



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST WULSTAN'S CATHOLIC PRIMARY SCHOOL

Part of the St Nicholas Owen Multi Academy Company  
Elmfield Walk, Stourport on Severn, DY13 8TX

Inspection dates: 23<sup>rd</sup>-24<sup>th</sup> January 2019  
Lead Inspector: Mark Hinton

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**OVERALL EFFECTIVENESS:** **Good**

Catholic Life: Good

Religious Education: Outstanding

Collective Worship: Good

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*Overall effectiveness at previous inspection:* *Good*

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good Catholic school because:

- School leaders and governors have a strong commitment to promoting the Catholic Life of the school. 'Learn to love and love to learn', is firmly placed at the heart of the school.
- The principal is a dedicated and effective Catholic school leader. Supported by the vice principal, substantive and acting Religious Education subject leaders, governors and entire staff, she takes a personal role in ensuring that high standards of Catholic Life are upheld. Since her appointment to the post of principal, she has led the consistent improvement of the school's Catholic Life.
- Teachers' strong subject knowledge in Religious Education, together with their skill in matching their teaching to the needs of learners, results in positive outcomes for all groups of pupils. Attainment and progress in Religious Education are strong. Pupils readily make connections between what they have been taught in their Religious Education lessons and their vocations, day to day lives and prayer lives.
- High quality marking and feedback in Religious Education is a strength of the school. Pupils know exactly how to improve their work. Teachers' feedback helps them to think deeply about what their lessons have taught them about God.
- Subject leadership of Religious Education is highly effective. Leaders ensure that staff are well supported in order to deliver the best quality Religious Education lessons possible. They also carefully monitor provision to ensure the highest standards are maintained.
- High quality Collective Worship is a feature of St Wulstan's. Pupils are provided with a wide range of inspirational acts of Collective Worship that enable them to experience daily encounters with the Lord. Leaders and staff are very skilled at providing Collective Worship that invokes a personal response from the pupils.

It is not yet outstanding because:

- Monitoring and evaluation systems for Catholic Life and Collective Worship are not yet as rigorous and evaluative as they could be. As a result, leaders and governors do not have access to the full range of evaluative information needed to rapidly drive forward continuous improvement and monitor the impact of provision.
- Information provided to governors about the quality of Catholic Life and Collective Worship is not detailed enough to enable them to rigorously hold leaders to account.
- The school's mission statement is due to be reviewed. The current mission statement is not as widely understood as it could be.
- The school's Relationships and Sex Education curriculum does not meet the requirements of the relevant Catholic Education Service audit.
- Pupils do not have a wide enough range of opportunities to take the initiative in leading their own acts of Collective Worship.

## **FULL REPORT**

### **What does the school need to do to improve further?**

- Increase the frequency and rigour of the monitoring and evaluation of Catholic Life and Collective Worship, so that governors can hold leaders to account and ensure continuous improvement.
- Complete the Catholic Education Service Relationships and Sex Education audit and implement changes so that the provision at the school meets requirements.
- Provide a wider range of opportunities for pupils to take the initiative in leading acts of Collective Worship.
- Review the school's mission statement with all stakeholders, so that the revised mission statement is meaningful, relevant and understood by the entire community.

## **THE CATHOLIC LIFE OF THE SCHOOL**

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

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

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

- Pupils have a strong understanding of the school's motto, 'Learn to love, love to learn,' with one pupil explaining, 'Jesus said love your neighbour,' and another adding, 'We are learning to follow in Jesus' footsteps.' Their understanding of the school's mission statement is less embedded at the moment and the leaders and governors have documented plans to review and revise the mission statement to ensure its relevance to the entire school community.
- The school environment is distinctively Catholic and emphasises the respect that leaders, governors and staff have for the dignity of the pupils and their families. The provision of a beautiful chapel that is used only for prayer and Collective Worship is an

example of this. The chapel is extremely well used and the pupils recognise this as a sacred space within the school.

- The Catholic Schools' Pupil Profile (CSPP) is embedded throughout the school and leaders and staff have focused on this in recent terms. Pupils have a good understanding of many of the virtues and can explain how they impact on their daily lives. For example, in pupil led Collective Worship in Year 4, pupils reflected their knowledge of the virtues by linking them to the message of the Gospel story they were reading to their classmates.
- Pupils' behaviour is exemplary throughout the entire school. They are kind, thoughtful, polite and welcoming. This is because of the high expectations and excellent example set by all adults. The school is a happy, welcoming, friendly, calm and orderly environment.
- Pupils benefit greatly from the school's Catholic Life. They regularly undertake charitable fundraising and participate in a wide range of parish and community events, such as half termly Sunday Masses and the Stourport 'Three Kings' procession at Christmas. The generous support that pupils and their families recently offered to the Stourport food bank is an example of how the Catholic Life of the school is lived out. They value the weekly 'discipleship award' and can confidently explain what it means to be a good disciple by making connections to the school's vocations provision. For example, one child explained, 'I help other people because it is what God has called me to do.'
- Pupils have opportunities to lead some aspects of the school's Catholic Life, such as suggesting which good causes to raise money for. The school rightly recognises that there is scope for pupils to become even more involved in leading Catholic Life.
- Leaders regularly discuss the Catholic Life of the school with the school council and with individual pupils. Pupil interviews have been conducted and there are regular pupil questionnaires. The pupils do not yet formally monitor and evaluate the provision for Catholic Life. The school recognises that developing the pupils' role in monitoring and evaluation of Catholic Life would help to further improve provision.
- Prayer is firmly at the heart of the school and the entire community participates enthusiastically. Adults start the day with the staff prayer, which they have written specifically for the school. They have also written a prayer that is used before meetings. Again, this is personal to them and the school. This shows the importance that both leaders and staff attach to the centrality of prayer in the daily life of the school. Pupils have written the school prayer together and this is well understood because it is meaningful to them. Traditional prayer, spontaneous prayer and silent prayer are all embedded features of daily life and pupils are very familiar with them.
- The parish priest and deacon are both regular visitors to the school and are very highly regarded by the entire community. The parish priest takes an active role in the school and is dedicated to his role as school chaplain. The deacon is equally active and dedicated. The principal, leaders and governors have an excellent relationship with the clergy. As a result, the response of everyone to the chaplaincy provision is very positive because they are engaged and motivated by the weekly Masses and the strong relationship that exists between the school and the parish.
- There are regular retreat days for pupils in school, as well as regular residential retreats. Retreat experiences are also provided for staff and governors together with other Catholic schools within the St Nicholas Owen Multi Academy Company. All of these activities help to heighten the commitment of pupils, staff and governors to understand the Catholic Life of the school.
- Pastoral care is a strength of the school and pupils say they feel immensely safe and well looked after. Parents very much support this view and praised both the strong sense of community fostered at the school and the caring relationships embedded by the principal and staff. Adults are caring and supportive towards pupils and take great

care to ensure they are well looked after. The provision of a 'message box', where pupils can leave a written note about their worries and concerns, safe in the knowledge these will be read and followed up, is very much valued by pupils and parents.

- The school uses the Diocesan 'All That I Am' programme for Relationships and Sex Education (RSE) at the moment. Leaders have begun to extend provision in order to fully address the requirements of the Catholic Education Service RSE audit tool.
- The school has embedded a culture of vocation into its daily life. In addition, a number of vocations themed activities are held regularly throughout the year. As a result, the pupils have a very strong understanding of their own vocation and talk about it confidently. They recognise that vocation has a deeply spiritual nature and can have a profound impact on themselves and others. One pupil described how vocation is, 'completely different to a job,' because it is about responding to, 'what God has called me to do.'

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

- Leaders and governors are deeply committed to the Catholic Life of the school. The principal is a dedicated Catholic leader who, since her appointment, has focused on making sure the Catholic ethos is at the heart of the school. Together with other leaders and governors, she has been very successful in achieving this.
- High quality provision is evidenced by the prayer life of the school, the extensive parish links, positive relationships amongst the entire community, the obvious Catholic signs inside and outside the building and the positive view from parents about the school's distinctive Catholic character. One parent said, 'As soon as my child started at this school, they came home talking about the love of Jesus and that has never stopped.'
- Leaders monitor and evaluate the quality of Catholic Life and use this information to make planned improvements. However, leaders and governors recognise that this needs to be done even more rigorously. For example, whilst governors are updated about the provision for Catholic Life, they do not currently receive a detailed analysis of the strengths and weaknesses in the provision. As a result, they are not able to strategically challenge and support leaders and hold them to account as fully as possible for the Catholic Life of the school.
- Leaders regularly capture the views of parents through questionnaires and frequent informal contact such as over tea and coffee after Mass. The principal has a strong commitment to ensuring parents are happy with the quality of Catholic Life provided at the school and is quick to respond to their feedback. Parents unanimously support this view and were highly positive in their feedback to the inspectors.
- Governors are well known by the school community and take great pride in the Catholic Life of the school. They have a very visible presence at school and parish Masses. They undertake visits to school and attend special events both within school and the community. They have a good understanding of what makes the school successful in its Catholic Life and have the very highest expectations and aspirations for the school.
- A dedicated member of the governing body serves as the link for Catholic Life. He conducts regular visits to the school and has undertaken meetings with leaders, scrutiny of books and learning walks. Written reports identifying strengths and relative weaknesses in the provision are produced. The role of this highly dedicated and supportive link governor within the school's monitoring and evaluation system now needs to be developed as an even more strategic one, alongside the operational work of the school leaders.
- The school's self-evaluation of Catholic Life identifies the many strengths in the provision and areas for development in the short and long term.

- Highly effective induction procedures are in place for all staff and governors. As a result, all adults have a deep knowledge and understanding of how to provide high quality provision for Catholic Life. Staff who are new to the school quickly understand and embrace its Catholic ethos.
- Leaders and governors actively promote pupils' spiritual and moral development. This is evidenced by the sensitive responses made by pupils within lessons and Collective Worship, the prayer life of the school, pupils' strong knowledge of right from wrong and their commitment to making right choices that are guided by Jesus.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>Outstanding</b>
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. The quality of teaching, learning and assessment in Religious Education.**

- Pupils often join the school with low starting points in terms of their knowledge and understanding in Religious Education. Almost all pupils make good progress throughout Reception Class, Key Stage 1 and Key Stage 2 and many make outstanding progress. The progress of different groups of pupils, including those with special educational needs or disabilities, disadvantaged pupils and pupils with English as an additional language is similarly good and often outstanding.
- By the time they leave the school at the end of Key Stage 2, the large majority of pupils are meeting Diocesan expectations with many exceeding them. This is as a result of teachers' skilled use of assessment when planning learning experiences, which ensures that teaching and learning is accurately matched to pupils' learning needs.
- Strong progress and attainment are a result of consistently good and often outstanding teaching. High quality teaching and learning in Religious Education was observed during the inspection and was evident in pupils' books throughout the school.
- Pupils have an extremely strong knowledge and understanding of what they have learnt about their faith and the love of God from their Religious Education lessons. They are reflective and can apply what they have learnt in lessons to their own daily lives. For example, when reflecting on what God's love means to them, one Year 6 pupil wrote, 'He knows every inch of me from head to toe, which is wonderful but sometimes quite difficult to understand,' whilst another wrote, 'God grasps us when we fall.' Such thoughtful and mature responses to Religious Education lessons are typical of observations made by inspectors throughout the school.
- High standards of knowledge, reflection and understanding are brought about by consistently good and outstanding teaching throughout the school. All teachers have very strong subject knowledge and use a range of engaging teaching strategies that capture pupils' interest and enthusiasm. For example, in a Year 2 lesson about the prodigal son, the teacher carefully split the class into ability groups, enabling her and the teaching assistants to deliver carefully differentiated introductions to the lesson. As a result, the pupils quickly developed a knowledge of the Gospel itself, but also of the deeper message of the parable and its relevance to them as followers of Christ.

- Pupils' behaviour within lessons is excellent and they are highly motivated to improve their work. This level of motivation is supported extensively by the teachers' feedback to pupils about their work. Gap tasks and questions are routinely used throughout the school and pupils' response to them is exceptional. This high quality feedback to pupils is a distinctive feature of St Wulstan's.
- The school could further develop opportunities for pupils to evaluate their own achievement in Religious Education.
- Teachers' strong subject knowledge is well supported by their range of teaching strategies and skilful time management. In almost all lessons observed, teachers carefully used teaching time to extend pupils' learning as much as possible without overloading them or exhausting pupils' concentration spans. For example, in a Reception class lesson about Baptism, the vice principal very carefully used questioning to explore what the pupils already knew about celebrations in Church and used this to make connections to Baptism. Similarly, in Year 3, the teacher incorporated guided meditation into the lesson, which invoked a personal and detailed response to the Gospel of the Baptism of the Lord. The use of a wide range of teaching strategies and very effective use of questioning is a strength of the school.
- Teachers make very good use of the high-quality resources available in school for Religious Education. Older pupils, for example, are very familiar with using Bible references to locate pieces of scripture and they treat the Bibles with reverence and respect. Teaching assistants and other adults make a very valuable contribution to pupils' learning in Religious Education. They are most effective in the lessons where the teacher has planned a clear role for them at all points of the lesson.
- The school provides opportunities for pupils to learn about other faiths and the pupils are very enthusiastic in their response to this. This relatively new initiative has been methodically planned, resulting in high levels of pupil motivation and engagement.
- Pupils' written work is of a high standard and there is ample coverage of the Diocesan scheme of work 'Learning and Growing as the People of God.' Pupils' work is usually neatly presented. However, there is room for improvement in some classes.

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

- The principal ensures Religious Education is given high status in the school and she is well supported by the governors, vice principal, substantive subject leader and the acting subject leader. This is seen by the way the principal and acting subject leader have ensured continuity of provision during the maternity leave of the substantive post holder. Together, this entire leadership group is highly effective in promoting the highest standards of Religious Education throughout the school.
- Religious Education is given at least parity with other core subjects within the school's curriculum. It is at least equally as well resourced and is monitored with the same rigour and scrutiny as other core subjects. The school has plans to develop this even further by introducing Religious Education to the existing pupil progress meetings.
- The link governor for Religious Education has met with the subject leader and also undertaken a scrutiny of books. He has produced useful written reports highlighting strengths and weaknesses. These reports have been shared with leaders, staff and governors and have informed strategic planning for Religious Education provision.
- Leaders and governors are rigorous in their monitoring and evaluation of Religious Education. Governors receive useful information about pupils' learning and progress in Religious Education, which enables them to ask challenging questions and hold the leaders to account.
- Leaders monitor the provision for Religious Education through lesson observations, pupil interviews, learning walks, pupil and parent questionnaires and regular book scrutinies.

From this monitoring, teachers receive oral and written feedback about how to develop teaching and learning. They are quick to respond to targets for improvement.

- The substantive subject leader has a strong vision of excellence for Religious Education at St Wulstan's and has led the subject very well. This has led to consistently high standards of work in books, lesson observations and pupils' progress and attainment. She has a strong knowledge and understanding of the strengths and weaknesses of the provision and how to continually improve standards.
- Subject leadership has remained consistently strong during the maternity leave of the substantive subject leader. The external appointment of a high quality temporary subject leader is evidence of the principal's and governors' commitment to upholding the highest standards of Religious Education. In a short time, the acting subject leader has developed an accurate knowledge of the quality of provision and has supported teachers to improve their practice even further.
- Stringent monitoring and evaluation enables leaders and governors to ensure that teaching is matched to the individual needs of pupils.
- Leaders and governors ensure that the requirement of the Bishop's Conference for 10% of curriculum time to be dedicated to Religious Education is fully met. The school fully meets all additional requirements of the Diocesan Bishop.

## COLLECTIVE WORSHIP

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

### **How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.**

- Mass is celebrated in school every week, for either the whole school or for an individual class. All Masses are extremely well supported by parents, who really value the opportunity to come and join the pupils for the celebration of the Eucharist. Governors regularly attend Masses to support the school and parish. The partnership between the parish priest, deacon and school is very effective and ensures that each Mass is an engaging and personal encounter with Jesus for the entire community.
- Pupils take on positions of responsibility during Mass, such as bringing forward and introducing symbolic items before Mass, reading, bringing forward the offertory gifts and taking responsibility for preparing and clearing the altar. The pupils listen attentively and readily answer questions from the parish priest that demonstrate they have understood not just the story, but also the messages and teachings of the Gospel.
- Pupils are completely attentive in all acts of Collective Worship because leaders and staff take great care to plan experiences that are engaging, meaningful and deeply moving. Particular thought is given, where relevant, to using contemporary approaches, which have a very positive impact upon pupils' engagement.
- During the inspection, the principal led a whole school Gospel assembly where she used a creative approach to teach the pupils about the The Wedding Feast at Cana. By using photographs of the wedding ceremony and reception of the two staff members who are married to each other, she very effectively engaged the pupils. She was also able to teach the very youngest pupils about a wedding Mass and the tradition for a reception

or 'party' afterwards to celebrate this joyous sacrament. She ensured all of the pupils understood the context of the Gospel before going on to read it fully and explore the messages, teachings and good examples set by Jesus and his mother Mary. Pupils of all ages had a powerful and very well-rounded understanding of the Gospel and its message. This level of care and thought is characteristic of the quality of Collective Worship provided at St Wulstan's.

- Pupils' singing is of the highest standard and they take great pride in singing beautifully. This singing is well supported by the school's music teacher who teaches the songs and plays the piano in assembly and Mass. This teacher's commitment is typical of all staff and results in acts of Collective Worship that are joyful, moving and uplifting.
- Pupils pray with sensitivity and respect in a variety of settings. They are very confident when invited to pray spontaneously because staff have embedded this type of prayer into assemblies and other services. They freely offer prayers for others as an act of kindness and offer their own prayer intentions too.
- As a result of the prayerful community established at St Wulstan's, pupils have a deep understanding of the importance of kindness, tolerance and respect towards everyone. They show deep respect for other faiths. They have thoroughly enjoyed the school's newly introduced theme weeks about other faiths.
- The school provides a wide range of opportunities for pupils to pray. These include private, spontaneous and traditional prayer during assembly, Mass, weekly pupil led Collective Worship, prayer services and classroom prayer. The school's chapel is open for private prayer during lunchtimes when it is staffed. All pupils have the opportunity to take home 'prayer boxes', which include resources to support pupils in prayer with their families. Pupils spoke enthusiastically about how they regularly make use of the range of resources and opportunities for prayer.
- The school and the parish organise special Sunday Masses in church each half term, as well as other services during the liturgical year. This reinforces the strong and effective partnership that exists between the school and the parish.
- Without exception, all staff show the highest possible respect, reverence and high regard for Collective Worship. Their excellent example is reflected in the response and reverence of the pupils.
- The pupils are increasingly familiar with the traditional prayers of the Church, listed in the diocesan 'Teach Us to Pray' document. They confidently told inspectors the prayers they were currently learning and had previously learnt. This is supported by the use of traditional prayers in assemblies and pupil led Collective Worship.
- Pupils have a good understanding of the liturgical year and gave examples of the different traditions they observe, such as almsgiving during Lent and Advent.
- The school provides all of the pupils in Key Stage 1 and 2 with the opportunity to lead Collective Worship. Pairs of pupils take it in turns each week to lead an assembly for the class. They choose the readings, hymns and prayers that they will share with their classmates. Reception Class pupils also have the opportunity to lead aspects of Collective Worship in an age appropriate way.
- Teachers consistently ensure time is dedicated to preparing for acts of Collective Worship, led by both adults and pupils. For example, Year 1 pupils were happily and fully engaged in filling in 'post it' notes during the inspection, writing about how God helps them. This activity was then used to support an act of Collective Worship the following day.
- Pupils are motivated to lead Collective Worship. In a time of worship in Year 5, one pupil played the piano whilst the rest of the class spent time reflecting personally. At the same time, the pupil leaders also made thoughtful use of the school prayer books to incorporate traditional prayer into their own assembly.
- Whilst the school is providing regular opportunities for pupils to lead acts of Collective Worship, the pupils are not yet given the opportunity to be as creative and resourceful

as they could be. The format the school uses for pupil led Collective Worship does not fully allow pupils to take the initiative to lead worship in a range of contexts and settings.

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

- Leaders and teachers have a very good knowledge of how to plan and deliver inspirational acts of Collective Worship. This was clearly evidenced during the inspection and is reflected in the attentiveness and response invoked amongst the pupils.
- The liturgical year provides the focus for acts of Collective Worship and the wider Catholic Life and Religious Education provision at the school. Events, such as Masses and assemblies, are organised throughout the year taking account of the liturgical season.
- Pupils thoroughly enjoy acts of Collective Worship that are led by adults. This is because great care is taken by those responsible for leading worship to make the celebrations deeply spiritual, prayerful, meaningful and uplifting. All of the staff support leaders by ensuring that the pupils sing beautifully, pray thoughtfully and behave with deep reverence and respect at all times.
- All staff are provided with high quality continuing professional development opportunities for Collective Worship both by the school itself, by external providers and through the St Nicholas Owen MAC. This effectively supports the high-quality Collective Worship provided at the school.
- Leaders regularly review the quality of Collective Worship provided at the school and make necessary changes to make improvements where needed. Governors are involved in making visits into school to attend assemblies and Masses and they also provide feedback on the quality of the provision.
- The strategic reporting of monitoring outcomes and the subsequent rigorous evaluation of Collective Worship by all stakeholders is developing and is currently of a good standard.
- The school fully meets all additional requirements of the Diocesan Bishop.

**SCHOOL DETAILS**

Unique reference number	141444
Local authority	Worcestershire
<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	181
Appropriate authority	The board of directors
Chair of the local academy committee	Angela Randle
Principal	Kim Savage
Telephone number	01299 877808
Website address	<a href="https://stwulstans.sch.life">https://stwulstans.sch.life</a>
Email address	<a href="mailto:secretary@wulsev.worcs.sch.uk">secretary@wulsev.worcs.sch.uk</a>
Date of previous inspection	3 <sup>rd</sup> -4 <sup>th</sup> February 2014

## **INFORMATION ABOUT THIS SCHOOL**

- St Wulstan's is a smaller than average primary school serving the Parish of St Wulstan and St Thomas of Canterbury, Stourport on Severn. Geographically it serves the town of Stourport on Severn and its surrounding areas.
- The percentage of Catholic pupils is currently 70%.
- The percentage of disadvantaged pupils is broadly inline against the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is below average.
- Since the last inspection the school has become an academy, a new principal has taken up post and a new Religious Education subject leader has been appointed.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors, Mark Hinton and Julie-Anne Tallon.
- 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 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 vice chair of governors, the Chair of the Performance Committee of St Nicholas Owen Multi Academy Company, the Catholic Life, Religious Education and Collective Worship link governor, foundation, staff and elected parent governors, the principal, the Religious Education subject leaders, parish priest and parish deacon.
- The inspectors attended a whole school Mass, pupil led Collective Worship and a whole school assembly led by the principal 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, Inspection Data Summary Report (IDSR) data, the school improvement plan, governing body minutes, the Religious Education action plan, and teachers' planning.