



Archdiocese of Birmingham

Section 48 Inspection Report

MARYVALE CATHOLIC PRIMARY SCHOOL

Old Oscott Hill, Kingstanding, Birmingham, B44 9AG

Inspection dates:

10-11 November 2021

Lead Inspector:

Mark Hinton

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Leaders have an in-depth understanding of the quality of the school's Catholic Life and how to continually improve it. This results in a very high standard of Catholic Life at the school which is much treasured by the entire community.
- Teachers deliver good quality Religious Education lessons and most pupils make good progress. Leaders have a highly accurate knowledge of the quality of the provision and how to improve it as a result of very effective monitoring and evaluation procedures.
- Collective Worship is at the heart of the school and impacts deeply on the entire community. Pupils are reverent and prayerful and value the opportunities the school provides.
- There is a strong and effective partnership with the parish deacon and the parish community. In addition, close and effective links with the neighbouring Catholic secondary school contribute to the strong parish partnership.

It is not yet Outstanding because:

- Religious Education lessons do not yet fully meet the needs of all groups of learners.
- The quality of pupils' written work is good, but not yet outstanding.
- Tasks in Religious Education are not yet consistently matched to pupils' abilities in all classes.

FULL REPORT

What does the school need to do to improve further?

- Ensure teaching in Religious Education lessons is carefully matched to individual assessments so that it closely matches the needs of all groups of pupils.
- Improve the quality, range, length, and detail of pupils' written work.
- Ensure that tasks in Religious Education are consistently well matched to pupils' abilities.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

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

- Pupils have a very strong and practical knowledge and understanding of the school's mission statement '*With our mother Mary, we gather together joyfully, to love, live learn and pray, with respect for all God's family, as Jesus teaches us*'. This is because the mission is at the heart of the school's work and is constantly explored with the pupils in practical terms. During the inspection, for example, the headteacher connected the concept of sacrifice to the school's mission during an assembly about remembrance.
- The mission statement is the focus of staff training at the start of every academic year and the headteacher is absolutely clear that the mission statement must be an 'up to the minute' accurate representation of the work and purpose of the school. Parents, pupils, staff and governors regularly review the mission statement to ensure it accurately reflects the actions and intent of everyone at the school. Consequently, the entire community has a detailed, working knowledge of the mission statement and it is valued by everyone.
- Pupils have an active voice in the evaluation of Catholic Life. As a result, they can make a positive contribution to it. Leaders regularly and systematically seek pupils' views on it and their understanding of it. Leaders work in close partnership with pupils to continually improve the school's Catholic Life.
- Pupils' behaviour reflects the calm and spiritual environment of the school, where respect is at its heart. As a result of respectful, caring relationships between pupils and teachers, pupils' behaviour is very strong. Pupils are polite, they are very caring towards each other and respectful of everyone. The headteacher, together with the

whole staff, sets a very positive example of behaviour that is rooted in the school's mission and the result is a happy, caring, and respectful school community.

- Pupils take an active role in the leadership of Catholic Life and as a result they have an immense amount of pride in this aspect of school life. Key Stage 1 pupils said that they 'love to help others', and Key Stage 2 pupils spoke enthusiastically about the various fundraising initiatives they have had the opportunity to lead and how much they value their leadership of the school's charity work.
- Pupils participate enthusiastically in the school's Catholic Life because leaders and staff actively involve them in leading it. As a result of the school's focus on Catholic social teaching and corporal works of mercy, pupils have embraced the opportunity to provide practical help to people in need in the local community. The children and their families recently donated more than one hundred boxes of essential items to refugees and asylum seekers living in the city. During the lockdown period the school took very creative approaches to involving children who were learning from home in charitable fundraising initiatives.
- Pupils have an excellent relationship with the school chaplain because he is a regular visitor to the school and they are regular visitors to church. Consequently, pupils know that the parish priest brings them closer to God and they are proud of the close relationship they have with him.
- Pastoral care is an exceptional strength of the school. Parents and pupils really value the high-quality pastoral care provided by the school because it is unique to the individual and delivered with love and respect. Parents were unanimous in their praise and gratitude for the care provided for both children and families by the school. They particularly valued the care and support provided throughout the Covid-19 pandemic as well as at all times. Pupils say they feel safe and happy at Maryvale, and they know that their school will always look after them.
- Pupils' spiritual, moral and ethical development is strong because it is comprehensively nurtured by the school. The Catholic Schools Pupil Profile is well embedded at the school and pupils understand how to live by the half termly values. There is a focus on Catholic social teaching and as a result, pupils make strong connections between what they learn and how to make right choices in various aspects of their day to day lives. The school is an attractive and spiritually rich environment with beautiful images, artefacts and displays throughout which help to define the building as a distinctively Catholic, spiritual place to learn and work.
- The school has carefully implemented a robust and well sequenced relationships, sex and health education programme and the pupils' response has been very positive. As a result of well matched, high quality, age-appropriate content the pupils are engaged and motivated and demonstrate excellent understanding of loving relationships.
- Pupils' vocational development is strong because the school is committed to promoting vocations in the broadest, most holistic sense. There are regular lessons and activities linked to the concept of 'vocation' that help children to understand callings to religious life, family life and single life. Pupils speak confidently about how their vocation is 'what God wants them to be'.
- Pupils and their families enthusiastically support school and parish Masses, carol services in the parish with the local secondary school and sacramental preparation meetings. Pupils are immensely proud to belong to the parish community and they can explain how their parish is unique in that Maryvale is a special place within the diocese that is so strongly connected to St John Henry Newman. Leaders and teachers make an explicit effort to teach children about the parish and the wider archdiocese; as a result, there is a strong sense of belonging amongst pupils and staff alike.

- Staff and leaders show exceptional commitment to the Catholic Life of the school. They organise and participate in regular staff retreats and recognise the importance of this spiritual development for themselves as staff in a Catholic school. Staff prayer and liturgy is a feature of school life at Maryvale and the headteacher, alongside other leaders, is skilled at leading Collective Worship for adults. Staff at the school make an exceptional commitment to pastoral care and charity towards everyone in the school community and to those in need far and wide. They make commitments above and beyond their work to ensure everyone in the school community is well cared for and supported. They provide practical support to those in need both within and beyond the local community. Parents and carers really appreciate this high level of care and support.
- Prayer is central to the life of the school and as a result, pupils confidently pray in several ways – silent prayer, spontaneous prayer and traditional prayer are all deeply embedded. Leaders and staff provide many opportunities for pupils to pray throughout the school day and they actively model the value of prayer to pupils. Consequently, the prayer life of the school is active and accessible to all.
- Staff in every area of the school are exemplary role models to the pupils. They are kind and caring and the school is a truly welcoming community. Staff are positive role models for prayer, worship, respect, forgiveness, and tolerance. Pupils readily follow the positive example they are set and show similarly prayerful and respectful behaviours.
- The wider curriculum of the school is being aligned to Catholic social teaching and this is already having a positive impact in terms of pupils' ability to make connections between what they learn and what the Church teaches. For example, units of English work in Year 6 include texts about refugees and this is connected to the school's charitable works with refugees and asylum seekers in the city. As a result, pupils have a good understanding of the Church's call to respect the dignity of every human person.
- Staff at Maryvale are exceptionally highly motivated and value the level of pastoral care that is provided for them. This is because leaders take care to recognise the contribution of all staff and take time to look after their wellbeing.

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

- School leaders are exceptionally committed to the Catholic Life of the School and they are relentless in their pursuit of excellence. The headteacher has a deep personal commitment to Catholic Life and she, together with other leaders, enthuse and motivate the staff, pupils and wider community.
- Catholic Life is monitored with pin-point accuracy and attention to detail. Monitoring is frequent and efficient. There is a clear focus on evaluating the provision and planning for improvement. Systems for monitoring and evaluation are robust but not onerous. Leaders are mindful of staff workload and pressure. Catholic Life is outstanding because it is so carefully monitored and evaluated.
- Findings from monitoring activities are quickly evaluated and translated into action points. The robust monitoring system ensures that action points are quickly implemented and as a result, improvements to Catholic Life are rapidly implemented.
- Staff who are new to the school are given a mentor from the leadership team; induction to the Catholic Life of the school is given the highest priority. Ongoing training and professional development ensure that all staff have an excellent

understanding of the active contribution they make to upholding the school's Catholic Life.

- The school regularly asks parents and carers for their views via questionnaires. Leaders also have daily contact with parents when they welcome children into school and at the end of the day. Parents and carers are very proud of the school's high standard of Catholic Life and they value the contribution this makes to their children's development.
- The governing body has an entirely accurate, up to date knowledge and understanding of the school's Catholic Life because of its careful challenge and support of leaders. Governors keep their professional development and training up to date and they are frequent visitors to the school where they monitor and evaluate the provision for Catholic Life. Consequently, they are highly ambitious for the school's Catholic Life and lead by example.
- The school fully meets the bishop's requirements relating to the school's Catholic Life. Leaders are aware of the bishop's requirement to join a multi academy company by September 2022 and are taking steps to meet this expectation.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Outstanding

RE1 How well pupils achieve and enjoy their learning in Religious Education

RE2 The quality of teaching, learning and assessment in Religious Education

- Pupils make good progress throughout the Early Years Foundation Stage and into Key Stage 1. Pupils typically start in Nursery or Reception with a low baseline knowledge of key religious facts and are well supported in their learning so that by the end of Reception Class most pupils meet age related expectations. This good progress continues throughout Key Stage 1 and Key Stage 2, and by the end of Year 6 most pupils' learning in Religious Education is in line with age related expectations. By the end of Key Stage 2 a small minority of pupils are exceeding age-related expectations in Religious Education.
- The school has a very accurate knowledge of the differences in attainment and progress between different groups of pupils and has implemented effective strategies to address them. Disadvantaged pupils do not currently achieve and attain as highly as non-disadvantaged pupils. Pupils with special educational needs and disabilities do not always achieve their full potential in Religious Education. In some year groups, boys do not attain as highly as girls. Effective strategies to address these differences are in place but need time to be embedded before their impact can be accurately evaluated.
- Pupils have a very strong religious knowledge and understanding as a result of consistently good teaching in Religious Education throughout the school. Many of

the older pupils can explain in mature terms what they learn from Bible stories whilst the younger children know an impressive array of Bible stories and are just starting to make connections between the stories and the religious teachings within them. In some lessons better connections need to be made between Bible stories and what the pupils can learn from them.

- Pupils are generally highly engaged by their Religious Education lessons. They listen attentively and usually respond enthusiastically to the questions and discussion points set by teachers. They take care with their work and whilst there is some catch up work to be completed after the school closures caused by the pandemic, their work is most often neat and careful.
- Teachers plan interesting and exciting lessons and there is a consistent approach to teaching and learning in Religious Education across the school. Pupils are used to using some school-wide strategies and techniques to discuss and present their work which helps promote consistency when moving year groups. As a result of consistently good teaching throughout the school, most pupils say they enjoy Religious Education and find learning about and from Jesus to be interesting and exciting.
- Pupils are almost always very well behaved in Religious Education lessons because they enjoy their learning and staff are effective in maintaining a calm, purposeful learning environment. Teachers and teaching assistants have a good subject knowledge and are able to inspire and challenge most children through their teaching strategies. Teaching assistants in all classes make a very valuable contribution to lessons by actively supporting pupils and sometimes teaching alongside the teachers. Teaching assistants are very effective in providing support to enable all pupils to fully access the lesson.
- The quality of pupils' written work is steadily improving since the full return to school after the second lockdown closure. Pupils' written work is not quite at the high standard it was prior to the pandemic, but teachers are working hard to help pupils catch up and address this gap. In some classes, pupils would benefit from more opportunities to write at greater length in Religious Education.
- Teachers generally plan lessons linked to pupils' current assessment, but the tasks pupils are given are not always accurately matched to their individual needs and abilities. Teachers provide personalised feedback to pupils to help them improve but some pupils could still achieve more if the tasks they were given were more carefully matched to their ability. Leaders have identified this area for improvement in their monitoring and have already started to provide training and support for staff.
- Teachers and teaching assistants in all classes have strong subject knowledge as a result of the continuous professional development provided by the school. This strong subject knowledge contributes to the good quality of Religious Education lessons at the school.
- Teachers are skilled at using a range of engaging teaching and learning strategies, many of which are consistent between the year groups as part of the school's approach to teaching and learning. For example, in a Key Stage 2 lesson about the Ten Commandments, pupils were asked to consider two separate commandments and 'vote' as to which they thought was the most important using coloured voting cards. This prompted a very mature and thoughtful discussion where pupils were challenged to use their analytical and moral reasoning skills.
- Creative approaches were similarly well used in a Key Stage 1 lesson about the wedding feast of Cana. The teacher and teaching assistant taught the concept of a miracle as being something completely different to magic. They explained that humans can perform magic tricks but only God can perform miracles. To make the teaching point come to life, the teacher and the teaching assistant performed a

simple magic trick but explained they could not perform a miracle. The pupils were engaged by the teaching and could confidently and accurately explain what a miracle was.

- Teachers support pupils to evaluate their own work and learning in the way they mark and provide feedback. Effective feedback is a strength of the school and the questions and thinking points which teachers set for pupils through their marking help the pupils to reflect and evaluate. Pupils are diligent in the way they respond to marking and feedback and this subsequently helps to move their learning forward.
- Teachers' management of time in lessons is mostly effective but some lesson introductions, particularly with younger pupils, can be too long and occasionally too complicated. When this happens, pupils' concentration can start to dwindle, and learning is ineffective.
- Teachers almost always use skilful observation and questioning to help move pupils' learning forward; they are well supported in this by the teaching assistants. Teachers and teaching assistants carefully monitor and intervene throughout the lesson to challenge and support pupils; this is a strong feature of teaching and learning.
- Teachers have high expectations of pupils' response and engagement in lessons and they are skilled at capturing the pupils' imagination. However, teachers' expectations surrounding the quality of written work are not always as high enough. Leaders have identified this as an area for improvement through their monitoring and need to implement actions to rectify it.
- Celebration of achievement and effort are central to the ethos of the school and leaders, teachers and teaching assistants take every opportunity to recognise the efforts children make with their work and behaviour. As a result of the positive culture at the school, almost all children are motivated to do well and feel that their efforts are valued by their school.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Religious Education meets the requirements of the Bishops' Conference of England and Wales and the additional requirements of the diocesan bishop. Leaders ensure that 10% of curriculum time is dedicated to Religious Education across at least two sessions per week in every class.
- Governors ensure that Religious Education has full parity to other core subjects in terms of resourcing, staffing and status.
- Religious Education is carefully and effectively monitored and evaluated throughout the school year. This aspect of leaders' work is a key strength of the school. Leaders' and governors' self-evaluation is extremely accurate as a result of a careful analysis of the findings of monitoring. They know exactly what needs to be improved within the subject and they have well thought out strategies to improve the provision to an outstanding level. At the time of the inspection, subject improvement work was ongoing; leaders need more time to fully embed the improvements they have instigated.
- The leadership team are highly effective in their work to constantly develop the provision for Religious Education and it is rapidly improving as a result of their well-planned training and support for teachers. Pupils' attainment and achievement is carefully monitored and standards in Religious Education are routinely discussed at pupil progress meetings. As a result, the curriculum is thoughtfully planned to build upon prior learning.

- Leaders and governors have rightly identified the need to ensure the provision in Religious Education is better matched to the needs of disadvantaged pupils and children with special educational needs and disabilities. Leaders have already provided bespoke support and training for individual teachers and teaching assistants to address this, which is rapidly and securely improving provision towards outstanding.

COLLECTIVE WORSHIP

The quality of Collective Worship	Outstanding
How well pupils respond to and participate in the school's Collective Worship	Outstanding
The quality of Collective Worship provided by the school	Outstanding
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Outstanding

CW1 How well pupils respond to and participate in the school's Collective Worship

CW2 The quality of Collective Worship provided by the school

- Prayer and liturgy are at the very heart of every day at Maryvale and pupils participate with reverence and enthusiasm. In an assembly led by the headteacher the pupils were extremely enthusiastic in their responses about remembrance and sacrifices because of the calm, respectful and interesting way she led the act of worship. Staff set pupils a very positive model of prayerful behaviour, to which pupils respond extremely well.
- Pupils are similarly respectful, reverent, and enthusiastic during Masses in the parish church. They enter church quietly, listen attentively and sing enthusiastically. They readily respond to the questions the parish priest asks during his homilies and show a sensitive response to the Gospel.
- Older pupils are skilled at organising their own acts of prayer. They select their own readings, create their own presentations, and confidently deliver liturgies to their own class. Prayer is almost always spiritual and uplifting in an age-appropriate way, but very occasionally pupil led worship can lapse into being more like a Religious Education lesson.
- Pupils experience an exceptionally wide range of approaches to prayer throughout their time in school. Retreat days are provided to deepen the pupils' prayerful relationship with God and there are regular opportunities to use the local Marian prayer foci at Maryvale Institute. As a result, pupils confidently talk about using silent, spontaneous and group prayer. They can also talk about the various traditional prayers they have learnt at school.
- Staff prayer, liturgy and worship is central to the life of the school and something that is held in very high regard by all the staff. The spiritual development of staff is given the highest priority and there is a focus on encountering God in various ways for all staff. The headteacher takes the lead in this aspect of staff development and is very effective in ensuring the spiritual needs of the staff are met, both through internal and external provision.

- Pupils are exceptionally enthusiastic in their response to voluntary acts of worship. For example, a group of Year 6 pupils volunteer to lead a Rosary Club at lunchtimes. The club is an act of pupil led Collective Worship because it is entirely run by the pupils. Older pupils have created a very peaceful and spiritual Rosary experience for the rest of the school. The club is so popular that there is a daily rota to keep the number of pupils attending from other classes to sensible limits. As a result of the high demand and the promotion of inclusivity in the response to the Church's universal call to holiness, older pupils have volunteered to put on extra sessions of the club.
- Pupils have a strong understanding of the liturgical year because it is so prominent in assemblies, prayer services and in the many beautiful displays around the school. Pupils confidently spoke to inspectors about the various liturgical seasons and the different customs and practices both the Church and the school observe. For example, the pupils spoke about how much they really enjoyed Bambinelli Sunday where they took the little models of the baby Jesus they had made in school, which the school chaplain had blessed, to church with their families during Advent.
- Collective Worship has a powerful impact on pupils spiritual and moral development. Gospel assemblies make real-life connections to the modern world the pupils live in and challenge them to think about their choices and actions. As a result of strong connections being made between the Gospels and their own actions, the pupils can identify right choices and explain how their actions affect others both near and far.
- Collective Worship is given very high status in school. Staff use agreed planning formats when organising and leading prayer, which are routinely monitored and evaluated to inform improvement planning. Governors support the work of leaders and assist in the monitoring and evaluation of Collective Worship. As a result, Collective Worship at Maryvale is constantly evolving and improving, and standards are very high.
- Staff have an excellent understanding of the liturgical year, seasons & feasts because of ongoing professional development. The liturgical year is the inspiration for the many and varied acts of prayer, including pupil-led worship, Advent services in the parish church, carol services in partnership with the neighbouring Catholic secondary school and the annual Sacred Heart Mass at Maryvale Institute.

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

- Leaders are thoughtful and evaluative about the quality of Collective Worship provided at the school. They have a very good knowledge and understanding of how to plan and deliver inspirational acts of Collective Worship and they ensure the pupils experience a wide range of approaches to Collective Worship. As a result of careful evaluation, a culture of continuous improvement and leaders' expertise in this area, the quality of Collective Worship is high.
- Leaders and governors have a very robust understanding of the liturgical year and ensure that it drives the annual cycle of provision for Collective Worship. As a result of leaders' in-depth knowledge and understanding, Collective Worship and the celebration of the liturgical year is relevant and meaningful for pupils. This helps them to develop an increasingly sophisticated understanding of the Church's seasons and feasts as they journey through the school.
- Collective Worship is delivered using a wide range of approaches, using traditional and contemporary methods. This enables pupils of all ages, interests and stages of development to access Collective Worship in a meaningful way. As well as weekly Mass, Gospel assemblies and praise assemblies, there are opportunities for pupils to

attend prayer services and gatherings, key stage liturgies, prayer groups and pupil led worship. As a result of the wide variety of opportunities provided at the school, Collective Worship has a positive and strong impact on pupils' spiritual and moral development.

- The headteacher is a personable and engaging leader of Collective Worship. During the inspection, her warm and confident approach in both staff Collective Worship and assembly with the pupils engaged and prompted heartfelt, thoughtful responses.
- Pupils are actively encouraged to take on leadership responsibilities in relation to Collective Worship and respond enthusiastically. They are thoughtfully and sensitively supported to develop their skills and as a result the older children are confident and effective when organising and leading their own acts of Collective Worship. Pupils readily take the lead with leading voluntary acts of worship because doing so is a feature of day-to-day life for them at Maryvale.
- Staff at all levels are provided with extensive continuous professional development for Collective Worship. This results in high levels of expertise throughout the school which in turn impacts positively on the quality of the provision. Intensive training and modelling of approaches was provided for all staff during the school's 'St John Henry Newman day' and teaching assistants benefitted greatly from attending a Collective Worship course specifically themed on Advent, led by a recognised national expert.
- The school's monitoring and evaluation of Collective Worship is extensive and methodical and is sharply evaluative. Leaders and governors are skilled at evaluating the quality of provision, highlighting strengths and weaknesses, and developing effective action plans to improve the provision. Systems for monitoring and evaluation are embedded and provide strong evidence of continuous improvement.
- Leaders at Maryvale robustly ensure that the school embraces diocesan initiatives relating to Collective Worship. The school is fully compliant with the requirements of the diocesan bishop in this area.

SCHOOL DETAILS

Unique reference number	103426
Local authority	Birmingham
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act 2005.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	203
Appropriate authority	The governing body
Chair	Christine Hopkinson
Headteacher	Catherine Dalzell
Telephone number	0121 675 1434
Website address	www.maryvaleprimary.org.uk
Email address	enquiry@maryvale.bham.sch.uk
Date of previous inspection	23-24 June 2015

INFORMATION ABOUT THIS SCHOOL

- Maryvale is a smaller than average primary school serving the parish of Our Lady of The Assumption in Kingstanding.
- The percentage of Catholic pupils is currently 54%
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- Since the time of the last inspection the three members of the senior leadership team have taken joint responsibility for subject leadership of Religious Education as well as shared leadership of Catholic Life and Collective Worship.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Mark Hinton and Marie Conway.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors and members of the governing body, the headteacher, the Religious Education, Catholic Life and Collective Worship leadership team and the parish priest who is the school chaplain. Inspectors also spoke to parents about their views.
- The inspectors attended a whole school Mass, key stage assembly led by the headteacher, undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour. Inspectors observed Religious Education lessons in every class of the school.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan which includes Catholic Life, Religious Education and Collective Worship, teachers' planning and learning journals.