



## Section 48 Inspection SEF (Primary)

### September 2013

School:	ST THOMAS MORE CATHOLIC VOLUNTARY ACADEMY
Address:	NEWSTEAD ROAD, KNIGHTON LEICESTER, LE2 3TA
Telephone Number:	0116 2706365
Headteacher's Email:	pmason@st-thomasmore.leicester.sch.uk
School URN:	856/3426
Headteacher:	Mrs Patricia Mason
Chair of Governors:	Mr Michael Cummins

Parishes served by the school:  
St Thomas More

Name of Parish Priest(s):  
Father Michael Moore

**SECTION 1: FACTUAL INFORMATION****Staffing**

Number of full-time teachers:	12
Number of part-time teachers:	0
Total equivalent full-time teachers:	12
Number of teachers who are Catholic:	7
Number of teachers with CCRS or equivalent:	0
Number of teachers currently undertaking CCRS:	0
Number of full-time Teaching Assistants:	13
Number of part-time Teaching Assistants:	1
Number of Teaching Assistants who are Catholic:	9

**Senior Leadership Team**

Name	Position	Area(s) of Responsibility
Mrs Patricia Mason	Headteacher	Staff Development, Data/ Assessment, Child Protection, Health & Safety
Mrs Karen Stuart	Assistant Headteacher	F2/KS1 Co-ordinator and Literacy Co-ordinator

## Class Organisation

Name of Teacher	Year Group	Qualifications		Status (Permanent, Temporary, Supply)
		General	RE	
Mrs P Mason	HT	B.Ed (Hons) M.Ed		P
Mrs N Whitehead	F2	BA (Hons) PGCE	Bishop's Certificate in Catechesis	P
Mrs K Stuart	Asst. HT	B.Sc (Hons) PGCE		P
Mrs F Teo	Y1/Y2	BA (Hons) PGCE		P
Mrs A Bridgwood	Y2	BA (Hons) Cert. Education		P
Miss C Kelly	Y3	B.Sc (Hons) PGCE		P
Miss K Turner	Y3/4	Bachelor of Law (Hons) PGCE		P
Mrs A Ireland	Y4/5	B.Ed		P
Mrs J McGill	Y4/5	B.Sc PGCE		P
Mrs Lloyd	Y6	QTS (Agency)		T
Mrs D Dunkley	PPA	Unqualified		P
Miss C Nattrass	F2/Y1	QTS, Foundation Degree		T

## Teaching Time

	FS		Y1	Y2	Y3	Y4	Y5	Y6
	PT	FT						
Total teaching time (hours):		21	22.5	22.5	23.5	23.5	23.5	23.5
Teaching hours devoted to RE:	2hr 10m	2hr 10m	2hr 30m	2hr 30m	2hr 30m	2hr 30m	2hr 30m	2hr 30m

## Pupils

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll:		41	40	41	38	39	41	37	277
Catholics on roll:		39	37	38	33	35	40	32	253
Other Christian:		2	3	3	4	2	0	3	17
Other faith background:		-	-	-	1	-	1	2	4
No religious affiliation:		-	-	-	1	2	-	-	3
Children at 'School Action' stage:			3	1	5	4	2	2	17
Children at 'School Action Plus' stage:				3		3	5	3	14
Statemented children:		2	1			1		1	5
<b>Exclusions</b> (last academic year)	<b>Permanent:</b> Number of Pupils:      None			<b>Fixed Term:</b> Number of Pupils: None Total Number of days:					
Published Admission Number:	40								

## Secondary Transfer

With reference to the previous full year, please list the Catholic secondary schools (or other schools) to which Year 6 pupils transferred:

Name of school	Number of pupils
St Paul's Evington Leicester	31
English Martyrs, Leicester	1
Ratcliffe College	1
Loughborough Grammar	3

## Expenditure

Expenditure (£)	Last financial year 2012	Current financial year 2013	Next (if pos) financial year 2014
RE	1160	650	
English	2200	1000	
Mathematics	250	500	

Please give an indication of the key areas of spending in Religious Education including in-service costs:

New Come and See Scheme and related resources (2012/13)

Induction days for our two Catholic NQTs (2012/13)

Moderation between Corpus Christi Cluster (2012/13)

Music and CDs by John Burland (2012/13)

Induction days for NQT (2013/14)

Moderation between Corpus Christi Cluster (2013/14)

BRIEF STATEMENT about the INSET devoted to Religious Education, Collective Worship and the Catholic Life of the school during the past 2 years.

New members of staff attending Inset days at the Diocesan Centre. The RE Co-ordinator attended all Co-ordinator days at either Derby or Lincoln. RE Co-ordinator attended New Translation of Mass texts training session. Staff meetings devoted to RE Assessment, sampling of work and feedback. Moderation of work meetings, one of which was attended by David Quinn. Moderation of RE work in twilight Cluster Group meeting. Statements to Live By Inset training with David Quinn.

The Headteacher, Parish Priest and RE Governors attended a training day to introduce the Come and See materials, assessment and marking.

All staff attended a twilight session offering a brief introduction to the Come and See Programme at Holy Cross Catholic Primary School.

## Standards of Attainment Data in Religious Education

Please provide end of year assessment data for two complete years.

KS1 results for academic year:			2011/2012 %								
	No. in cohort	W	1C	1B	1A	2C	2B	2A	3C	3B	3A
End of KS1 RE	39		3	5	5	3	41	33	10		
End of KS1 Reading											
End of KS1 Writing											

KS2 results for academic year:			%								
	No. in cohort	Below Level 3	3C	3B	3A	4C	4B	4A	5C	5B	5A
End of KS2 RE	36			3	3	22	36	36			
End of KS2 Reading											
End of KS2 Writing											

KS1 results for academic year:			2012/13								
	No. in cohort	W	1C	1B	1A	2C	2B	2A	3C	3B	3A
End of KS1 RE			3%	3%	13%	5%	32%	34%	11%		
End of KS1 Reading											
End of KS1 Writing											

KS2 results for academic year:			2012/13								
	No. in cohort	Below Level 3	3C	3B	3A	4C	4B	4A	5C	5B	5A
End of KS2 RE				2%	11%	14%	56%	17%			
End of KS2 Reading											
End of KS2 Writing											

Please detail any additional data relating to Religious Education not included above:						
2012/13 Sublevels						
	W 1	Level 1	Level 2	Level 3	Level 4	Level 5
F2 40	12.5%	87.5% 1a 60% 1c 27.5%				
Y1 41		85% 1a 73% 1b 7% 1c 5%	15% 2c 15%			
Y2 38		18% 1a 13% 1b 3% 1c 3%	71% 2a 34% 2b 32% 2c 5%	11% 3c 11%		
Y3 38		8% 1a 5% 1b 3% 1c	47% 2a 39% 2b 5% 2c 3%	45% 3a 3b 5% 3c 39%		



Y4 41			20% 2a 5% 2b 2% 2c 5%	78% 3a 12% 3b 32% 3c 34%	2% 4c 2%	
Y5 41		2% 1c 2%		93% 3a 41% 3b 44% 3c 5%	5% 4c 5%	
Y6 36				14% 3a 11% 3b 2%	86% 4a 17% 4b 56% 4c 14%	

2011/12 and 2012/13 Comparison

	W1		1		2		3		4		5	
	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13
F2	<b>10%</b>	<b>12.5%</b>	<b>90%</b>	<b>87.5%</b>								
Y1			<b>76%</b>	<b>85%</b>	<b>24%</b>	<b>15%</b>						
Y2			<b>13%</b>	<b>18%</b>	<b>77%</b>	<b>71%</b>	<b>10%</b>	<b>11%</b>				
Y3			<b>2%</b>	<b>8%</b>	<b>70%</b>	<b>47%</b>	<b>28%</b>	<b>45%</b>				
Y4			<b>3%</b>	<b>0%</b>	<b>13%</b>	<b>20%</b>	<b>84%</b>	<b>73%</b>	<b>2%</b>			
Y5				<b>2%</b>	<b>6%</b>	<b>0%</b>	<b>43%</b>	<b>93%</b>	<b>51%</b>	5%		
Y6							<b>6%</b>	<b>14%</b>	<b>94%</b>	86%		

End of KS1 2b or above

2010/11 **88%**      2011/12 **84%**      2012/13 **78%**

End of Key Stage 1 Level 2 and above 2012/13 **82%**

End of KS2 4b or above

2010/11 **95%**      2011/12 **72%**      2012/13 **73%**

End of Key Stage 2 Level 4 and above 2012/13 **86%**

## SECTION 2: SELF-EVALUATION

### CATHOLIC LIFE

### Catholic Life

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|------|--|---|
| CL1: | The extent to which pupils contribute to and benefit from the Catholic Life of the school.                     | 1 |
| CL2: | The quality of provision for the Catholic Life of the school.  | 1 |
| CL3: | How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. | 1 |

#### CL1

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

The vast majority of pupils are extremely proud of being a pupil at St Thomas More Catholic Voluntary Academy. They take full advantage of the opportunities the school provides for their personal support and development.

- In Year 5 and 6 pupils readily accept the responsibility of performing tasks around the school and make valuable contributions to their community. They are involved in assisting younger pupils at lunch times, taking a library duty, setting tables for lunch, supervising events, partnering up with a younger child to sit with and act as role model to during Masses at church. They have also trained and performed regular duties as reading partners.
- All pupils take ownership as a class of their prayer table and its resources. They are responsible for the maintenance and updating of this area during the liturgical year.
- Pupils are keen and enthusiastic to take part in a range of religious activities in school and the wider community. Examples of this are seen in the services of reflection such as The Presentation of Our Lord, Stations of the Cross and Services for Our Lady. During May 2012 the whole school played a part in a Living Rosary to celebrate the life of Our Lady. Each class takes its turn to produce a class assembly and during 2012/13 each class explored the life of a saint. We mark Advent, Lent and Easter with services and Masses. Special celebrations such as the anniversary of the school, the opening of the new classroom and visit by the Bishop are enjoyed by the school and parish community. First Holy Communion and Confirmation celebrations are held in the school. We have enjoyed visits by the Vocation Service, Faith in Family Speakers, CAFOD, Fairtrade and the 10/10 Theatre Company.
- Pupils enjoy the traditions of the school and look forwards to the landmarks of the religious school year. They show great enthusiasm when participating in school and Parish activities including Nativity Services, Easter celebrations, leading Sunday

Masses, and Parish Masses and helping at the Parish Bazaar.

- Pupil self-esteem is generally very high. For the few individuals who do not demonstrate good self-esteem, significant support is given to help and support them to reverse their situation through the Youth Identity Programme (See evaluation for the project July 2011) Pupils are keen to express their beliefs and views when required. This is seen in their willingness to read, sing and answer questions in Masses, and services at school and church.
- Pupils willingly give their time, money and belongings to raise funds for others or to help entertain others. They raise considerable sums of money for charities during the year through the organisation and running of the Year 6 Bazaar (£2,120 in April 2012) Red Nose Day, Children in Need and specific disaster appeals. The Choir sings at the Parish Drop In, at Old Peoples' Homes, The Menphys Carol Service and charity events.
- Pupils respect themselves and each other, generally forgiving each other willingly. They understand and welcome the importance of praise and celebrations for themselves and others. The many successful rewards system used at the school are evidence of this.
- Pupils are able to comment on the opportunities the school provides through annual pupil surveys. (see responses from May 2012)
- Pupils want to find out, they are imaginative, creative and have exciting ideas they are willing to try out. Ingenious ways of raising funds to help others, ideas generated at School Council meetings and House Assemblies are examples of pupils' willingness to take on positions of responsibility and leadership.

## CL2

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

The school is deeply committed to the Church's mission in education and the school's mission statement is lived out in the daily practice of the school. The Gospel values of love, care and respect for others are manifested in all aspects of school life.

- The 'open door' policy and presence of parents, parishioners and priest in the daily life of the school demonstrates the Catholic ethos of the school. 95% of parents felt that the ethos of the school has a positive effect on their child (Parent Survey May 2012)
- Staff receive effective support and regular professional development from the Headteacher, RE Co-ordinators, Parish Priest and RE Link Governor as to how they can promote the Church's mission.
- Staff receive effective support and regular professional development from the Headteacher, RE Co-ordinators, Parish Priest and RE Link Governor as to how they can promote the Church's mission.
- The spiritual and moral development of pupils is clearly documented in the School Improvement Plan with clear targets to be achieved. Great importance is given to this and creative ways are found to achieve this for all shareholders e.g. through working with parishioners, other school and communities, with parents and other agencies.
- As a school and parish we follow the Statements to Live By programme and this is an integral part of the routines and practices of the school. Year 6 children take responsibility of changing the Statement weekly in the entrance hall. Each class

takes responsibility for changing and displaying the weekly statement. Each class has an age appropriate set of circle times which relate to the current statement and teachers are encouraged to use these regularly in the class. Certificates are presented regularly at Key Stage and whole school assemblies to individuals who have made a special effort to live out the statement for that week. The statements are sent home in advance to parents and are published in the Parish Newsletter.

- The inclusion of all is a central goal and a shared vision of our Catholic Community. The school works with others to ensure that pupils are given opportunities to enter into dialogue and collaborate with people from different backgrounds. Pupils understand the importance of festivals, traditions of religious culture, faith and beliefs. They respect the views of others and understand that this is important. Our Year 6 pupils in an extremely effective “Inter Faith Dialogue” Project with another school consisting of pupils with a wide range of world faiths and cultures. As part of the Come and See programme children study two world faiths.
- Children of other faiths and cultures are encouraged to share and talk about their own special days and customs which further develop an understanding and respect for other, through the recognition of festivals such as Diwali and Eid in assemblies. Speakers are invited into classrooms to talk about religions such as Hinduism and Sikhism.
- The importance of saints is recognised at our school and each month has the life of a saint is explored either in the class or as part of individuals’ homework. Saints explored in 2012/13 were: St Clare, St Thomas More, St Francis, Our Lady, St Patrick, St David, St Andrew, St George.  
The RE Coordinator has begun to create a resource bank of power points, pictures, information and DVDs in Staff Public for the use of all Staff.
- During the Year of Faith the life of Mary was explored and celebrated through a Living Rosary Service and an assembly devoted to Mary. The Rosary service will now become a regular part of our yearly school services.

### CL3

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

The school leadership is deeply committed to the Church’s mission in education and the school’s mission statement is lived out in the daily practice of the school. The Gospel values of love, care and respect for others are manifested in all aspects of school life.

#### Evidence

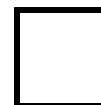
- The Leadership Team and staff are excellent role models for pupils in everyday routines, demonstrating the Catholic ethos of love, care, respect for others and forgiveness. Pupils demonstrate these qualities in their behaviour and attitude toward others.
- The use of pupil and staff surveys and the completion by staff, pupils, parents and parishioners of Reflection on Liturgy sheets help to inform areas for improvement and development.
- The RE Co-ordinator attends regular Inset meetings at the Diocesan Centre and imparts information to staff at the beginning of staff meetings and training days. Regular termly staff meetings are also used specifically for updating staff on RE

matters.

- New staff to the school and non-catholic members of staff are well supported by the Headteacher and Coordinator and attend meetings at the Diocesan Centre.
- Systems for monitoring, analysing and evaluating the impact on pupils and staff are robust and carefully documented. Information is used effectively to inform the school's improvement plan and self-evaluation form.
- Our Education in Personal Relationships (EPR) programmed is delivered in consultation with parents and through the school nurse services as well as through PSHE and the Science curriculum. The scheme also includes a visit to the Life Education Bus, a session with Voluntary Action Leicester on drug education in Year 6 and an annual visit to the Warning Zone for Year 6 pupils (a morning on personal safety scenarios). This work is also supported through our emotional well-being and healthy eating policies
- The Governing Body makes a highly significant contribution to the work and life of the Catholic dimension of the school and is very keen to be actively involved in the strategic development of the school. They engage very effectively with the whole school community and are well informed about users' views of the school.

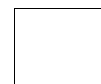
## Collective Worship

- CW1: How well pupils respond to and participate in the school's Collective Worship.
- CW2: The quality of Collective Worship provided by the school.
- CW3: How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.



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### CW1

How well pupils respond to and participate in the school's Collective Worship.

Collective worship is seen as an integral part of school life. Pupils have an excellent knowledge of traditional prayer and liturgy but can also respond spontaneously to a variety of prayer styles, voluntary acts of worship or a range of materials they have prepared.

#### Evidence

- Pupils and staff take part in a range of creative forms of collective worship using a variety of ways of understanding and engaging in the spiritual message.
- Pupils from a young age regularly give their input to liturgies in the form of reflections and prayers written by themselves as well as effective role play. The Harvest Thanksgiving Service, Advent, Christmas, Presentation to the Lord, Stations of the Cross, Class Masses and Class Services all provide examples of this.
- The congregation are engaged and held by the Liturgies and demonstrate their spiritual participation by silence, concentration, awe, song and prayer.
- Pupils initiate and respond respectfully to voluntary acts of prayer during assemblies, class prayers and acts of worship.
- Pupils at the school are at ease when visiting places of worship of other faiths and behave appropriately and respectfully. They make pupils of other faiths feel welcome and invite them to join in their own Church and services of collective worship. Our thriving 'InterFaith Dialogue' project with Uplands School provides an excellent example of pupils effectively sharing their faith with others, acquiring skills in planning and leading prayer and worship and pupils' appreciation of ritual and prayer different from their own.
- KS2 classes lead Sunday 9.00 a.m. Masses over the year. The children prepare prayers and readings and sing and play instruments at the Mass. During term time the pupils from the school lead the Masses for Feast Days, preparing readings and prayers and displaying and offering up their work at the Mass as well as singing and using their talents and gifts.
- The school has updated and agreed a Liturgy and Worship Policy.
- Pupils demonstrate reverence and respect during individual and collective worship.

- Each class has its own Let Us Pray Resource. An A3 chart is displayed in each classroom and children take ownership of the planning of a simple liturgy for their class on a regular basis. Children are invited to do this and there is the opportunity for all members of the class to take part. Children select a Gather, Response and Mission card and choose a reading from their bible or from a selection of readings to fulfil the Word part of their liturgy.
- When Key Stage 2 pupils are planning their class or Sunday Mass they are encouraged to liaise with Father Michael, either personally or by email before their service. They are also encouraged to prepare the space where their liturgy will take place.

CW2

The quality of Collective Worship provided by the school.

Collective worship is central to the life of the school and is a key part of every school celebration.

- All classes share daily prayers through informal collective worship at the beginning and end of the day. Pupils are encouraged to lead prayers and collective worship in their classrooms. Each class has its own Let Us Pray Resource. An A3 chart is displayed in each classroom and children take ownership of the planning of a simple liturgy for their class on a regular basis. Children are invited to do this and there is the opportunity for all members of the class to take part. Children select a Gather, Response and Mission card and choose a reading from their bible or from a selection of readings to fulfil the Word part of their liturgy. Appropriate topics are discussed such as recent disasters, personal intentions and celebrations etc. Children are required to reflect quietly when appropriate.
- More formal and organised collective worship is timetabled for a key stage or whole school assembly/service or Mass. (See Liturgy and Worship Policy).
- KS2 assemblies occur on a Thursday, F2 and KS1 on Tuesday whole school on most Fridays, special celebrations on relevant dates, School Masses on feast days, beginning and end of terms, non-Eucharistic services in KS1 and for Lent/Candlemas, Advent etc, class Masses during the week and on Sundays at Church. At all these Acts of worship, liturgies and Masses, children prepare readings, role plays, prayers and hymns as well as play instruments at some of them. The Act of worship, Liturgy or Mass is as far as possible child friendly, interactive and relevant.
- All pupils have the opportunity to receive the Sacrament of Reconciliation in KS2 during Lent either in school for those in Year 4 – Year 6 or at Church at their first celebration of the Sacrament for Year 3. Children are well prepared for the sacrament beforehand, through the Come and See units

and through direct teaching about the sacrament prior to reconciliation.

- Children are encouraged to use prayer as a form of support and a form of thanksgiving through assemblies, Masses and through the Come and See scheme. The place of Mass and the Sacraments in the living traditions of the Church are also taught through the Come and See scheme.
- The Parish Priest also gives input during his regular classroom visits and encourages the children to contribute their views on a wide range of spiritual matters.
- The timetable for all assemblies and collective worship are planned at the beginning of the year. The RE Coordinator evaluates the successes and areas for improvement

when planning for the following year. Plans for the subsequent year are adapted as informed by evaluation. Feedback from staff informally and through staff surveys is given to the co-ordinator on the various aspects of Religious Education and Collective Worship in school.

- The strongest features of our provision for prayer, collective worship and liturgical/sacramental life of the school is the close proximity of the church, the children's enthusiasm and creativity for worship and also the support of our families.
- Another strong feature is the First Holy Communion Programme which is co-ordinated and led by the Parish and supported by the RE Co-ordinator, Year 3 teaching staff, teaching assistants, Headteacher, the Parish Priest and by families of the First Holy Communicants. In addition other families in the school and parish support the programme with music and share their knowledge for the development of other parents and children.
- Pupils have the ability to reflect silently, write reflections in response to a stimulus, situation, occasion, celebration or aspect of the faith and also listen to others. Pupils are enthusiastic about reading, role playing the Holy Word and are keen to support liturgies, Masses and other forms of celebration. They sing vibrantly in praise of our God.
- Pupils with different religious beliefs are supported and encouraged to share their beliefs through written and oral contributions including circle time and class discussions. They are also invited to read their own prayers and actively contribute to special celebrations of festivals, feasts and acts of worship. Twice a year pupils from Uplands Junior school are invited to join our assemblies and often give input in the form of prayers, costume, dance, food etc. Acts of collective worship reflect the Catholic character of our school but also take into account the different faith background of our pupils. There is a routine of daily prayer and opportunities for pupils to plan and lead worship and develop a deep spiritual awareness.

### CW3

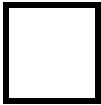
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

- All classes share daily prayers through informal collective worship at the beginning and end of the day. All classes are provided with an A4 book containing a collection of prayers to share with their class. Pupils are encouraged to lead prayers and collective worship in their classrooms. The RE Coordinator has provided each class with its own Let Us Pray Resource box and has briefed staff to deliver this at an inset meeting in September 2012.
- Parents, other family members, friends and parishioners are invited to join us at all our formal collective worship gatherings. Children will regularly write invitations to their families for their class collective worship and older children design programmes for whole school collective worship. Details of Masses and Services are printed in the Parish Newsletter.
- The RE Coordinator has created a Prayer Box for each classroom. The box is stocked with cloths representing the different liturgical seasons, rosary, prayer stones, a small crucifix, candles, matches and an advent wreath. There is also a copy of Bernadette Farrell's CD Come and Join the Circle. The boxes are gathered and restocked at the end of the year.



- F2 and Key Stage One meet weekly for a collective worship session and to share stories from the Bible. F2 and F2/Y1 are led by the RE Co ordinator and Y1/2 and Y2 are led by the Assistant Headteacher. The RE Coordinator and Assistant Head teacher regularly discuss and share resources for these sessions and feedback on their impact for the children.
- A weekly F2/ Key Stage One Assembly is led by two members of staff who deliver a themed assembly with a particular focus on collective worship through music. The Head Teacher leads a similar weekly assembly for Key Stage Two with a focus on learning new hymns for collective worship.
- Each class takes responsibility for leading a longer assembly for their class to which parents and friends are invited. In 2012/13 each class took the life of a saint as inspiration. Each assembly has a Christian theme and will contain collective worship.
- The timetable for all assemblies and collective worship are planned by the RE Coordinator at the beginning of the year. The RE Coordinator evaluates the successes and areas for improvement when planning for the following year. Plans for the subsequent year are adapted as informed by evaluation. Feedback from staff informally and through staff surveys is given to the co-ordinator on the various aspects of Religious Education and Collective Worship in school.
- Feedback from all staff, pupils, parents and parishioners are sought both informally and through surveys about collective worship at school. These responses are gathered by the RE Coordinator and discussed with the Head Teacher, staff and Governors.

# Religious Education



- RE1: How well pupils achieve and enjoy their learning in Religious Education.
- RE2: The quality of teaching and assessment in Religious Education.
- RE3: How well leaders and managers monitor and evaluate the provision for Religious Education.

1



<p>RE1 How well pupils achieve and enjoy their learning in Religious Education.</p>
<p>Attainment on entry Three Ofsted Inspections have confirmed our own assessment that in general terms, the level of attainment of the children on entry to the school is average and in some year groups slightly above average. More specifically, in terms of Religious Education we feel that levels of attainment on entry are generally average or slightly above average. This reflects the number of children who are practising their faith. 100% of children have experience of attending acts of worship.</p> <p>Evidence</p> <ul style="list-style-type: none"><li>• Attainment at the end of F2 is high with 95% of pupils achieving at least 78 points.</li><li>• Attainment at the end of KS1 at 2B+ in all core subjects is well above average.</li> <li>• Actual levels in core subjects (Raise online and LA tracking data)</li><li>• Attainment at the end of KS2 at Level 4+ in all core subjects is well above average.</li><li>• CVA data indicates that by the end of KS2 all groups of pupils make good progress (Raise online CVA data)</li><li>• Pupils’ standards of attainment in Religious Education are very good.</li><li>• Attainment indicators for the final Key Stage are all significantly above average</li></ul>

RE2

The quality of teaching and assessment in Religious Education.

- Creative teaching, use of ICT, personalised learning, effective questioning and support of additional adults during lessons motivates pupils. They remain on task and appreciate the high expectations of all the adults working with them. Evidence of this can be seen in the high standard of work in books, photographs and creative art displays in classrooms and around the school.
- Lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils.
- Monitoring of plans, annual sampling of work and lesson observations, demonstrate that planning is informed by assessment for learning (AFL) activities and strategies. This school is working on embedding the use of assessment for learning (AFL) and target setting in Religious Education.
- Teachers receive regular CPD on assessment either by David Quinn, RE Advisor, on levelling and moderating written work or as a staff or member of the Corpus Christi Cluster.
- The RE Co-ordinator has attended training on moderating and assessing work and will use staff meeting time to ensure that all teachers and teaching assistants are up to date with current practice.
- Marking ensures positive feedback and areas for improvement are offered to pupils both orally and through constructive written comments.
- Most teaching is effective in enthusing pupils and ensuring that they learn well and are consistently interested in their learning and making good, and in some cases, outstanding progress. Evidence from Lesson Observations, sampling of work, displays, assemblies/Masses and other religious performances show that pupils are well motivated, are interested and able to concentrate to successfully complete activities. Homework Logs show follow up work in RE. Preparation for role play ideas and internet research are examples of this.
- New Catholic NQTs to the school have support in teaching RE through participation in Diocesan training days and ongoing support from the RE Coordinator and Head teacher including detailed feedback from lesson observations.
- RE Co-ordinator is released for half a day once a month when possible, to observe lessons, carry out curriculum walks and meet with the Head teacher to discuss overall RE provision within the school and to identify areas for improvement.
- The School sets challenging targets for all pupils and progress towards achieving these targets is monitored assiduously.
- Teachers and pupils set targets in RE using the Diocesan I Can Statements at the beginning of a Come and See Topic. They reflect together on progress at the end of the topic and plan for their next steps.
- All teachers assess and record a child's progress at the end of a topic. All teachers deliver the Diocesan suggested assessment task activities once a term and assessment. The RE Co-ordinator checks on recorded levels at the end of each term to track pupils' progress. Pupils record their assessment task in their RE Assessment Book which moves up through the school with them. Under achievement is addressed by the class teacher using differentiated activities, targeted questioning and/or additional adult support in small groups or one to one.

- Teachers use opportunities when they arise for pupils to peer assess the work of other class members. When marking teachers are generally making comments which are relevant to the pupils development in RE rather than literacy and using 2 stars and a wish to help pupils to know how well they are doing and what they need to do to improve.
- The school's detailed and accurate information on pupils' achievement is used effectively to identify and tackle underachievement, so that pupils achieve highly.
- Teachers are aware of the levels their pupils have achieved in their previous year so that individual progress can be monitored. A pupil's individual progress is measured from F2 to Year 6.

RE3

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

- Self-evaluation at all levels within the school is a rigorous reflection of well-targeted planning. Leaders and Managers use a range of information and data collected from lesson observations, pupil and parent surveys, learning walks, pupil interviews and RE assessments to provide a firm basis for accurate diagnoses of the school's strengths and weaknesses.
- Surveys of pupils, parents and staff inform Leadership of the school's strength and weaknesses. The Leadership Team are determined and committed to celebrating the school's successes and addressing areas for development.
- Lesson observations are generally judged as good and in some cases outstanding. Pupils have awareness of their targets in RE and of how to improve them. As a result outcomes (attainment and achievement) in Religious Education for most pupils are good and some are exceptionally high.
- The impact of the systems for tracking, monitoring, analysis and evaluation of the schools work is very good as evidenced in pupil progress, attainment, pastoral care and guidance.

<b>Overall Effectiveness</b>	<input type="checkbox"/>
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**Catholic Life**

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




**Collective Worship**

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




**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 monitor and evaluate the provision for Religious Education.

