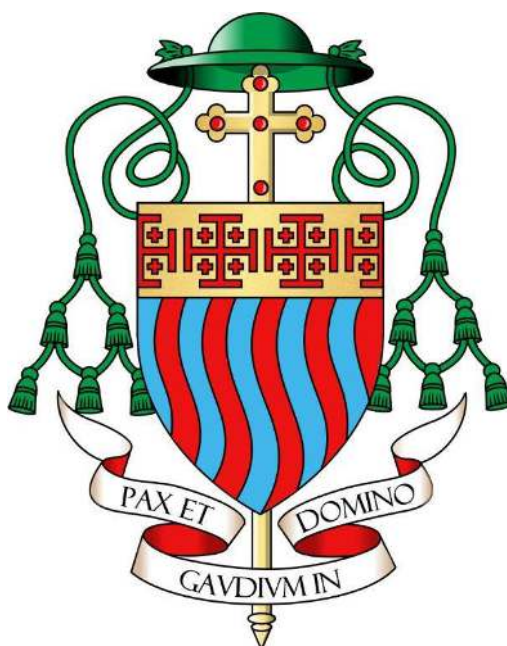


THE DIOCESE OF ARUNDEL AND BRIGHTON



DIOCESAN SELF EVALUATION FORM

September 2021

Our Lady of Lourdes Catholic Primary School

The Green, Rottingdean, Brighton and Hove

Telephone: 01273 306980

e-mail address: admin@lourdes.brighton-hove.sch.uk

DFE Number: 8463316

URN Number: 114544

Headteacher: Mr. Paul Barber

Chair of Governors: Mrs. Mel Fane

Canonical Inspection under Canon 806 on behalf of the Diocese of Arundel and Brighton and inspection of Denominational Education under Section 48 of the Education Act 2005

Key Targets from Previous Inspection:

- Embed and consolidate the new 'Come and See' programme of religious education and continue to develop staff confidence, accuracy and consistency with regard to assessment.
- Increase opportunities for independent learning, by creating greater challenge for all learners.

SECTION I : SCHOOL DATA

SCHOOL CONTEXT

Brief statement about school – location, type, population, feeder parishes etc

Our Lady of Lourdes Catholic School is a smaller than average sized voluntary aided primary school in the Diocese of Arundel and Brighton. It is maintained by the Brighton and Hove Local Authority. The school serves a large mixed catchment area within three parishes: Our lady of Lourdes, Rottingdean, Immaculate Conception, Peacehaven and St. Patrick's, Woodingdean. There are 195 pupils on roll, 100 of whom are Catholic. The majority are of White British backgrounds. The proportion of pupils from minority ethnic backgrounds and of those who speak English as an additional language is below average. Our staff breakdown is below. 10% of curriculum time is allocated to Religious Education in both Key Stages.

STAFFING PROFILE

Total of full-time teachers	6
Total of part-time teachers	2
Total full time equivalent (f.t.e.)	7
Number of teachers who are Catholic	4
Percentage of teachers who are Catholic	57%
Number of teachers who teach Religious Education	8
Number of teachers with CCRS	1
Number of teachers with other Catholic qualification (e.g. Theology, leadership)	0
Hours per week of additional staff support (e.g. Teaching Assistant) given in Religious Education lessons	4.5 Hours

SENIOR LEADERSHIP TEAM

Name	Position	Area(s) of Responsibility
Mr. Paul Barber	Headteacher	Standards, T/L, Catholic Life
Mrs. Anita Philbrook	Deputy Headteacher	Data, Day to Day Running, Curriculum
Miss. Zoe Garbarz	IENCO	Individual Needs, INA Leader
Ms. Pier Anscombe	EYFS	EYFS, Health and Safety

Number of pupils with a Statement of Special Educational Needs	6
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Number on SEN register (all categories)	26	
Number of pupils receiving Pupil Premium	22 (3 on PP+)	
Number of pupils excluded in the last academic year	<i>Permanent 0</i>	<i>Fixed Term 0</i>

	Pupil's Religious Identity							Totals
	R	Year 1	Year2	Year3	Year 4	Year 5	Year 6	
NOR	29	30	26	25	30	26	31	197
Number of Catholic Pupils on Roll	5	3	12	13	12	22	17	84
% of Catholic Pupils	17%	10%	46%	52%	40%	84%	54%	42%
Numbers of children from other Christian Faiths	15	24	6	7	12	1	9	
Numbers of children from other faiths	1	1	0	0	0	0	2	
Numbers of children from no faith background	8	2	8	5	6	3	5	

Classroom Religious Education Time

Total teaching time – per week	EYFS: 24 hours 55 mins KS1 : 24 hours 55 mins KS2: 25 hours
Total teaching time for classroom Religious Education – number of lessons and %	EYFS: 2 hour 15 mins = 10% KS1: 2 hours 15 mins = 10% KS2: 2 hours 30 mins = 10%

Classroom Religious Education Budget

	2018-2019	2019-2020	2020-2021
Religious Education budget over the last three years	£1000	£1000	£2000
English budget over the last three years	£2500	£2000	£2000
Mathematics budget over the last three years	£2000	£2000	£2000

Attainment Data – Primary

Please use numbers not percentages, unless otherwise stated

Key Stage 1 - Teacher Assessment (over the last three years)

Year	No. in cohort	Working towards Age Related Expectations		Working at Age Related Expectations (not incl ARE+)		Working above Age Related Expectations (not incl ARE)	
		No.	%	No.	%	No.	%
2016 - 17	27	4	15%	22	81%	1	4%
2017- 18	26	1	4%	14	54%	11	42%
2018 - 19	26	2	8%	20	77%	4	15%
2019 - 20	No data available						
2020 - 21	23	2	9%	21	91%	0	0%

Key Stage 2 - Teacher Assessment (over the last three years)

Year	No. in cohort	Working towards Age Related Expectations		Working at Age Related Expectations (not incl ARE+)		Working above Age Related Expectations (not incl ARE)	
		No.	%	No.	%	No.	%
2016 - 17	27	11	41%	5	19%	11	41%
2017- 18	28	11	39%	15	47%	2	7%
2018 - 19	32	0	0%	24	75%	8	25%
2019 - 20	No Data Available						
2020 - 21	27	4	15%	23	85%	0	0%

Please detail any additional attainment data, teacher assessment, related to Religious Education not included above (e.g. Foundation Stage).

Year Group	% on track	% GD
Reception	80%	3%
Year 1	92%	0%
Year 2	91%	0%
Year 3	73%	0%
Year 4	84%	4%
Year 5	77%	0%
Year 6	85%	0%

Please detail participation in the following: internal moderation, external (Deanery/Diocesan) moderation.

RE Leadership is supported through regular line management in school with the Head Teacher. RE co coordinator attends moderation within Deanery meetings which are organised 3 times per year (see minutes) and also yearly moderation meetings within the diocese. We also schedule internal moderation during staff meetings. In addition, the RE Co-ordinators from each Deanery School have met to map out RSHE provision across the city of Brighton and Hove.

Schools may submit data in any way that is the usual practice of the school e.g. any tracker systems used.

SECTION 2: SELF-EVALUATION

Within these sections of Self Evaluation, we've sought to give inspectors a real taste of how we keep Christ as our centre both within the Covid crisis and during 'normal times'. These ideas are designed to facilitate further discussions.

CATHOLIC LIFE

Catholic Life

CL1: The extent to which pupils/students contribute to and benefit from the Catholic Life of the school.

CL2: The quality of provision for the Catholic Life of the school.

CL3: How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.



CL1: The extent to which pupils/students contribute to and benefit from the Catholic Life of the school.

- *Pupils'/students' sense of belonging to the school community and their relationship with those from different backgrounds*
- *The extent to which pupils/students take on responsibilities for developing the Catholic character of the school*
- *The extent to which pupils/students contribute to the common good in the school and wider community*

CL1
The extent to which pupils/students contribute to and benefit from the Catholic Life of the school.
We think this area is outstanding.

Mission and Ethos:

Almost all pupils 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.

- Christ is at the centre of everything we do as a school and we have worked hard to ensure there is a 'presence' of Christ throughout our school. This is shown in the way children care for their school and look after their environment. We are currently applying to receive a Kite Mark for our environmental work led by our pupil Eco Council.

- Pupils are proud of their school and are welcoming, positive and friendly within the daily lives. They are polite and eager to meet and greet visitors and to follow the example of Christ in taking care of each other. In a student survey from February 2021, 99% of students say that they are happy and safe here, meaning they feel comfortable and welcome; ready to be welcoming to others.
- Pupils are encouraged to be witnesses to Christ as part of their everyday life in school and respond with eagerness. In their conduct around the school they are courteous and polite with some older students acting as 'buddies' to the younger ones. This buddying also involves older students helping other students at Mass in the Parish.
- Supporting each other and loving each other is a key part of the pupils' lives. In February 2021, 98% of pupils stated that they had someone to talk to if things go wrong.
- The centrality of Christ in our community comes through our Mission Statement, 'Live, Learn, Love' which is in itself, centred around the Gospel of John 13:34. Children were central to the establishment and maintenance of this. This is referred to as part of our daily practice within school and is widely known by all members of the community – it's also in our entrance, so that visitors are made aware of the centrality of the message to everything that we do.

Evaluation:

Pupils contribute in a planned and systematic way to the school's evaluation of its Catholic Life take a lead in planning improvements to it.

- Our RE Councillors (two children from each class) help lead the RE improvement plan for the school by engaging in Self Evaluation processes with the Leader of RE. These children act as prayer leaders for the school and ensure that our Prayer Boxes are checked and children across the school are supported in prayer. These leaders also ensure that prayer spaces are well kept.
- Our RE Councillors have been trained in Spiritual Journalling by the RE co-ordinator. The children responded so beautifully to this session and were keen to go back to their classes and implement this. With the help of their class teacher, the children in turn trained their peers in spiritual journaling and this is now a regular session for all children each week. We are looking forward to evaluating this way of praying with the children.
- The RE council are a recently formed group of children last year, elected by their peers. We involve the children in evaluating RE, prayer life as well as the Catholic Life of the school with our RE council e.g. monitoring prayer tables in the classrooms and feeding back. In assemblies we have open discussions with children about our developmental areas.

Belonging:

Almost all pupils have a deep experience of belonging and enthusiastically embrace the demands that membership of the community entails.

- Pupils are encouraged to be witnesses to Christ as part of their everyday life in school and respond with eagerness. In their conduct around the school they are courteous and polite with some older students acting as 'buddies' to the younger ones. This buddying also involves older students helping other students at Mass in the Parish.
- We create as many opportunities for the children to reveal God to each other through their actions and through periods of quiet reflection in class, year group and whole school assemblies and liturgies. Children respond well to these times to be closer to God, at the end of our Candlemass

Service last year, one year 3 child told his teacher: 'I really enjoyed the quiet in the hall, it meant I could be closer to God better'.

- Throughout the Covid-19 Crisis, we sent regular communications to parents, carers, children and staff which still enabled us to pray as a community. The RE section on the Remote Learning page was regularly updated. We also, with permission, made the Come and See Learning Foci available for each year group.
- We operated a food bank from our School Hall to ensure that members of the community were continually supported throughout lock downs, children were instrumental in bringing in and distributing food.
- In our Safe and Well at School survey in 2018, 100% of KS2 children indicated they felt like they belonged to OLOL.

Involvement:

Pupils take a leading role in those activities which promote the school's ethos within school and in the wider community.

- Children have the opportunity to lead daily prayer within their classes and this is well supported by parents and carers. Through this, children develop their personal relationships with Jesus Christ.
- There are leadership opportunities throughout the school which build into roles that support transition in Year 5 and 6. The RE Council, Eco Committee, Sports Leaders and School Council are all active and through these children understand and learn about servant leadership.
- Through opportunities to support charity events, children are made aware of the wider responsibility to 'love one another'. Recent examples of this have been the Bag2School event held in January which led to children donating clothes and also the Christmas 'Rocking Horse Appeal' where children raised money by taking part in 'Elf on the 12th'. We have also supported penny jars for Mary's Meals and CAFOD.
- Through helping prepare the Friday Liturgy, pupils show great care and respect for the religious artefacts that we have. Pupils prepare the prayer table thoughtfully and are proud and excited to lead aspects of the liturgy together.

Behaviour:

The behaviour of almost all pupils is exemplary at all times.

- Instances of poor behaviour are extremely rare. There have been just two behaviour slips completed by staff for lunchtime conduct for the last academic year.

Caring for Others:

They are alert to the needs of others and seek justice for all within and beyond the school community.

- Our Pond and Woodland area in Reception and Year 1 provides a real opportunity for quiet reflection with each other and developing an understanding of the importance of caring for God's creation, we've sought to build on this by increasing the signs that we care for our school environment; children have begun extra planting of trees and plants, baskets and planters.
- Children have a good understanding that we are made in God's image and that, when mistakes happen, we work together to forgive and start again. We use Restorative Justice throughout the school, to support children when things go wrong. All staff have been trained and parents are also aware of this process.

Personal Development:

Almost all pupils 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.

- There is a wide range of bought in services for those students who require play therapy, counselling, group support in addition to support for families. As a small school, we feel we are brilliant at spotting where support is needed and allocate funds accordingly. We have a history of providing support wherever it is needed with the support of the wider parishes. Children tell us they are happy and content; in Spring 2021 98% of children told us they were safe and happy.

Sense of Vocation:

Almost all pupils have a profound understanding of what it means to have a vocation and they joyfully offer their gifts in the service of others.

- In class and assemblies, children have a chance to discuss their aspirations and plans and what it is that makes them unique in the eyes of God. They have told us (during an evaluation assembly in July 2021) that they wish to use these gifts to help others – this is part of our RE Action plan and School Development Plan.

Sense of Identity:

Almost all pupils, including those who are not Catholic, are proud of their own religious identity and beliefs and have a strong sense of personal worth. They recognise the validity of these feelings in others even when they do not share their convictions.

- We have recently developed a link with a local Muslim community. The Imam came in to school and spent time with the Year 4 class discussing his faith and children showed excellent listening and concentrating skills and very high levels of involvement. We hope to build on this relationship in the future.
- Children enjoy learning about different faiths and backgrounds. During pupil conferencing, a Reception child talked excitedly about a Thai festival that her friend had told the class about and about how they place paper lanterns in the water. In Y3, a Muslim child loved sharing his knowledge of the Islamic faith and was able to go round supporting his peers with their activities during the lesson. In Y4, when the imam came to visit, all children were captured by what he had to say and produced some quality work about the faith.

Attitude to Religious Artefacts:

They treasure the outward signs of the school's Catholic identity.

- Our close links with the Parish and children's families means that the children grow up with a really clearly defined Catholic faith. Their attendance at their Year Group Mass and the attendance of the school at our Parish Church on Feast Days (we attend on the Feast day of Our Lady of Lourdes as well as during Lent and Advent) reinforces our place in our community and the partnership that develops the whole child and their faith.
- We actively celebrate those children in Year 3 who undertake their First Holy Communion through an assembly in the Summer Term, (our Vice CoG is a First Holy Communion catechist for these children which also helps to tie our community together). The Headteacher and Subject Leader for RE attend the services across the Parishes we serve.
- Our themes of our liturgies follow the liturgical year (details are shared with parents via our website) and are also inclusive for children from other faiths and include the spiritual aspirations of all children. Through our assemblies and discussions children understand how these themes relate to their childhood experience and growing up.

- Throughout the school, reference to the Gospels and Christ help to ensure that we maintain Christ at the centre of our school; irrespective of our individual lesson or activity.
- Pupils are taught about cultures and faiths and how these relate to their own beliefs; irrespective of what these are. Examples would include our Monday assemblies on Chinese New Year and Rosh Hashanah.

Involvement in Parish / Diocese:

Pupils deeply value and respect the Catholic tradition of the school and its links with the parish community(ies) and the diocese. They are enthusiastically and regularly involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments.

- In our January 2021 Catholic Life Questionnaire, 97.5% of parents agreed that the school offers a distinctive Catholic Education (41% Strongly Agreed)
- Every Friday at 12pm, pupils have the opportunity to pray and reflect in their Prayers with Mary which is held at St. Martha's Convent with Sr. Cecile. This is well attended with approximately 45 pupils taking part each week.
- We offer high quality collective worship videos from both our local parish and by the Head teacher which were available on our website.
- We write and kept updated a news blog through which we could support the mental health and emotional wellbeing of our families; showing the love of Christ to each other.
- We actively sought feedback from parents and children (via assemblies) about our support of their Catholic life and wider pressures during lockdown.
- We received praise continually throughout the pandemic for our on line provision and care of the children and their families from members of the community.
- We showed commitment to offering support for our most vulnerable children through the provision of specialist equipment and offering off line support as well as food and clothes.
- We continued to provide on line counselling and play therapy.
- We offered ideas for the setting up of prayer stations and reflection spaces at home.

Actions:

1. **To improve student involvement in the life of the parish and their understanding of Mass so that they can take part in a confident manner.**

CL2: The quality of provision for the Catholic Life of the school.

- *The centrality and efficacy of the school's mission statement*
- *The extent to which the school makes its Catholic identity and ethos explicit through the learning environment, chaplaincy provision and community cohesion*
- *The quality of community life evident in the pastoral care shown to all members of the community, both pupils/students and staff*

- The extent to which the school promotes standards of behaviour that reflect Gospel values and how effectively it develops positive relationships between all members of the school community
- The quality of pastoral programmes, including PSICHE and RSE and spiritual and moral education

CL2

The quality of provision for the Catholic Life of the school.
We think this area is outstanding.

Mission Statement:

The school mission statement is a clear and inspiring expression of the educational mission of the Church.

- We are proud of our vibrant Catholic School; in talking to prospective parents and carers, the SLT and Governors make clear the mission statement of the school and the centrality of our faith.
- The mission statement of the school is visible throughout the building and is referred to everyday, as part of praising pupil work, restorative justice conversations, assemblies, liturgies, break times and lessons. The importance of Live, Love, Learn is felt constantly, by everyone; it appears in school policy as an aid to inform strategic work as well. 'The school motto...is understood and lived up to by staff and pupils' (Ofsted 2018)
- OFSTED inspectors commented that our children are able to '...respect individual differences as a result of the values the school teaches them.' (Nov 2018) The OFSTED report also states that our school motto of 'Live, Love, Learn' 'is understood and lived up to by staff and pupils.' During Pupil Conferencing, KS2 pupils are able to talk about how school helps to make them a better person. Some of the things they mentioned were:
 - ✚ It helps us to follow in Jesus' footsteps
 - ✚ We appreciate everyone, even if we don't agree with each other
 - ✚ We are kind and helpful
 - ✚ We use Restorative Justice
 - ✚ We learn how to behave and how Jesus behaved to His disciples
 - ✚ We treat others as we want to be treated
 - ✚ We help others
 - ✚ We care for each other

Staff Commitment:

All staff are fully committed to its implementation across the curriculum and the whole of school life.

- The SLT speak regularly about ensuring that Christ remains at the centre of our school, despite outside pressures. This is not only manifest by displays and icons, but also within our relationships with each other.

Sense of Community:

There is a tangible sense of community at all levels, evident in the quality of relationships that exist between almost all colleagues, support staff and students.

- Prayer is central within our community, for pupils, staff and governors. Not only are these planned occurrences, but also common when SLT meet individually together.

- There are highly positive relationships in evidence across the school. We are a close knit, supportive community of learners. Examples include the collegiate approach we are taking to curriculum challenges by forming 'Faculties' of subjects, but also the lifelong learning in evidence too – our Deputy Head is currently undertaking her Catholic Leadership qualification. 'Leaders have created a strong culture in the school of staff wanting to continually improve' (Ofsted 2018).
- Links with the Parish are strong and in further development. Fr. Benny is a regular visitor to the school and regular Masses are scheduled at the church in Rottingdean.
- During the Spring, there is a planned programme for Reconciliation with our local priests in preparation for Easter.

Morale:

The school is a supportive and joyful community.

- Visitors tell us that our school has a 'family feel' and prospective parents support this view when we seek their feedback after open events in the autumn. During your visit, we feel confident that you'll feel this too – in fact one RE advisor told us that she would love to work in our school, such was the feeling of positivity, high standards and support – this was in July 2021.
- Staff feedback tells us that they feel their welfare is looked after and considered at every level and that the leadership of the school consider the balance between work and home; this gives the school a feeling of positivity and joy.

Learning Environment:

The learning environment reflects the school's mission and identity through concrete and effective signs of the school's Catholic character.

- Despite having no site manager since February 2020, our school site is really well looked after and we are passionate about our place as custodians of the site and showing off God's creation through our small site. This work has also stemmed from pupil voice activities where they told us they wanted to have quiet spaces to pray outside the school building. This led to the creation of a site plan which we begin work on in September 2021.

Pastoral Policies:

Clear policies and structures are in place, which provide the highest levels of pastoral care to almost all pupils.

- Our policies around pastoral care, safeguarding and restorative justice are all renewed systematically within their terms of use. When renewing policies, we take into consideration our stakeholder voice feedback and, where appropriate adapt policies in line with the feelings of students, parents, carers, staff and governors.

Commitment to those in need:

There is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.

- The collegiate nature of parents, governors, children and staff means that all children and families are very well cared for and loved and children lead the school in their commitment to families in need

PSCHE and SRE Programmes:

Pastoral programmes, PSCHE and SRE are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.

Our pastoral programmes are thoughtfully designed and shared with other schools within the Deanery to ensure best practice. Our RHSE policy and the resulting programme was designed in partnership with parents, carers, staff and governors, meaning we have a bespoke offer for the children of our community.

Pastoral Care of Staff:

The school is equally attentive to the pastoral needs of members of staff and ensures that almost every member's needs are understood and catered for.

- All stakeholders work together to ensure that children are provided with the best Catholic education possible. The School Development Plan is completed in partnership with wider staff, governors and includes features that come from the Student Council, Eco Council, RE Councillors and Sports Council so that everyone is able to contribute to the family life of the school and achieve their God given potential.
- As a 'learning community' our school is passionate about each of us using the talents that God gave us to bring glory to him: children with musical talents are supported by B&H music service, theatre talents are supported with Theatrix and Arthropods is a useful outlet for artistic students. Staff are taken care of, supported and challenged to be the very best that they can be.

Behaviour Expectations:

The highest standards of moral and ethical behaviour are promoted through the clear and consistent communication of the school's expectations.

- The celebration of a child's talents and effort are undertaken every week where parents can visit our whole school liturgy. After liturgy we share our achievements with the entire school, in front of parents. At this point it is usual for children to also share achievements within the wider community such as their dancing awards or competition wins!
- Parents feel that the school provides opportunities for their children to serve others and support those in need. (94% either Strongly Agreed or Agreed with this statement in our January 2021 Survey).
- During the Covid-19 pandemic, the school maintained the provision for the Catholic Life of the community through being a Hub for the communal food bank in the absence of FSM provision, streaming the communal mass via our website and holding virtual assemblies via the school's YouTube channel.
- Our Head Teacher has chaired the Deanery Group since September 2020. Since this time, the Deanery has worked together closely in sharing improvement priorities and galvanising each other's support for the Catholic nature of our schools, work planned across 2021/2 includes provision for the CPD of Middle Leaders within Catholic schools.

Behaviour Policies

Behaviour policies are rooted in Gospel values and the teaching of the Catholic Church. These policies embody throughout the importance of personal responsibility and the need for justice but also facilitate healing and reconciliation.

- Within our behaviour management systems, we ensure children understand how to follow the example of Christ in forgiving and giving each other new starts; the act of reconciliation is a feature of our restorative justice system and it greatly aids with children's long term positive relationships.
- Parents are supportive of this restorative approach with 99% citing that children were happy, 99% thinking children were safe, and, although only 93% of parents thought the school dealt effectively with bullying; 95% of parents would recommend this school to their friends and family.
- 100% of parents in January 2021 thought that the school had a good local reputation.

- Our Ofsted inspection in 2018 found that ‘Pupils enjoy school and behave well’.

Actions:

1. **To implement and review the RSHE policy and review in light of parental consultation as a continual process.**
2. **To revisit restorative justice and mindfulness to ensure that new staff are inducted appropriately.**

CL3: How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

- *The effectiveness of leaders and governors in promoting the Catholic life of the school*
- *How well leaders and governors monitor and evaluate the Catholic life provision and outcomes in order to plan future improvements*
- *The extent to which leaders offer models of good practice as leaders of Catholic life*
- *How well leaders and governors implement improvement in respect of the Catholic life of the school*
- *How well leaders and governors ensure that the whole curriculum contributes to pupils’/students’ spiritual, moral and vocation development*

CL3

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

We think this area is outstanding.

Commitment of Leaders:

The school’s leadership is deeply committed to the Church’s mission in education. Leaders are energised by the task and are a source of inspiration for the whole community.

- Leadership and management in promoting the Catholic life of the school is excellently supported by a dedicated and vibrant Governing Body. The Foundation Governors represent the two parishes that the school serves and work closely together and take a daily interest in the life of the school: they are a constant presence.
- Through the different committees that they are involved in (Strategic Planning, Quality and Standards, Resources, Pay, Admissions and FGB) clearly focussed monitoring visits are scheduled and undertaken, meaning that all leaders have a clear idea of school priorities: ‘Governors contribute effectively to the process of school improvement’ (Ofsted 2018)
- Members of the leadership team and Governing Body take active roles within their respective parishes, thereby providing examples of Catholic Life themselves.

Catholic Ethos:

The development and sustenance of an authentic Catholic ethos is viewed as a core leadership responsibility.

- The Head teacher and senior staff lead effectively in developing the Catholic life of the school. In the SDP, the RE objective is placed before all others to reinforce the importance the Leadership Team places on our Catholicity.
- The Leadership Team are very committed to Catholic education and promote the school's clear ethos in many ways e.g. modelling respect in relationships with the children and staff, effective use of school behaviour policy, regular praise of talents and achievements of all, morning staff reflections, star awards and children are given the opportunity to share skills and talents e.g. sharing medals and trophies.

Priority:

The provision for the Catholic Life of the school is given the highest possible priority by leaders.

- During the academic year 2017/2018, as a school we reviewed our school mission statement. We ensured that all stakeholders were involved in every step of the journey – stakeholders being governors, parents, staff and pupils. Each group of stakeholders thought about “What is important to us? What matters? And What do we want for our pupils and community? Results were compiled and the most frequently used phrases and words were then put forward to a working party which was made up with representatives of all stakeholders. In order for the School Mission Statement which was finally decided on to be a successful school mission statement we make sure it is displayed in all classes and around the school. It is on the front page of all children's RE books and one of the first activities the children do when they join their new school in September is looking at the Mission Statement and reflecting on what this means to us. When talking with the children, they show a good understanding of the words that are in our mission statement, what these words mean and why they have been included. Our OFSTED report 2018 states “ The school motto of ‘Live, Love, Learn’ is understood and lived up to by staff and pupils.”

Self Evaluation:

The schools self-evaluation is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.

- School Development Planning is undertaken after robust processes of self evaluation which the governors are actively involved in; an example would be the review of teaching and learning within R.E. across the Autumn of 2019. This led to governor visits to support and question the leadership of the school.
- The SLT and Governors have a clear sense of the strength and areas for development for the school based in clear processes of self-evaluation and supportive scrutiny from the governing body.
- Self-evaluation is a continual process within our school based on involving everyone. Actions from these processes are shared and foci realigned in a strategic way. Robust monitoring cycles of provision and outcome by RE Leader, RE Data and lesson observations in addition to ‘Book Looks’ are used to identify children who are underperforming or who need extension. Regular moderation of work is undertaken by our cluster of Catholic schools in Brighton and Hove Deanery.

Improvement Planning:

This leads to well-targeted planned improvements, often creatively conceived with key partners to further enhance the communal life and ethos of the school.

- The school has worked in partnership with the Diocese to ensure staff have the CPD required to teach outstanding RE lessons and the leadership of the school has ensured staff time focussed on

team planning of RE lessons and creating clarity within the intent of the RE curriculum which has been undertaken by all teaching staff.

Shared Understanding:

Staff and pupils' understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.

- Staff and children review the mission at the start of every term in their meetings and assemblies; this means that we're constantly thinking about how our behaviours and actions are in alignment with what we say we're about as a community. This also means that we continue to think about how we support the school's mission as a community.

Parental Engagement:

The school has highly successful strategies for engaging with almost all parents/carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult

- In addition to our regular self-evaluation practices twice per year where we seek to engage formally with parents, we also ensure our relationships with parents remain close, principally through staff, and especially our SENCO being proactive in keeping parents close. This leads to really strong communication around the needs and feelings of children and their families, meaning we can teach and care for them very well.
- Both our Parent Council and PTFA are energised and committed groups which have been developed over several years to ensure the school benefits from parental input to the advantage of our children.

Parental Support:

Parents/carers have a thorough understanding of the school's mission and are highly supportive of it.

- When RHSE is taught, parents are informed and invited into drop in sessions to discuss content, view resources and talk to class teachers. We have recently purchased Life To The Full – an RHSE scheme produced by TEN TEN to help us implement to the new RHSE statutory guidelines.
- We have very good links with our parents, the two parishes and the Diocese as well as the wider community. Parents are informed of all we do and what the children are learning, both in RE and other areas and they are always invited to join us in our celebrations and various acts of worship. We place links to the Wednesday word on our school website. Our parish priests are regular visitors to the school and actively participate in developing our children's understanding of their faith. The Head teacher liaises regularly with the parish priests to ensure effective levels of communication for example, via parish newsletters and parish visits.

Governor Ambition:

As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in its consistent emphasising of Catholic Life as a school improvement priority.

- Governor ambition for the Catholic Life of the school, the benefits this brings to the children, their families and the staff is very high. The chair of Governors regularly communicates with the Headteacher about how the Catholic Life can be continually strengthened to support all the schools in the Deanery. We see our school as a potential leader within the Deanery and beyond.

Governor Contribution:

Governors make a highly significant contribution to the Catholic Life of the school.

- Governors are involved in assessing the standards of Catholic Life of the school through robust and effective meetings. Governors challenge school where necessary. The OFSTED 2018 report states that ‘Governors contribute effectively to the process of school improvement because they are well informed and ask challenging questions. They are outward looking and grasp opportunities to add to their skills and knowledge so they can continue to support the school.’
- More recently, Governors have actively been involved in reassessing all areas of school life and reframing how they meaningfully contribute to the monitoring of standards and supporting the vision of the school, but especially its catholicity.

Governor Evaluation:

Governors are passionate about the school’s mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.

- Governors evaluate and challenge the school’s leadership regarding the fulfilment of the mission through very robust Headteacher appraisal and alongside the autumn SEF evaluation practices.

Actions:

- **With staffing and Governor changes, ensure that the mission statement of our school is held centrally in everything we do, such as our wider curriculum developments.**

RELIGIOUS EDUCATION

Religious Education

2

RE1: How well pupils/students achieve and enjoy their learning in Religious Education.

1

RE2: The quality of teaching and assessment in Religious Education.

2

RE3: How well leaders and governors monitor and evaluate the provision for Religious Education.

1

RE1: How well pupils/students achieve and enjoy their learning in Religious Education.

- *The quality of pupils’/students’ achievement, learning and progress in Religious Education and any variations between groups of pupils.*
- *The extent to which pupils are becoming religiously literate.*
- *The quality of learning for pupils/students with particular learning needs and or disabilities and their progress.*
- *Pupils’ attainment in Religious education at the end of each Key Stage.*

RE1

How well pupils achieve and enjoy their learning in Religious Education is thought to be outstanding.

Enjoyment:

Pupils demonstrate passion and commitment in their learning in Religious Education and view it as one of their most important lessons.

- Children in KS2 overwhelming state that they enjoy their RE lessons and find them interesting. They enjoy the different types of writing opportunities that RE lessons offers and they can talk about these, showing examples in their books. E.g. Recounts, diaries - 'pretending we've just been there'. They particularly enjoy opportunities to record their learning through art / drawing as well as writing, and they enjoy being creative and imaginative with their art work in RE lessons.

Focus:

Most pupils concentrate very well and are rarely off task even in extended periods without direction from an adult.

- Daily monitoring by the H/T in addition to regular lesson sampling and progress meetings (three times per year) tell us that student behaviour is highly effective and very few are rarely off task and they concentrate very well indeed.

Behaviour for Learning:

Behaviour for learning is outstanding and almost all lessons proceed without any interruptions.

- During lesson observations, children throughout the school, demonstrated high levels of concentration and were rarely off task. Behaviour for learning is outstanding and almost all lessons proceed without any interruptions. In a Y4 lesson, children who needed extra support felt secure and confident and were able to access the task and learning, working well with their talk partners. In our most recent OFSTED inspection (Nov 2018), the report states 'Pupils enjoy school and they behave well. In lessons pupils concentrate appropriately on the tasks that they are set and they work well together. Pupils are keen to support each other.'

Progress:

Almost all pupils are making rapid and sustained progress in Religious Education over time given their starting points.

- Data in RE over the past three years shows an emerging picture of high attainment as detailed in the data at the start of this SEF.

Progress of Vulnerable Groups:

Groups of pupils, including disabled pupils and those with special educational needs are also making rapid and sustained progress when compared with similar groups of pupils within the diocese.

- All children, including those with SEND and those children deemed vulnerable, are included within a lesson, and are able to access the learning at their level. Children who do require extra support feel secure and confident to attempt tasks in RE lessons and all children work well and support each other with their learning partners. This is evident in all lessons.

Learning About Religion:

Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly (AT1).

- Through lessons, opportunities for Collective Worship, as well as in their daily lives, children demonstrate that they are able to learn from religion and are able to apply what they learn from their lessons into their own lives. During lesson observations it was clear that children engage with religious ideas and have the ability to reflect and evaluate on these ideas. In a Year 4 lesson, children were writing lessons to their future selves about how they show they are a child 'of the light'. The teacher sensitively directed a child, who was talking about his football skills, to relate this skill to real life and Gospel Values. In a Year 6 lesson, children worked in groups to order cards based on things that were

important to them. They discussed and challenged each other maturely and were able to reflect on their learning.

- **Learning from Religion:**

They develop and apply a wide range of skills to great effect, including independence, originality, imagination, the ability to interpret sources and symbol, the ability to ask deeper questions, the ability to understand nuance and subtlety, the ability to reflect and evaluate, the ability to engage with religious ideas and integrate them into their lives and the ability to apply all of these skills across the curriculum (AT2).

- This aspect is an observable feature of children's RE lessons, their liturgies that they lead with each other and their assemblies. We are constantly surprised by the children and their ability to ask deeper questions and think deeply about their faith and the faith of others.

Attainment:

The standards of attainment of almost all groups of pupils are likely to be at least in line with diocesan and/or national averages for all pupils with many above average. In exceptional circumstances where standards of attainment of any group of pupils are below the diocesan or national averages, the gap is closing dramatically.

- As of Summer 2021, the number of children securing Greater Depth had fallen off dramatically. Internal data and PPMs undertaken throughout the Summer and Autumn of 2021 indicates that we have the capability to close these gaps quickly, hence the judgement cited here.

Actions:

1. **To increase opportunities to be creative in RE lessons**
2. **To continue to support staff in helping children reach Greater Depth within their RE lessons**

RE2: The quality of teaching and assessment in Religious Education.

- *How well teaching promotes:*

- *enjoyment*
- *purposeful learning*
- *progress and attainment of pupils/students in Religious Education*

- *How well assessment is used to inform appropriate teaching and learning strategies.*

RE2

The quality of teaching and assessment in Religious Education is thought to be good.

Teaching:

Teaching is mainly good, with examples of outstanding teaching.

- Our lesson sampling across the Summer Term, triangulated with book sampling would indicate that the quality of our RE teaching is 'good'. With new staff starting in September 2021, the focus will be on narrowing gaps to ensure the highest quality provision as soon as we can.

Impact:

As a consequence, most pupils and groups of pupils, including disabled pupils and those who have special educational needs, make good progress over time.

- Our work sampling of students' books seems to suggest that progress is good. At times prior to lockdown this area has been outstanding and we are making a concerted effort with the support of training to return to this grading as soon as we can. (See RE Action Plan and School Development Plan).

Expectations:

Teachers have a clear understanding of the value of Religious Education which they communicate effectively to pupils.

- Teachers have a clear understanding of the value of Religious Education which is communicated effectively to pupils both within the classroom and wider school life. Teachers have high expectations of their pupils in RE lessons and this is clear from lesson observations.

Knowledge and Expertise:

Teachers have a confident level of specialist expertise which they use well in planning and teaching Religious Education. As a result, they use an appropriate range of resources and teaching strategies to promote good learning.

- Where teachers, especially non-Catholic teachers, lack confidence in their RE teaching, they are happy to seek the support of the RE coordinator. We have recently ordered books to support teachers with subject knowledge such as YOUCAT, YOUCAT for kids and the YOUCAT Bible. Teachers use a range of strategies such as talk partners, mind mapping, Diamond 5, poetry, paintings and visitors to stimulate pupil's active participation in their learning and supporting them to make progress.

Use of Time:

Teachers manage time well and secure good learning in lessons and across sequences of lessons.

- Teachers manage time well and secure good learning in lessons.

Homework:

From KS3 onwards, regular homework contributes well to pupils' learning, allowing all pupils to consolidate their learning.

- Both in regular time and during lockdown, children's homework and their attendance at virtual liturgies ensured that learning was consolidated and contributed well to learning. Indeed, numbers of children reaching ARE in RE compares favourably with the same children in Maths and Writing.

AfL:

Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they need to intervene and do so with notable impact on the quality of learning.

- At Our Lady's, we have been developing the Mastery process in all subjects and areas of the curriculum. Throughout the lesson, teachers listen to and check on pupils understanding through checking work and questioning pupils, intervening where necessary to maximise learning for every pupil, and making use of the visualizer, mini plenaries and peer assessment opportunities. Teachers make use of the interim framework for assessment to assess children's learning and plan next steps, and the driver words from the framework are used to form the learning objective, success criteria and marking feedback improvements. The interim framework and driver words support the teacher with differentiation and challenging the more able children. Where a teacher uses written feedback to support a child's learning, children respond to the feedback understanding the role that written feedback makes in their learning.

Assessment and Planning:

As a result of good assessment procedures, teachers and other adults have a good awareness of their pupils' prior learning and capabilities and plan well to meet the needs of all pupils, both the most and the least able.

- Achievement and effort are celebrated through verbal feedback, written feedback / marking codes / highlighting and shared on the visualizer. In this way it can be used to support the learning of the whole class. There is a weekly star pupil assembly where good work and efforts are celebrated and shared with the school community. During pupil conferencing, when children were asked to share work they were most proud of, their responses included ways in which their work had been celebrated and shared e.g.

✚ I got a shout out for using key vocabulary.

✚ I got a raffle ticket

✚ My teacher said it was a detailed and thoughtful answer.

Differentiation:

Teachers differentiate tasks well in order to meet the variety of pupil needs.

- Our pupil conference activities in May 2021 indicated that the majority of teachers differentiate effectively in order to meet the needs of pupils. This is now part of our RE development plan, especially with new staff joining in September.

Marking and Feedback:

Marking and constructive feedback are performed regularly and accurately so that pupils know how well they have done and what they need to do to improve. They are given time to respond to advice on improvement.

- Pupil Conference activities in May 2021 pointed towards children having a robust understanding of what their areas of strength were within their work and what the areas of focus were to improve. This needs to be more consistent; particularly in the younger year groups.

Self-Assessment:

Pupils are often involved in evaluating how well they achieve which gives them greater confidence in making improvements.

- As part of their RE lessons, children are encouraged to reflect on and ask their own Big Questions which are recorded in their class big question book. Father Benny visits the classes, one per week, to spend time talking with the children and answering their questions.

Celebrating Achievement:

Achievement and effort are often celebrated.

- We celebrate achievements in our assemblies and during the daily HT walkthroughs in addition to our regular letters home, we also utilise our Twitter feed to share our achievements with our wider community.
- During lockdown we established Lockdown Heroes and Shout Outs that were shared via our YouTube channel.

Actions:

1. **To support the highly effective teaching of RE through the CPD of all teaching staff.**

RE3: How well leaders and governors monitor and evaluate the provision for Religious Education.

- *That the Religious Education curriculum meets Bishop' Conference requirements and any additional requirements of the diocesan Bishop*
- *How well leaders and governors use monitoring data to evaluate the school's performance in Religious Education, in order to plan future improvements*
- *How well leaders and governors plan improvement in provision, and in pupils'/students' outcomes and how effectively these plans are implemented at all levels*
- *The effectiveness of the subject leader(s)*
- *How effectively assessment is used in monitoring and securing improvements*
- *How well scheme and specification choices support the learning and achievement of different groups of pupils/students*

RE3 How well leaders and governors monitor and evaluate the provision for Religious Education is thought to be outstanding.

Self Evaluation:

The self-evaluation of Religious Education by leaders and governors is a coherent reflection of rigorous monitoring, searching analysis and self challenge which is well-informed by current best practice in Religious Education and in education generally.

- Throughout the year, the RE co-coordinator has opportunities to monitor books, lead staff meetings / INSET, analyse data, and hold pupil conferencing sessions. The outcomes from these monitoring activities are used to plan further staff development, inform the action plan and the self-evaluation of the school.
- We also seek views from parents to support our self evaluation processes; In a parent survey during Summer Term 2019, one parent wrote that in RE ‘...children learn about the knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

Improvement Planning:

This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.

- The Re Co-ordinator and Head Teacher attend regular training with the diocese and new information / ideas / best practise are cascaded down and planned for. Teaching staff are confident to ask for advice and support from the RE co coordinator to support them in delivering best practise.
- Staff use the RE curriculum to plan and deliver quality RE lessons. They use the driver words in the New Interim Age Related standards document and the Arundel and Brighton End of Year document to plan, pitch and challenge pupils.

Expertise and Vision:

Leadership of Religious Education is informed by a high level of expertise and vision which focuses relentlessly on improving teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good.

- We are fortunate to have an experienced leader of RE who, in partnership with other leaders in the Deanery and the Diocese, ensures that teachers have the CPD that they need to ensure highly effective practice. She knows where support is needed and is proactive in providing guidance for colleagues leading to teaching that is consistently good and, in some cases, even better.

Leadership of RE:

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 is actively involved in initiatives within the school, having a profound impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations.

- We are fortunate to have a very experienced Leader of RE in our school who is proactive and supportive when looking at the provision of RE in teaching and learning terms as well as within the wider life of the school. She is very approachable and undertakes initiatives which have profound impacts on the children, the staff and their feeling of belonging to a community. The profile of RE is always at the forefront, even when in lockdown.

RE Curriculum:

The imaginative and stimulating Religious Education curriculum is skilfully designed to match the full range of pupils’ needs and to ensure highly effective continuity and progression in their learning.

- In Lesson Walks and Book Sampling, we can see that the work in RE is skilfully and professionally matched to the needs of the children and ensures effective continuity. Since September, with new staff in areas of the school this is something we are dedicating time to ensuring we continue working on.

External Links:

Numerous and varied links are forged with other agencies, the wider community and local parishes to provide an outstanding range of enrichment activities to promote pupils’ learning and engagement.

- We enjoy a range of agencies visiting the school to support enrichment within RE, examples have been our own Fr. Benny, but also parents of different faiths, CAFOD reps taking assemblies and members of Brighton and Hove Food Bank.

Extra-Curricular:

The curriculum enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic Church and of a wide diversity of religious and belief communities.

- We enjoy a rich relationship with our parish church in Rottingdean and are central to the celebrations here throughout the liturgical year, involving parents, governors and other stakeholders.

Resourcing:

Religious Education is extremely well resourced in terms of staffing, physical resources, capitation and curriculum time when compared with other core curriculum subjects within the school. It meets the requirements of the Bishops' Conference fully, including in the sixth form where relevant.

- The resourcing of RE is in line with our other core subjects and we spend the guided learning hours teaching our curriculum.

Sacramental Preparation:

Leaders ensure that pupils have access to outstanding sacramental preparation in accordance with diocesan policy. Sacramental preparation is given high priority by leaders. It is extensively resourced, creatively delivered and is fully embedded in the RE curriculum.

- To ensure that all children receive first hand quality experiences of the liturgical life of the Catholic Church, we have a regular opportunities for children to attend mass at our local church. Sometimes children go in year groups e.g. Rec and Y6 as buddies, Y1 and Y5, and Y2,3 and 4. Sometimes, on special Feast Days such as ash Wednesday and Our Lady Of Lourdes Feast Day we go as a whole school to our local church. Last year, Father Benny wanted the children to experience how the ashes are made ahead of the Ash Wednesday service and came to assembly on Friday to show last year's palms from palm Sunday and explain how these are burnt to make the ash for Ash Wednesday. We then proceeded to burn the leaves (under healthy and safety guidance) so children could experience this for themselves.

Actions:

1. **Ensure that the monitoring of RE and the actions related to this are followed up with new colleagues to ensure that they get the support they need through peer review lesson study.**

COLLECTIVE WORSHIP AND PRAYER LIFE

Collective Worship and Prayer Life

CW1: How well pupils/students 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 governors promote, monitor and evaluate the provision for Collective Worship.

1

1

2

1

CW1: How well pupils/students respond to and participate in the school's Collective Worship.

- *The quality of pupil/student response to Collective Worship*
- *To what extent pupils/students are acquiring skills in planning and leading Collective Worship*
- *How well Collective Worship contributes to the spiritual and moral development of pupils/students*

CWI

The extent to how well pupils respond to and participate in the school's worship is outstanding.

Pupil Engagement:

Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. 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.

- Children take an active part in their own prayer life and worship and this helps further develop their spiritual and moral development. The children have a real interest in the prayer table used in assembly and are actively involved in helping to set this up and contribute to the focus. Children understand what artefacts are used on the prayer table and also know the reasons by the placement of the items.
- Children enjoy taking part in liturgies, reading the Gospels, Prayers of the Faithful and welcoming parents and guests who attend. They behave in ways which show they understand the importance of the liturgy and are quiet, thoughtful and reflective – some students have said it is their favourite part of their day.
- Children have opportunities to plan Class Collective Worship, with the support of the class teacher they also choose the Gospel reading.
- Assemblies encourage children to take responsibility for their own actions and to come together, as witnesses to His example. This is shown by children who take on roles such as Play Buddies so that they can provide support to those who need it. Worship also develops a strong awareness of the needs of those less fortunate and what we can do to support – locally, nationally and globally. During the school year there are lots of activities carried out to raise money for local charities, and global charities such as The Clock Tower Sanctuary and Voices in Exile. Pupils have a strongly developed moral conscience and are actively self-motivated around issues of social justice (rights and responsibilities!)

Pupil Leadership:

Pupils take the initiative in leading Collective Worship. They are creative and resourceful in their planning of liturgy and they want it to be the best it can be.

- All pupils have the opportunity to plan and lead Collective Worship in their classroom. They take this role seriously, thoughtfully and reverently spending time thinking about what they would like to use on their prayer focus table that reflects the theme of the worship, the prayers and songs they will use and how their peers will gather, respond and go forth from the Collective Worship. Each class keeps a record of the plans / photos of Collective Worship that takes place in that class and children can talk openly about these opportunities. Teachers often comment about how moved they are by the children's attitudes towards leading a Collective Worship in the classroom.
- Throughout the school, children have a good knowledge of the liturgical year, its seasons and feasts. They know which colours we use during these different seasons and in KS2 most children have an understanding of why. Children take responsibility for dressing the prayer focus table during Key Stage and Whole School Collective Worship and will do so appropriately and reverently with minimal instruction.

Creativity and Variety:

They display confidence in their use of a variety of approaches to prayer such as prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary.

- Children plan and preside over their own collective worship at least once a week. Children are also given the opportunity to develop spontaneous prayer responses e.g. at the end of the day/ at lunch time.

Creating Space for Prayer:

Appropriate to their age and ability, many pupils are able to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence.

- We've worked hard as a community to establish prayer stations within the school and are looking to improve the quiet prayer areas outside – which is something that the children have asked us for during student voice activities undertaken post lockdown in March 2021.

Quality of Pupil Led Worship:

The worship opportunities pupils create are imaginative, varied and inspirational. Most other pupils are visibly uplifted by the worship opportunities created by their peers.

- Children enjoy devising their own worship opportunities and we celebrate and reference these in our assemblies. Other children are supportive and reflective and uplifted by the worship led by their peers.

Liturgical Sensitivity:

Almost all 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.

- Children are not only keen to lead and prepare collective worship, they are also aware of the need for this to correspond with the liturgical year and will come to check that their ideas fit with the wider guidance of the church.

Inclusivity:

There is a deep sense of respect for different faiths and this is reflected in the inclusive manner in which pupils prepare the liturgy. Pupils are confident enough to celebrate difference and act with integrity when praying with others who do not share their beliefs.

- In their evaluation assemblies at the end of the year, children have told the Headteacher that they enjoy their differences and feel it is important for us all to belong to the same family. A deep sense of respect is an observable feature of our community and class worship.

Impact on Personal Development:

The experience of living and working in a praying community has had a profound and visible effect on the development of all pupils, irrespective of ability or faith background.

- Student voice from assemblies tells us that children feel ready for their next steps having been at the school and experienced the prayer life of the school. One Year 6 boy said at the end of his Leaver's Assembly, 'You've taught us all everything we need for life, and we didn't even realise you were doing that'.

ACTIONS:

- **Re-embed singing in whole school assemblies and liturgies.**

CW2: The quality of Collective Worship provided by the school.

- *The centrality, quality and variety of Collective Worship opportunities provided by the school*
- *How skilled the school is in helping pupils/students to experience a richness of liturgical experience that includes the liturgical life of the Church without excluding any members of the community*

- How well the school provides opportunities for the pupils/students to develop spiritually through acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school

CW2

The quality of worship provided by the school is thought to be good; mainly due to the longer impacts of Covid-19.

Centrality of Worship:

Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.

- Worship is a daily aspect of our children's life at school. Not only is this seen through their class worship, Key Stage Assemblies, Whole School assemblies and liturgies and worship in the community, but also through their daily lives. We worship God when we learn together and practice the skills that he gives us.
- Reception and Year 1 are buddied up with children in Years 5 and 6 so that the older children can provide a role model during Mass times.
- We worship daily through:

Staff Prayer:

Staff regularly pray together and find these experiences helpful to their work. These experiences have a significant positive impact on the school's sense of community.

- Staff meetings, Governor meetings and SLT meetings are all begun with a prayer.
- Pupil Voice from February 2021 indicated that children enjoyed their prayer life, one student said 'I feel happy to know that I'm talking to God about my emotions all the time'
- During the school closures caused by the Covid-19 Pandemic, we still prayed as a community through the letters and communications that were sent home to aid 'virtual' prayer in our community.

Planning Worship:

Acts of Collective Worship are well resourced and planned

- Class teachers are skilled in helping pupils to plan and deliver quality worship. They have a good understanding of the purpose of Collective Worship and of the various forms it can take.
- Relevant staff have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.

Quality of Worship:

Collective Worship is almost always engaging and almost all members of the community – both pupils and staff – speak positively about these opportunities and are able to point out particular examples which were inspiring and engaging.

- Collective Worship is engaging and all members of the community – both pupils and staff – speak positively about these opportunities and are able to point out particular examples which were inspiring and engaging.
- Collective Worship has a clear purpose, message and direction which ties in with the liturgical calendar. This calendar is also published on our website to ensure that parents and carers are kept informed and can join us, either by physically attending, or joining us from home.
- Prayer opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding. On Fridays, parents join us for the liturgy which precedes the celebration assembly.

Purpose and Themes:

Collective Worship is centred on clear themes and messages.

- The themes chosen for worship reflect a deep understanding of the Church's mission.

- Themes chosen for worship include the spiritual aspirations of all pupils.

Reflection and Mission:

The themes chosen for worship reflect a deep understanding of the Church's mission

- Our liturgies and worship tie in completely with the church's liturgical calendar and the mission we have to live out the teaching of Christ.

Inclusivity:

Themes chosen for worship include the spiritual aspirations of all pupils.

- This is an observable feature of our worship.

Attendance by Stakeholders:

Attendance by other adults associated with the pupils and school is facilitated and encouraged and response to this invitation is mostly good. For primary schools this will include parents.

- Prior to Covid, attendance to worship both in school and at church was high by family members and members of the parish. During lockdown, this was similarly strong with families attending our virtual assemblies, reflections and worship.

Staff Skill:

Class teachers, pastoral tutors and the chaplain are skilled in helping pupils to plan and deliver quality worship. They have a good understanding of the purpose of Collective Worship and of the various forms it can take.

- This is an area of focus for us. We have some staff who are able to support in this way, but too much variety in the strength of this approach. This stems from staff moving to new class groups and some new staff to school. Training has been sought and more is planned throughout this academic year.

Liturgical Expertise:

Relevant staff have a good understanding of the Church's liturgical heritage, its rites and seasons and ensure that pupils have good experiences of the Church's liturgical life.

- Despite there being variables in terms of teacher skill in teaching and helping children to prepare for worship, we have the capacity to support these colleagues due to the 'spine' of experienced staff still in evidence and the willingness of new and less experienced staff to be helped.

ACTIONS:

- **Re-establish student participation in Mass and leadership of communal worship to a standard witnessed before lockdown.**
- **Provide more quiet places for reflection and prayer.**

CW3: How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- *How skilled leaders are in planning worship and how knowledgeable they are about the liturgical rhythms of a Catholic community*
- *The extent to which leaders offer models of good practice as leaders of Collective Worship*
- *How well leaders and governors monitor and evaluate provision for Collective Worship in order to plan future improvements*

CW3

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is thought to be outstanding.

Leadership Expertise:

Leaders and governors, including senior leaders and chaplains, have expert knowledge of how to plan and deliver quality experiences of Collective Worship.

- Leaders are reflective practitioners who seek advice from each other about the quality of their own leadership of Collective Worship in order to ensure very best practice.
- Governors are involved in the monitoring of collective worship through visiting the school when children are worshipping, joining link meetings between the RE Lead and Headteacher and being part of the wider evaluation of Catholic Life through involvement in the SEF.

Liturgical Understanding:

Leaders and governors have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols

- Leaders and managers have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols
- Leaders are able to lead the school in a deepening appreciation of these traditions in a way that is relevant to pupils in a contemporary context.
- Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it.
- Collective worship always has a clear purpose, message and direction. Themes chosen show a deep understanding of the liturgical season and the Church's mission in education. These are planned events in the school diary as well.

Making Prayer relevant:

Leaders are able to lead the school in a deepening appreciation of these traditions in a way that is relevant to pupils in a contemporary context.

- Prayer is a central activity for us at OLOL and takes many forms, from private prayer, confessional prayer, prayers for guidance and community prayer we build a culture of prayer constantly. It's a normal part of what stake holders experience. We feel that this is the best way to deepen the appreciation of the constant relevance of prayer for all of us.

Spiritual Development of Leaders:

Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it.

- As part of our leadership of leaders, we ensure their spiritual development by discussing the support that they feel is required. This shows itself in our flexibility to work with our leaders in a way that encourages their happiness and spiritual growth.

Spiritual Development of Staff:

Leaders also ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding as a staff training priority

- We ensure that all staff receive the relevant training and support required to work within our school and support the Catholic Life of each other and the children.

Staff Response:

Due to the culture of receptivity that leaders have created, response to this training is wholehearted and enthusiastic

- Feedback on training tells us that staff are keen to be trained and supported and are enthusiastic about their CPD.

Visibility and Exemplars:

Leaders and governors, including senior leaders and chaplains, are highly visible as leaders of collective worship within school. As leaders of Collective Worship they are models of outstanding practice for staff and pupils.

- We worship regularly in a public setting; both inviting parents and carers to join us at school and in joining parishioners at the church.
- The children play an active part in leading our public worship, much to the enjoyment of our entire community.
- Members of staff also take lead roles, for example at Ash Wednesday services, Advent reflections and Easter.

Evaluation of Worship:

Leaders and governors place the highest priority on the development of quality experiences of Collective Worship in their regular reviews of school performance.

- Leaders and managers regularly review Collective Worship as part of their self-evaluation processes and are keen to continue to improve the quality of the provision for Collective Worship.
- Leaders and managers regularly seek the views of pupils, staff and parents/carers regarding the quality and significance of Collective Worship in school and are quick to respond to these findings in a systematic and thorough way.

Seeking the Views of Stakeholders:

Leaders and governors regularly seek the views of pupils, staff and parents/carers regarding the quality and significance of Collective Worship in school and are quick to respond to these findings in a systematic and thorough way.

- As a school we are self-reflective and continually open to suggestions of improvement. The SLT attend liturgies and offer feedback to each other.
- Governors are involved in visiting worship activities in school as part of their monitoring visits – these are planned, scheduled and inform the wider SEF.

ACTIONS:

- To ensure staff have the skills to support the children in leading their own liturgies and collective worship.

SECTION 3: SUMMARY OF GRADES

Overall Effectiveness	2
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Catholic Life

- The extent to which pupils/students 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 governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1
1
1
1

Religious Education

2

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

1

2

1

Collective Worship

1

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

1

2

1