



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. EDMUND'S CATHOLIC PRIMARY SCHOOL

SKELMERSDALE

Inspection Date 7th December 2017
Inspectors Mrs. Denise Hegarty, Mrs. Anne McNally
Unique Reference Number 119592

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary
Age range of pupils 3 - 11
Number on roll 108
Chair of Governors Mrs. Patricia Duffy
Headteacher Mr. Dermot Hennigan
School address Windrows
New Church Farm
Skelmersdale
Lancashire
WN8 8NP
Telephone number 01695 724798
E-mail address head@st-edmunds.lancs.sch.uk
Date of last inspection 4th December 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Edmund's School is a smaller than average sized Catholic primary school situated in the Skelmersdale area of Lancashire, serving the parish of St. Richard's.
- There are one hundred and eight children on roll of whom fifty seven are baptised Catholic, twenty six children come from other Christian denominations, three are of another faith or religious tradition and twenty two have no religious affiliation.
- There are seven teachers at the school, four of whom are baptised Catholic. Six teachers teach Religious Education. Seven teachers and one teaching assistant have a suitable qualification in Religious Education.
- Pupils are taught in five classes from Nursery to Year 6, including some mixed-age classes.
- The Head-teacher, Religious Education Co-ordinator and Chair of Governors are all new to their posts since the last inspection.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St Edmund's is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils actively participate in, appreciate and value the Catholic Life and mission of the school in an impressive number and variety of ways. They clearly understand the school's Mission Statement and know the part they play in living it out. They cited many concrete examples when interviewed.
- As part of their 'Spirit of Romero Day', they took part in the school's evaluation of its Catholic Life and mission and in planning improvements to it. Posters around the school now indicate that they are aware of the importance of being part of the Catholic family and, by the way they act, pupils clearly understand how to play their part.
- Pupils show a great respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is very good all of the time and some pupils have been trained as peer mediators to help resolve conflicts when they do occur.
- They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. They certainly live their school motto, 'Consideration, Care and Courtesy' in the way they interact with each other. In order to give something back to the community, as an act of service, some pupils form part of a hospitality team that takes care of the needs of others at lunch time and at certain school events.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They frequently decide who the recipients of their fundraising activities should be and have made contributions to Macmillan Cancer Support, CAFOD, the Good Shepherd Fund, Twinkle House Sensory Centre and the NSPCC to name but a few.
- They are aware of the needs of others and seek justice for them within and beyond the school community. To serve the needs of others and the common good, pupils have made donations to a local food-bank and developed a real understanding of global issues during the school's 'Justice and Faith Day' when they contributed to the creation of the school's version of the Beatitudes.
- Year Six pupils are encouraged to keep a record of their experiences during their time at school that show how they have lived out their faith. These are celebrated at an Active Faith Reflection afternoon towards the end of their time in school. They take great pride in undertaking this task and are aware of the difference these things have made to themselves and to the lives of others.
- Pupils value the opportunities provided by the school such as retreats and times of reflection. They thoroughly enjoy the opportunity to take home the Travelling Crib to share the Christmas story with their families. Over many years, pupils have contributed to the school's family prayer tree which is proudly displayed.

- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They understand that they are known and loved by adults in school and by God. One pupil wrote about how, 'we are like seeds that will blossom into beautiful flowers,' and another stated, 'As we learn, we are seeds waiting to become plants of Jesus. We treat each other with consideration, care and courtesy'.
- They take full and active roles in the many after school clubs that are available to them. These include sports opportunities, choir etc. Within these roles, pupils learn the value of teamwork and co-operation and thoroughly enjoy representing their school when selected.
- Every other year, children in Year 5 and 6 are offered the opportunity of a residential activity holiday to, for example, Robinwood Activity Centre at Dobroyd Castle. Such experiences impact greatly on pupils' social and moral development and also enable them to understand the importance of good communication and the need for working closely together.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships within the context of a Christian understanding.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. They are keen to take on roles and responsibilities e.g. as school councillors, playground friends, peer mentors and eco warriors and gain much from these roles. As part of their 'Spirit of Romero Day', pupils became aware of the need for justice and fairness and developed a sense of empathy for the less fortunate and a will to redress the balance.
- Pupils value and respect the Catholic tradition of the school and its links with the parish and the Archdiocese. As a result, they respect and are involved with parish and archdiocesan celebrations and activities, irrespective of their own faith commitments.
- Pupils feel welcomed into the school community and are able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- From the moment you enter St. Edmund's, the school environment evidently reflects its mission and identity through obvious signs of its Catholic character. On corridors, in the entrance and in the school hall are wonderful, vibrant displays and visible signs which truly celebrate the school's Catholicity.
- The school Mission Statement clearly expresses the educational mission of the Church as they place Christ and his teachings at the heart of everything that goes on in school and look outwardly to reach the wider community beyond the school gates.
- The school actively seeks to work with families and the parish to develop and nurture the faith of the community. It does this in a number of practical ways including the sending home of the *Wednesday Word* each week to share the message of the Gospel. The school regularly invites parents and carers into school and consults with them, listening to their views and opinions. They are very supportive of the school.
- All staff members are fully committed to the implementation of the mission across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such as the many opportunities the school provides for retreats, staff prayer and Continuous Professional Development on Catholic Life. All teachers and one teaching assistant have gained the *Catholic Certificate in Religious Studies*.

- There is a strong sense of community at all levels, evident in the outstanding relationships and the importance of prayer to the whole community. There is a central Prayer Board where pupils, families and staff members can post prayer intentions which are remembered when the whole school community gathers together each week for worship. A school family tree containing the names of staff and pupils past and present is proudly displayed in another area.
- Staff members promote very high standards of behaviour and are excellent role models of mutual respect and forgiveness for pupils. As pupils are seen to live out values from the Gospel, they are rewarded with stickers and Gold Card Club awards. Their good deeds are celebrated at assembly time.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. The annual 'Justice and Faith Day' gives the opportunity for staff members and visitors to share their faith experiences and enables the children to develop an understanding of global and ethical issues and a desire to strive for fairness for all.
- The community is very supportive of Pope Francis' encyclical on the environment and human ecology, *Laudato Si'*. Eco warriors are mandated to recycle paper, batteries, clothing etc. Following the Year of Mercy, acts of mercy in many forms have been undertaken including collections for food-banks.
- The school is a Romero School. A 'Spirit of Romero Day' is held each year reflecting on the life of Blessed Oscar Romero and showing the children how to live out his message. The school makes excellent use of CAFOD materials to do this which encourage the children to 'aspire to be more, not to have more.' Year 6 pupils are presented with a Romero Cross at their Leavers' celebration.
- The school provides a great many opportunities for the spiritual development of staff and governors. Each term starts with prayer and reflection and there are further opportunities provided during Advent and Lent. Before each theme, staff members gather to celebrate '*Come and See for Yourself*'. A beautiful portfolio of such occasions depicts the wealth and variety of liturgies and prayer times shared together.
- There are wonderful displays in classrooms and around the school which support the spiritual and moral development of pupils. They, too have a great many opportunities for worship and reflection. To bring joy and brightness into the lives of their pupils, the school provides a planned programme of enrichment activities for each year group.
- The school follows the principles of restorative justice. Staff and children have undergone training to develop restorative skills and attitudes and this leads to an increased belief in pupils' ability to take responsibility for their choices and gives them a chance to talk to one another to resolve any issues.
- The school has great regard for the pastoral care of staff and members' needs are understood and catered for. A lunch time *Knit and Natter Group* gives staff members the opportunity to relax, be creative and take time to talk together. This contributes to their well-being and they produce resources for young pupils and items to sell for charity.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. A Family Support Worker provides excellent care for the pastoral needs of those families that need extra support.
- Pastoral programmes, Circle Time, Personal Social and Health Education and Relationships and Sex Education are planned and reflect Catholic teachings and principles.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- They demonstrate a public commitment to the mission of the Church and are well regarded as models of Catholic leadership by both staff and pupils as they promote a culture of mutual respect.
- The provision for, and development of, the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility. The head-teacher leads by example and is a true servant of the community. Together with senior leaders, he sets high expectations to promote a tangible Catholic ethos throughout the school and ensures all members of the community do their utmost to meet these expectations.
- Visitors and families are warmly welcomed into school and great strides are made to engage parents and carers in school life.
- The school's self-evaluation, which involves monitoring, analysis and self-challenge, is clearly focused on the Catholic Life of the school and the Mission Statement. This leads to planned improvements to further enhance the Catholic Life of the school.
- The school behaviour policy is founded on the principles of restorative justice and encourages the children to live out the school motto in the way they behave towards each other. Its primary aims are to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is highly effective. As a result, staff members' understanding of the school's mission is outstanding. They are involved in shaping and supporting it. The school successfully promotes the *Catholic Certificate in Religious Studies*.
- The school has strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, they have an excellent understanding of the school's mission and are very supportive of it. Prayer bags are sent home with children in the Foundation Stage Unit to encourage families to pray together at home. All classes and their families are involved in the Posada initiative which sends Travelling Cribs home during Advent to share the Christmas story at home. The parish community is always invited to Masses and reflections held in school.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an excellent contribution to the Catholic Life of the school and are fully involved in the formulation, implementation and monitoring of the School Development Plan. They have an accurate understanding of the school's strengths and areas for development.
- Governors are fully committed to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. They are frequent visitors to the school and often share in-service opportunities and attend liturgical celebrations. Learning walks have been undertaken to ensure that the school environment reflects its distinctive nature as a Catholic school.
- The school responds extremely well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their limited starting points, make excellent progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are very aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. They work extremely well in groups or independently and remain on task throughout.
- In general, pupils concentrate very well and sustain concentration throughout their lessons. They have an excellent understanding of how well they are doing; of what they need to do to improve, and can articulate how they have made progress.
- It is clear from pupil interviews, questionnaires and lesson observations that they thoroughly enjoy their Religious Education lessons. They particularly enjoy the variety of teaching styles deployed to engage and enthuse them. On the day of inspection, inspectors witnessed pupils enjoying a range of strategies including designing stained glass windows, producing signposts, making gingerbread cribs and role play including creating a shadow puppet drama of the nativity. Throughout all these activities, pupils were also encouraged to talk about what they were doing and so assimilate key religious words and phrases into their vocabulary.
- Pupils approach their lessons with great interest and enthusiasm. They work hard, enjoy challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is excellent because pupils thoroughly enjoy Religious Education and disruptions in lessons are very unusual.
- Pupils' achievement and attainment, as indicated by formal and informal assessment, are very good. These have been sustained over time and show an improving trend.
- The quality of pupils' current work, both in class and in written work is outstanding. They take great pride in their work and enjoy recording it in a variety of ways.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are very effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual child. All teachers at the start of lessons quickly assess what prior learning has taken place and ensure it is built on. This consolidates and extends pupils' knowledge and understanding, so that they learn extremely well. As a result of this, a majority of teaching is outstanding and teaching is never less than consistently good.
- Teachers are very confident in their subject expertise and have an excellent understanding of how pupils learn. Consequently, pupils apply themselves well and make outstanding progress in lessons and over time.

- Teachers employ a wide range of appropriate strategies, including individual and collaborative work. Tasks set are carefully differentiated and purposeful. As a result, pupils are highly motivated and sustain concentrate in lessons. Strategies used by teachers challenge pupils and ensure they make outstanding progress.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to outstanding progress and increases their confidence in making further improvements.
- Teachers manage time very effectively to secure learning in lessons and across sequences of lessons.
- Teachers use observation and questioning very well during lessons in order to adapt tasks and explanations, so improving learning for pupils. Key words are introduced and reiterated throughout the topics.
- Driver words from the current *Levels of Attainment in Religious Education* are used very effectively in planning, questioning, tasks and feedback.
- Excellent resources, including other adults are used very effectively to optimise learning for pupils. Information and communication technology is widely used well to engage pupils in their learning and to encourage them to present their learning in different ways. During the Universal Church topics, particularly celebrated during the 'Justice and Faith' and 'Spirit of Romero Days', many practical workshops, e.g. the creation of a Romero mosaic, are undertaken and teachers make superb use of excellent CAFOD materials to support these topics.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- High-quality feedback leads to the engagement, interest, achievement and progress of pupils. They are given the opportunity to respond, and this improves their understanding of what they need to do to improve.
- Excellent behaviour management strategies are deployed calmly and gently. All concerned listen respectfully to one another's views and opinions. This leads to the creation of a positive atmosphere for learning in all classes.
- Close links with the parish have been forged and some parishioners share their knowledge and experience during *Come and See* topics.
- Homework is regularly given to pupils and *Come and See* newsletters are sent home to inform parents about the topics their children are undertaking. Parents are thus enabled to assist with their children's Religious Education.
- Achievement and effort are often celebrated leading to high levels of motivation from pupils.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is regarded as the core subject in the school and has parity with other core curriculum subjects, in terms of professional development, budget, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.

- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in strategic action taken by the school leading to at least very good outcomes in Religious Education.
- The Self Evaluation Document feeds into the general School Development Plan and so is carefully monitored by leaders and governors throughout the year.
- Assessment and tracking procedures are well-established within school practice and enable the identification of underachievement which can then be targeted for improvement. Moderation meetings are held after each formal assessment and so staff members and relevant governors are gaining confidence to accurate level work.
- Monitoring and evaluation systems are fully in place and include lesson observations, scrutiny of planning and pupils' work, displays and pupil interviews. Feedback is given to staff members collectively and individually.
- The co-ordinator for Religious Education has a clear vision for teaching and learning and an outstanding level of expertise in securing this vision and improving Religious Education. Teachers respond willingly resulting in teaching that is mostly outstanding and at least consistently good. The co-ordinator leads the subject very effectively and attends all in-service provided by the Archdiocese, cascading relevant information to staff and governors and providing any necessary in-service. A useful, comprehensive staff handbook has been produced to support teachers and regular guidance is given to staff individually or collectively.
- The subject co-ordinator meets regularly with the Religious Education link governor to present updates on pupil outcomes and the quality of teaching and learning. She attends Cluster Group meetings where good practice is shared across a number of schools.
- Leaders and governors ensure that Religious Education is carefully and thoroughly planned to meet the needs of different groups of pupils and to secure coherence across different key stages and mixed aged classes. The Standards Committee review pupils' Records of Attainment in Religious Education and analyse tracking of progress and achievement. They conduct a range of systematic monitoring activities.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils gather together respectfully, act with great reverence and are keen to participate in Collective Worship. They sing and sign joyfully, reflect in silence, when enabled to do so, and join in community prayer appropriately and with self-assurance.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence depending on their age and stage of development. They are creative and thoughtful in their planning of liturgy and want it to be the best it can be. Other pupils are highly engaged by the worship opportunities planned by their peers. Younger pupils enjoy setting out the focus and preparing the classroom for worship and do so in an organised manner. Pupils across the school take opportunities provided to evaluate worship in order to improve their experiences.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflect this understanding.

- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary. They enjoy creating and sharing their own prayers and make excellent use of class prayer books and the school Prayer Board to invite others to join them in prayer for their various intentions.
- Pupils value and participate voluntarily in liturgy and prayer especially in October's Rosary Club and during family reflection time in Lent and Advent. Older pupils take rosary beads home during October to encourage them to say the rosary with their families and develop their prayer life. Pupils in the Foundation Stage Unit take home prayer bags with 'Passing on the Faith' books in order to pray with their family at home.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate in prayer and liturgy and are at ease when praying with others.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own particular faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect an excellent understanding of the liturgical seasons and the Catholic character of the school. There is a topic-themed devotional area in the entrance foyer and a school Prayer Board where pupils, staff and parents can post prayer requests. At assembly each week, the whole community prays for these intentions.
- Collective Worship is given a high priority in terms of planning, timing, evaluating and resourcing; as a result, experience of Collective Worship is engaging and all members of the community speak positively about these opportunities. Worship times throughout the school are calm, well-ordered and spiritual occasions where children are involved in an age appropriate way.
- In a prominent place in each classroom and in the school hall are devotional areas containing suitable, modern artefacts used to enhance worship. Class candles are brought to whole school acts of worship thus unifying the community.
- Relevant staff members have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have exceptional experiences of the Church's liturgical life.
- Staff members are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the purpose of Collective Worship and use a wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good. Parents, carers and governors are frequently invited to assemblies, Masses and celebrations.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders provide excellent policies and guidelines to support staff members in their planning and delivery of quality Collective Worship. Themes and ideas for worship are also provided.
- They have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are outstanding models of practice for staff and pupils. They encourage an openness and freedom to pray both informally and formally.
- They promote pupils' planning and leading Collective Worship in an age appropriate manner.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. Staff members have the opportunity to plan collaboratively and to observe Collective Worship in other year groups. Staff meetings are used to allow time for planning and sharing resources.
- Leaders and governors regularly review Collective Worship as part of their self evaluation processes and plan improvements to the school's provision.
- The *Wednesday Word* is provided for families and used as a starting point during Key Stage Collective Worship to share the Good News from Sunday's Gospel.
- The school keeps portfolios of examples of various forms of worship and these particularly record planning and how the children intend to live out the message from the Scripture shared during worship.
- The chair of governors, the link governor and other governors attend whole school and class Collective Worship regularly. Whole school and Key stage 2 celebrations are led by different members of staff thus adding to the variety of experiences provided.

What the school needs to do to improve further

- Continue to develop the role of children in planning, leading and evaluating Collective Worship in an age appropriate manner.
- Continue to develop areas for development identified in the school's own self-evaluation Document. These include:
 - externally moderating work to secure levelling;
 - developing and implementing the school's Relationships and Sex Education curriculum;
 - raising awareness of the forthcoming new Standards of Attainment in Religious Education;
 - visiting places of worship for other faiths and religions.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate