



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Thomas of Canterbury Catholic Primary School

Address: Horseshoe Lane West, Guildford, Surrey, GU1 2SX

Telephone: 01483 888388

Email address: info@st-thomas.surrey.sch.uk

School Unique Reference Number: 125291

Headteacher:	Mr N. Lewin
Chair of Governors:	Mr M. Habgood
Lead Inspector:	Ms A. Oddy
Associate Inspector:	Ms F. Novis
Inspection date:	15 th November 2018

	Previous inspection:	1
Overall Effectiveness	This inspection:	1

Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

<p>St Thomas of Canterbury Catholic Primary School is an outstanding Catholic school because:</p>	
<ul style="list-style-type: none"> ▪ St Thomas of Canterbury is a warm and welcoming school providing an excellent standard of Catholic education. Its Catholic identity is immediately clear in the many attractive displays and artefacts that celebrate the school's Catholic life and invite pupils to prayer and reflection. The strong Catholic ethos permeates all aspects of school life and is evident in the caring relationships that exist between all members of the school community. Inspirational leadership communicates a clear sense of mission and makes the school 'a great place to be' for both pupils and staff. Governors are fully involved in the life of the school. They know the school well and fulfil their role of support and challenge. Parents are very supportive of the school and value the high quality Catholic education it offers. Pupils are happy and proud to be at St Thomas' and enjoy learning in this friendly environment. 	<ul style="list-style-type: none"> ▪ The school has a rich and all embracing Catholic life which nurtures and supports pupils academically and spiritually. It fosters their sense of being part of a caring community following the teachings of Jesus and encourages them to explore and develop their sense of vocation. The mission statement, together with the associated Golden Rule and Golden Threads is at the heart of school life. It is known by all members of the school community and informs all school policies and practice. Pupils are given many opportunities to develop independence and responsibility and enjoy rising to this challenge. They have a strong sense of moral purpose and an awareness of the needs of others.
<ul style="list-style-type: none"> • The school offers a wide range of prayer and worship opportunities. These reflect the traditions of the Catholic Church, celebrating the feasts and seasons of the liturgical year, as well as school events and themes in Religious Education. The school has a rich prayer life which includes all members of the school community. Beautiful prayer spaces encourage pupils to pray and deepen their relationship with God. A Parents Prayer Group prays for the whole school community and for the prayer intentions of individuals. Pupils are very much involved in the prayer life of the school and play an increasing role in preparing and leading school worship. 	<ul style="list-style-type: none"> ▪ The school offers a high standard of Religious Education. All groups of pupils achieve well, with significant numbers of pupils working at greater depth by the end of each Key Stage. All pupils are appropriately supported and challenged to enable them to achieve their full potential. Pupils enjoy their lessons and can relate them to their own lives and experiences. They are enthusiastic learners and are happy to discuss their work and articulate their own ideas. The Religious Education curriculum is enhanced by cross curricular links. The study of other faiths is imaginatively and creatively taught, helping pupils to gain insight into the beliefs and faith practices of others.

ULL REPORT

INFORMATION ABOUT THE SCHOOL

St Thomas of Canterbury Catholic Primary School is a voluntary aided school in the local authority of Surrey. It is situated in the Guildford Deanery of the Diocese of Arundel and Brighton. The principal parish which the school serves is the parish of Guildford which has four churches. The proportion of pupils who are baptised Catholic is 82%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 418. The proportion of pupils for whom pupil premium funding is received is 7%, which is below the national average. 7% of pupils are on the school's register of Special Educational Needs or Disability (SEND). This is below the national average. Of these, 11 pupils have a statement of SEND or an Education or Health Care Plan (EHCP). 46% of pupils speak English as an additional language. Most pupils are of White British or Other White heritage.

WHAT DOES THE SCHOOL NEED TO DO TO DEVELOP FURTHER?

- Continue the school's identified focus to sustain and increase the number of pupils working at greater depth in Religious Education.
- Continue the school's identified focus to further develop the role of pupils in preparing and leading collective worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding because:

- St Thomas of Canterbury School has a rich and active Catholic life that supports, develops and embraces its pupils. The school mission statement was written in collaboration with the pupils and forms part of the first Religious Education lesson of the academic year. Together with the Golden Rules and Golden Threads based on Gospel values, it is at the heart of the school and pupils know its importance to school life. They know they have a responsibility to make their school a happy and harmonious place to be and participate in all aspects of its Catholic life.
- Pupils are actively involved in evaluating the school's Catholic life. Through pupil voice they can contribute ideas and suggest improvements.
- Pupils are proud to belong to their school community. They are given many opportunities to take responsibility and are conscientious in these roles, seeing them as a way of serving their school. Active groups include the School Council, Worship Team, Community Team, Eco Warriors and the Headteacher's Task Force. Older pupils assist younger ones in a variety of ways, including as Play Leaders and Reading Buddies.
- Pupils are kind and considerate to each other. They know it is important to help others, within school and in the wider community. They appreciate the principles of justice and forgiveness and know they have a responsibility to follow the teachings of Jesus. Anti-bullying Week and Parliament Week help them to understand principles of fairness and democracy. At the time of the inspection, pupils were participating in Citizenship Week.
- Pupils show an awareness of the needs of others and how they can help them. They are active in fundraising for a range of charities, local, national and global. The school has links with a school in Uganda which encourages an active and personal partnership between the two schools. The school is also participating in a Young Citizens 'Make a Difference' campaign, working with the homeless in the Guildford area.

- The inclusive nature of the school supports all pupils, including vulnerable pupils and those with SEND. The Inclusion Team includes a Home School Link Worker (HSLW) and an Emotional Literacy Support Assistant (ELSA). The school is committed to supporting pupils' social, emotional and academic needs and will adopt provision as required to ensure that all pupils' needs are met.
- The school's Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are well established in the school. The school uses the 'Journey in Love' programme of RSE. Teaching is in line with the requirements of the Church. As a result, pupils have a good understanding of the importance of their own personal development and of loving relationships. Parents are invited to view the RSE teaching materials in order to support pupils' learning at home.
- Pupils and parents value the Catholic tradition of the school. Pupils enjoy participating in the many events in the school's Catholic life. Parents appreciate the school's ethos; a parent survey indicated that 100% of those who responded agreed that 'the school's Catholic ethos is strong and vibrant'. During this inspection a parent wrote, 'The school offers a strong Catholic foundation for my children in a caring and educational atmosphere'.
- The school has good links with the parish and the diocese, giving pupils the sense of belonging to the wider Catholic family. One of the parish priests regularly celebrates Mass in school and supports the Religious Education curriculum. Classes attend weekday Mass at one of the local churches and pupils are altar servers in their local churches. Pupils attend diocesan celebrations such as the Good Shepherd Celebration and participate in deanery activities. Responses to parental questionnaires distributed as part of this inspection indicated that several parents would like to see parish links developed further.
- A programme of visits, activities and retreats enhance and enrich pupils' experience of school life.
- Pupils enjoy coming to school. They feel safe and happy. They know that adults at school will always help them with any problems they may have. Pupil surveys indicate that 100% of pupils agreed 'If I have any problems at school I know who to see'. A new initiative this year provides for every child to have the opportunity to have time with their class teacher for personal discussion. Parents commented that their children were very happy to come to school and were confident that the school would sort out any problems they might have.
- Parents appreciate all that the school does for their children's education, well being and faith development. Responses to questionnaires indicated 100% agreement with 'My child enjoys being at St Thomas's'. Parent questionnaires distributed as part of this inspection showed a very high rate of return and were very positive. Comments included, 'I think that the school strongly upholds the Christian faith and weaves it into many areas of learning' and 'Key members of staff role model how to be a Christian to the children, which reinforces that Christianity is not just a theory but a faith to be acted upon.'
- Although the majority of pupils are baptised Catholics, all pupils are welcomed into the school family regardless of denomination or faith belief.

The quality of provision for the Catholic Life of the school is outstanding because:

- The school mission statement is at the heart of the school and is a clear expression of the educational mission of the Church. It is known by all members of the school community and informs all policies and practice. It is displayed on pupils' Religious Education books indicating its links with Religious Education and is also prominent around the school.
- Staff are fully committed to implementing it across all aspects of school life. It is made clear at all stages of staff appointment ensuring the maintenance of a cohesive staff team aware of and part of the school's mission. As a result, staff are active participants in the school's Catholic life.
- The school is a joyful and supportive community. Caring and considerate relationships exist at all levels as pupils, staff and school leaders as well as school families enjoy being part of this Christian community. A parent wrote, 'It is a wonderful Catholic school built on following the Gospel values. The love of God is clearly central.'
- The school environment reflects its Catholic identity. High quality artefacts and beautiful displays celebrate events in the school's Catholic life, themes in Religious Education and the liturgical year. A Prayer Garden and Prayer Room offer opportunities for personal and group prayer and reflection and are regularly used, including by the weekly Prayer Group led by Year 6 pupils. A parent commented, 'The school offers different spaces for the pupils' spiritual learning, for example the Prayer Garden and Prayer Boxes.'
- The school's behaviour policy is based on Gospel values, encouraging respect, tolerance and forgiveness. Staff have received 'emotion coaching' to help pupils develop resilience and to learn to resolve conflict or difficulties. Pupil behaviour observed during this inspection was exemplary at all times. Pupils were respectful to each other and to adults, both in classrooms and around the school. They were happy to welcome visitors and show them around their school.
- A wide range of opportunities provide for the moral and spiritual developments of pupils and staff. Residential trips for pupils in Years 4, 5 and 6 provide 'learning beyond the classroom', offering pupils the chance to develop social skills and confidence as well as educational opportunities.
- All staff are very much part of the school's Catholic life and play a full role in its celebrations, worship and events. Staff well being is a priority for school leaders supported by additional time for preparation and peer discussion as well as social events on a regular basis. As a result, the staff are a happy and cohesive team.
- Parents are very much included in the Catholic life of the school. The school newsletter and school website keep them informed of events and extend a warm invitation to participate. School liturgies and Masses are well attended.
- The parish priests play a key role in the school's Catholic life. They celebrate Masses and liturgies, visit the school for Reconciliation and provide support for Religious Education. An Advent service led by older pupils is held in the parish.

- Pastoral care is a strength of the school, with effective support put in place for those who need it. In addition to the support provided by the HSLW and ELSA, wellbeing is a focus in parent workshops and is an important feature of school improvement planning. A Rainbows group supports those experiencing bereavement or loss and a group supports pupils who could find transition to secondary school difficult.
- The Catholic life of the school runs through and includes all aspects of school life. A parent summed this up by saying, 'I am delighted that Catholicism is not a bolt-on, but underpins everything the children learn and experience at school every day.'

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding because:

- School leaders and governors are deeply committed to the Catholic life of the school and promote it at all levels. The headteacher and senior staff are excellent role models. They lead by example, demonstrating their commitment to developing the school's Catholic ethos and to caring for all members of the school community. Governors consider the school's Catholic life to be of primary importance and play a valuable role within it. They are regular visitors to the school and participants in school celebrations and events. They provide a link with the parish, the chair also provides a link with Catholic secondary school education and the Religious Education link governor is a Religious Education leader in another primary school, strengthening the link with other schools.
- The headteacher is an inspirational role model leading an enthusiastic staff team. He is the primary phase facilitator in a leadership programme for the Xavier Trust exemplifying the school's mission of service to education and helping others. He also assists and promotes the diocese's mission in education developing and supporting school leaders.
- Governor monitoring and evaluation of the school's Catholic life includes learning walks, attendance at school celebrations and events and feeding back the results of these to school leaders. This informs school self evaluation and development planning. Governors know their school well and fulfil their role of support and challenge. They are very much part of the school community and active participants in its Catholic life.
- School self evaluation is the result of comprehensive monitoring and careful analysis. It is accurate and reflective, with clear targets for development. Reviewing and evaluating the Catholic life of the school is part of the annual self evaluation cycle and is featured in every headteacher's report to governors.

COLLECTIVE WORSHIP AND PRAYER LIFE

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

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding because:

- Collective worship is a valued and essential part of school life. It is a strength of the school.
- The act of collective worship observed as part of this inspection was a whole school assembly led by a Year 1 Class. The theme was that of Hope and this was related to the school's 'Golden Threads'. It was well attended by parents, who clearly enjoyed being part of the worshipping community of the school. The assembly followed the format of 'Gather, Listen, Respond and Go Forth', with appropriate choices to illustrate each element of this. Pupils participated with joyful singing and in the prayers and responses. There was an opportunity for silent reflection and a message for pupils to take out into their own lives.
- Pupils are actively involved in preparing and leading worship and do so with enthusiasm and confidence. They know it is an important part of school life and show respect and care, seeing it as their service to the school community.
- A Worship team and newly introduced Music Worship team, assist in planning and delivering whole school worship. Pupils also lead class worship and are thoughtful and sensitive in their approach. Class worship books contain examples of pupil led worship and include beautiful photographic evidence.
- Pupils have an excellent understanding of the Church's liturgical year. This is fostered by a wealth of celebrations in school. Advent, Lent and Easter are special times at school. Older pupils lead a reflective Advent Service for parents and the parish; Year 5 pupils present a Passion Play for the school parents and parishioners.

- Pupils' sacramental preparation is supported in school. School leaders and staff attend First Holy Communion services across the parish and a celebration service is held in school. Reconciliation services are offered in Lent.
- Pupils are given many opportunities for prayer and reflection. Staff and pupils pray together during the school day. Pupils are familiar with the traditional prayers of the Church and are at ease composing and using their own prayers. They enjoy using the Prayer Garden for personal prayer and reflection at lunch and break times.
- A weekly Prayer group features prayer intentions contributed by pupils. Lunchtime prayer groups are led by pupils. Pupils clearly value the opportunity for voluntary acts of prayer.
- Pupils enjoy a wide range of types of worship and prayer styles. They know that prayer is important to them and their school. They have great respect for the faith beliefs and practices of others.
- The school's collective worship and prayer life nurtures and enhances pupils' spiritual development enabling them to explore and deepen their relationship with God. A parent wrote 'The school has been able to make God part of my daughter's every day experience in a way I had not managed to do.'
- Parents value the prayer life of the school and the many opportunities offered to the pupils. One wrote, 'The school offers different spaces for the children's learning, for example the Prayer Garden and Prayer Boxes in the class. These are well used.' Other comments included 'I am delighted at my son's growing desire to pray and his love of the Blessed Virgin.'

The quality of provision for Collective Worship and Prayer Life is outstanding because:

- Collective worship is central to the life of all pupils and to the school community. All are welcomed into the school's collective worship including from other faiths or Christian denominations.
- The school ensures that pupils and staff have many opportunities to pray together during the school day and that worship is at the heart of all school celebrations.
- Collective worship is carefully planned and well resourced. Pupils are fully involved and encouraged to plan and lead school worship playing a very active role. They are also involved in evaluation and their views are listened to and acted upon; a new pupil music group to play during school worship has been formed as a result of suggestions by the pupils.
- A comprehensive programme of liturgies and Masses is planned at the beginning of the school year, with the school working in partnership with the parish priest to ensure that key dates in the school and liturgical year are prepared for and celebrated.
- Worship extends to Religious Education lessons which incorporate prayer, reflection and moments of stillness to enrich the teaching of Religious Education.
- Music plays a key role in worship at St Thomas of Canterbury. Junior and senior 'Singing Squads' and 'Worship Through Song' enhance pupils' experience of worship and enable them to participate fully. Pupils have also worked with a hymn writer to write their own hymns based on Scripture. These are currently being developed for use in school worship.
- Attractive prayer focus areas in every classroom invite pupils to reflection and prayer. They offer opportunities for pupils to compose and contribute their own prayers and prayer intentions which are used in class prayer and in the Parents' Prayer Group and the child led Pupils' Prayer Group. They provide a spiritual focus for the beginning and end of Religious Education lessons.
- Training and updates ensure that staff are confident to lead worship and are supported by resources, planning and the format of Gathering, Listening to the Word, Responding and Going Forth.
- The school extends a warm welcome to all members of the school community to join in prayer and worship celebrations. Parents and carers appreciate this invitation and show this by excellent attendance. A Parents' Prayer Group is well established. They meet regularly to pray for the community and for any prayer requests made by pupils or parents. A box in the entrance hall and prayer boxes in classrooms mean that everyone is able to request prayers in this way. Parents clearly value this group and rightly see it as a significant contribution to the spiritual life of the school. A parent wrote, 'The school supports the Parents' Prayer Group. This is time well spent every month praying for the school, staff and children. We also get to reinforce the children's own prayers and petitions which we read in confidence and then pray for each of them.'

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding because:

- Leaders and governors are committed to ensuring that collective worship and prayer opportunities are of the highest quality. They do this very effectively.
- Monitoring and evaluation is comprehensive, using feedback from all groups in the school community to improve and develop provision. Pupil and parent questionnaires and records of governor visits feed into school self evaluation and inform development planning.
- Leaders and governors are excellent role models. Senior leaders are visible leaders of collective worship and ensure that worship is of high quality, providing an uplifting and inspirational experience for the school community. Governors regularly attend worship in school and fulfil their monitoring role in their notes of governor visits and feedback at governing body meetings.
- Senior staff support pupils to plan and lead worship and have enabled pupils to do this effectively, confidently and in a spirit of service to their school community.
- Training is seen as a high priority in ensuring high quality provision. The headteacher and Religious Education subject leader attend regular diocesan training and disseminate this to staff. Liturgical and spiritual developments are regularly discussed at staff meetings.
- School leaders and governors have identified further developing the role of pupils in planning and leading worship as a focus in school development planning and this is in line with the recommendations of this inspection.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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

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How well pupils achieve and enjoy their learning in Religious Education is outstanding because:

- Pupils enjoy their Religious Education lessons and are keen to do their best. In the lessons observed, pupils were interested, focused and engaged. Behaviour for learning was excellent. Pupil survey responses indicate that pupils enjoy their lessons and this is in line with the findings of this inspection.
- Pupils speak appreciatively of their Religious Education lessons and recognise the importance of Religious Education to their own lives. One said, 'Religious Education helps us to remember what God did for us,' and another added 'and to be like Jesus.'
- They are able to make cross curricular links and enjoy using these to enhance their learning. The class Religious Education journals provide evidence of the use of drama and art to enrich teaching and learning.
- Standards in Religious Education are high and generally in line with those in other core subjects. Results over the last three years indicate that the great majority of pupils achieve or exceed age related expectations by the end of Key Stage 2. In 2018 a significant number of pupils were working at greater depth, although this is still less than the results in other core subjects. The school has identified this as an area for development and this is in line with the recommendations of this inspection.
- All groups of pupils achieve well, including those with SEND, who are appropriately supported to access the curriculum and achieve their full potential.
- Standards of religious literacy are high. Pupils are reflective and think deeply about religious concepts, asking and answering questions to explore their learning and deepen their understanding.
- Work in books is of a consistently high standard. This is in line with the results of school monitoring. Books demonstrate high quality presentation and content, indicating that pupils take a pride in their work and consider their written responses carefully. Pupils are able to record in a variety of ways. Religious Education journals offer additional evidence of pupils' learning and spiritual development.

The quality of teaching and assessment in Religious Education is outstanding because:

- Standards in teaching and learning are high. School monitoring of lessons indicates that teaching and learning is securely good or better, with many examples of outstanding practice. This is in line with the findings of this inspection.
- Four lessons across three key stages were observed as part of this inspection. In addition a number of lessons were observed on a brief 'drop in' basis. Lessons showed careful preparation good pace and interesting content. Teachers had good subject knowledge and high expectations of their pupils. A range of teaching strategies and styles were used effectively to enthuse and motivate learners. Pupils were keen to articulate their learning in all classes visited.
- The teaching of other faiths is well established. As part of this inspection, a number of high quality examples of the teaching of Judaism were observed. Excellent resources and enthusiastic teaching, together with pupils playing an active part, resulted in a memorable learning experience.
- The 'St Thomas' 10' is a list of school expectations for teaching and learning. These are effectively used in the teaching of Religious Education and evidence of this was seen in pupils' work; for example, evidence of reflective learning and collaborative learning.
- Differentiation ensures that appropriate levels of challenge and support are provided for all pupils. Other adults in the classroom provide effective and sensitive support for SEND pupils. Teachers' planning shows that the most able are appropriately challenged.
- Marking is developmental and affirmative. There is evidence of a dialogue between teacher and pupil. Pupils were conscientious in replying to teachers' suggestions and questions. There was also evidence of pupils being asked to suggest their own next steps to improve their learning.
- Assessment in Religious Education is regular and informs pupil progress tracking. The school is part of the Religious Education Assessment Framework pilot group and has been using this as part of its programme of assessment. Moderation at deanery, diocesan and school levels confirm accuracy of teachers' judgements.
- Assessment in Religious Education is well established in the school, using pupils written and oral responses. Pupil progress tracking enables the subject leader to identify next steps or pupil groups to focus on for future development.
- Systems of peer and self assessment are in place and are valued by pupils, who see these as helping them to participate in their own learning. In some cases, where success criteria were used, pupils were encouraged to self assess against the 'steps to success'.
- Parents are informed of their child's progress in Religious Education, Pupils are aware of their targets and next steps in their learning, encouraging them to progress further.
- Achievement and effort are regularly rewarded, for example at Friday Celebration Worship.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding because:

- The school uses the 'Come and See' programme of Religious Education, enriched by cross curricular links as appropriate. Curriculum time is in line with the requirements of the Bishops' Conference at Key Stage 1 and Key Stage 2. The teaching of other faiths is well established in the school and impressive examples of this were observed during this inspection.
- Leaders and governors are committed to the importance of Religious Education in the curriculum and ensure high quality provision and appropriate resourcing. Budget allocation is in line with that of other core subjects.
- Leadership and management of Religious Education is excellent. High standards of teaching and learning, together with effective systems of assessment and pupil tracking contribute to high standards of attainment.
- The school's extensive system of monitoring extends to Religious Education, including regular lesson observations, work scrutiny, planning scrutiny and feedback from pupils.
- Staff receive many opportunities for professional development, including diocesan and school training. A Religious Education handbook provides support for staff on teaching, learning and assessment in Religious Education.
- Religious Education is ably led by the subject leader. She demonstrates excellent knowledge and understanding plus a clear focus on continued improvement in Religious Education. She supports and encourages the staff team through her exemplary leadership of this subject area.
- Governors have a good understanding of provision and standards in Religious Education. The link governor for Religious Education is a frequent visitor to the school and demonstrates a high level of expertise and commitment. She liaises with the subject leader, takes part in governor monitoring activities such as learning walks, joins in school celebrations and monitors the implementation of the school improvement plans for Religious Education. Governors receive regular reports from the headteacher so that they are well informed and can fulfil their role of support and challenge.
- Monitoring and evaluation is comprehensive and informed by evidence from a wide range of sources. These include pupil, parent and governor feedback as well as assessment data and the results of school monitoring. As a result, school self evaluation is accurate and leads to focused development planning.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

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

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

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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

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The quality of teaching and assessment in Religious Education.

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How well leaders and managers monitor and evaluate the provision for Religious Education.

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