3.1b Spiritual Development underpins the Mission Statement and the policies of the school
- 3.1c The school develops children's self-awareness and understanding of the world around them. They are encouraged to empathise with the feelings of others and to understand the effects of their own actions on others. This was evident from the observations of the Inspector of the displays around the school and discussion with children.
- 3.1d There are opportunities for spontaneous and formal prayer. During worship sessions music is used well to create an atmosphere conducive to prayer and reflection. The children are encouraged to pray for themselves and others
- 3.1e Children are taught to understand and respect the views of others. There was evidence of this in displays and the work the children had undertaken on Judaism.
- 3.1f The high quality of the displays and religious artefacts in the school provide a stimulating environment for the children and contribute to the development of spirituality. In particular pictures created by each class in the school which are displayed in the hall are of a very high standard and are used to mark the seasons of the Church's year.
- 3.1g All classes have a focus for prayer in the classroom. These reflect the seasons of the Church and the current topic from "Here I am" They often include the children's work and are of a good standard.

3.2 Moral Development

- 3.2a This is a significant strength of the school. This is evident from the children's behaviour throughout the school, both in and outside the classroom.

The children are polite, friendly and confident. They have a clear understanding of right and wrong, appropriate to their age.

- 3.2b There is a Policy on Moral Development which articulates the philosophy at the heart of moral development at the school, based on the uniqueness of each individual.
- 3.2c The school also has a very good Behaviour Policy which gives clear guidance on the expectations for behaviour both inside and outside the classroom. It includes clear rewards and sanctions designed to encourage good behaviour throughout the school. Each class has its own set of class rules, agreed by the children, which help to promote good behaviour.
- 3.2d The school takes every opportunity to affirm the children's achievements and reinforce positive behaviour. There are very strong pastoral systems which support this. Each child has an individual record of achievement which recognises and celebrates high standards in all areas of school life.
- 3.2e The children are encouraged to take responsibility and are able to contribute to decision making in the school through the School Council. The children were very proud of this aspect of the school, particularly the work they have been doing in promoting healthy eating throughout the school.
- 3.2f The children feel safe in school and would feel confident in approaching staff with any problems. When asked what they most liked about the school, many children said it was the teachers, who were kind and fair.

PART TWO

CURRICULUM RELIGIOUS EDUCATION

4. STANDARDS ACHIEVED BY PUPILS

4.1 Attainment and Progress

- 4.1a The curriculum time devoted to Religious Education fulfils the requirements of the Bishops' Conference of England and Wales. This was a key issue in the last Religious Education inspection and has now been fully addressed.
- 4.1b The school follows the "Here I am" programme of work which ensures coverage of all aspects of the Curriculum Directory.
- 4.1c There are comprehensive policies for all aspects of religious education and pastoral care. These show clear evidence of the school's commitment to Religious Education curriculum.
- 4.1d Children's attainment is satisfactory throughout the school. In some classes the range and quality of the written work produced does not match the children's attainment in other curriculum areas. In these cases the expectations are not high enough or are not made clear.

- 4.1e Children participate well in lessons and respond confidently to the questions raised by the teachers. Children are encouraged to listen to others and to share their own feelings and views. There is clear evidence of progression in the quality and maturity of oral responses as the children move through the school.
- 4.1f Marking is generally satisfactory, giving children feedback on the overall quality of their work. However, although there is a Marking Policy in the school, it is not being followed by all teachers when marking the work in Religious Education. The children need more guidance on how they can improve their work. The marking policy now needs to be applied consistently to the work in Religious Education.

4.2 Attitudes to Learning

- 4.2a The children's attitudes to learning are good. They listen and respond well to questioning. They quickly settle to written work, when it is set.
- 4.2b Evidence from lesson observations show that children are able to relate the work being done to work they have covered earlier. This was clear from their answers to questions raised by the teacher in some lessons at both Key Stages and from discussion with the children.
- 4.2c In the lessons observed, where the children had written tasks to complete, they showed good levels of concentration and were well focussed on the task in hand.
- 4.2d Discussions with the children demonstrate that they can often explain what they have learned confidently and clearly. The children enjoy their Religious Education lessons, particularly the opportunities offered to discuss some of the issues raised.

Quality of Religious Education Provided

5.1 Teaching

- 5.1a Teaching observed during the inspection ranges from satisfactory to very good. The timetable did not allow the inspector to spend sufficient time in some classes to make overall judgements on the quality of teaching and learning in these lessons.
- 5.1b All teachers use the "Here I Am" Religious Education programme and the planning documentation provided by the Diocese. In the best lessons the materials are adapted to meet the needs and interests of the children in the class.
- 5.1c Teachers showed good understanding of the subject in all lessons observed.
- 5.1d Planning is often detailed and well structured. There are clear learning objectives which are shared with the children and the seven elements of "Here I Am" are in place. This was an issue at the last inspection and has been fully addressed.

- 5.1e The evidence from the lessons observed and the work in the books suggests that some teachers are relying on differentiation by outcome or support. Opportunities should be sought to develop activities which would extend learning for the more able pupils. Outcomes do not always have to involve a written piece of work, particularly at Key Stage One.
- 5.1f The best lessons are well paced and the tasks set for the independent or group work build on teaching during the shared time in a creative way which captures the imagination of the children. One example of this was in the year five class; having discussed a story used to introduce the topic of Self-giving the children worked in small groups of two or three to produce a short interview. Some of these were then shared with the rest of the class. Children of all abilities produced good work which demonstrated they had learned about the reasons why people give of their time to help others and the cost of this.
- 5.1g In some Key Stage Two lessons time allocated for the independent tasks was inadequate for the work set. There is also insufficient support or guidance given to the children on how they could approach the task. Where longer written tasks are set, teachers should provide the same framework of support as they do in extended writing in Literacy lessons.
- 5.1h There is evidence of some good work recorded in the Religious Education books. However, the range of quality of work in some classes does not match that produced in other areas of the curriculum.
- 5.1i In all lessons where there was a learning support assistant present, they enhanced the provision of Religious Education for the children. They showed good knowledge of the work set and their role in the delivery of this to the children.

5.2 Religious Education

- 5.2a Religious Education is given a high priority in the school.
- 5.2b The Mission Statement is the foundation upon which all school policies are built.
- 5.2c The Religious Education Policy is in place; it includes a section on assessment. However, this does not give clear guidance on the procedures to be followed by teachers.
- 5.2d The school has a portfolio of examples of children's work covering the areas of learning for the "Here I Am" programme. More detailed annotation of the work would make this a more useful assessment tool..
- 5.2e There is evidence of children recording new learning that has taken place during their work in each topic. However, assessment needs to be developed further to provide evidence of attainment. The school has not yet introduced the Diocesan system for assessing the level of individual children's work. They may wish to consider this to support their work in ensuring that

children's attainment in the area of Religious Education is at least as good as in other areas of the curriculum.

5.2f The school has introduced the Diocesan pro-forma for reporting to parents. The parents expressed satisfaction with this. Reporting to parents was a key issue in the previous inspection report and has now been addressed.

5.2g Multi-faith and multi-cultural education are evident from the displays and children's work in their books. The school plans to develop this work further in the future.

6. THE MANAGEMENT OF RELIGIOUS EDUCATION

6.1 Leadership and Management

6.1a The school is well led by a very hardworking headteacher who is committed to the school and its work; she is highly regarded by the whole school community. She is supported by an able and enthusiastic deputy.

6.1b The Religious Education co-ordinator recently left the school and the headteacher has been sharing the role on a temporary basis with a part-time teacher in the school. They are working hard to maintain standards in Religious Education. The co-ordinator attends the diocesan meetings for co-ordinators and gives feedback to staff on these meetings. She offers advice and support to other members of staff. The governors plan to appoint a new member of staff to take on this post and the new appointee will have opportunities to develop the role of the subject leader in monitoring standards of teaching and learning in Religious Education to raise attainment.

6.1c The governors of St Joseph and St Teresa's play a valuable part in the life of the school. They take their role in promoting high standards in the area of Religious Education very seriously and are fully committed to the school. They undertake relevant training and ensure they are well informed about school issues. The governors have a clear vision for the future of the school.

6.1d The Chair of Governors is in school regularly and his support is valued by the head and other members of staff.

6.1e The parish priests are regular and valued visitors to the school. They are committed to the welfare of the pupils, parents and staff of the school.

6.1f Resources allocated to Religious Education confirm its high status in the school.

6.2 Staffing and Resources

6.2a The staff are conscientious and hardworking. They support the Catholic ethos of the school through example. Parents expressed their gratitude for their commitment. There are sufficient qualified teachers to deliver the Religious Education curriculum

- 6.2b Non-teaching staff are very professional and are considered as part of a team working with the teacher to raise levels of attainment and foster self-esteem in the children. They perform their role effectively.
- 6.2c Administrative staff, midday supervisors, catering and cleaning staff are all hard working and take great pride in the school. An example of this is the booklet prepared by the former caretaker for the headteacher, showing photographs of the improvements to the building which have taken place.
- 6.2d Since the last inspection, a new hall has been built and an extension to one of the classrooms has created additional space which is used for small group work, as a parents' room and for voluntary worship sessions. There have also been improvements to the staffroom.
- 6.2e The playground has a variety of fixed play equipment. Some of this has been donated to the school through the links the school has with a local store. The children were very appreciative of the play facilities they enjoy.
- 6.2f The school premises and outdoor environment are well maintained and cleaned to a high standard.
- 6.2g Displays in the school are very good and include work from children from all age groups. The school has an Arts Week every year and employs a variety of artists to work with the children. The examples produced are of a very high standard. These greatly enhance the school environment.
- 6.2h Resources for Religious Education are very good and include a wide range of books, artefacts, videos, multi-cultural items and compact discs.

PART THREE

7. MAIN FINDINGS

- 7.1 St Joseph and St Teresa's is a school with a very strong Catholic ethos where the Gospel values explicit in the Mission Statement are lived out in the day to day life of the school.
- 7.2 The school is well led by the headteacher who is held in high esteem by the whole school community. She provides clear spiritual leadership through the example she sets.
- 7.3 The headteacher is well supported in her role by an able and enthusiastic deputy and hardworking staff.
- 7.4 The vacant post of Religious Education Co-ordinator is being covered by a very well-organised and willing teacher. However, she has been unable to monitor standards of teaching and learning due to the other commitments she has in the school. The school needs to appoint a new Religious Education Co-ordinator who can give full commitment to the role.
- 7.5 The Chair of Governors is very committed to the school and fulfils his role well. He is supported by an effective and diligent governing body.

- 7.6 The parish priests are frequent and welcome visitors to the school and are committed to the welfare of the children, parents and staff of the school.
- 7.7 Links between the parishes and the school are good and the headteacher and governors are always seeking ways to improve these further.
- 7.8 Sacramental preparation is shared by the parishes and the school. The parents are supportive of this arrangement.
- 7.9 The school is inclusive and welcomes children with Special Educational Needs. There are good systems in place for identifying and supporting these children.
- 7.10 Parents are very satisfied with the education their children receive at the school. Parents feel welcome in the school and have confidence in the staff.
- 7.11 The Diocesan format for reporting to parents has been introduced and parents are informed of their child's progress in knowledge, understanding, skills and attitudes. This was an issue in the last religious education inspection and has now been addressed.
- 7.12 The spiritual and moral development of the children is a strength of the school.
- 7.13 Standards of Collective Worship in the school are very good.
- 7.14 Standards of behaviour are very good and are supported by the strong systems of pastoral care in the school
- 7.15 All classes allocate the ten percent of teaching time recommended by the Bishops' Conference of England and Wales. This was a key issue in the previous inspection report and has been fully addressed
- 7.16 The Diocesan planning documents are used throughout the school and the seven elements of "Here I Am" are in place. This was a key issue in the last Religious Education inspection and has been fully addressed.
- 7.17 Children's attitudes to learning are good. They participate enthusiastically in lessons and are well focussed on tasks set.
- 7.18 The quality of teaching in lessons observed during the inspection ranges from satisfactory to very good.
- 7.19 Children's attainment in Religious Education is satisfactory overall.
- 7.20 There is evidence of some good work recorded in the Religious Education books. However, the range and quality of work in some classes does not match that produced in other areas of the curriculum. In some classes the marking of work does not give children guidance on how to improve their work. This was key issue in the previous inspection and has not yet been fully addressed.

- 7.21 Some assessment procedures are in place but these need extending to include assessment and recording of levels of attainment.
- 7.22 The school is well resourced to deliver the Religious Education curriculum.

AREAS FOR FURTHER DEVELOPMENT

The governors of St Joseph and St Teresa's school should now:

1. Celebrate and consolidate the very good Catholic ethos of the school, the spiritual and moral development of the children and standards of Collective Worship.
2. Appoint a Religious Education co-ordinator who will monitor standards of teaching and learning to support the raising of attainment in Religious Education.
3. Extend the assessment procedures to include systems for levelling children's work using the Levels of Attainment published by The National Board of Religious Inspectors and Advisors. This will assist teacher in making secure judgements in assessing, recording and reporting pupil progress. The diocese has materials which the governors might consider using.
4. Ensure that the quality of children's work in some classes is of a similar standard to work produced in other core curriculum subjects.
5. Ensure that the marking policy is consistently applied and gives children feedback on how they can improve their work.

Conclusion

The Diocesan Inspector would like to place on record her thanks and appreciation for the kindness and co-operation shown by governors, parish priests, headteacher, all staff, parents and children during the inspection.

APPENDIX:EVIDENCE BASE

- The programme of inspection included scrutiny of parental questionnaires, a pre-inspection visit to the school and two full days of inspection.
- Teaching was observed in all classes throughout the school.
- The inspector attended one whole school assembly led by the headteacher and observed five other acts of Collective Worship in the school
- Interviews were held with the headteacher, Chair of Governors, the parish priest of St Joseph and St Teresa's and the religious education co-ordinator.
- Discussions were held with parents, children, teaching and administrative staff, classroom assistants, dinner ladies and the caretaker.

- A comprehensive range of documentation was provided by the headteacher and Religious Education co-ordinator. This included all items on the Diocesan list and additional information. The Inspector was provided with the children's Religious Education books and was able compare these with the work in other subjects. Other examples of children's work were also provided. The assessment portfolio, and teachers' planning was also made available.

SUMMARY REPORT.

The major strengths in Religious Education, Collective Worship and the spiritual and moral development of the children

- Teaching is satisfactory to very good throughout the school
- Attainment in Religious Education is satisfactory
- Children's attitudes to learning are good
- The spiritual and moral development of the children is a strength of the school.
- The behaviour of the children is very good
- The quality of Collective Worship and celebration is very good
- There are good links between the parishes and the school
- There are good systems in place for supporting children with Special Educational Needs
- Relationships within the school are very good

How the school has improved since the last inspection.

- Most key issues from the last inspection have been addressed. The school is appointing a new Religious Education Co-ordinator to support its work in improving the quality of written work.
- There have been improvements to the accommodation in the school which have enhanced the learning environment. These include a new hall, an extension to one of the classrooms and play equipment in the playground

How the parents view the Religious Education, Collective Worship and spiritual and moral development of their children.

- The parents are very pleased with the education their children receive at the school
- Parents appreciate the high standards of behaviour and pastoral support
- Parents are satisfied with the standards their children achieve in Religious Education
- Parents feel they work in partnership with the school and appreciate the information they receive regarding their children's Religious Education
- Parents are supportive of the arrangements for sacramental preparation.
- Parents praise the staff for their commitment to the school.
- Parents value the opportunities offered to attend assemblies and other special events.
- Parents are very pleased with the Catholic ethos of the school

Areas for development

- Celebrate and consolidate the very good Catholic ethos of the school, the spiritual and moral development of the children and standards of Collective Worship.
- Appoint a Religious Education co-ordinator who will monitor standards of teaching and learning to support the raising of attainment in Religious Education.
- Extend the assessment procedures to include systems for levelling children's work using the Levels of Attainment published by The National Board of Religious Inspectors and Advisors. This will assist teachers in making secure judgements in assessing, recording and reporting pupil progress. The diocese has materials which the governors might consider using.
- Ensure that the quality of children's work in some classes is of a similar standard to work produced in other core curriculum subjects.
- Ensure that the marking policy is consistently applied and gives children feedback on how they can improve their work.