

Saint Columba's Catholic Primary School SELF-EVALUATION DOCUMENT

The Catholic Life and Religious Education in Primary Schools

Schools will be requested to produce a self-evaluation report prior to the Section 48 inspection. It should be kept updated each year. The report will provide the starting point for each inspection and help to determine its scope. The report will best serve if it is concise and written against the headings listed below. It will identify the strengths and areas for development in each area. The statements need to be supported by evidence that is referenced. Consultation within the school and beyond can help this process and inform the findings.

Name of School	St Columba's Catholic Primary School	
Address of School	Hillside Road, Huyton, L36 8BL	
Date of completion	July 2017 (revised from July 2016)	
Unique Reference Number	104480	

2014 - What the school needs to do to improve further

- *Raise the standards in attainment in Religious Education by continuing to address the areas identified by the SED*
- *Further develop the work done in assessment in assessment, monitoring and tracking of pupil progress by using the information from data analysis to inform teacher's planning.*
- *Improve the quality of provision and outcomes for Collective Worship by enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.*

OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils

The extent to which pupils contribute to and benefit from the Catholic Life of the school			GRADE	1
Key Areas	Strengths & Evidence	Areas for Improvement	Development Strategies <i>(targets, time scales and clear lines of accountability)</i>	
<p>Consider:</p> <ul style="list-style-type: none"> the extent to which pupils take on responsibilities and take part in developing the Catholic character of the school; pupils' sense of belonging to the school community and their relationship with those from different backgrounds; the extent to which pupils develop skills and attitudes which will serve them and others, now and in the future. 	<p>1) <u>Mission Statement:</u> Our Mission Statement is regularly reviewed by children in Assemblies, in lessons and by families with the Parent Mentor. <i>Last year 2016 both Staff and pupils developed a new Child friendly Mission Statement.(see website)</i></p> <p>2) <u>VISION STATEMENT:</u> In June 2017 school held a whole school vision day. Staff, children, Governors and members of the community worked together to create a shared vision for the school. We ensured that it encompassed our mission statement.</p> <p>3) <u>Spirituality:</u> For the vast majority of our pupils, our school provides them with their only experiences of faith, spirituality and Church. Considering their limited experiences, our children are prayerful. spiritual and show a good</p>	<p>1) To review and update Mission Statement throughout 2017/18.</p> <p>2) To increase children's contribution to Collective Worship across the school.</p> <p>3) To increase the children's skills in planning their own Collective Worship throughout KS2 and for Foundation Stage/KS1 children to take a more active part in developing own Collective Worships.</p> <p>4) To continue to involve the pupils in different aspects of Parish life, especially through the new Sacramental Programme.</p>	<p>1) Input at Staff Meetings from Co-ordinator and HT. (2017-2018) Co-ordinator to monitor development and include in termly report to Governors/ Staff. <i>Updated CW Policy/ Spiritual and Moral Policy/RSE Policy to be completed by Autumn 2017/reviewed Spring 2018 by Co-ordinator and agreed by SMT/Staff and Governors.</i></p> <p>2) Opportunities for children to attend Mass with their classmates and teachers in the Parish.</p> <p>3) Input at Staff Meetings. <i>New CW Co-ordinator and implementation of Worship Warriors to lead workshops for the planning of CW throughout 2017-18</i></p>	

	<p>understanding of the Catholic faith. As a school we seek to maximise these experiences. Children and their families are fully prepared and informed to celebrate other faith weeks. The school explores Judaism, every Autumn term and in the summer term Islam is studied.</p> <p>Gospel Values are continually referenced and reinforced in various ways ie: each class is to study a Gospel Value and share their understanding with the rest of the school.</p> <p>The Catholic ethos permeates throughout the school. Children are expected to love and care for one another. The school is a happy school where every child is set an example of respect and love. All members are expected to act in keeping with our ethos and we pride ourselves in the relationships we share and the respect and consideration shown.</p> <p>Collective Worship: Children lead and organise class Collective Worships throughout school. Classes lead various celebrations for Come and See topics, Christmas, Easter etc.</p> <p>Worship Warriors: We have just</p>		<p>Monitored by RE Co-ordinator, strength and areas for development taken to SMT.</p> <p>4) The annual retreat/renewal day to focus on enhancing the spiritual life of the staff.</p> <p>Lead Personnel: RE Co-ordinator/CW Co-ordinator and RSE Co-ordinator. SMT and Headteacher.</p> <p>Monitoring - Termly report to Governors, development and monitoring of assembly books and Collective Worship booklets.</p>
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arranged for our Year 5 children to begin a project called Worship Warriors, whereby they will be trained in leading Collective Worship.

-School Masses take place at various times of the year. Pupils take an active part as readers, altar servers, offertory procession and singers. Advent, Lent and Easter Celebrations are lead in Church each year.

Leading Celebrations:

Each class leads a school celebration during the year to which parents/carers, parishioners and governors are invited. These are based on their' Come and See' topics and incorporate liturgical themes such as Lent, Advent or Easter.

Year 6 independently plan their Leaving Ceremony.

Each class, with the support of their teacher, plan and write their own liturgy and their own songs for class Masses, assemblies and end of year celebrations.

We have Christmas Plays for FS/KS1 and Nursery. Every pupil takes part as a performer, as an actor or member of the choir. The plays have a variety of contexts, but include the importance of the birth of Jesus, the son of God.

Awards given:

We hold a celebration assembly every week to acknowledge the God given gifts and the achievements of pupils within each week (linked to Mission/Vision Statement). The children are invited to sit on their 'Award Cushion' at the front of the assembly. They then have a **photograph** taken, which is **displayed in the foyer** and on the **website**. (See **Praise Pod**) The child then keeps that cushion for the full week. A **prayer award** is also awarded during this celebration assembly. This encourages children's awareness of their own spirituality and reverence. The celebration culminates in prayers of thanksgiving for the uniqueness of each child.
(certificates, trophies and prayer awards)

Schools councillors:

The school councillors regularly meet with Mr Murphy (Learning Mentor) to discuss children's interests and school projects. The members have gathered pupil opinion on issues such as After School Clubs, Breakfast clubs, Fund Raising Ideas and recent changes to the school. The impact of this intervention can be seen in the amount of after school activities now being offered at school. (See **School Council Blog**)

Play Leaders:

A group of Year 5 children have completed a Play Leaders programme.

The Parish Priest and Chair of Governors plays an active role in school life and are a regular visitor to school. The children have good relationships with both Fr Chris and Mrs Simms.

The school works in close partnership with the Church

and parents to ensure that children are prepared for and receive the Sacraments of Baptism, Communion, and Reconciliation.

All pupils exhibit excellent attitudes towards school, as is evident in their behaviour, enthusiasm and willingness to participate. They tell us that lessons are fun and they enjoy coming to school. Parents and carers unanimously agree that their children are taught well. *'Parents were extremely positive about the school. They are praising of the support for pupils. The inspection endorses their views' (Ofsted 2013). 'The behaviour of the children is exceptional, they feel listened to and they live out their mission.'*

Surveys 2017

100% of parents agreed that their child were happy at school and 73% strongly agreed.

100% of parents agreed that the children felt safe in school with 72% strongly agreeing.

Children **enjoy** RE lessons and the fact that they can share many of their own experiences.

81% of Year 6 children said they found RE lessons to be interesting and fun whilst 90% of Year 2 agreed.

They particularly enjoy their 'Rejoice Celebrations' and prize giving assemblies where they can celebrate their efforts and contributions to school life.

Pupils are polite and courteous. They strongly adhere to the schools' values which set out expectations for behaviour and relationships and help them to uphold the school's very strong Christian Ethos.

Fund raising/Sponsors:

The children respond to **fundraising** events and charity organisations with enthusiasm - often giving their own suggestions in how to support those who are less fortunate than themselves. These suggestions often result in the children organising their own fundraising events to support

their chosen charity.
For example we recently supported a Year 4 child in organising an 'Awareness for Coeliac Disease' to raise awareness of the disease and another Year 3 child to raise money for a terminally ill neighbour.
We also had a Wear Blue for Bobby Day, collected food and necessities for The Hope Project (Liverpool Homeless), Calais Refugees and local foodbanks.
. We collect for Children In Need, Comic Relief, Red Nose and Sports Relief, The Poppy Appeal, The Good Shepherd collection for Nugent Care. We have regularly achieve the target of £1,000 for Nugent Care.

Pupils' response to prayer, circle time: Prayer and scripture is at the heart of our daily lives. A special prayer award is given to any child that demonstrates reverence and spirituality. Often the award is given to children that have written their own thoughtful, deep and inspirational prayer .Each class takes part in a weekly Circle Time, discussing their feelings, thoughts and opinions.

RSE:
Very recently the school have updated the RSE Policy and curriculum, following training of Staff

and collaboration of Parents and Governors. (See website). We have purchased A Journey in Love and will be starting the programme in Sept17.

Breakfast club:

All children are encouraged to be active members. The older children are given responsibilities in assisting and looking after the younger children. They are regularly given awards for their outstanding help and support.

Residential trips:

Year 6 went to Winnmarleigh Hall (see booklet)

School day trips:

- Children take part in a variety of trips to broaden their horizons. KS1 and KS2 classes have visited places of worship including St Columba's Church and the Metropolitan Cathedral

Upper KS2 regularly attend the Advent Service and the Good Shepherd Masses at the Metropolitan Cathedral (photographs)

Local Community/Parish outreach:

We work closely with our Parish community. The school provides support for our Parish catechists in their role in guiding children in Sacramental preparation in partnership with their

	<p>parents/carers. We also have strong links to with the Parish team, who are regularly invited to key events at school. An example of this is the school's commitment to raise money for the upkeep and painting of the Church.</p> <p>Four members of Staff (including the HT) regularly attend and support our Parish Church every Sunday. (Eucharistic Minister, Children's Liturgy, Reading and Parish Committee).</p> <p>Parishioners have been invited into school to share experiences with our children. This has been during the topics of Special People and roles of the parish family. Children have also visited Church and been given a tour by the local parish community. We held a Pride of Saint Columba's Ceremony whereby we honoured members of the Church Community. During Mass in our school?</p> <p>We have recently forged strong links with the Local Community Centre: they recently contributed to our School Vision Day.</p> <p>Children receive support for their many difficulties through the school's model approach to inter-agency working with Police/Fire Service/ Social Services/Family First/ Co- op/ Community Police, Local bakers. School have strong links with the</p>		
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local care home too. They have taken part in sports activities with the residents, they have visited them to discuss their past history, they sing to them at Christmas and during their WWII topic. This has provided our children with a deeper understanding and respect for the elderly.

Pupils are **proud** of their school and committed to the school community. The children and their parents have a strong sense of belonging. Parents are rightly very proud and loyal to St Columba's

Children and parents/carers views and contributions are valued and the relationship between home and school contributes to the quality and ethos of the school. Throughout 2017 parents have been further encouraged to participate in school life (Science Week, Art, Homework, preparation for SAT's.) Good opportunities are provided for pupils of all ages to take on positions of **responsibility** and leadership in the school and in a wide range of activities. This makes a valuable contribution to our ethos and quality of provision. (i.e school council, play leaders, digital leaders, Reading Buddies, CW leaders).

The school is a safe, Christian community where people get on well together. Last year our school focus was on working together and teamwork. 'There are plenty of opportunities for pupils to work harmoniously with partners or groups' (Ofsted 2013)

Through the **RE, SEAL, RSE and PSHE** curriculums, alongside teaching, learning and life of the school, we ensure that pupils have a good understanding of their rights and responsibilities.

We have built upon our New Curriculum, whilst embracing The Great Learner's Project; this focuses upon the skills of: Listening, Independence, Collaboration, Empathy, Perseverance and Resilience are all encouraged. They are taught throughout the year, both explicitly and implicitly, throughout all subject areas.

The School Council and circle time provide all pupils with an excellent opportunity to take responsibility and participate in decision making. The outcomes contribute to the quality of teaching, learning and curriculum. This process is a valuable part of our ethos. We have also recently introduced Information Station

allowing the children time to discuss current issues on a daily basis.

Pupil Voice is important throughout the school. All teachers ensure that pupils are involved in making appropriate decisions about curriculum, teaching and learning. (i.e. Enterprise Projects in the Summer term).

Families are very well supported, especially by the Learning/Parent Mentors and the SENCo. 'Vulnerable pupils and their families are supported exceptionally well' Ofsted 2013.

Learning Mentor:

Provides a range of services to our children. He focuses upon specific 1:1 support, small groups relationships, whole class circle times and whole school Assemblies.

Parent Mentor:

Provides a range of services for parents. This includes offering advice, supporting debt problems, providing Food Bank vouchers but more crucially aiming to provide the parents with the skills, self esteem and emotional health to successfully parent their children.
(RE co-ordinator file)

Action for Children:

Despite the withdrawal of funding from Knowsley, school have financed

	<p>the involvement in a 12 Month Mentoring Project for identified vulnerable children.</p> <p>The impact of this intervention can be seen in the successful, smooth transition to Secondary school/ special school or for vulnerable pupils, many of whom would have been at risk of exclusion. Also in supporting complex family networks.</p>		
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Additional guidance: p9-10 of Inspection Handbook Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

How well pupils' achieve and enjoy their learning in Religious Education			GRADE	1/2
Key Areas	Strengths & Evidence	Areas for Improvement	Development Strategies <i>(targets, time scales and clear lines of accountability)</i>	
<p>Consider:</p> <ul style="list-style-type: none"> pupils' attainment in Religious Education at the end of each key stage; the quality of pupils' learning and their progress in Religious Education and any variation between groups; the quality of learning for pupils with particular learning needs and/or disabilities and their progress. 	<p>Tracking systems</p> <p>Given pupils' low starting points, and the disparate lives lived by some of our families, progress is very good. Most children achieve the expected level for their year group and leave our school with average attainment, showing very good progress. (See tracking system, brick walls in Assessment file)</p> <p>Records of Attainment</p> <p>Attainment in RE, and work within books, shows similar progress.</p>	<p>1) To further develop assessment of R.E. with a particular focus on the HA children. Children to be more involved in their own evaluation of how well they are doing in RE.</p> <p>2) Continued use of whole school moderation is an area for development to ensure the standardisation of levelling of work and to help with CPD for new staff.</p>	<p>1) To continue to implement the EYFS assessment sheet recommended by Archdiocese and develop self- evaluation systems with pupils' work. (July 2018) RE Co-ordinator and class teachers.</p> <p>2) <i>Staff Meeting time to keep staff abreast of new developments in the use of tracking system. (HT and RE Co-ordinator ongoing throughout 2017 -2018)</i></p>	

	<p>There are no significant differences between different groups of learners, within their attainment in RE.</p> <p>Individual records of attainment are kept up to date and discussed with the next teacher at the end of each school year.</p> <p>(See RE CoOrd file)</p> <p><u>Formal Assessments:</u></p> <p>Formal assessments are carried out, recorded on contexts sheets. Examples of HA/AA/LA work and outcomes are taken to the co-ordinator for a short moderation meeting to discuss progress/levels. Assessment in Foundation Stage is part of the Early Years Profile that includes all areas of learning.</p> <p><u>Moderation Meetings:</u></p> <p>Whole-school moderation tasks are completed each term. Co-ordinator has monitored target-setting and attainment and calculated % of children levels. These have been fed back to staff and discussed at moderation meetings.</p> <p><u>Pupils' work:</u></p> <p>Internal moderation of plans and pupils books demonstrates that the curriculum for pupils is very good and has some outstanding enrichment activities, especially project work, visitors and visits out</p>	<p>3) Each year group to ensure that the new guidelines for assessment and planning are embedded.</p> <p>4) TA's and support staff to keep notes on progress of children in their group.</p>	<p>3) Staff meeting time to develop staff's understanding and awareness</p> <p>4) R.E. to remain a standing item on Staff Mtg. Agenda</p> <p>5) Termly reports by Co-ordinator to Governors.</p> <p>6) Co-ordinator to report developments and progress to SMT at each SMT mtg.</p> <p>Progress on the above is reported to Governors each term and updated with SMT regularly.</p> <p>Lead Personnel: RE Co-ordinator and Headteacher.</p> <p>Monitoring - Termly report to Governors.</p>
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of school. The children's work in their 'Come and See' books, is marked using driver words in order to develop children's attainment and progress.

In EYFS pupil's work is collated in Profiles and Come and See Books (**Children's book and FS profiles**)

Lesson Observations:

Work within RE lessons is differentiated to cater for the specific needs of children, by task, support or outcome.

Pupils are stretched and challenged during lessons to achieve their full potential.

Children with special needs are very well supported in their learning by teachers and TAs. T.A's provide careful observations on responses and progress made during lessons, which in turn helps inform planning.

(See RE Monitoring File).

Self evaluation:

School self-evaluation of RE takes place throughout the year and is recorded in the SED.

Achievement:

Weekly Student of the Week is often given in recognition of the Christian Values that have been lived out in the following of our Mission Statement.

Displays:

	<p>-Displays are linked to Come and See topics and celebrate the children's work. They are a 'work in progress', they are interactive, motivational and valued.</p> <p>(Monitoring of displays)</p> <p><u>Pupil interviews/ questionnaires</u></p> <p>Questionnaires (verbally and paper copies) have shown that children enjoy their R.E lessons. This is evident in children's responses during assembly times and pupil interviews. Parents comments at Parents Evenings also demonstrate the children's love of R.E.</p>		
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Additional Guidance: p11-12 of Inspection Handbook Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

How well pupils respond to and participate in the school's Collective Worship			GRADE	1
Key Areas	Strengths & Evidence	Areas for improvement	Development Strategies <i>(targets, time scales and clear lines of accountability)</i>	
<p>Consider:</p> <ul style="list-style-type: none"> to what extent pupils show interest and actively participate in Collective Worship; to what extent pupils are acquiring skills in planning and leading prayer and worship; how well Collective Worship contributes to the spiritual and moral development of pupils. 	<p><u>Behaviour:</u></p> <p>During Collective Worship pupils consistently show reverence and respect.</p> <p>There is a clear link between how Jesus asks us to behave with one another and what is lived out each and every day.</p> <p><u>A weekly reflection</u> on how we treat each other is held on</p>	<p>1) To increase the amount that children contribute to Collective Worship across the school.</p> <p>2) To compile CW resource boxes, booklets and videos to share with children and staff.</p>	<p>1) Children to have support and training from class teachers.</p> <p>2) Worship Warriors After School programme to begin January 2018.</p> <p>Input at Staff Meetings from Co-Ordinator. Co-Ordinator to monitor development and include in monitoring evidence.</p> <p>2) Updated CW Policy to be</p>	

	<p>Mondays and the children set targets for the week based on Scripture.</p> <p>Children enjoy their 'Rejoice Assemblies' and are excited to invite their families to share in their celebrations.</p> <p>Our children are very reverent and respectful during Collective Worship (and toward Religion generally). This is evidenced in lesson observations, through consultations and through their everyday interactions.</p> <p style="text-align: center;"><u>Participation:</u></p> <p>Staff and children are encouraged to use a variety of appropriate prayer styles and a variety of responses may be used. Staff are excellent role models and make use of the whole school liturgical seasons calendar to plan Collective Worship. (CW Obs/Records)</p> <p style="text-align: center;"><u>Planning:</u></p> <p>The children are developing their skills in planning and delivering collective worship, using Gather, Listen, Respond and Go Forth. Each Class has their own Collective Worship Box, selection of artefacts</p>		<p>completed by June 2017 by CW Coordinator, shared with children and agreed by Governors and Staff.</p> <p>Lead Personnel: RE Co-ordinator and Headteacher.</p> <p>Monitoring - Termly report to Governors</p>
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	<p>which they can use.</p> <p>The curriculum is further enriched by a good selection of activities which increase pupil's spirituality and social skills bringing <u>wonder and excitement</u> to their learning.</p> <p>Scripture, artifacts, hymns and prayers are shared in Collective Worship. Teachers model this initially until children are ready to lead this. (CW Records , own class booklets)</p> <p style="text-align: center;"><u>Monitoring:</u></p> <p>Children are always engaged and show much interest, responding proactively in any given opportunity. <u>Reverence and respect</u> has been evident in all Collective Worships. Children demonstrate integrity and a positive attitude to others with different beliefs. Our children have a very good awareness and appreciation of the <u>richness and diversity</u> of the world around them. This is not only taught through the curriculum and <u>Information Station</u> but also through Collective Worship where children are given the</p>		
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	<p>opportunity to think about events happening in the world today and are able to make prayerful responses to some of these events. (CW Records and Monitoring file)</p>		
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Additional guidance: p13-14 of Inspection Handbook *Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)*
 As children respond the genuine reverence and within the image of God, and are developing ways to be even more involved with Collective Worship, we judge this section as **outstanding**.

PROVISION

How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education			GRADE	1/2
<i>Key Areas</i>	<i>Strengths & Evidence</i>	<i>Areas for Improvement</i>	<i>Development Strategies</i> (targets, time scales and clear lines of accountability)	
<p>Consider:</p> <ul style="list-style-type: none"> how well teaching promotes purposeful learning, enjoyment, progress and attainment of pupils. 	<p><u>Teaching and Learning:</u> Learning is at the heart of our MISSION and VISION.</p> <p>Teaching of RE is given a high profile and appropriate time allocation throughout the</p>	<p>3) To continue to enhance learning by expanding experiences through visits and visitors</p>	<p>1) Senior member of Staff enrolled, NQT eager to enrol so 6/8 teachers have CCRS or are enrolled onto CCRS.</p> <p>2) Co-ordinator to continue to attend training and feedback to</p>	

	<p>school.</p> <p>There is rigour in planning, monitoring and assessment; Observations of RE lessons have shown that teaching in RE is at least good and outstanding in many lessons.</p> <p><u>Marking</u> is always positive and feedback including verbal is of a high quality and ensures pupil progress and attainment. Use of <u>driver words</u> helps promote next steps in attainment.</p> <p>(Planning and timetables)</p> <p>Teachers provide meaningful and stimulating lessons - inviting visitors to school to provide pupils with real life experiences- Father Chris, Police Commissioner, Police officers, Chief Constable, Chief Fire Officer, Community, Helicopter, Fire dog, fire engine and other visitors, who presents awards at our annual Prize Giving Ceremony.</p> <p>-Teachers have developed ways to deliver 'Come and See' activities across the curriculum, notably during English lessons and PHSE lessons, which serve to build on pupil's concentration, motivation and application and deeper understanding.</p>		<p>staff in Staff Meeting time.</p> <p>3) Set up manageable system for pupil interviews and feedback - Summer 2018 both formal and informal.</p> <p>4) Planned visits and visitors - to enhance 'Come and See' programme.</p> <p>Lead Personnel: RE Co-ordinator and Headteacher.</p> <p>Monitoring - Termly report to Governors.</p>
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	<p>-The R.E. co-ordinator and her newly established team are fully supported by the Headteacher to ensure that all teachers and other adults promote purposeful learning with the highest expectations of pupil's capabilities.</p> <p>- The RE co-ordinator reports to Governors on various aspects of RE.</p> <p>-“Come and See for Yourself” reflections have been introduced at staff meetings to provide an opportunity for all staff to reflect on topic before it begins. Staff lead prayers at the beginning of each Staff Meeting</p> <p>Teaching is constantly highly effective and builds on children's prior learning. Children show their enthusiasm in lessons through written work, dialogue and plenary sessions. The children are encouraged to be independent learners. This shows that the children are highly motivated and apply their learning to give a deeper understanding of the faith. <u>Evaluations</u> are noted on the planning sheets, and this informal assessment is used by</p>		
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	<p>teachers to feed into their planning for the next lesson/topic.</p> <p>(Monitoring information) -Monitoring systems are being evaluated for effectiveness and used to enhance provision and identify areas for development.</p> <p>(Monitoring files) -Pupil progress is recorded and tracked.</p> <p>(Monitoring files) -Parents/Carers are informed each term of the topics to be covered within Come and See using the newsletter provided by The Christian Dept. for Education.</p> <p>-All pupils are involved and contribute to our schools <i>Mission Statement</i>. They have individual class frames containing their own ideas on our school mission.</p> <p>-Emphasis has been placed on the use of driver words in planning and displays.</p> <p>- We liaise with all relevant support agencies, (social services, health, educational psychologists, CAMHS etc) to ensure that the needs of all learners are met.</p>		
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	<p>-Our dedicated SEN Team includes SENCO, LM, PM who help support vulnerable families in terms of form filling, applying for family funds for child poverty and disadvantaged children and provision of food vouchers.</p> <p>We ensure that the identification of and provision for additional learning needs is at the forefront of all we do.</p> <p>Clear differentiation and support is put in place to ensure that children meet their full potential in Religious Education regardless of their ability or background.</p> <p><u>Resources:</u></p> <p>ICT, DVDs, pictures, visits and visitors are included to enhance learning.</p> <p>I.C.T is well used innovatively to promote learning and enjoyment by pupils.</p> <p>TAs and other adults are used well to support learning. All staff have regular staff meetings and CPD opportunities. This leads to all teachers having excellent subject knowledge.</p> <p>We hold a yearly Spirituality and Reflection Day and RE is a consistent agenda item for every meeting.</p>		
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The extent to which the Religious Education Curriculum promotes pupils' learning			GRADE
			1
Key Areas	Strengths & Evidence	Areas for Improvement	Development Strategies <i>(targets, time scales and clear lines of accountability)</i>
<p>Consider:</p> <ul style="list-style-type: none"> that the curriculum and other activities are relevant to the pupils' needs and are provided coherently to ensure that pupils, whatever their starting points are able to achieve appropriately; that the curriculum contributes to pupils' spiritual, moral development and vocation; that the curriculum meets Bishops' Conference requirements and is responsive to diocesan circumstances. 	<p>Planning:</p> <p>10% of quality curriculum time is devoted to 'Come and See' teaching within each class.</p> <p>-Each teacher delivers the "Come and See" curriculum at an <i>age appropriate level</i>.</p> <p>- Work within RE lessons is <i>differentiated</i> to cater for the specific needs of children, by task, support or outcome.</p> <p>-The Learning Objective and use of Driver Words are evident within the 'Come and See' display in each classroom, shared with pupils and referred to during the lesson and the Plenary.</p> <p>The school is committed to providing the children with many and varied <i>enriching experiences</i> (ie Peace Proms, Year 6 residential, visits for Sister Fran and embracing and acknowledging the diversity of the faith within</p>	<p>1) To expand enrichment opportunities (e.g. Visits to other places of worship, retreats and further pilgrimages)</p> <p>2) Continue monitoring procedures and use them to provide feedback to improve further the RE curriculum.</p>	<p>1) R.E. Co-ordinator to have termly meetings with the RE Governor; discussing any significant changes in the RE Curriculum as well as data analysis.</p> <p>Lead Personnel: RE Co-ordinator and Headteacher.</p>

	<p>the school.)</p> <p>We have several focus weeks, throughout the academic year - anti bullying, French Week, Science Week, to name a few. The purpose of these weeks is to develop our children holistically and enable them develop their understanding of the world around them.</p> <p>Olympic athletes and Sports people have visited to discuss with children importance of dedication, hard work, commitment and reliance. The children then participated in team based sporting activities with the athletes.</p> <p>-The school has a policy of inclusion and provides for children with different needs, heritages and conditions.</p> <p style="text-align: center;"><u>Budget and resources</u></p> <p>Regular focus weeks plus visits and visitors contribute to the spiritual and moral development of both staff and pupils. (See booklets)</p> <p>-Teaching assistants are included in staff in-service for RE and support teaching and learning. - Teacher courses, training and retreat days all help to improve subject knowledge too.</p>		<p>Proposed Bookings of Jewish and Islam Speakers to further enhance our Curriculum.</p>
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	<p><u>Expectation and attitude</u> Children's spiritual and moral growth is well-developed. They have a clear understanding of those who are less fortunate than themselves. Children are generous in their support for many causes, including some identified by the children themselves. Children collect annually for Nugent Care Good Shepherd Appeal, Food Bank, The Liverpool Hope Project, Wear Blue for Bobby, Peace Prom, Shoe Box Appeal, Shelter, Children in Need, and Comic Relief to name a few.</p> <p>-All members of staff have high expectations of work, attitude and behaviour for RE as for other subjects. -Children are encouraged to follow the example of adults in school and show respect for the views and opinions of others. (Lesson observations, Ofsted and RE inspection reports)</p> <p><u>-Extra-curricular activities</u> promote personal skills, Christian values, community cohesion and inter-school collaboration, visits to St Columba's Church to support their knowledge and understanding of the RE Curriculum and the Catholic life</p>		
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	<p><u>Collaboration with other schools</u> The school is part of the <u>RE Cluster Group</u> which provides the RE Co-ordinator and RE Team with the opportunities to share good practice and experiences in such things as displays, attainment and provision. <u>The RE co-ordinator</u> regularly attends the archdiocese RE Co-ordinator meetings. This allows her to keep up to date with changes; this is then fed back to staff; <u>R.E. is a standing item at every staff meeting.</u></p>		
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Additional guidance: see p17-18 of Inspection Handbook Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

The quality of Collective Worship provided by the school			GRADE	1
Key Areas	Strengths & Evidence	Areas for Improvement	Development Strategies <i>(targets, time scales and clear lines of accountability)</i>	
<p>Consider:</p> <ul style="list-style-type: none"> how well the school meets the spiritual needs of pupils in acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school. 	<p><u>Prayer</u></p> <p>Both private and collective, is central to the life of the school; be it at times when the whole school comes together or when adults pray with children Prayer is integral to class and whole school celebrations.</p> <p><u>-Collective Worship</u> has been the</p>	<p>1) To increase the children's skills in planning their own CW.</p> <p>3) To continue to replenish and update resources.</p> <p>4) Develop Come and See celebrations.</p>	<p>1) Staff Retreat 2018 Lead Personnel: RE Co-ordinator and Headteacher.</p> <p>2) School to continue to work with Archdiocese/ Father Chris in the re-ordering of The Sacraments Programme</p> <p>3) Continue to provide</p>	

	<p>focus of Staff Meetings. Time is taken in staff meetings for collective worship and reflection. Staff take turns to begin staff meetings with a prayer. Each new topic is preceded by a 'Come and See for yourself session for staff.</p> <p>-Every child participates in a daily act of high quality collective worship. Collective Worship material is delivered in an engaging and prayerful manner with age-appropriate prayer methods and style used.</p> <p>-Each classroom has a focus area for collective worship to encourage a prayerful and reflective atmosphere. This is changed regularly to reflect current topics.</p> <p>-Prayer and liturgies are used to support the spiritual needs of all children.</p> <p>-As children progress through the school teachers gradually begin to withdraw their input and encourage children to take a more active role in the planning of Collective worship. At KS2, children are encouraged to increasingly plan and deliver their own collective worship sessions. At KS1 children prepare small sections as appropriate using good resources provided.</p>		<p>opportunities for children to plan acts of collective worship (<i>Throughout the year, monitored by RE co-ordinator, and Headteacher</i>)</p> <p>4) Each class to use one 'Come and See' topic per year to present as a celebration to the school community of pupils, staff, parents and governors. (<i>Ongoing throughout the year.</i>)</p> <p>Monitoring : R.E. Co-ordinator To include in termly report to Governors.</p>
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	<p>-There is a clear policy and guidance for Collective Worship. The new CW Co-ordinator recently reviewed Collective Worship throughout the school.</p> <p>Teachers are aware and promote the basic principles of Collective Worship - Gather, Listen, Go Forth, Respond and evaluate. Whole School CW follows the same format of class CW, gather, listen, respond and go forth and children participate well.</p> <p>-Teachers are aware that the timing of a Collective Worship should always be appropriate to the age and development of children. Resources used for collective worship promote and develop awe and wonder.</p> <p>-Portfolios of work and evidence of celebrations have been compiled by teachers and coordinator.</p> <p>-A range of suitable resources are available, including I.C.T. John Burnham CD's are used to support CW.</p> <p>-Each Class leads a whole-school Collective Worship which contributes towards the children's moral and spiritual</p>		
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	<p>development.</p> <p>-<u>Timetables</u>, policy statements and monitoring confirm that essential requirements are met.</p> <p>-<u>Parents, Governors</u> and other classes are invited to join Collective Worship throughout the year.</p> <p>-Children regularly celebrate <u>Mass</u> at St. Columba's Church.</p> <p>-<u>CAFOD</u> is included in some acts of Collective Worship and is an extra resource for global dimension.</p>		
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Additional guidance: p 19-20 of Inspection Handbook Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the school

<p>How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvements to outcomes for pupils</p>			<p>GRADE</p>	<p>1/2</p>
<p>Key Areas</p>	<p>Strengths & Evidence</p>	<p>Areas for Improvement</p>	<p>Development Strategies (targets, time scales and clear lines of accountability)</p>	
<p>Consider:</p> <ul style="list-style-type: none"> how well leaders, governors and managers promote the work of the Catholic school; 	<p><u>Mission Statement</u></p> <p>In its approach to RE teaching, Leaders and Management strives to ensure that</p>	<p>1) To ensure the R.E. Governor is up to date with all relevant developments both within the school</p>	<p>Policies reviewed and updated Summer 2018.</p>	

<ul style="list-style-type: none"> • how well leaders, governors and managers monitor and evaluate provision and outcomes in order to plan future improvements; • how well leaders, governors and managers implement improvement in respect of the Catholic Life of the school; • how well leaders, governors and managers, promote, monitor and evaluate the quality of provision for Collective Worship. 	<p>the Mission Statement is right at the heart of the Catholic life of the school. The whole school community has agreed the philosophy underpinning the statement, and demonstrates real ownership by the way teaching and learning is approached.</p> <p>The school has recently renewed the Mission Statement after a whole day spent at LACE. Teachers, Governors and all support Staff came together for a day of prayer and reflection.</p> <p>Back at school we then discussed what our Mission is with the children and asked for the children's input.</p> <p>The Mission Statement is clearly displayed throughout the school, and is used regularly during assembly times.</p> <p>Leadership and Management of Religious Education was judged as outstanding in the last RE inspection. Leaders at all levels make a good contribution to securing improvement where it is needed.</p> <p>The Self Evaluation Document enables the school to identify the areas for development. These identified areas then feed into the School Development Planning Process and RE is prominent within this.</p> <p>RE is co-ordinated by an experienced member of staff, who has created a</p>	<p>and the Archdiocese.</p> <p>2) Review monitoring procedures for Come and See to ensure that all elements of RE and the Catholic Life of the school are monitored.</p> <p>3) To continue to develop links with the parish and local community particularly in light of 'With You Always'.</p>	<p>A more team teach approach to Collective Worship Moderation and CPD to be undertaken throughout both formally and informally 2017-2018 (Head teacher and RE co-ordinator)</p> <p>Lead Personnel:</p>
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	<p>team around her (CW Lead and KS2 Lead). She is given managerial time out of class and therefore can give priority to the monitoring of RE.</p> <p>Through regular monitoring, moderation and evaluating, the RE co-ordinator is able to confidently identify areas for development and next steps.</p> <p style="text-align: center;"><u>Monitoring and analysis</u></p> <p>-Systems and plans are securely in place to allow for very successful planning, teaching, monitoring and evaluation for the Religious Education within school.</p> <p><u>RE is monitored</u> as part of the monitoring framework. During the monitoring process books, plans, lesson observations and pupil interviews are carried out and analysed. The RE co-ordinator gives feedback to staff after every monitoring exercise.</p> <p>Monitoring data (formal and informal assessments, portfolios, whole school tracking grid) is a key priority to ensure that progress is made each year and tracked. Regular assessments are undertaken. <u>Children's progress is tracked from the baseline on entry through to each year group.</u> Teachers are aware of individual pupils' starting points and where they aim to be at the end of the year.</p> <p>Attainment targets are used and all teaching staff are involved in the regular moderation of a samples of</p>		<p>RE Co-ordinator/Team and Headteacher.</p> <p>Monitoring - Termly report to Governors</p>
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work plus Archdiocesan assessment sheets from each class for HA/AA/LA. Any dips in attainment, or large differential in attainment, are investigated and plans are quickly put into place to support improvements. *(Conversations with RE coordinator and Headteacher)*

Parents are kept informed about RE and school, life through weekly newsletters, Class Blogs, the Website, texting service, Come and See letters, and homework activities related to Come and See. They are invited to assemblies throughout the year and are kept informed of their child's progress at Parents' Evenings and through End of Year Reports. Before Reception class start school, parents are invited to a "**Welcome Meeting**" where information including RE, is given.

Governors

As stated by Ofsted (2013)
"Governors challenge and support the school vigorously to make sure that high standards are maintained."
-The governors are informed of progress in various aspects of RE. Both the RE Governor and Chair of Governors take an active interest in the Catholic Life of the school. They both attended the staff retreat day at LACE July 2016.
Governors place a strong emphasis on

the **Catholic life of the school** and are kept informed through the Headteacher's termly reports, and both formal and informal visits and discussions.

-Governors monitor RE work through reports from the RE Co-ordinator

-The R.E Handbook and key policies has been updated and presented to staff and governors.

The Catholic Life of the school

At St. Columba's we value the Catholic life of all members of our school community. It is embedded in all we do and shows that we are following Jesus and how he wants us to live our lives.

The Learning Mentor with help from the School Council raises awareness of any issues such as bullying, and how it can be overcome.

Time is given for staff spirituality days. This year we had a **Shared Vision Day**. (See booklet)

New staff have an induction with the Headteacher and to discuss school expectations of their contribution towards the Catholic Life of the school and are asked to attend the relevant training.

-The school has a policy for equal opportunities and promotes inclusion. (*SEN policy and Equality policy on*

	<p><i>Website)</i></p> <p>-The school forges links with home and parish through celebrations, fundraising, activities related to Come and See topics. (<i>Planning, pupils' work</i>)</p> <p>-Parents are informed of class topics each term through the <i>Come and See parent newsletter</i>)</p>		
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The Leadership with the Catholic life of the school has its future targets. It is strong within its ambition for the school's success and this is shared at all levels. Within its constant vigilance to walk in the footsteps of Jesus, it grades this section as **outstanding**.

Additional guidance: p 21-22 of Inspection Handbook Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

<p>How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education and plan and implement improvements to outcomes for pupils</p>			<p>GRADE</p>	<p>2</p>
<p>Key Areas</p>	<p>Strengths & Evidence</p>	<p>Areas for Improvement</p>	<p>Development Strategies <i>(targets, time scales and clear lines of accountability)</i></p>	
<p>Consider:</p> <ul style="list-style-type: none"> • how well leaders, governors and managers use monitoring data to evaluate the school's performance in order to plan future improvements; • how effectively plans are conceived, and how well they are 	<p><u>New RE Team</u></p> <p>Since our last Inspection an RE Team has been established including the RE Co-ordinator, a Co-ordinator for CW and a Co-ordinator for RSE. Together they have drawn up an RE action plan. They are committed to further developing RE throughout the school and are</p>	<ul style="list-style-type: none"> - To enhance pupils' outcomes in order to increase % of level 4s. -All of the teachers to have CCRS or equivalent. - Staff to begin to use advised Archdiocesan Medium Term Plans. 	<p>Member of SMT and New teacher to be enrolled onto CCRS training.</p> <p>-Time for monitoring - Governors to work closely with</p>	

<p>implemented at all levels to bring about improvement in provision, and in pupils' outcomes;</p> <ul style="list-style-type: none"> • the effectiveness of the subject leader(s); • how effectively assessment is used in monitoring and securing improvement. 	<p>increasingly able to manage the monitoring and evaluation of RE.</p> <p><u>Evaluation and Impact of data:</u></p> <p><u>Moderation</u> of Key Stage results are used by the RE co-ordinator to make judgements regarding standards attained in RE when compared with other core subjects. Any discrepancies or areas of concern are highlighted and discussed and support is then put in place.</p> <p>By the time our children leave us most are working at age-related expectations despite their 'profoundly below national average' starting points. Monitoring data (assessments, portfolios, brick walls) is a key priority to ensure that progress is made each year and tracked. Monitoring of RE is included in annual timetable.</p> <p><u>CPD</u> enables staff to keep abreast of current initiatives in RE and weekly staff meeting time is regularly given to RE.</p> <p><u>Assessment:</u></p> <p>Annual written reports for each pupil are given to parents / carers, with comments on pupils work during RE lessons. The language of level descriptors and driver words from 'Come and See' are used.</p> <p>-Recruitment of staff follows guidelines for child safety and protection.</p> <p>-The RE co-ordinator and all teachers on a rolling programme are released to attend meetings and courses.</p>		<p>class teachers on monitoring of progress.</p> <p>-When marking, staff to find opportunities to identify next steps for children's spiritual understanding and development.</p> <p>Lead Personnel: RE Coordinator, and Headteacher.</p>
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	<p>-Good practice in RE is shared throughout the school as it is for other subjects.</p> <p>-The RE co-ordinator and Headteacher liaise formally and informally with Headteachers and co-ordinators from other catholic schools to share good practice.</p> <p>-The Headteacher attends termly Archdiocesan meetings to ensure that priorities for all schools can be put in place and to discuss common concerns and priorities.</p> <p>She is part of the PARISH COMMITTEE further forging stronger links between school and Parish.</p> <p>Action Plans are in place and reviewed on a termly basis. Targets are evaluated and rag rated.</p> <p>Governors are fully committed to our school and meetings are well attended. The Parish Priest, Father Chris, is an established member of the Governing Body and he is very effective and committed to the school.</p> <p>The school development plan (SDP) is contributed to and discussed at the Governors' Meetings with regular reviews taking place.</p>		
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As leaders, governors and managers promote and monitor the Religious education very well, and the RE Action Plan shows targets for further evaluation systems and plans for improvement, we judge this section to be **good** overall, within an **outstanding** capacity to improve.

Additional guidance: p 23-24 of Inspection Handbook

Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

OVERALL EFFECTIVENESS

This final section draws together all the available evidence and judgements made in the preceding sections based on the evaluation schedule

How effective the school is in providing Catholic Education			GRADE	1
Key Areas	Strengths & Evidence	Areas for Improvement	Development Strategies (targets, time scales and clear lines of accountability)	
Consider: <ul style="list-style-type: none"> • how good outcomes are for pupils, taking particular account of variations between different groups; • how effective the provision is in promoting Catholic Education; • how effective leaders and managers are in developing the Catholic Life of the school. 	The school has continued to develop and grow as areas for development have been identified and actioned. It has robustly addressed areas from the previous inspection and challenges itself to live in faith on even deeper and more meaningful ways. -The school believes that it is very effective in the provision of Catholic Education. - Within achievement, progress is good and in some cases outstanding often from a desperately low starting point.	Further develop and embed the Mission Statement Autumn 2017 throughout the school. Children to take photographs and produce displays in class and around the school. -Increased opportunities for self-assessment and the involvement of the children at the planning stage of CW. Continue to monitor the provision of CW and the teaching of RE. New RE team to be given time to	Children to represent their Version of the mission statement to Staff and Governors Autumn 2017 Ongoing CPD -Self and peer assessment to be used by pupils. All pupils to have the opportunity to plan and take part in acts of collective worship. -All teachers to be observed teaching and delivering acts of collective worship. Effective	

	<p>Learners mostly achieve in line with the expected outcomes for their year group with some achieving above average.</p> <p>-Teachers know their pupils well, have good subject knowledge and plan well.</p> <p><u>The care, guidance and support provided by staff are outstanding, leading to positive outcomes, such as pupils' attitudes to school and their behaviour. Pupils' spiritual, moral, social and cultural development is excellent.</u> The children themselves are outstanding as evidenced by our last Ofsted inspection (September 2013).</p> <p><u>The Self Evaluation Process</u> and School Development Plan are regarded as the vehicle to continuing development of the school.</p> <p><u>The Leadership and the SLT</u> are committed to the Catholic Life of the school and to the children and communities in their care.</p> <p>-The quality of relationships at all levels is outstanding. This leads to a shared vision that enables us to build on previous success and ensure the school aims are met.</p>	<p>further establish itself.</p> <p>-Rigorous tracking of children's levels to show progress in R.E. using Archdiocesan recommended tracking sheets.</p> <p>-Annually up-date SED, SDP and SEF</p>	<p>feedback on strengths and areas for development to be given. <i>(Headteacher and RE co-ordinator)</i></p> <p>SDP, SED and SEF to be reviewed and reported on to Governors staff and parents throughout the year by the Headteacher.</p> <p>Lead Personnel: RE Team.</p>
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	- There is outstanding capacity for further improvement.		
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Additional guidance: p25 of Inspection Handbook

Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)

FACTUAL INFORMATION ABOUT YOUR SCHOOL

Name of Headteacher	Miss M Evans	
Name of Religious Education Subject Leader	Mrs. C. Jones	
Name of Chair of Governors	Mrs. J.Simms	
School telephone number	0151-477-8360	
Headteacher's email address	missevans@saintcolumbas.com	
Date of last inspection	June 2014.	

PUPILS

Please indicate for Reception to Year 6

Total number on Roll	188
Number of Catholic pupils	164
Number of pupils from other Christian denominations	4
Number of pupils from other faith traditions	2

Please indicate the main feeder parishes served by the school

Name of Parish	% of pupils	Parish Priest
St. Columba's, Huyton	95%	Fr. C. McCoy
Other	5%	-

TEACHERS

Total number of teachers (including Headteacher)	10
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Number of Catholic teachers in the school	7
Number of teachers teaching Religious Education Curriculum	8
Number of teachers with a Religious Education qualification	4 (2 teachers are enrolled onto CCRS)

CURRICULUM

Please indicate the total Religious Education teaching time per week in each class

	Hours	Minutes
Nursery	one	ten
Reception	two	ten
Year 1	two	ten
Year 2	two	ten
Year 3	two	thirty
Year 4	two	thirty
Year 5	two	thirty
Year 6	two	thirty

Please indicate the percentage of total teaching time spent on Religious Education

	%
Foundation	10%
Key Stage 1	10%
Key Stage 2	10%

Please indicate the total expenditure for Religious Education and the other core curriculum areas for the last two years

	Current Financial Year (£)	Last Financial Year (£)
Religious Education	£1,500	£1000

English	£1000	£1000
Mathematics	£2,800	£1000
Science	£500	£500
ICT	£1200	£1200

INSERVICE PROVISION

Please indicate staff in-service provision for Curriculum Religious Education and dimensions relating to the school's Catholic Life (e.g. Mission Statement, Collective Worship and Spiritual, Moral Development and Vocation)

RELIGIOUS EDUCATION COURSES ATTENDED SINCE THE LAST INSPECTION

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost
September 2014	Archdiocese of Liverpool	Spirituality Course	2	5	£150 plus Supply costs
Autumn, Spring, Summer 2014/2015	Archdiocese of Liverpool	NQT Come and See Days	2	3 whole days	£150 plus supply cover
Autumn 2015	Archdiocese of Liverpool	New Teachers to Come and See	2	1 day	Supply costs
Spring and Summer 2015	Knowsley Catholic Schools	Knowsley RE Cluster Meetings	2	2 afternoons	Supply Cover
Autumn 2015	School	RE Day - Inset	All staff	All day	

Jan 2016	School	Positive Handling	All Staff	2 twilights -4 hours Whole Day	£1,500
June 2016	School	Spirituality Retreat Day	All staff	1.5 hours	£700
Autumn 2016	Archdiocese of Liverpool	RE Day - Inset	All Staff	All day	Nil
Autumn, Spring and Summer 2016 -2017	Archdiocese of Liverpool	NQT Come and See Days	1		£120 plus Supply costs
Spring and Summer 2017	Archdiocese of Liverpool	NQT Come and See days	1	All day.	£120 plus supply cover
Summer 2017	School	Vision Day	All Staff, Governors, children and members of the Community	Afternoon.	?
Summer 2017	Knowsley Catholic Schools cluster	RE cluster meetings	2		Nil

Please note:

The School focus for CPD in

2013/14 RE and the monitoring of Come and See

2014/15 New Curriculum including RE and induction for New Staff in RE

2015/16 New Assessments

2016/17 RE inspection

COURSES RELATED TO THE SCHOOL'S CATHOLIC LIFE

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost
Termly	Archdiocese	Catholic Headteachers' Meetings	1	2	No cost
Sept 2014	In school	School Development Planning	All Staff	INSET	No cost
Sept 2014	In school	Safeguarding/Child Protection	Whole Staff	INSET	No cost
Termly 2014 -2017	In school	SEAL Assemblies	All staff	1	No cost
July 2016	At LACE	Mission Statement Review Day	All Staff	INSET	£2,000???
September 2016	In school	Mission Day	All staff and Children	INSET	Nil
July 2017	School	Spirituality/Vision Day	All staff	INSET	? ?

STAFF MEETINGS DEVOTED TO RELIGIOUS EDUCATION FOR THE LAST 2 YEARS

N.B. R.E. is a standing item on ALL Staff Meetings

Date	Content	No. of Hours	Costs
Throughout each term	‘Come and See For Yourself’ at beginning of each topic	15 minutes each meeting	0
September 2015	R.E dates, information, review of policies and Mission Statement Come and See for yourself - Family	30 minutes	0
November 2015	Come and See for Yourself – Baptism/Belonging Judaism resources shared out	30 minutes 1 hour	0 0
December 2015	Assessment Tasks for Advent/ Christmas RE Assessment of work	30 minutes 30 minutes	0 0
January 2016 Spring 2016	R.E –portfolio of work, information on context sheets , moderation Come and See for yourself – dates, portfolios. Feedback from Cluster Meeting.	1hr 1 hr	0

Summer 2016	Celebrating Saint Columba's day	2 hrs.	(£200 for ice creams for school)
September 2016	Meeting with Governors – Come and See	1 hr	0
October 2016	Judaism/ Harvest	1.5 hrs	0
December 2016	Moderation of RE work and assessments. Collation of levels.	1 hour	
January 2017	R.E dates, information, review of policies and Mission Statement		0
February 2017	Come and See for yourself - Family	30 minutes	
March 2017	Staff Training for RSE		0
June 2017	Come and See for Yourself – RE Inspection criteria.	1 hour	
	Moderation of work.	30 minutes	0
July 2017	Come and See for yourself – Lesson observations – report back to staff	1 hour	0
		1 hour	0
September 2017	SED – final review.		0
		30 minutes	
September 2017	Collective Worship Inset.		0

RELIGIOUS EDUCATION GUIDANCE TO PARENTS

Religious give details of guidance for parents, e.g. talks, workshops, open evenings, newsletters, related to curriculum Religious Education or the Catholic Life of the school.

CURRENT ACADEMIC YEAR

Date	Content	No. of Hours.	Cost
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<u>2016-2017</u>			
September 2016	RE Curriculum letters sent home Come and See letter for parents	0 0	Photocopying Photocopying
September 2016	Meeting with prospective Reception class parents.1:1 meetings	30 minutes per meeting	
Throughout year	Wednesday Word newsletters	0	£497.50
<u>Autumn Term:</u>			
November 2016	Mission Statement and card sent home for families to discuss.	1hr	Supply cover for TA, refreshments, copying. £84.79
<u>Throughout the year</u>			
October 2016	Year 6 class assembly 'Loving'	45 minutes	Refreshments, copying for booklets.
November 2016	Year 5 Assembly 'Remembrance'	45 minutes	
December 2016	Infant Nativity Play It's A Miracle'	1 hour	
March 2017	Year 2 class assembly 'Mother's Day'	45 minutes	

6 th April 2017	Year 3 class assembly 'Easter Assembly in Church'	45 minutes	
	Easter Assembly	1 hour	
June 2017	Year 1 class assembly 'Holidays and Holydays'.	45 minutes	
July 2017	Reception Assembly 'Friends'	45 minutes	
July 2017	Year 6 Leaver's Assembly	30 minutes.	
	Parents meetings	10 minutes per child	
	Weekly Newsletters sent home		
Termly	'With You Always' Sacramental preparation letters		
	SEN children parent reviews Parental Questionnaires.	20 minutes per parent	

LAST ACADEMIC YEAR

Date	Content	No of Hours	Cost
<u>2015-2016</u>			
September 2016	Parent Meeting with Nursery/ Reception Teacher.	2	Advice on how to support children and emphasising the catholic life of our school.
September 2016	Induction Meeting for FS Parents.	30 minutes	Supply costs, refreshments

September 2016	Copy of Mission Statement sent to all parents at beginning of school year.	0	Copying
Termly	'Come and See' newsletter sent termly.	0	Copying
Weekly	Weekly newsletter.	0	Copying
Throughout the year	Wednesday Word sent home.	0	
Weekly	'Come and See' homework.	0	£397.50
Throughout the year	Open Evenings x3 Meetings with individual parents –FS, KS1 and KS2.	0	Refreshments
	End of Year Reports Questionnaires	0	Collation of findings – feedback to staff and parents.
July 2016	Stay and Play sessions for Nursery and Reception parents and children	0	
	Stay and Play' workshops for Nursery and Reception Parents and children.	0	Supply costs, refreshments, £100 for resources.
		2	

CONSULTATION WITH PARENTS

Please give details of consultation with parents with regard to Religious Education and the Catholic Life of the school.

Date	Area of Consultation	Outcomes
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<p>September 2017</p>	<p>Mission Statement and card sent home for families to share and discuss</p>	<p>Positive responses on RE questionnaire from parents and carers.</p>
<p>On website</p>	<p>Website information and policies for parents/carers to access.</p> <p>Mission Statement</p> <p>Come and See Information</p> <p>RE Handbook</p> <p>Safeguarding Policy</p> <p>Behaviour Policy, School Rules, Anti Bullying, Child Protection</p>	<p>All parents have access to school policies via the School Office.</p>
<p>Termly</p>	<p>Parents' Evening –discussion on comments on their child's progress</p>	<p>Extremely positive results from those who completed the feedback form. Any suggestions for improvements are discussed at SMT, staff meetings and Governors, where appropriate.</p>
<p>Termly</p>	<p>School Development Plan – parents are invited to comment on how they think the school could improve.</p>	<p>Extremely positive results from those who completed the feedback form. Any suggestions for improvements are discussed at SMT, staff meetings and Governors, where appropriate.</p>
<p>Throughout the Year</p>	<p>Parents are regularly invited to school masses, whole school celebrations and class Rejoice Assemblies.</p>	<p>Parents always give positive feedback regarding any assemblies, celebrations they have been invited to.</p>
<p>July each year</p>	<p>New Reception Parents Meeting – EYFS Lead talks to parents about the Mission Statement, RE and the Catholic life of the school to enable smooth transition</p>	<p>Parents are aware of their role in their child's education as well as their responsibilities. The Home School agreement sets this out clearly.</p>

COLLECTIVE WORSHIP

Please give details (start and end times) of the provision of Acts of Collective Worship whether whole school or in small groupings.

	Groups	Times
Monday	<u>Class CW</u> Nursery, Reception Class Year 1 and Year 2. Year 3, 4, 5, & 6	9.05 -9.10 am 12.00 – 12.15 pm.
Tuesday	<u>Class CW</u> Nursery, Reception Class Year 1 and Year 2. Year 3, 4, 5, & 6	9.05 -9.10 am 12.00 – 12.15 pm.
Wednesday	<u>Class CW</u> Nursery, Reception Class Year 1 and Year 2. Year 3, 4, 5, & 6	9.05 -9.10 am 12.00 – 12.15 pm.
Thursday	<u>Class CW</u> Nursery, Reception Class Year 1 and Year 2. Year 3, 4, 5, & 6	9.05 -9.10 am 12.00 – 12.15 pm.
Friday	<u>Whole School CW & Celebration Assembly</u> Reception, Years 1, 2, 3, 4, 5 & 6. Nursery Class	9.05 – 9.30 /9.30-10.00 am 11.20 -11.25 am.