



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

PENKETH

Inspection Date 27th February 2019

Inspectors Mrs. Denise Hegarty
Mr. Dave Williams Mrs. Julia Ashton

Unique Reference Number 111373

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 288

Chair of Governors Mrs. Kathryn Price

Headteacher Mr. Alan Saunders

School address Walton Ave.,
Penketh,
Warrington.
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Date of last inspection Tuesday 6th May 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 Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Joseph's School is a larger than average sized Catholic primary school situated in Penketh in the Warrington area of the Archdiocese. It serves the parish of St. Joseph's, Penketh.
- There are 288 children on roll of whom 265 are baptised Catholic, 8 come from other Christian denominations and 14 have no religious affiliation. There is one pupil from another faith or religious tradition at the school.
- There are 14 teachers at the school, 9 of whom are baptised Catholic. Eleven teachers teach Religious Education. Nine teachers have a suitable qualification in Religious Education and one other is undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection, a new Chair of Governors and a new Religious Education Co-ordinator have been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St. Joseph's 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 and actively participate in the Catholic Life and mission of the school. Their views and opinions are sought each term and often lead to improvements in provision. They say that they feel proud to be part of St. Joseph's family and of being a follower of Jesus.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. In order to reflect on the aims and objectives of the Mission Statement, appreciate the impact it has on their lives and be guided by the words in it, the children have worked with an artist to create artwork to depict the statement in the light of the 'Fruits of the Spirit'.
- An annual Mission Day is held which allows the pupils to gain a deeper understanding of the way all members of the school community support it and live it out through their daily interactions with each other.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. They know that they are children of God and members of the Body of Christ. At interview, children in Year Six commented on the need to live their lives like Jesus did and be kind, loving and forgiving to all.
- The attitude and behaviour of most pupils is outstanding. This has been recognised and commented on by visitors to the school and many members of the public. Pupils show an excellent understanding of right and wrong and of the need to listen to one another, forgive each other and be forgiven. They show great care and consideration towards one another.
- Pupils 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. They are aware of the needs of others and seek justice for them both within school and in the wider community. Throughout the year, pupils generously raise funds for a variety of charities including Nugent, CAFOD, Sport Relief and the Royal British Legion. They also undertake good works such as collecting food hampers for St Joseph's Family Centre.
- Pupils embrace a holistic approach to education, they understand what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- They enjoy actively partaking in local community events such as activities for Sports Relief, Discovery Days and Anti-bullying workshops.
- Pupils willingly take on roles and responsibilities around the school and in the wider community e.g. as school councillors, house captains and digital leaders. They undertake these roles with great enthusiasm and gain skills that will serve them well, now and in the future.
- Three of the pupils in Year Six are proactive in seeking evidence to support the school's bid to achieve the CAFOD '*Live Simply*' award and have organised events to raise awareness of how to live simply and be an ethical global citizen.
- Pupils are eager to learn more about the wider world and the part they play in their stewardship of the earth.

- They willingly participate in opportunities provided by the school, such as theme weeks where children and staff members immerse themselves in co-operative learning.
- Children in the upper key stage have the opportunity to actively participate in outdoor adventure holidays at Menai, P.G.L., Beeston and the Eureka Museum sleepover. These experiences impact greatly on their social and moral development as they work and co-operate together for the good of all. They gain a sense of responsibility and grow in confidence and independence.
- Pupils take full advantage of 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 take advantage of the many extra-curricular activities, sporting competitions and events that the school provides including after school clubs for gymnastics, dance, music etc. Every day, the whole school runs the 'Golden Mile' and a new track has been procured to facilitate this. In participating in these events, pupils learn the values of fair play, teamwork and co-operation as well as growing in fitness and well-being.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships within the context of a Christian understanding. Through the school's *Journey in Love* programme, pupils gain knowledge and understanding to enable them to ask questions and talk freely.
- Pupils value the Catholic tradition of the school and its links with the parish community and the Archdiocese. They respect and are involved with parish and Archdiocesan celebrations and activities such as the Metropolitan Cathedral Nativity celebration.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- St. Joseph's is a welcoming, happy, supportive community as evident in the high quality and strength of relationships at all levels.
- The school Mission Statement, "*Learning, growing, belonging... happy together in God's family*", along with its aims and objectives, clearly expresses the educational mission of the Church and underpins all that happens in the life of the school. It promotes Gospel values and a way of living for all the community.
- It is clearly displayed in every classroom and working area and is written on all documentation. It is referred to during assemblies and Collective Worship and shared with families and visitors on the school website.
- Staff members are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer and continuous professional development on Catholic Life.
- The school's environment, outside area and website reflect its mission and identity through obvious signs of its Catholic character. Many displays throughout the school promote its Catholic nature and ethos including the one in the main reception area which has a large poster of Jesus washing his disciples' feet and depicts the need to be a servant of the community.
- Staff members strive to promote Gospel values and high standards of behaviour. They are excellent role models of mutual respect and forgiveness for pupils. They ensure pupils are valued and encouraged to be caring members of the community thus contributing towards a positive environment where all are treated with consideration, love and dignity.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. This is evident in curriculum plans for example, in Geography, there is a focus on initiatives introduced with CAFOD materials and the human impact on the environment.

- The school provides extensive opportunities for the spiritual and moral development of pupils and staff through, for example, their annual Mission Day and regular visits to places of worship.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. Clear policies and structures are in place, which provide outstanding pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school has a 'StaySafe' group meeting every three weeks to review the care of vulnerable pupils. Anti-bullying, Friendship, Relationships and Sex Education and Mental Wellbeing are focus areas for school development.
- Following staff training and consultation with parents and carers, the *Journey in Love* programme was piloted and has now been fully implemented in all Year Groups. A floor book is used for each cohort to record outcomes from the sessions.
- The school has great regard for the pastoral needs of staff and members' needs are understood and catered for. Governors are acutely aware of their role in supporting staff wellbeing and have clear systems in place to do this.
- Governors are fully committed to their responsibilities and are kept well-informed about the Catholic Life of the school. They are regular visitors to the school.
- There are excellent links with the parish community. The school supports the parish, *With You Always* sacramental preparation programme well. A member of staff is a catechist and other staff members attend the annual Reconciliation Service and First Holy Communion Mass. A celebration day is enjoyed by Year Four pupils following their First Holy Communion day. This includes a school assembly to enable the whole community to celebrate with the pupils concerned.
- Parish members are invited to Masses that are celebrated in school or in church.

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 deep commitment to the mission of the Church. They are well-regarded as models of Catholic leadership by both staff and pupils.
- The ethos of the school, lived out especially by those in leadership positions, actively promotes a caring outlook for all members of the community.
- The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility and is given priority by leaders. This is reflected in the school's self-evaluation which is clearly focused on the Mission and Catholic Life of the school. The self-evaluation process draws from a wide range of evidence. This leads to planned improvements to further enhance the Catholic Life of the school.
- The Mission Statement is reviewed and evaluated annually. In order to explore and celebrate it, the school has brought in a theatre group and a professional artist to promote and enhance the community's understanding of what the Mission Statement means to them.
- There is an effectively structured and well-planned programme of continuing professional development focusing on the Catholic Life of the school which involves internal and external support and in-service. As a result, staff members' understanding of the school's mission is outstanding and they are effectively involved in shaping and supporting it.
- Leaders are aware of their duty to play their part in contributing to the greater good of the global community and the universal church. Their excellent work on anti-bullying, anti-racism and environmental issues exemplifies this.

- The school has outstanding strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. These include the use of the school website, face to face meetings, newsletters, Twitter feed and text messaging to name but a few. As a result, parents/carers have an excellent understanding of the school's mission and are highly supportive of it. Their views are frequently sought, considered and acted upon. Having given the parents and carers the opportunity to comment on and make suggestions for the life of the school, leaders respond very well to their views acting on them as appropriate. Responses are published on the school website in a document entitled: 'You said; we did.'
- Through #ComeandSeeStJoes on the school's Twitter page, parents are enabled to see how their children embrace the Catholic Life of the school. Leaders can also monitor the impact of provision across the school.
- Induction meetings for new families welcome them into the school community and include an overview and explanation of the school's Mission Statement.
- Great links have been forged with many other local Catholic schools and children from each have come together for a variety of events thus promoting community cohesion.
- The headteacher's termly report to the governors consistently includes details of the school's Catholic Life. This alongside emails and other updates, keeps them up to date of all developments and initiatives.
- Policies relevant to the Catholic Life of the school are reviewed and updated regularly as required.
- As leaders, the governing body provides strong governance for the Catholic Life of the school and leads by example. They strive to keep abreast of changes and new initiatives.
- There is a named governor who is responsible for ensuring that the Catholic Life and Religious Education are improvement priority areas within the school.
- Governors make an excellent contribution to the Catholic Life of the school. They are dedicated to the school's mission, involved in its evaluation and are ready to challenge as well as support where necessary.
- There are strong links with the parish and very effective communication with the clergy who regularly visit the school.
- The school responds very well to Archdiocesan policies and initiatives. It promotes the Archdiocesan vision throughout the school. Visits to the Metropolitan Cathedral have been made.

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 at least very good 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 fully aware of the demands of religious commitment in everyday life.

- Pupils are actively engaged in lessons and steadfastly strive to improve their knowledge, understanding and skills, in order to further develop as competent learners. They work extremely well independently or in groups and remain focussed on the task in hand throughout. They co-operate well with each other and show great respect for others' views and ideas.
- Pupils concentrate very well and sustain their concentration throughout lessons. They have an excellent understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. They thoroughly enjoy challenging activities and respond well to opportunities which extend their learning. Behaviour in lessons is usually outstanding because pupils enjoy Religious Education and so disruptions in lessons are unusual.
- Pupils know they are trusted to do their best and that they can trust adults to help them. They appreciate that adults listen to their views and opinions and often act on them. They understand how teachers make every effort to make their lessons enjoyable.
- Pupils' attainment, as indicated by ongoing teacher assessment, is at least in line with expectations. This has been sustained over time and is an improving trend.
- Pupils value and take pride in their work. They particularly appreciate and thoroughly enjoy the opportunities they are given to be creative. The quality of their current work, both orally in class and in written work is at least very good.
- On the day of inspection, at interview and during observations, pupils demonstrated a thorough understanding of their Religious Education topics. They genuinely enjoyed their challenging activities and pushed themselves to think more deeply about questions posed.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- It is recognised and respected as the core subject in school, and the appropriate emphasis is placed on timing, planning and teaching.
- Assessment procedures are in place and teachers consistently plan lessons linked to pupils' current assessment so that they learn well. Planning is detailed, consistently differentiated by task, outcome and support to meet the needs and abilities of each child and is evaluated for effectiveness. Excellent use is made of the driver words from the *Standards of Attainment in Religious Education* to pitch tasks at the appropriate level. A wide variety of creative teaching and learning strategies are deployed to ensure children are engaged. As a result of this, teaching is mainly outstanding and pupils are highly motivated and concentrate hard in lessons.
- Teachers are confident and secure in their subject expertise and have an excellent understanding of how pupils learn. As a consequence, pupils apply themselves very well and make very good progress in lessons and over time.
- In most classes, excellent use is made of collaborative work and especially of the use of talking partners to enable pupils to share and fine-tune their ideas and opinions.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to very good progress and increases their confidence in making further improvements. Progress is monitored to ensure that provision is suitable and challenging.
- Most teachers manage time very effectively to secure learning in lessons and across sequences of lessons.
- High quality resources, including other adults and Information and Communication Technology are used very effectively to optimise learning for pupils and enhance their experiences.

- Vibrant displays and working walls in classrooms all celebrate children's work, move learning forward and provide opportunities for reflection.
- Teachers and additional adults in the classroom communicate high expectations about achievement, attitude and effort in Religious Education to pupils, all of whom respond positively. Relationships in classrooms are very strong. Adults use praise and encouragement to excellent effect and thus create very positive climates for learning within their classrooms. Achievement and effort are frequently celebrated so motivating the pupils to want to learn and make progress.
- The curriculum and teaching strategies deployed promote a deep and meaningful level of thought.
- Teachers consistently build on prior learning and share the learning objective at the start of each lesson. Learning objectives are revisited throughout lessons and key vocabulary is often reiterated throughout. Teachers use observation and questioning well during lessons in order to adapt tasks and make pupils think more deeply, thus improving learning experiences.
- Assessment for learning strategies are used effectively especially during plenary sessions. Marking is generally linked to the learning objective and positive and encouraging in nature. A variety of coloured pens are used as part of the school's marking code. Pupils are often posed a question and are encouraged to respond. This high-quality feedback leads to the engagement, interest, achievement and progress of pupils.
- Work is regularly informally and formally assessed and moderated in line with Archdiocesan expectations. Progress is tracked over time.
- Parents and carers are kept informed of their children's attainment, effort and progress through annual reports, parents' meetings, the school website, Twitter feed and Ping app. As befits the high profile of the subject, it is always the first to be reported on. Termly *Come and See* letters are also sent home to inform parents and carers about the topics their children are studying and to enable them to assist with their children's Religious Education.
- Other Faiths and Religions weeks have explored Judaism, Hinduism and Islam.

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.
- Religious Education is clearly treated as the core subject and given paramount importance in St. Joseph's School as leaders and governors ensure that it is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- They ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage and guarantee that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is carefully and thoroughly planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully and quickly implemented. Advice has been sought and acted upon as to how to teach the programme in mixed aged classes to ensure pupils have full coverage.
- Leaders' and governors' self-evaluation of Religious Education is a true reflection of frequent assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least very good outcomes in Religious Education.

- A robust monitoring schedule is in place and rigorously followed. The monitoring of the subject includes scrutiny of planning, pupils' work, working walls and class displays, assessments, 'drop-ins' and lesson observations. Feedback to staff members has resulted in a more creative approach being taken to the teaching of Religious Education.
- Assessment procedures are well-established within school practice to enable the identification of underachievement which can be targeted for improvement. Moderation meetings are held after topics that are formally assessed to support staff in standardising work. As staff members become more familiar with the new *Standards of Attainment in Religious Education*, consistency should improve.
- The enthusiastic and highly committed subject co-ordinator for Religious Education has a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used extremely well to improve teaching and learning in Religious Education, resulting in teaching which is generally very good to outstanding. She attends Archdiocesan briefings and training sessions and keeps staff members and governors well-informed of new initiatives and updates. She demonstrates outstanding practice and is an excellent role model for staff and pupils alike. Together with the head teacher, their efforts are very much appreciated by staff members. One member of staff commented, "Both the head and R.E. lead set an excellent example and have given everyone the confidence to improve their teaching. They are always available for support and advice." Another remarked how passionate the subject co-ordinator was about her role in supporting others.
- Cluster meetings are regularly attended to share good practice and ideas.
- The subject co-ordinator provides reports for the governing body to enable all governors to keep abreast of standards and new initiatives. Governors are also invited to undertake learning walks to monitor aspects of the subject for themselves.

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 behave with great reverence and respect during Collective Worship and are keen to participate. They sing and sign joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- They readily prepare and lead worship in an appropriate manner for their age and capability. They do this with growing confidence, enthusiasm and a good degree of independence. They are thoughtful and creative in their planning of liturgy and select suitable resources to enhance their worship. Other pupils are engaged by the worship opportunities planned by their peers.
- From the youngest ages, pupils understand the liturgical structure used in Collective Worship and can plan ways of undertaking and leading each part. They know the importance and relevance of prayer in their lives and use a variety of approaches to it which include scripture, hymns and other forms of traditional and contemporary prayer. They are able to pray in different ways including using signing and gestures.
- Responses to voluntary acts of worship e.g. Stations of the Cross and praying the rosary are good.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.

- At interview, pupils talked very positively about their experiences of Collective Worship and recognise that prayer and worship are fundamental to the life of this school community. They enjoy the time to relax, reflect, listen and speak to God.
- The experience of living and working in a faithful, praying community has a 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. This is reflected in the way many pupils participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a real strength of the school and is central to life here.
- Praying together is part of the daily experience for pupils and staff and prayer is included in all school celebrations.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is highly engaging and all members of the community speak very positively about these opportunities.
- Suitable Collective Worship resources are provided for each class and reflect the liturgical calendar. Each class has a suitable focal area for prayer and worship.
- Relevant staff members have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have quality experiences of the Church's liturgical life. Holy Week and Easter liturgies, feast day celebrations and the annual Marian procession are examples of how the school interacts and worships together at key times.
- A liturgical structure is given to all acts of worship. Timings are appropriate for the age and stage of pupils.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Devotional areas and prayer spaces are provided for pupils to experience worship, prayer and quiet contemplation.
- There is great support from parish clergy.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very positive. Governors, family members and other staff are often invited to participate in class Collective Worship. Parental attendance at whole school liturgies and weekly celebration assemblies is excellent.

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 expertly provide policies and guidelines to enable staff members to plan and deliver high quality Collective Worship.
- Members of staff are provided with scripture grids for suggested themes to use throughout the year. They have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Collective Worship is closely monitored and support provided, as required. Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship through personal support and training opportunities. As a result, staff members have grown in confidence and honed their skills in leading worship.

- Timetables and planning of Collective Worship are closely monitored by senior leaders to ensure consistency and quality experiences.
- Staff members participate in worship led by the headteacher who models outstanding practice for adults to emulate and provides the community with high quality experiences of worship.
- Leaders extensively promote pupils' planning, leading and evaluation of Collective Worship in an age appropriate way.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Further standards in Religious Education by:
 - ensuring consistency in assessment and moderation procedures across the school;
 - planning the whole topic across each cohort to ensure consistency and appropriate challenge for all;
 - sharing the best practice across the school.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed the *Journey in Love* programme for Relationships and Sex Education and finalising the curriculum map to allow cross-curricular learning between Science, Religious Education, Personal, Social and Health Education.
- Continue to address the areas for development as outlined in the Self Evaluation Document.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

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| 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