



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST MARY AND ST JOHN CATHOLIC PRIMARY SCHOOL

#### WIGAN

---

Inspection Date 25<sup>th</sup> September 2019

Inspectors Mrs. Denise Hegarty, Mrs. Maria Eves

Unique Reference Number 106459

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

---

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 212

Chair of Governors Angela Whitney

Headteacher Louise Vose

School address Standishgate,  
Wigan,  
WN1 1XL

Telephone number 01942 206733

E-mail address enquiries@admin.saintmaryandjohn.wigan.sch.uk

Date of last inspection 30<sup>th</sup> September 2014

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Team and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Mary and St John is an average sized Catholic primary school situated in the Wigan area of the Archdiocese and serves the churches of St Mary and St John, Wigan.
- There are 212 children on roll of whom 188 are baptised Catholic, 20 come from other Christian denominations and 2 have no religious affiliation. There are 2 pupils from another faith or religious tradition at the school.
- There are 10 teachers at the school, 6 of whom are baptised Catholic. Nine teachers teach Religious Education. Eight teachers have a suitable qualification in Religious Education, and one is currently undertaking the Catholic Certificate in Religious Studies.
- The Religious Education Co-ordinator is new to the role since September 2019 and replaced the previous co-ordinator (The Headteacher) who had been in post for the past 6 years.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

---

© 2019 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

# OVERALL EFFECTIVENESS

St. Mary and St. John is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. They can easily articulate what the school's Mission Statement means to them and understand that it calls them to develop their gifts and talents and to proudly use them as they follow the example of Jesus. They revisit the school's Mission Statement at the beginning of each year and regularly reflect on it to deepen their understanding of how to live it out in the day to day life of the school.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is exemplary all of the time. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
- Pupils enthusiastically embrace the demands and accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They have a great sense of belonging to the school community and look out for the needs of others and the common good. A Year 6 pupil told the inspector on the day of inspection, "This does not feel like a school, it's like a family – we all know and care for each other."
- Pupils respond very well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They know they are loved and cared for within their community and that their teachers have high expectations of them. They take full advantage of the many extra-curricular activities that the school provides including seasonal sports, choir, music etc.
- Singing has a high priority in school. The school choir learns a variety of hymns and songs and performs at a various community events throughout the year e.g. First Holy Communion Masses, the anointing of the sick and elderly Mass, and the CAFOD Advent service. Pupils involved thoroughly enjoy the experience especially when they are invited to sing for the elderly in local care homes.
- Pupils are alert of the needs of others and seek justice for all within and beyond the school community. They demonstrate how they put their faith into action by enthusiastically and actively raising funds for a variety of causes including CAFOD, National Society for the Prevention of Cruelty to Children, Cystic Fibrosis and many other local charities by organising book sales, cake sales, competitions etc.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others.

- Pupils are encouraged to take on roles and responsibilities in the school and embrace the demands that this entails. As school councillors, eco warriors and subject champions etc., pupils gain much from their experiences and develop skills that will serve them well in the future. They undertake their duties seriously and conscientiously. Subject champions attend a 'business' meeting termly with the chair of governors to share developments, their action plans and ways forward for their respective subjects. There is a prefect structure for Year 6 pupils which involves them in supporting the day to day routines of the school. The 'Seeds and Gardeners' programme is well embedded in school life giving Reception pupils confidence and security and providing the Year 6 pupils with practical opportunities to nurture, reassure and support them.
- Each February, school councillors run a coffee morning for parents to promote Fairtrade products and work towards maintaining the school's Fairtrade Achiever status.
- Pupils value the links with the local churches and thoroughly enjoyed celebrating their bicentennial jubilee. They were heavily involved in decorating the parish centre and supporting various events parish events and were proud to share their experiences with inspectors. The paintings and poems they created to celebrate the jubilee are proudly displayed for all to see.
- Pupils relish the opportunities provided by the school to participate in such opportunities such as visits and retreats. Year Six pupils attend a retreat day each year with the Archdiocesan Animate Team. This enables them to reflect on their journey through school, to celebrate their strengths and identify their hopes for the future. Pupil chaplains, who were called and commissioned to their roles, are real ambassadors for their faith and make a significant contribution to the prayer life and spiritual development of other pupils.
- Pupils in Year Six actively participate in outdoor adventure holidays at Low Bank Ground in the Lake District and Year Five pupils enjoyed a camping experience this year. These opportunities impact greatly on their social and moral development as they work in teams co-operating together for the good of all. They gain a sense of responsibility and grow in confidence and independence.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships and sexual development within the context of a Christian understanding. Through the school's *Journey in Love* and Personal, Social Health Education programmes, pupils gain the knowledge and understanding that enables them to ask questions and talk freely to trusted adults.
- Pupils value and respect the Catholic tradition of the school and its links with the parish communities and the Archdiocese. As a result, they are involved with celebrations and activities in their churches and the Archdiocese, irrespective of their own faith commitments. Pupils feel able to express a pride in their own religious and cultural identity and beliefs. They proudly lead key aspects of services at significant times in the Church's Year e.g. Advent and Easter Services.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- Together with its aims and objectives, the school Mission Statement, 'In the light of Jesus, we learn to shine', clearly express the educational mission of the Church. It was developed after full consultation with representatives of the whole community. Staff members and pupils know and live it through the way they uphold Gospel values, strive to excel in all areas of teaching and learning and in how they try to use their gifts and talents in service to their community. A senior leader commented, "It is a pleasure to work in this school where staff and children have a shared vision and live by their Mission Statement. School gives me the opportunity to shine."

- At the 'Welcome Back to School Assembly' each year, pupils and staff members pray that the mission continues to be at the heart of their school community. Staff are committed to its implementation across the curriculum and the whole of school life and regularly refer to how pupils are living their mission throughout the year. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer and undertaking continuous professional development on Catholic Life etc.
- This close-knit, supportive community displays Christian values on a daily basis and consequently, a calm, peaceful atmosphere conducive to learning pervades. There is a clear sense of community at all levels, very evident in the high-quality relationships and the centrality of prayer to the whole school family.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. Bright displays grace the walls across the school and there are many beautiful, devotional areas that celebrate the school's Catholic Life. At the start of each school year, for example, children create new images to depict their understanding of the Mission Statement. These are then displayed in classes and around the school to engage and inform the community.
- Staff promote high standards of behaviour and are excellent role models of mutual respect and forgiveness for pupils. The school's code of conduct and individual assertive mentoring system promote highly positive behaviour and practice and keep parents closely informed and involved.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. The weekly celebration assemblies are used to share and celebrate a wealth of work and achievements from pupils of all classes. Children have the opportunity to reflect on and acknowledge the positive characteristics of their peers.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. Local areas of beauty are regularly visited to develop children's sense of awe and wonder and to raise awareness of their duty to be stewards of the earth. Pupils willingly respond through picking litter, recycling etc.
- Parents and carers are regularly invited into school to undertake activities with their children and staff to share in learning. Response is good and particularly successful in key areas such as Diversity Week. Governors are also invited to these sessions.
- There are strong links with the parish community especially as the school facilitates the parish 'With You Always' sacramental preparation programme. Staff members attend sessions and participate in the relevant services. Pupils lead the parish May procession following their First Holy Communion celebration Mass.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. Pupils are closely monitored, and any requiring additional nurture are provided with weekly support sessions tailored to their individual pastoral needs.
- The school has a regard for the pastoral needs of staff and members' needs are understood and catered for through attending relevant professional development, emotional-friendly training and meditation sessions. In keeping with the school's Christian ethos, staff are aware of each other's needs and offer genuine support and reassurance.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. Parents are fully informed about the *Journey in Love* programme used by the school to support Relationships and Sex Education through meetings and access to the materials used.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well-regarded as models of Catholic leadership by both staff and pupils especially in the way they lead by their example of service to their community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility and is treated as such.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which is rigorous and accurate. It involves monitoring, analysis and self-challenge and is undoubtedly focused on the Catholic Life of the school and the Mission Statement. It identifies areas to celebrate and develop, has clear lines of accountability and suitable timescales for completion. Links are made to the School Improvement Plan to ensure consistency and reflect the school's mission.
- This leads to planned improvements to further enhance the Catholic Life of the school. Leaders and governors, therefore, set clear direction for the school's Catholic Life and provide suitable resources which are prioritised and purchased from a generous budget.
- The school's Mission Statement is proudly displayed throughout the school, fronts the school website, is included in all documentation and is evident in policies and practices.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff members' understanding of the school's mission is excellent. Staff are involved in shaping and supporting it. They are encouraged to complete the Catholic Certificate in Religious Studies and new members of staff are well-supported to enable them to promote and embrace the school's mission and ethos.
- The school has strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, they have a very good understanding of the school's mission and are supportive of it.
- The governing body demonstrates ambition for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. They are devoted to the school's mission and are involved in its evaluation. They are ready to challenge and seek improvement as well as give support where necessary. The chair of governors commented, "This school is a warm and encompassing place for pupils, staff and visitors. It is a joy to come in and I am always amazed by pupils' abilities and enthusiasm. They are all happy and proud to express themselves."
- The school is a Fairtrade school and an Eco school. This demonstrates leaders' commitment to the care of our common home and its people by promoting justice and fairness for all.
- The well-being and pastoral care of the community is important to leaders and the school has successfully achieved Bronze, Silver and Gold Mental Health awards. The school has also invested in the local authority *Employee Assistance* programme to support staff in a variety of ways to suit individual needs.
- The school keeps fully abreast of and responds enthusiastically to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. Representatives attend regular meetings and in-service provision. Following the recent SYNOD conference, parents' and carers' views about the SYNOD questions were sought and shared with the Archdiocesan SYNOD co-ordinator.

# RELIGIOUS EDUCATION

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

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Consequently, pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. They can articulate how they have made progress.
- Lesson observations and pupil interviews indicate that pupils settle to work quickly, concentrate well, understand how well they are doing and know what they need to do to improve. Their attitude to the subject is extremely positive.
- Pupils approach their lessons with excitement and enthusiasm. They enjoy challenging activities and respond well to opportunities which extend their learning. In one lesson, on the day of inspection, pupils were so engrossed in their new learning that they were very disappointed when the lesson finished and pleaded with their teacher for more time to complete their work.
- Behaviour in lessons is exemplary because pupils enjoy Religious Education. They respond very well to the praise and encouragement that their teachers give them. During group work, pupils co-operate and collaborate kindly with each other and when working in pairs they exchange their views freely and willingly with their partners.
- Pupils' attainment, as indicated by teacher assessment, is high. Pupils achieve at least average attainment with many achieving above age-related expectation. This has been sustained over time and is reflective of achievement in other core subjects.
- The quality of pupils' current work, both in class and in written work, is outstanding.

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

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan thoroughly and deliver high-quality lessons linked to pupils' current assessment which extend pupils' knowledge, understanding and skills. As a result of this teaching is mainly outstanding and pupils make excellent progress.
- Teachers are confident in their subject expertise and have an excellent understanding of how pupils learn. They employ a wide variety of appropriate strategies, including individual and collaborative work. Consequently, pupils are highly motivated, apply themselves very well and make outstanding progress in lessons and over time.
- Opportunities are provided for pupils to learn outside their classrooms and visits are made annually, by certain classes, to a Jewish museum and to the Metropolitan Cathedral. Visitors, including the parish priest, also contribute to learning.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to outstanding progress and increases their confidence in making further improvements.
- Teachers manage time well to secure learning in lessons and across sequences of lessons. Across the school, the pace of lessons is swift and consequently pupils remain motivated and on task.

- Teachers use observation and probing questioning very well during lessons in order to adapt tasks and explanations, thus improving learning for pupils.
- High quality resources, including other adults are used very effectively to optimise learning for pupils. The school strives to provide high quality support for children with additional needs. Outreach support, advice from external agencies and dedicated staff provision contribute to the progress of these pupils. Information and Communication Technology is used very well as an integral part of learning. CAFOD materials and resources are used exceptionally well to promote Catholic Social Teaching within the curriculum.
- Vibrant displays for each topic are used very effectively to support and celebrate learning.
- Teachers consistently communicate high expectations about Religious Education to their pupils, all of whom respond positively. Higher ability pupils, working above age related standards, are sufficiently challenged to sustain their high attainment.
- In line with the school's marking policy, high quality feedback is given and leads to the engagement, interest, achievement and progress of pupils. They are regularly given the opportunity to respond in 'fix-it time' and this improves their understanding of what they need to do to improve. Time is also given for pupils to reflect on what they have learned.
- Staff have embraced the new *Draft Standards of Attainment in Religious Education* which enables them to rigorously assess pupils and identify their needs for future planning and support.
- Achievement and effort are frequently celebrated leading to high levels of motivation and self-esteem from all pupils. The climate for learning in all classrooms is very positive as teachers consistently make excellent use of praise and encouragement during lessons.
- Parents and carers are kept informed of their children's achievement and progress in Religious Education through newsletters, meetings and end of year reports.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors demand that the required amount of curriculum time is given to Religious Education in each key stage.
- They make sure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- They fully understand the importance of delivering high quality Religious Education and strive to keep abreast of all new initiatives etc. Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are always fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well-targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- A schedule for monitoring and evaluation is rigorously undertaken to cover all aspects of the subject and checks are made on the impact of any areas given for development. Good practice is shared on a regular basis.
- Assessments are moderated at planned staff meetings at the end of each term. The appropriate context sheets are completed, and a useful portfolio of standardised work is in place.

- Leaders and governors ensure that Religious Education is thoughtfully planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.
- The chair of governors is the link governor for the subject. She is kept fully informed and involved in what is happening in the subject through visits to school, standards committee meetings, the head's reports and discussions with subject champions and school leaders.
- The new curriculum leader for Religious Education and the headteacher have a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used very effectively to improve teaching and learning in Religious Education, resulting in teaching that is generally outstanding. An excellent handbook guides and directs staff in the subject.

## **COLLECTIVE WORSHIP**

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

- Pupils' response to and participation in the school's Collective Worship is outstanding.
- Pupils act with the utmost reverence and are enthusiastic participants in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and confidently in an age-appropriate manner.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy. They thoroughly enjoy preparing the focus for worship and finding resources linked to the weekly theme.
- Other pupils are engaged by the worship opportunities planned by their peers.
- Pupil chaplains plan short acts of worship to deliver and support pupils' understanding of the Sunday Gospel as they deliver the *Wednesday Word* to all classes each week. An inspector was delighted to witness this in action on the day of inspection as one of the chaplains confidently gave a short, prayerful reflection which engaged all the other pupils. These young people have a positive impact on the development of Collective Worship and also lead the celebration assemble at the end of each week. They create their own action plans which are amended and adapted to reflect any changes or developments.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. All pupils value and participate voluntarily in liturgy and prayer.
- They have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in this faithful, praying community has a very positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths and are responsive to the needs of the school and the local and wider communities. They willingly and fervently pray for the needs of others and for global and ethical issues.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging, and all members of the community speak positively about these opportunities.

- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an excellent understanding of the Church's seasons and feasts and of the Catholic character of the school. They are planned to engage all pupils' interests. Themes are linked to the *Come and See* programme, the liturgical year and to topical school themes e.g. anti-bullying. Pupils are always encouraged to leave worship with a thought or action to instigate positive change and to enable them to live out their school mission.
- Relevant staff and pupil chaplains have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that the school community has wonderful experiences of the Church's liturgical life. They are excellent role models for others to emulate.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the purpose of Collective Worship and of the wide variety of methods and styles of prayer.
- Teachers use a range of media to foster a reflective and prayerful atmosphere. Modern resources are deployed very well to engage those present.
- The quality of communal hymn singing is outstanding and is supported by weekly hymn and choir practices.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good. Stay and Pray sessions, Masses and services are planned and held throughout the year to which parents and carers are invited and welcomed. They thoroughly enjoy these experiences and are keen to express their thanks. Comments from parents of children in Year Two include: "It was lovely to join Collective Worship today. The children did so well – especially as they had planned the session themselves." "Really lovely, I felt so involved!" "Lovely to see all the children participating and the Christian values of the school shining through."
- There are close links with the parishes and many worshipful celebrations take place to which families and parishioners are invited e.g. Lenten Liturgy, Advent Service, parish Masses etc. Older pupils attend Masses in the two parish churches.
- The school prayer garden is used frequently as a reflective space for class worship and for personal prayer.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- They provide comprehensive policies and guidelines to support staff and pupils in their planning and delivery of quality Collective Worship. Weekly planners are also provided.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts and make these fully accessible to all pupils in a contemporary context. The school is an inclusive and prayerful community where all are welcome regardless of their faith background.
- Leaders of Collective Worship within the school are outstanding models of practice for both staff and pupils.
- They promote pupils' planning and leading Collective Worship and have instigated the successful system of pupil chaplaincy.
- There is an excellent budget provided to support Collective Worship. Modern resources are provided and stored centrally to be accessible for all. Each class is also provided with a Collective Worship box of artefacts etc. for their general use. The *Wednesday Word* is sent home weekly to enable families to share the Word of God at home.

- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. This enables staff to hone their skills and to provide their pupils with the relevant skills for them, to plan and deliver worship in an age appropriate manner.
- Leaders and governors review Collective Worship provision annually as part of their self-evaluation processes in order to ensure and promote quality planning and delivery of worship which leads to quality experiences for all present.

## **What the school needs to do to improve further**

- Raise the standards of attainment in Religious Education further by:
  - continuing to address the areas identified on the Self Evaluation Document.
- Further develop the work being undertaken in Catholic Life by:
  - continuing to develop and map out the Relationships and Sex Education curriculum in similar detail to the rest of the Personal, Social and Health Education curriculum.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
---	---

### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***