



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL**

Part of The Pope Francis Catholic Multi Academy Company  
Curbridge Road, Witney, OX28 5JZ

Inspection dates: 26-27 May 2022  
Lead Inspector: Rebecca Nash

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

Catholic Life: Good

Religious Education: Good

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:

- The mission statement is truly at the heart of the school and is relevant to everyone. The entire community understands and upholds this mission.
- The principal is a dedicated and highly influential Catholic school leader. He has a strong and purposeful vision for the Catholic Life of the school and takes a hands-on approach to ensure it permeates all aspects of school life.
- Teachers' strong subject knowledge in Religious Education leads to positive outcomes for all groups. Pupils enjoy their lessons and readily make connections between their own lives and the teachings of Christ.
- During Collective Worship, pupils respond with respect, reverence and devotion, and the staff sets a positive example.
- The school has a strong link with the parish. There is an excellent relationship with the parish priest, who has a regular presence in the school. This strong relationship is of great benefit to both the school and the parish.

It is not yet Outstanding because:

- Catholic social teaching is not integrated into the broader life of the curriculum and school.

- Feedback in Religious Education needs to be developed so that it is consistently effective in contributing to outstanding outcomes for all groups of learners.
- Governors need to be involved more systematically in monitoring and evaluating Religious Education and Collective Worship so that they can help lead planned improvements themselves.
- Qualitative judgements by governors in Religious Education and Collective Worship would support them in analysing the school's performance.
- Collective Worship across the school needs to be a spiritual encounter with God rather than a knowledge recall and check.

## FULL REPORT

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

- Incorporate Catholic social teaching into the curriculum and the broader life of the school so that pupils understand it and can talk confidently about it.
- Consistently develop systems for pupils to know how well they are doing in their Religious Education written work and what they need to do to improve.
- Systematically involve governors in planned, frequent, and robust monitoring and evaluation to enable the school to challenge itself, particularly in Religious Education and Collective Worship.
- Ensure leaders and governors make accurate qualitative judgements in Collective Worship and Religious Education.
- Ensure Collective Worship is focused on raising the heart and mind to God rather than having a lesson-style approach.

## THE CATHOLIC LIFE OF THE SCHOOL

<b>The quality of the Catholic Life of the school</b>	<b>Good</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Good
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

### **CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school**

### **CL2 The quality of provision for the Catholic Life of the school**

- The school's mission statement, 'We learn with God as our guide,' is appreciated, valued, and lived out by pupils, staff, and the local governing body. All pupils confidently recite the mission statement at the start of each assembly. It is also displayed in Latin in the hall, 'Caritas Christi Urget Nos.'
- Pupils' understanding of the mission statement is reflected in their kind and thoughtful behaviour throughout the school day. Pupils are exceptionally well

behaved, kind, and polite towards everyone they meet and towards each other.

- Pupils are clear that this community of faith has become more prevalent under the new principal.
- All staff care deeply for the pupils. Positive relationships are evident throughout the school day. All pupils are well cared for and nurtured by the team at Our Lady of Lourdes.
- The school's behaviour policy is based on 'FAITH' where the children are expected to 'Follow Christ's example, Achieve our best, Involve ourselves in the community, Teach others by example, and Have high expectations.' When pupils carry out these actions, they receive faith points. Pupils pride themselves on achieving these points and being role models for others and are subsequently well motivated. This has been shared with parents, so they understand the school's and its pupils' expectations.
- The Catholic Life of the school permeates through all aspects of school life, including building and developing effective relationships with the adjacent nursery and local care homes.
- The school provides excellent pastoral care and support to pupils and parents. The work of Rainbows and the Family Support Worker are a testament to this. As a result of the school's compassionate and caring approach, pupils and parents feel cared for, listened to, valued, and looked after by the school.
- During the pandemic, the school ensured all pupil premium children in Witney, regardless of whether they attended Our Lady of Lourdes, received a stationery pack so they could work at home. The school also delivered food parcels to those in need.
- From the time they are in Reception, and as they move through the school, pupils know they are in safe hands and can trust the adults in school. This makes all pupils confident and happy in a close-knit school community.
- The Catholic ambassadors have played a role in making positive changes in the school. They have created and evaluated the 'faith corridor' and brought about improvements, including work displayed by each year group and biblical quotes, including, 'Open your heart to the God who speaks.'
- Pupils would benefit from a more planned and systematic approach to evaluating the Catholic Life of the school so they can take the lead in planning improvements.
- Pupils show respect and appreciation for people of other faiths and religions.
- The school's physical environment is well maintained and provides a peaceful and spiritual space to learn and work. There are several religious displays throughout the school that invite thought and reflection. The Catholic School Pupil Profile (CSPP) is prominent by a 'tree' in the hall with the names of all within the school community, staff and pupils on it and the current virtues are always displayed.
- Pupils respond positively to the school's chaplaincy provision. The parish priest is valued and respected. The principal has worked hard to identify ways the school and parish can encourage parents to bring their children to the celebration of the Mass more regularly.
- The parish priest is deeply committed to the school and celebrates Mass at the beginning and end of the term in church, on holy days of obligation and visits classes to celebrate Mass in school. He supports the delivery of sacramental preparation and told inspectors that 'the prayer life of the school community is strong.' He can be contacted anytime and readily comes into a class to support learning.

- The parish priest also serves on the school's local governing body and is incredibly supportive of the school's work. Relationships between the school and parish are strong, with trust and togetherness aligned. The school enjoys a good reputation in the parish.
- Because of the priority the school now places on providing opportunities for spiritual, moral, and ethical development, pupils are becoming more aware of their responsibilities as members of a Catholic community. The recent Y6 retreat to Alton Castle is an example of this. The principal praised the pupils for their behaviour and referred to them as 'great ambassadors for our school.' This is the first time the pupils have had the opportunity to go on retreat. The impact since returning has been evident by staff in their attitudes and behaviours, increased love of learning, and devotion to their faith.
- The school's response to CAFOD's 'Live Simply' is beginning to flourish with links to Witney's local council, where the school has been allocated responsibility to upkeep part of the grounds of the local cemetery.
- The school uses the TenTen 'Life to the Full' programme to deliver relationships, sex and health education (RSHE). Pupils already show that they understand loving relationships as being firmly rooted in the teachings of Christ and His Church.
- Charitable outreach work is evident at Our Lady of Lourdes. Pupils desire to make a positive contribution and are aware of the needs of others locally and globally. Fundraising activities have included Father Hudson's Society (£572.42 raised during Lent), support for the people of Ukraine through non-school uniform days and raising awareness of the environment by supporting CAFOD's 'Go Green' work and bringing in food for the local food bank at the harvest festival. Pupils would benefit from having a more secure understanding of how to act upon the principles of Catholic social teaching, for example, by delivering the Pope's message of 'Laudato Si' focusing on care for the natural environment and all people, as well as exploring broader questions of the relationship between God, humans, and the earth.
- Pupils do not clearly understand vocation; they refer to it as a job rather than a calling from God to do something every day. The school has actioned this in their development plan to improve understanding of what it entirely means.
- Staff are fully committed to the Catholic Life and mission of the school. Their dedication is reflected in how they prioritise being living witnesses of the gospel, which is reflected in their strong commitment to the school and its aims.
- The school provides high-quality pastoral care for its staff. All staff speak exceptionally well of the principal and how he supports them in their work and enables them to encounter Christ.

### **CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school**

- Leaders and governors demonstrate a public commitment to the mission of the Church. They are deeply committed to the Catholic Life of the school.
- The principal is a dedicated Catholic leader highly regarded by the community at Our Lady of Lourdes. As a result of this strong leadership, all staff are highly motivated to help the pupils thrive in a respectful, loving, caring and faith-filled community.

- Leaders give provision for Catholic Life priority; however, self-evaluation needs to be monitored and evaluated more robustly to make the Catholic Life of the school outstanding.
- Continuing professional development (CPD) for staff focusing on the Catholic Life of the school occurs throughout the school year. This training has successfully developed an understanding of the mission of the school. Staff attend training led by the diocese, the multi academy company (MAC) and school leaders. Staff spoke positively about The Pope Francis MAC training day at the start of the year and how it brought them together with colleagues, sharing good practices and ideas.
- Parents' views are actively sought through surveys and questionnaires. The views of parents are thoughtfully responded to, and parents said that they felt listened to by the school.
- Strategies to involve parents in Catholic Life are successful. Since the pandemic, parents have been invited to Masses and, more recently, the Marian May Procession. Parents commented upon how beautiful it was, saying, 'It was so lovely and moving.' Parents are contacted through email, text, monthly newsletters and termly class letters. Parents are pleased with the school and its leaders. They have shared numerous positive comments about the school and its Catholic Life, such as, 'This is a happy school. Communication is good, and provision for SEND pupils is great!' and 'The new principal has made a huge difference in such a positive way. Behaviour is good, and issues are always dealt with quickly.'
- The positive relationships that exist between staff and leaders help to ensure that improvements are made when they are needed.
- Leaders know that formalising the record-keeping of Catholic Life monitoring is an area that needs to be developed more at the school.
- Leaders and governors recognise the impact of the pandemic and the limitations that have prevented monitoring activities and self-evaluation from taking place; however, they are committed to the Catholic Life of the school and recognise that this is an area that can be improved further.
- The principal and all staff members have a performance management target linked to Catholic Life, which helps maintain Catholic Life as a key priority for all staff.
- Governors are committed to the Catholic Life of the school, as evident in their regular attendance at various meetings.
- Leaders ensure that the school is compliant with the Archbishop of Birmingham's decisions relating to Catholic Life. As a result, pupils experience the CSPP in their school life experience.
- Leaders ensure that the Catholic Life of the school features prominently in curriculum planning in all areas. Links are now made in each learning area with quotes from the bible. The environment reflects this in terms of displays and artefacts.
- Effective induction systems help to ensure new staff members can contribute to and uphold the Catholic Life of the school. Early Career Teachers all complete the diocesan induction programme and are positively supported by leaders and staff in the school. The staff know they have a responsibility to 'follow Christ's example' and feel supported in their roles.

- Leaders, supported by the staff, are skilled at upholding the school's strong and distinctively Catholic culture whilst ensuring the school is inclusive and accessible to the entire community. The strength of this work is reflected in the very harmonious community that thrives at the school.

## RELIGIOUS EDUCATION

<b>The quality of Religious Education</b>	<b>Good</b>
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Requires Improvement

### **RE1 How well pupils achieve and enjoy their learning in Religious Education**

### **RE2 The quality of teaching, learning and assessment in Religious Education**

- Pupils enter school knowing very little about the Catholic faith, and when they leave, most work in line with or above expected levels. This achievement is similar to that of other core subjects.
- Pupils with English as an additional language (EAL) achieve well and progress in line with their peers. Furthermore, progress in Religious Education is good for most pupils in each key stage. In most lessons, pupils are generally enabled to move on to the next phases of their learning; however, this is not always consistent.
- Pupils use the knowledge they have acquired in lessons to think spiritually, helping them be aware of the effect of religious beliefs in their everyday lives.
- In all classes observed, there was a lovely, calm atmosphere resulting from high expectations from the teacher; consequently, pupils' behaviour and concentration were good.
- Pupils engage very well in their Religious Education lessons. They are committed to their learning but would benefit from knowing what they can do further to improve their work and be afforded the time to do this.
- Inspectors observed consistently good questioning of pupils by teachers in most lessons.
- In most of the lessons observed, teachers' secure subject knowledge was a strength because it enabled them to fascinate pupils and stimulate thoughtful responses from all age groups. For example, in one lesson about eternal life, pupils were asked to refer back to their prior learning, recall scripture passages about eternal life, and draw inferences. They were appropriately and cleverly guided in their responses by the class teacher, helping them articulate their understanding of eternal life. In another lesson, the class teacher was confident in linking prayer to the liturgical year in an age-appropriate way. Artefacts such as Rosary beads were used, and references to the mysteries reinforced what had been discussed in assemblies. The five-finger prayer was referred to by the class teacher, who confidently talked about parents being the first teachers to their children. Although

there was no explicit reference to 'vocation', the class teacher introduced them to this concept at an age-appropriate level.

- Effective questioning by the class teachers plays its part in assessing what the pupils know and don't know. Inspectors observed good questioning of pupils by teachers in most lessons. Effective assessment for learning strategies is employed to help teachers know where the learning gaps are and help pupils think and understand what they are being taught. In one lesson, because the class teacher questioned pupils on their prior knowledge, the sequencing of the learning was made clear and good progress was made.
- The appropriate unit markers are in books; however, there is inconsistency in their completion. As a result, pupils do not always reflect on the success of their learning and the next steps they need to take.
- Appropriate support is offered to vulnerable groups, and all teachers expect to complete the same work as everyone else through differentiated activities and tasks.
- Other adults work effectively with pupils with additional needs. Because planning had been shared in advance, they could plan the support they offered to pupils before the lesson in the best possible way to enable pupils to achieve the learning outcomes.
- Planning is matched against 'Learning and Growing as People of God', enabling the teacher to assess pupils' achievements accurately.
- Teachers plan good lessons linked to pupils' current assessments so that most pupils learn well. As a result of this, teaching is good.
- Religious Education was given priority during the lockdown and was taught via 'seesaw', which sustained pupils' enjoyment of the subject during a significantly challenging time.
- Staff have established positive relationships with pupils, and pupils' behaviour in all lessons is exemplary, despite pupils not being moved onto the next phase of their learning more quickly in some classes.
- Teachers use a range of teaching strategies to engage pupils. Talk partners, role play and jigsaw activities are all used to good effect. Additional adults are used well, and teachers have high expectations of all pupils.
- Feedback in Religious Education follows the school's policy. However, pupils' achievement and effort are not always clearly evident in their exercise books. The approach in practice does not help pupils understand what they need to do to improve their work.
- The majority of pupils' work is neatly and carefully presented compared to other core subjects, but there is scope for further improvement in some classes.
- Teachers celebrate pupils' achievements through various means, including faith points and a mention in the golden book; however, work in Religious Education would benefit by having a higher profile at these celebration points.

### **RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education**

- Leaders follow the 'Learning and Growing as the People of God' curriculum and ensure that the directed amount of time is allocated to the teaching of Religious Education. Our Lady of Lourdes Catholic Primary School meets all of

the requirements of the Bishops' Conference of England and Wales and the additional requirements of the Archbishop of Birmingham.

- Religious Education is fully comparable to other core subjects, which is evident through resourcing and staff professional development.
- The leaders and governors of Our Lady of Lourdes Catholic Primary School ensured that the teaching of Religious Education remained a top priority throughout periods of lockdown caused by the pandemic.
- The subject leader's vision for the teaching and learning of Religious Education lacks clarity. Consequently, although unanimously positive in their support and passion for the subject, classroom teachers do not get regular, planned, formal feedback on how they are succeeding in helping to secure it across the school.
- Because of the lack of rigorous monitoring and scrutiny in Religious Education, the subject leader is unaware of the strengths and areas for development within the subject across the school. Where there is evidence of monitoring, it has no impact or next steps identified to bring about improvements in the subject.
- The monitoring procedures for Religious Education are not rigorous or robust enough. There is no evidence that leaders check back to ensure actions have been implemented and assess whether further steps are required. Analysis of any monitoring is not shared with the governors. As a result, they are disempowered from ensuring improvement plans arise from monitoring activities. Leaders' and governors' self-evaluation of Religious Education requires improvement as monitoring, analysis, and self-challenge have been absent.
- Standards in Religious Education are not reported to governors systematically, so governors are not adequately informed about how well pupils achieve and attain in Religious Education. Thus, challenge relating to the standards in Religious Education in the school is absent in their reports and minutes.



**COLLECTIVE WORSHIP**

<b>The quality of Collective Worship</b>	<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	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

**CW1 How well pupils respond to and participate in the school's Collective Worship****CW2 The quality of Collective Worship provided by the school**

- Collective Worship is central to the life of the school, and praying together is part of the daily experience for pupils and staff. As a result, the sense of community at Our Lady of Lourdes is further strengthened.
- Pupils act with reverence and are keen to join in Collective Worship. They sing and respond to prayers with growing confidence. Pupils read confidently at Mass, and it was evident in the Ascension Thursday Mass that they are prepared well for such roles.
- Chaplaincy provision is strong. The parish priest is very supportive and regularly attends school to celebrate class Masses and support teaching and learning. The parish works in partnership with the school to ensure the Mass is relevant and engaging for pupils and the community.
- Catholic pupils who do not attend the school are involved with catechists from the church. They receive the sacrament of First Holy Communion with the pupils from Our Lady of Lourdes in a joyful celebration of the Eucharist, which is well attended by staff.
- Collective Worship is given a high priority in planning and resourcing, resulting in engaging opportunities for prayer. Prayer and liturgy would benefit from pupils' involvement in its evaluation.
- Staff and pupils have a good understanding of the Church's liturgical year. The liturgical year is prominently reflected in displays around the school site and is routinely mentioned during instances of prayer. Consequently, pupils have an excellent understanding of the Church's key seasons and feasts and can articulate the relevance of these to their own lives.
- Pupils use a variety of approaches to prayer; formal and informal, private and communal. They are encouraged to be still and listen to God, all of which contribute to pupils' enjoyment of prayer.
- Prayer bags are sent home with pupils, encouraging families to join in the school's prayer life.
- Pupils have some knowledge of the Church's traditional prayers, which is still developing.
- Pupils are confident in planning and delivering Collective Worship. Clear expectations and routines are embedded. In one act of worship witnessed by inspectors, pupil leadership was modelled with the class teacher expertly supporting the delivery of prayer without overly imposing or removing the pupils' independence.

- Pupils use the 'gather, listen, respond, go forth' model competently to design and confidently lead their prayer sessions, to which their peers respond reverently. They use a variety of approaches to prayer, including scripture, religious artefacts and liturgical music. The prayer garden is used regularly for pupils to gather together and pray.
- Acts of Collective Worship at Our Lady of Lourdes are immersive and engaging for the pupils and evoke sensitive, thoughtful and reflective responses from them. All pupils, regardless of their religious background, make connections between the teachings of Christ and their own lives and beliefs. In one example of Collective Worship led by the pupils, responses were heartfelt, with many understanding the impact of their actions and the importance of peace in our world and spreading the gift of peace.
- Collective Worship is timetabled daily. There are regular Masses held in school and the parish church, and there is a Gospel assembly every Monday. Staff give Collective Worship the highest possible status and are positive role models for the pupils. This is evident in the prayerful atmosphere that abounds in all acts of Collective Worship and the apparent respect shown by adults and staff. Acts of worship were observed in the prayer garden, with pupils experiencing a moment of wonder and awe as they looked up at the clouds and were asked to think about the Ascension of Our Lord.
- The raising of the heart and mind to God during acts of Collective Worship is often punctuated with question-answer sessions rather than a spiritual encounter moment with God. Care must be taken to ensure that every act of worship facilitates a genuine moment of encounter with God, which contributes to pupils' spiritual development.
- Pupils value and understand the role of a wide range of approaches to prayer. They know that prayer 'brings them closer to God' and explained that they have many opportunities to pray during the school day.
- Collective Worship is used at critical points throughout the school year to strengthen pupils' relationship with God further. An example is the pupil's recent participation in a Marian May procession.
- Pupils have a well-developed sense of respect for those of other faiths. This is evidenced in the school environment and visits to places of worship for cultural development.

### **CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship**

- Leaders know how to plan and deliver high-quality Collective Worship. They are good models of good practice for staff and pupils. This was evident in the whole school, and classroom-based teacher-led Collective Worship.
- The principal and subject leader for Religious Education organise collective Worship well. A wide variety of Collective Worship opportunities are planned throughout the year, which pupils appreciate.
- School leaders have the knowledge and skills to deliver meaningful Collective Worship that encourages thoughtful and mature responses from the pupils. Pupils are given exact messages at these times of prayer and worship and can readily explain how the teachings of Christ are relevant to their daily lives.
- School Leaders encourage pupils to plan, prepare and lead Collective Worship more independently in school; sessions designed and crafted by pupils are a testament to this.

- School leaders have historically monitored and evaluated Collective Worship throughout the school and provided one to one and whole staff feedback as necessary. They recognise that they need to resurrect the monitoring of Collective Worship by pupils and Governors post-pandemic in a more planned and robust manner, ensuring that actions are addressed so the monitoring has an impact.
- Leaders and governors would benefit from regular reviews of school performance so they can effectively evaluate the provision of Collective Worship and make qualitative judgements.
- Prayer has a clear message and purpose at Our Lady of Lourdes. Themes for Masses and assemblies reflect the liturgical calendar and ensure pupils have a good understanding of the liturgical year, seasons and feasts.
- The principal is a very visible leader of Collective Worship and acts as a positive role model. He knows and understands the community he serves and works with great sensitivity to ensure that Collective Worship provided by all is relevant, accessible and engaging.
- The school works thoughtfully to involve families in the school's prayer life; for example, during the lockdown, pupils and their families were engaged in purposeful Collective Worship. The principal and the subject leader for Religious Education spent time in Church preparing liturgies and prayerful opportunities for the school community to engage in.
- The spiritual formation of governors, staff and leaders is given high priority. Planned CPD and retreat days for staff, governors, and leaders have taken place in school and with other staff from The Pope Francis MAC. These have been valued and well received by staff.
- Staff have received in-school and diocesan training in Collective Worship. Staff have been paired up to support each other in effectively delivering Collective Worship.
- Leaders and governors ensure that the school fully complies with the additional requirements of the Archbishop of Birmingham.

**SCHOOL DETAILS**

Unique reference number	139527
Local authority	Oxfordshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Academy
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	186
Appropriate authority	The board of directors
Chair	Paul Concannon
Headteacher	Daniel O'Connor
Telephone number	01993 702480
Website address	<a href="https://www.ololwit.org.uk">https://www.ololwit.org.uk</a>
Email address	<a href="mailto:office@ololwit.org.uk">office@ololwit.org.uk</a>
Date of previous inspection	November 2015

**INFORMATION ABOUT THIS SCHOOL**

- Our Lady of Lourdes is smaller than an average-sized primary school. It serves the parish of Our Lady and St Hugh in Witney, and St Peter's in Eynsham, to the northwest of Oxford.
- The percentage of Catholic pupils is currently 44.6%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is broadly in line with the national average.
- The percentage of pupils with EAL is broadly in line with the national average.
- Attainment on entry is below average.
- There has been significant change since the last inspection: the school is now part of The Pope Francis Catholic Multi Academy Company. The principal was appointed in September 2019, and the subject leader for Religious Education has been in post since April 2019. Catholic pupil numbers have decreased from 61% in June 2015 to 44.6% in May 2022.

**INFORMATION ABOUT THIS INSPECTION**

- Two Diocesan Inspectors carried out the inspection: Rebecca Nash and Ben McArdle.
- 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. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed 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 chair of governors, the headteacher, the Religious Education subject leader, the Catholic Senior Executive Leader (CSEL), parish priest, parents, staff, Catholic ambassadors, pupils from the Rainbows group and playground buddies.
- The inspectors attended a whole school Mass, class & whole school Collective Worship. They 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 various documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the RE action plan, teachers' planning, pupils' Religious Education books and class big books.