



Archdiocese of Birmingham

Section 48 Inspection Report

ST COLUMBA'S CATHOLIC PRIMARY SCHOOL

Part of the Lumen Christi Multi Academy Company
Lickey Road, Rednal, Birmingham, B45 8TD

Inspection dates:

12-13 February 2020

Lead Inspector:

Rose Brookes

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- St Columba's works very well with the parish and all the schools in the Lumen Christi Multi Academy Company (MAC), creating a close-knit community. Together they work tirelessly to fundraise for local charities.
- Supportive relationships that model themselves on Christ enable this school to be a supportive and joyful community. Pupils respond to this by showing appreciation and respect for the outstanding pastoral care which the school provides.
- The senior leadership team and the governors ensure that staff are confident in their teaching role. Support is given to all teachers. As a result, teachers have outstanding Religious Education subject knowledge and they enjoy teaching in this happy school.
- Pupils are highly motivated because they love their Religious Education.
- Catholic worship is led by the senior leadership team and the parish priest who are exemplary role models. Pupils of all faiths respond with deep reverence and respect.

FULL REPORT**What does the school need to do to improve further?**

- Provide more outstanding teaching in Religious Education lessons.
- Develop more pupils' confidence in Key Stage 1 and lower Key Stage 2 in initiating, planning and leading collective worship.
- To use a wider variety of different forms of prayer.

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 |

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

- St Columba's is a happy, welcoming and inclusive school. Its excellent Catholic ethos is reflected in the positive attitudes of pupils, the high level of support and care given by all the staff and the clear sense of purpose and spiritual direction of its leadership.
- Pupils lead and participate in faith-based charity work. They lead fundraising for several different charities, supporting local, national and global charities. including: Family Fast Day, CAFOD, foodbank/Harvest collections, Saint Vincent de Paul, the homeless and Fr Hudson's.
- Pupils actively lead and evaluate the Catholic Life of the school in many ways. Liturgy leaders create a termly report for the link governor that evaluates the Catholic Life of the school. This ensures that the pupils' opinion is valued and acted upon.
- At St Columba's there is a strong sense of community at all levels. This is evident in the exceptional high quality of relationships that exist between almost teachers, support staff and pupils. The school is a very supportive and joyful community. Pupils respond to this by showing appreciation and respect for everything that the school provides.
- Pupils contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and regularly take a lead in planning improvements to it. For example, pupils enthusiastically designed a beautiful prayer garden and filled in evaluation questionnaires about what they thought of its installation. As a result, pupils created a further three prayer areas inside school, so that they could utilise the benefits of this area during poor weather.
- Pupils highly value the school's chaplaincy provision, taking leadership roles and actively participating in opportunities provided by the school, such as visits and retreats. During the inspection, Year 6 pupils took part in a Confirmation retreat and

had the opportunity to reflect and feedback on its effectiveness. Such provision is further enhanced by opportunities for spiritual development which are offered by the MAC. Additionally, Year 6 experience spiritual development in a residential trip to Alton Castle. Year 3 benefit spiritually from a sacramental preparation retreat day, in conjunction with another school in the parish.

- Pupils from all ethnic, religious and social backgrounds play an equal part in the Catholic Life of the school and are enthusiastic to do so. Pupils value and respect each other as equals and see the diversity of their backgrounds and faiths as making a positive contribution to how they live out their lives and learn to be people of faith.
- The behaviour of almost all pupils is always exemplary. They have an ability to listen, to give thanks, to forgive and be forgiven. They are quick to appreciate everything, including the immense care that is provided by all school and MAC staff. They know how to celebrate their success and congratulate each other.
- Pupils have an obvious love for learning, and they demonstrate a readiness to learn about Jesus and to participate in planned activities with enthusiasm. They can articulate Gospel values and the virtues promoted through the Catholic Schools' Pupil Profile (CSPP) and evidence how they and others in the school put them into action.
- The school works well to develop its provision of spiritual, moral, social, vocational and cultural (SMSCV) education. It has highly successful strategies for engaging with pupils, parents and carers. As a result, the school is seen as a place of refuge. Parents know that St Columba's school will put the needs of their children at the centre of all that they do.
- During the inspection a parent spoke about how she had moved her children to this school because of the outstanding pastoral care on offer. She said that St Columba's is a very caring school and that her "child has flourished in this nurturing Catholic environment".
- Provision for relationship and sex education (RSE) is thorough and developed at an appropriate level for all pupils. It is consistent with the teaching of the Church. This enables pupils to explore feelings and emotions and how they impact on themselves and others. Pupils and parents benefit from the school's provision in this area. This programme is rooted in a Catholic understanding of the human person and what the Church teaches in relation to personal responsibility and the dignity of the person. They explore feelings and emotions and how they impact on themselves and others.
- Nearly all the pupils can identify the sort of person God is calling them to be and have an age appropriate understanding of vocation.
- They respond with enthusiasm to the excellent provision of chaplaincy. They undertake a wide range of roles and responsibilities willingly. These include liturgy leaders, Mini Vinnies, school choir, house captains and the roles of head girl and head boy. Pupils also willingly give their time to undertake the volunteer roles within the school: playground and liturgical leaders; eco ambassadors; school councillors; altar servers; scripture and prayer buddies. All are very effective and contribute to helping maintain excellent behaviour in a climate of mutual trust and respect throughout the school.
- The Lumen Christi MAC and the parish work in close partnership with the school to provide outstanding provision for pupils to experience a variety of religious experiences. As a result, they are enthusiastically and regularly involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments.

The quality of provision for the Catholic Life of the school

- All the pupils and staff appreciate, value and actively participate in Catholic Life. They fully understand the school's mission statement that 'St Columba's is a Catholic school with Christ's teachings of love, peace and justice at the heart of all we do'
- The dedicated executive principal supported by her senior leadership team, the Religious Education subject leader and the link governor work as a team to ensure that St Columba's school staff receive the highest quality prayer, retreats and Catholic Life Continual Professional Development (CPD). As a result, staff treasure their time and are fully committed to the mission of the school.
- The school environment greatly enhances the school's mission and Catholic identity. There is a rich variety of different displays depicting the different saints that have been adopted by classes and house saints, the virtues promoted in the CSPP.
- The indoor and outdoor learning environment has been creatively developed. This has greatly enhanced the range and opportunities for all areas of Catholic Life.
- All staff are fully committed to the mission of the school. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school. They are exemplary role models of mutual respect and forgiveness for pupils.
- There is an explicit and concrete commitment to the most vulnerable and needy both in school and in the wider community. St Columba's works with two other parishes. With the help of the 'Three Parishes Co-ordinator' the link between school and the parishes is further strengthened.
- As part of the 'Three Parishes Initiative' pupils take part in a series of innovative spiritual activities both in school and in the holidays. As a result, pupils continue to grow closer to each other and to God.
- A great strength of St Columba's is that all senior leaders, supported by the parish priest are attentive to the pastoral needs of members of staff thus ensuring that almost every members' needs are understood and catered for. As a result, staff feel valued and highly motivated.

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

- Catholic Life is passionately led by the inspirational and highly committed executive principal who is very well supported by the very experienced head of school and the inspirational and innovative Religious Education subject leader. Supported by the parish priest, this highly effective senior leadership team ensure that all areas of Catholic Life are given the highest priority.
- Self-evaluation is based upon rigorous monitoring, which leads to targeted planning. Procedures are well established and increasingly involve leaders at all levels including governors. The school draws upon the gifts and competencies of all the staff and pupils to contribute to the whole school development. All monitoring is followed up with appropriate action and support.
- Systems used by the school for monitoring and evaluating the impact of Catholic Life provision are firmly embedded. In view of their rigorous and regular application, leaders have a secure and accurate understanding of the school's strengths and areas for development.
- Information from the school's structured monitoring is used effectively by the executive principal and Religious Education subject leader. Consequently,

they can make secure evaluations about the impact of the school's Catholic Life on pupils' spiritual and moral development.

- Staff are developed through dialogue, coaching, training, mentoring and support. All staff, teaching and non-teaching, have a developmental performance management objective related to Catholic Life or Religious Education. Staff access a programme of whole school CPD opportunities as well as individual courses through the Birmingham Catholic Primary Partnership and the diocese to address personal professional development needs.
- Senior leaders ensure that the weekly newsletter informs parents about Catholic Life. Some of the things included in this are: the saint of the week, the Religious Education word of the week and encouragement to read the Bible. As a result, parents and carers have a thorough understanding of the school's mission and are highly supportive of it.
- St Columba's has an experienced governing body and an effective school standards committee (SSC). Within the SSC, the link governor fully supports and challenges senior and middle leaders to ensure that all pupils receive the very best Catholic education.
- The Religious Education subject leader regularly meets with the Lumen Christi MAC and colleagues from other schools to discuss developing the Catholic Life and returns to school, ready to implement any changes she deems as developmental for St Columba's.
- St Columba's is enthusiastic in its response to diocesan policies and initiatives and actively promotes the Bishop's vision for the diocese throughout the school. This can be seen in the way that it works closely with all the schools in the Lumen Christi MAC to ensure that there is a strong commitment to the Church's Mission in education and they are very successful in promoting and developing the Catholic Life.

RELIGIOUS EDUCATION

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

How well pupils achieve and enjoy their learning in Religious Education

- Pupils enter the Reception class with very low levels of knowledge and understanding of the Catholic faith. However, due to good teaching, they quickly begin to make excellent progress so that by the end of the foundation stage most pupils are working at expected levels.
- In both Key Stages 1 and 2, most pupils, from their varied starting points, make good progress with some achieving outstanding progress.
- In recent years there has been significantly higher mobility. The school has excellent support systems in place to help pupils to quickly settle into school.

- Where a minority of pupils have been assessed below age related expectations, they have not had the chance to understand what it is to live as Christians as they have not had the chance to inhabit the Catholic influence other than the short period of time they have been in school.
- Given that for many pupils this is their first year of Catholic education, progress is good and sometimes outstanding.
- There is no significant difference between the progress of boys and girls. More than half of the pupils with special educational needs make at least satisfactory progress.
- All teachers and teaching assistants work in highly effective teams sharing appropriate personal life stories with pupils. This enables pupils to use their subject knowledge effectively and reflect spiritually. Consequently, they are fully aware of the demands of religious commitment in everyday life.
- At St Columba's all Religious Education lessons actively engage pupils. A wide variety of religious vocabulary is used, and teachers ensure that pupils know the meaning of this. Consequently, pupils deepen their understanding.
- In Religious Education lessons, teachers consistently probe pupils with challenging questions, which enables deeper responses being offered by pupils. As a result, they improve their knowledge, understanding and skills and develop as competent learners.
- Pupils' knowledge of the saints and the Bible is consistently outstanding. From their earliest years, pupils can interpret the lives of the saints and see the relevance of their vocations to their own lives. Pupils understand how these events and stories can help with decision making.
- Year 3 Scripture buddies are in place, with Year 7 pupils from another school in the MAC. Buddies meet once a month to read a piece of scripture, in response to the 'God Who Speaks' initiative. This demonstrates outstanding links with former pupils who are currently in the secondary school and highlights the importance of God's Word to everyone, regardless of their age or experience.
- Teachers ensure that there is a wide variety of activities. This means that in Religious Education lessons, almost all pupils are enthusiastic, and their behaviour is exemplary.
- They enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Consequently, there are many opportunities for pupils to articulate their understanding through extended writing.
- Attainment in Religious Education in every year group is above pupils' attainment in other subjects.
- Standards in Religious Education compare favourably to English and the volume of work in all classes is good with some being outstanding. Pupils' work is of a very good standard and it indicates an appropriate range of resources and strategies to promote good and outstanding learning. Pupils' books are often beautifully presented with appropriate activities for the different age groups and abilities.

The quality of teaching, learning and assessment in Religious Education

- The subject leader continually supports all teachers with their planning. She knows where support is needed. This means that teachers' planning is always good and often outstanding.
- Teachers and other adults are very aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on

these. This means that all pupils, irrespective of ability, can make good progress in their skills, knowledge and understanding.

- The executive principal and the Religious Education subject leader know when teachers need support and they continually provide a variety of strategies to maintain high standards of teaching. As a result, staff are highly motivated.
- All the teaching seen during the inspection was good with some being outstanding. Senior leaders know when teachers need support and they are innovative in the ways they give this. However, senior leaders need to ensure that teachers can independently teach to a consistently high standard without the need for additional support. There is further scope to ensure that even more teaching in Religious Education is outstanding.
- The quality of teaching and learning is a constant focus towards improving pupil outcomes. All Staff have high expectations of the children and are confident in their subject knowledge.
- An excellent variety of resources, including ICT are used to make lessons interesting and fully engage all pupils. They respond enthusiastically to the exciting range of tasks, questions and opportunities to collaborate.
- All teachers have high expectations for all pupils. This is reflected in the marking. Teachers' feedback enables pupils to respond fully to questions regarding how they apply their acquired knowledge to their lives.
- Teachers consistently use time effectively and the pace of lessons is always appropriate to the needs of all pupils.
- Feedback is consistently in line with the school's policy. Pupils are given the opportunity to respond to questions about their learning. This ensures that they understand what they need to do to improve.
- Achievement and effort in Religious Education are continually celebrated in lessons and in assemblies. House point stickers are generously given in all classes. This motivates pupils and builds up their confidence.

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

- The governors fulfil their statutory and canonical responsibilities regarding Religious Education. They ensure that the requirements of the Bishops Conference of England & Wales are met in terms of curriculum time for Religious Education and the priority that Religious Education is given in the school. This is borne out by their pro-active role in monitoring standards in Religious Education.
- Provision meets the additional requirements of the diocesan bishop.
- Religious Education has full parity with other core curriculum subjects. Staff receive outstanding professional development for Religious Education. There is an allocated budget which, last year, exceeded the other core subjects.
- St Columba's Religious Education subject leader works collaboratively with the executive principal to ensure that thorough monitoring procedures are in place. As a result, senior leaders and governors know the school's Religious Education strengths and areas for development.
- The link Governor, who is also the parish priest, is very pro-active in monitoring. He regularly does joint learning walks and lesson observations with the inspirational subject leader. This ensures that all stakeholders are clear on the priority areas for development, the actions and their impact.
- The SCC are very well informed and continually challenge senior leaders. All the SCC have undertaken work scrutinies for Religious Education. This enables them to know

that all that they are presented with by the executive principal is accurate and ensure that lessons are planned to meet the needs of the pupils.

- The subject leader has an inspiring vision of outstanding teaching and learning. She is an inspirational teacher who enjoys sharing her high level of expertise with colleagues. She continually uses a variety of development techniques to improve teaching and learning. She is passionate about raising standards in Religious Education. She works in close partnership with a highly effective senior leadership team to ensure that outstanding monitoring and review systems are in place. This results in teaching that is likely to be outstanding and at least consistently good.
- When staff need support the headteacher and the RE subject leader are there. Staff know that they can trust senior leaders and ask about anything they are unsure of and they will receive practical help that will enable them to improve.

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 |

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

- Pupils' leadership of Collective Worship is very well developed in upper Key Stage 2. Pupils feel confident in leading other groups of pupils due to the excellent modelling and support of school staff.
- Pupils are creative and resourceful in their planning of liturgy. They value the opportunity to actively participate in the mission of the school through their leadership of Collective Worship. They willingly give up break times to regularly plan this. Most other pupils are visibly uplifted by the worship opportunities created by their peers.
- Liturgy leaders from all classes are involved in leading prayers and checking prayer tables and displays throughout the school. They say that "it is a way of being closer to God." They systematically record their evaluations and staff routinely act on these.
- The liturgy leaders can clearly explain the process of planning and leading liturgy independent of adults.
- The Wednesday Word and the liturgical year are used as a basis for planning. Pupils were able to talk confidently about how they make PowerPoints, choose appropriate readings, compose questions and write bidding prayers.
- Younger pupils know how to plan elements of the liturgy and compose prayers. They can lead on the age appropriate school prayers. However, this needs to be further developed so that they feel more confident to pray independently in different ways. Pupils feel that staff are knowledgeable and that they can learn a lot from them.

- Inspectors saw pupils taking part in a variety of Collective Worship including the headteacher's assembly and pupil planned class prayer services. During all these times of worship, pupils were active participants demonstrating an enthusiastic, thoughtful and prayerful response.
- Pupils have designed a beautiful large prayer garden where whole classes and smaller groups can pray. Once a week, in the lunch hour some Year 4 pupils volunteer to lead prayer in the prayer garden. Younger pupils voluntarily join this prayer group. This needs more development so that pupils can lead independently.
- Every half term all pupils take part in 'the sacred silence'. As a result, pupils have an ability to reflect and experience this form of prayer. The school could develop this further and teach the pupils different forms of prayer.
- During the weekly whole school Mass, after Holy Communion the parish priest leads the whole school through a silent prayerful reflection. During the inspection all pupils were extremely reverent. They have been trained very well to use this form of prayer.
- Pupils participate enthusiastically in the celebration of the Eucharist displaying reverence and respect. They contribute using their skills in a variety of ways: servers, readers, offertory, clear responses, writing and reading out their own prayers. The choir lead the singing whilst the rest of the school joined in with enthusiasm. The whole school welcomes the Gospel with the appropriate gestures.
- Pupils' understanding of the liturgical year, seasons and feast days are well developed across all phases. Their preparation for pupil led prayer services in the classrooms demonstrated this.
- All pupils of faiths, and those with none, enthusiastically join in with Collective Worship.
- Pupils learn about aspects of other religions and faiths. This work is enhanced by visits to other places of worship. As a result, pupils demonstrate respect to everyone, as creations of God made in His image and likeness.
- St Columba's in collaboration with the schools of the Lumen Christi MAC has created many opportunities for the spiritual development of staff. There are joint retreat days and regular staff masses.
- Parents and families are regularly invited to join the school community in Masses, class led assemblies, class liturgies and fundraising activities.
- During the inspection parents were visibly moved by their children's involvement in the Eucharist and they praised the school for the way that they feel involved and the outstanding pastoral care which the school provides.

The quality of Collective Worship provided by the School

- Collective Worship is central to the life of the school. Praying together is part of the daily experience for all pupils and staff.
- The executive principal and the head of school leads a weekly Gospel assembly where pupils reflect on aspects of the liturgical year. They are encouraged to explore contemporary themes about faith in their lives and promote the Catholic virtues. This outlines the mission of the school to all joining the community: parents, pupils and staff.
- All Collective Worship has a clear purpose, message and direction. The Church's liturgical season and the Catholic Virtues and Values are central to the chosen themes for worship and supports the pupils' understanding of the Church's mission in education.

- High priority is given to the planning of Collective Worship. It is thoroughly evaluated by all members of the school body which results in memorable encounters with prayer.
- St Columba's staff work hard to support pupils in planning and delivering quality worship. They understand the purpose of Collective Worship and this is evident in the way that they support pupils.
- Pupils speak highly of support given to them from staff throughout the school. The impact of this support was observed by inspectors at the pupil led Year 5 prayer service.
- Parents of children in Sacramental year groups are also invited to Sacramental Meetings, workshops and Commitment Masses as part of the Sacramental Preparation Programme. The impact of this is that parents can deepen their relationship with God.
- Prayer bags are sent home to initiate family prayer. Pupils enjoy involving all the family in prayer. The Wednesday Word also provides families in the sacramental preparation with a special prayer focus.
- One of the many strengths of St Columba's is the way the school can work with other prayerful communities, for example, other schools in the parish and Lumen Christi MAC to build a prayerful parish and school community. This is very well supported by the parish priest. The impact of this is that all staff feel confident to take a leading role in prayer. This was seen on several occasions during the inspection.

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

- Collective Worship is promoted and led by the executive principal, the head of school and the Religious Education subject leader. This provides models of good practice which support all staff.
- Senior leaders ensure that all staff are professionally developed and confident so that they have expert knowledge of planning and delivering Collective Worship.
- Staff have been well trained in helping pupils to lead worship. In all classes they promote pupils planning and leading Collective Worship and this is very well developed in upper Key Stage 2 and with the liturgy leaders.
- CPD enables staff to have an extensive knowledge and understanding of the Church's liturgical year, seasons, feasts and the saints.
- Acts of Collective Worship are accessible to pupils in both traditional and contemporary contexts. Pupils have been trained to be reflective in prayer and pray silently and spontaneously.
- The planning of Masses and liturgies is very well organized. It supports the Liturgical year and the CSPP. Collective Worship is carefully planned to support the values and virtues. It is continually evaluated by the parish priest, the senior leadership team, the teachers and the governors. As a result, worship is well coordinated throughout the school.
- All the additional requirements of the diocesan bishop regarding Collective Worship are embraced and fully implemented.

SCHOOL DETAILS

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| Unique reference number | 141669 |
| Local authority | Birmingham |
| <i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i> | |
| Type of school | Primary |
| School category | Academy |
| Age range | 4-11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | 196 |
| Appropriate authority | The board of directors |
| Chair | David Holmes |
| Headteacher | Rebecca Nash |
| Telephone number | 0121 675 4841 |
| Website address | www.stcolumba.bham.sch.uk |
| Email address | enquiry@stcolumba.bham.sch.uk |
| Date of previous inspection | 20 March 2015 |

INFORMATION ABOUT THIS SCHOOL

- St Columba's is a smaller than average one-form entry primary school with 210 places serving the three-parish partnership of Our Lady and St Brigid's in Northfield, Our Lady of Perpetual Succour in Rubery and St John Fisher in West Heath. The parish serves two primary schools: St Columba's and St James.
- The percentage of Catholic pupils is currently 28%
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is broadly in line with the national average.
- The percentage of pupils with EAL is broadly in line with the national average.
- Attainment on entry is below average.
- Since the last inspection, the school has been through a period of significant change: On 1st April 2015 the school converted to a MAC joining the Lumen Christi Multi Academy Company along with five other Primary Schools: St Brigid's, St James', St Joseph's, St Paul's, St Thomas More and St Thomas Aquinas Secondary School.
- In September 2016 the headteacher became executive headteacher of St Brigid's and St Columba's. The deputy headteacher was appointed as head of school in September 2016. The current Religious Education subject leader has been in post for three years. Furthermore, six new classroom teachers have been appointed since the last inspection.
- There have been the following changes in the governing body: the parish priest was appointed for four years and renewed his term of office in April 2019.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Rose Brookes and Louise Bury. Ben McArdle shadowed the inspection on the afternoon of its second day.
- 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 seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All 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 Catholic senior executive leader (CSEL), chair of governors, the Catholic Life link governor, a foundation governor, the headteacher, the RE subject leader, the parish priest and some parents.
- The inspectors attended a whole school Mass, whole school Collective Worship and 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.
- 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, the RE action plan, teachers' planning and some examples of performance management.