

CATHOLIC SELF-EVALUATION DOCUMENT (CSED)

ST ANNE'S



“To help each person here to achieve their best in work and play.

To celebrate whatever is good and follow in the footsteps of Jesus by supporting and forgiving each other.

For the honour and glory of God.”

School	St Annes's RC Primary School, a Voluntary Academy
Headteacher	Stephanie Clarke
Religious education leaders	<p>Headteacher: Stephanie Clarke</p> <p>RE Team: Stephanie Clarke, Erin Gordon and Louise Chadwick</p> <p>St Anne's Pope: Billy Byrne in Year Three</p> <p>Caritas Team (charitable missionaries): Erin Gordon</p> <p>GIFT Team (Growing in faith together Team): Louise Chadwick</p> <p>Laudato Si' Team (Eco campaigners): Sarah Schilling</p> <p>Faithful voices and Sunday Superstars (choir): Denise Derbyshire</p> <p>Peacemakers (Playground helpers): Sue Partridge</p>
Other Catholic life and mission leader(s)	Jodie Keary, Linzie Dass, Aimee Davies, Katie Mannion, Liz Harrison, Teresa Smith (RE Governor)
Chair of Governors	Mrs Maureen Daly
Parish Priest	Fr Churchill
Date of completion	January 2026

Full Postal Address:	St Anne's RC Nursery and Primary School, A Voluntary Academy Clarendon Road Audenshaw Tameside M34 5QA		
Telephone Number:	01613708698	Arch/diocese:	Salford
Email Address:	admin@st-annes-audenshaw.tameside.sch.uk	Parish in which school is located:	St Anne's
Website:	https://stannesprimaryaudenshaw.co.uk/	Parish Priest/Priest Chaplain:	Fr Churchill
URN:	151517	Number on roll:	233
Local Authority:	Tameside	Age range of those on roll:	3-11
Chair of Governors:	Mrs Maureen Daly	Gender of those on roll:	Mixed
MAT/MAC (if applicable):	Emmaus Academy Trust	Phase:	Primary
Chair of Directors (if applicable):		Foundation trustees:	Diocese of Salford
CEO or CSEL (if applicable):	Daniel Copley	School type:	Voluntary Academy
Current statutory inspection grade:	Good	Date of previous inspection:	Friday 13 th July 2018
Current denominational grade:	Good	Date of this inspection:	

CONTEXT

A brief outline of any circumstances that help contextualise the information contained in this document

At St Anne's all aspects of school life are guided by the 'rule of love', rooted in the Gospel and lived out by following in the footsteps of Jesus Christ. This principle supersedes all other rules and informs relationships, behaviour, decision-making and curriculum design. Our Catholic Mission is to follow the rule of love by "*Helping every person here to achieve their best in work and play. To celebrate whatever is good and to follow in the footsteps of Jesus by supporting and forgiving each other,*" This clearly articulates our commitment to the Church's mission and is central to the Catholic life of our school.

Whilst this document makes explicit reference to the criteria within the Section 48 inspection framework, the school's Catholic ethos is not confined to discrete acts of worship or religious education. Instead, our mission and the rule of love are intentionally and systematically woven throughout the curriculum, policies and daily lived experience of the school community. The curriculum is underpinned by Catholic Social Teaching and informed by Pope Francis' *Laudato Si'*, enabling pupils to develop a clear understanding of human dignity, solidarity, care for creation and responsibility for the common good.

Our curriculum aims to educate pupils and the wider community about the world in which we live- its history, current challenges and the shared responsibility we have for its future. Pupils are encouraged to *live simply*, act justly and show compassionate stewardship of creation, demonstrating how faith is lived out in action. This reflects the Section 48 expectation that Catholic education forms pupils spiritually, morally, socially and culturally.

Catholic Social Teaching acts as the golden thread running through all areas of learning. St Anne's explicitly teaches that every human person is made in the image and likeness of God and is therefore of infinite worth. Pupils are helped to recognise God's presence in every individual, regardless of religion, culture, nationality, orientation or economic circumstance, and to understand that the preferential option for the poor calls Christians to place the needs of those experiencing hardship at the centre of decision-making and action. This ensures that pupils are formed to be agents of faith, justice and reconciliation.

St Anne's is a Voluntary Aided Catholic Primary School which serves the parish of St Anne's, Fairfield. There are strong links between home, school and parish and with the local feeder high school St Thomas More. St Anne's is a one form entry school with 233 children on role. We serve a diverse and supportive community on the border of Tameside and Manchester. 68% of our families are from minority ethnic groups and 87% of our children are baptised Catholics. 20% of our families currently receive Free School Meals funding. Many of our families do not qualify for FSM but still live in considerable hardship and poverty. The % of pupils with complex SEND needs is 23.6% (54 children). The school is organised into 3 phases: EYFS, Key Stage One and Key Stage Two. Our Nursery offers both part-time and full-time places. Currently we have 26 children in our Nursery. There are 7 other classes.

The last Ofsted inspection was March 2023 when the school was judged to be Good. Since then, there have been changes in the leadership team. We now have a new Headteacher (who was previously the Deputy Headteacher) and a new Deputy Headteacher who was appointed internally and is new to the role. The Leadership Team consists of a Headteacher, Deputy Headteacher, 3 phase leaders (EYFS, Key Stage One, Key Stage Two) and our SENco.

The school secured a judgment of 'Good' at its last Section 48 inspection in 2018 and a judgement of 'Good' in the section 5 Ofsted inspection in March 2023. Outcomes at the end of EYFS, KS1 and KS2 are in line with or above national average. We received a letter of congratulations from the Minister for Schools for our multiplication scores in 2023 as were in the top 200 performing schools in the country in 2023.

Last inspection 2018:

AGREED AREAS FOR DEVELOPMENT

1. The presentation of the pupil's work needs to be further developed to reflect the pride the children have in their faith.
2. The leadership team need to develop a rigorous system for formal monitoring and feedback on the quality of teaching and learning in Religious Education.
3. The GIFT team need to be given further opportunities to be fully included in all celebrations so that they can impact on the spiritual life of the school.
4. Sacred scripture, though displayed and referred to, needs to be clearly explained and understood by the children.

RESPONSE TO LAST INSPECTION

Areas for improvement	Actions taken	Impact of actions
<p>1. The presentation of the pupil's work needs to be further developed to reflect the pride the children have in their faith.</p>	<ul style="list-style-type: none"> • Experienced Catholic staff play a key role in supporting Early Career Teachers (ECTs) and non-Catholic colleagues in the effective delivery of the RE curriculum, ensuring shared understanding of expectations and consistency in high-quality teaching. RE books are monitored in SLT meetings and staff meetings. • Ongoing Moderation for High Standards: RE books are moderated externally every half-term alongside other curriculum subjects to ensure that standards remain consistently high and in line with whole-school expectations. • Governors have undertaken training to develop their understanding of the new Catholic School Inspection (CSI) framework and Salford Diocese governor training. • The RE link governor regularly visits school to evaluate RE outcomes and gain insight into curriculum delivery and pupil experience. • RE Leaders provide tailored support to staff across the school to secure high-quality planning and delivery of RE lessons. • Half-termly planning meetings with RE leaders ensure that teachers are supported in designing creative, engaging, and theologically sound lessons. • Whole-school curriculum planning sessions promote consistency and shared vision, with flexibility to adapt plans for individual class needs. <p>Effective Monitoring and Professional Learning:</p> <ul style="list-style-type: none"> • Learning walks and lesson drop-ins by SLT inform strategic direction and allow leaders to signpost staff to best practice across the school. • Phase meetings focus on enhancing the quality of teaching and learning in RE, including marking and feedback strategies that support pupils in making immediate and sustained progress. • RE-specific oracy development is a priority, where teacher dialogue and pupil discussion are used to deepen understanding in real time, rather than relying solely on post-lesson feedback. • New staff receive structured induction training led by the RE team to embed consistent standards and confidence in curriculum delivery. 	<ul style="list-style-type: none"> • Pupils feel valued and understand the importance of their learning. Pupil voice reflects a strong sense of belonging and purpose, with children recognising that their learning in RE is meaningful and personally relevant. • Staff confidence and empowerment have increased through targeted support and CPD, resulting in consistently strong and creative delivery of the RE curriculum. • Pupil voice surveys show that 97% of children enjoy school and feel that teachers help them do their best, reflecting a positive culture of encouragement, cooperation, and ambition. • 98% of pupils report feeling challenged in their RE learning, and observations support that pupils are highly engaged and focused during lessons, showing curiosity and motivation. • Pupils confidently act on feedback in RE and apply moral and Gospel values to their daily lives, indicating a deepening of personal reflection and moral development. • Early Years Foundation Stage pupils are highly engaged, contributing to discussions and showing enjoyment, which is evidenced through books/ floor books, Evidence Me and visual documentation of their learning. • Key Stage 1 pupils demonstrate clear understanding of lesson objectives, Caritas themes, and scripture, often relating them to real-life situations. Books show varied learning experiences such as drama, story mapping, art, and prayer, making learning accessible and personalised. • Learning in RE is personalised and inclusive, with teachers using children's talents, life experiences (e.g. baby photos), and outdoor learning to deepen understanding and ensure all pupils are able to engage and progress from their individual starting points. • In Lower Key Stage 2, pupils experience a wide range of creative learning opportunities such as music, song writing, drama, and writing tasks. Their responses are visible in displays and books, reflecting thoughtfulness and theological engagement. • In Upper Key Stage 2, pupils articulate how their learning links to the school mission statement and Catholic Life. Books and displays show high-quality, reflective work in a variety of formats including poetry, role play, illustrations, and performance. • Creative and inclusive curriculum delivery ensures all pupils- regardless of age or ability- are given opportunities to engage spiritually, emotionally, and intellectually in RE, resulting in excellent progress and positive attitudes.

	<ul style="list-style-type: none"> • Ongoing in-class support is available from the RE team for planning, teaching, and assessment, ensuring continuous development. • Pupil feedback consistently identifies RE as one of the most enjoyable subjects, reflecting the impact of creative planning, engaging delivery, and meaningful discussion. • All stakeholders, including governors and parents, are kept well-informed of the quality of RE provision through regular updates, reports, and shared events, reinforcing the subject's central role in the life of the school. 	
<p>2. To develop a rigorous system for formal monitoring and feedback on the quality of teaching and learning in Religious Education.</p>	<ul style="list-style-type: none"> • The HT & RE Team have devised a robust monitoring and feedback cycle with dedicated staff meeting time to address any areas for development. • The Headteacher's reports to governors maintain a strong focus on RE, highlighting strengths and areas for development, ensuring it remains high profile within school improvement priorities. • RE lesson observations are strategically focused on ensuring all pupils, including those from vulnerable groups, have equitable access to the curriculum. Pupil work in RE is reviewed in the context of their wider work across the curriculum to ensure consistency in standards and expectations. • External advisors and governors have visited school to quality assure our CSED judgements (Catherine Moss from Salford Diocese and our Emmaus Academy Executive Leader). • Attainment and progress data indicates that pupils perform in RE at a level comparable with other core subjects, particularly English, evidencing that RE teaching is robust and high-quality. • Quality First Teaching, informed by the EEF's '5-a-day for SEND' approach, is embedded across the curriculum, including RE. Its implementation is actively monitored through learning walks and the wider monitoring cycle to ensure strategies are consistently applied. • All pupils are expected to achieve the RE learning objectives (apart from those awaiting specialist provision). Lessons are designed with high expectations, and scaffolding is used effectively to support and challenge all learners, including those with SEND, ensuring they make meaningful progress. • Adaptive teaching practices are regularly monitored to ensure the RE curriculum remains ambitious for all pupils. There is a strong emphasis on avoiding over-simplification. Where pupils struggle to meet curriculum expectations, this is identified promptly through marking, flashback with friends' assessments and targeted support is provided. • A robust system of formative and summative assessment is embedded in RE. Each lesson includes a 'flashback with friends' activity to recall prior 	<ul style="list-style-type: none"> • Teaching is adaptive across the curriculum and all pupils can join in with class discussion and class activities. • Monitoring evidence that teacher questioning and dialogue in RE lessons are purposeful—supporting pupils to both access core content and deepen their understanding through challenge, particularly in relation to key aspects such as knowledge, reflection, and moral reasoning. • Staff receive effective and ongoing training that enhances their ability to deliver the RE curriculum confidently and with clarity. This enables them to present complex concepts in logical, manageable steps, allowing all pupils to build secure understanding over time. • Monitoring evidence shows that pupils are appropriately challenged from their individual starting points. The development of teacher questioning and dialogic teaching strategies ensures that pupils are supported to reflect deeply on meaning and to engage with moral and ethical values in a thoughtful and personal way. • Feedback is precise and targeted, guiding pupils in recognising the RE-specific skills and attributes they are using and identifying those they need to further develop. This contributes to strong pupil progress across all year groups. Feedback is consistent across the year groups following the introduction of our feedback sentence stems. • Post-task assessments clearly demonstrate pupil progress. These tasks provide clear reference points to measure how pupils' understanding and skills have developed over a unit of work. • A clear and structured assessment framework is in place and monitored, including check-in/check-out tasks, end-of-unit assessments, and regular formative tasks. Attainment and progress are tracked throughout the school to ensure continuity, progression between year groups, and targeted support where needed.

	<p>learning, and pupil's complete 'check-in' and 'check-out' tasks to inform planning and next steps.</p>	
<p>3. The GIFT team need to be given further opportunities to be fully included in all celebrations so that they can impact on the spiritual life of the school.</p>	<ul style="list-style-type: none"> • Prayer and Liturgy (P&L) is systematically planned to ensure pupils experience a broad, rich range of worship opportunities. <p>This includes:</p> <ul style="list-style-type: none"> • Weekly whole-school worship led by the Headteacher • Class-led assemblies for parents • Age-appropriate class collective worship, including child-led and meditative elements • Daily prayer practices embedded in the school day • Regular visits to the Chapel, peace garden and Laudato Si' Forest School • Participation in Mass at St Anne's in school and at church • Use of prayer areas to foster reflection and stillness (Refer to P&L Policy for full structure) • The GIFT team are fully supported with the planning and delivery of CW and P&L. The RE Team provides structured guidance, modelling, and ready-to-use resources, ensuring consistency and quality across the school. • Catherine Moss (Diocese) has delivered whole-staff CPD focused on deepening children's understanding and practice of Prayer and Liturgy. • Greg Finn (Mark 10 Mission) has led specialist training for the GIFT Team (and cluster schools), developing pupil leadership in worship. • The GIFT Team, Caritas Team, and Laudato Si' Team play an active role in leading and shaping the spiritual life of the school. • The GIFT Team lead all school masses with Father Churchill and help to lead Worship Assemblies on a Tuesday. • A flexible planning framework, developed by the RE Team, enables pupils to lead worship with structure while encouraging creativity, reflection, and spiritual growth. • The GIFT Team collaborates with cluster schools (primary and secondary), sharing ideas and co-planning events that enrich the liturgical calendar and strengthen community links. • The GIFT Team leads the creation of prayer spaces around school, encouraging spontaneous prayer. These pupil-led prayer spaces are available during break and lunchtime, giving children additional opportunities for spiritual reflection beyond the structured timetable. • The GIFT Team lead special celebrations throughout the year that are linked to our liturgical calendar such as: Stay and Pray opportunities after 	<ul style="list-style-type: none"> • The GIFT team become increasingly confident throughout the year in delivering P & L. • Staff and children use a consistent approach to deliver P & L across school with clear script of expectations ensuring confidence and clear guidance. • Pupils lead broad ranging opportunities to connect with God through prayer & worship with support from staff (as reflected in our Prayer & Liturgy policy). • Applications from pupils to be members of the GIFT Team is much larger than any other pupil leadership group. This year we had over 50 applications and shortlisted 15 dedicated GIFT Team members. Children in all classes aspire to be in the GIFT Team as they can see the impact this role has on the life of our school community. • 99% of pupils stated they take part in regular collective worship at school and 98% stated that they 'enjoy these sessions and they help me to grow in my faith'. • Pupil Leaders are confident at planning and delivering prayer and liturgy to other pupils. • 98% Parents agreed that 'The school provides a broad range of experiences of prayer and liturgy for my child to engage with'. • 96% of parents/ carers feel the school supports their child's spiritual and moral development. • 96.2% of parents feel they are invited to be involved in the prayer life of the school.

	<p>school during Advent and Lent; our Rosary Club throughout the month of October; our Pray for Pets liturgy in celebration of St. Francis of Assisi Day and our 'Candles of Hope' prayer sessions.</p>	
<p>4. Sacred scripture, though displayed and referred to, needs to be clearly explained and understood by the children.</p>	<ul style="list-style-type: none"> • CPD staff sessions focusing on hermeneutics as the method we use to interpret and understand the Bible. We understand it is a matter of great importance because the meaning we take from the Bible will determine our beliefs, our confidences, and the actions we take as we walk with the Lord. • We present scripture as stories that convey moral lessons, values, and insights. Children often connect better with narratives than with abstract concepts. • We utilise illustrations, videos, or interactive materials to visually represent the stories. This can help engage children and make the content more memorable and contextualise meaning. • We relate scripture lessons to children's everyday experiences. We discuss how the teachings can apply to their lives, such as kindness, honesty, and compassion. We ask our children how the scripture can inspire their daily life in every 'Flashback with Friends' recap asking, 'How can you live out this scripture in your own life?' and 'How has this scripture changed how you think or act?' • We encourage questions and know that discussion is key. We have had training from advisor, Lat Blaylock, on ways to ensure great dialogue happens in the classroom. We allow children to express their thoughts and feelings about the stories and creating a personal connection to the scripture. • We incorporate activities such as crafts, games, or role-playing that relate to the scripture being taught. This hands-on approach can reinforce the lessons. • We encourage reflection and generate questions to demonstrate deeper thinking. We ask them how they can use these lessons in their lives and encourage them to share their insights with others. • We revisit key stories and concepts regularly to encourage connection and reinforce learning. Children often benefit from repetition and reinforcement of important lessons. 	<ul style="list-style-type: none"> • Scripture is lived and spoken by pupils in everyday contexts, demonstrating its deep-rooted presence in school life. For example, a Year 2 pupil was overheard saying, <i>"Those who go last will be first in the Kingdom of God"</i> while waiting in the lunch queue—one example that reflects authentic spiritual development and internalisation of the Gospel values. • Pupils feel challenged and engaged when exploring scripture, particularly when given time to reflect and connect with its meaning. Pupil voice highlights that these opportunities allow them to think deeply and make personal and spiritual connections with their learning. • Scripture is embedded as a 'golden thread' throughout the curriculum, and pupils are consistently encouraged to reflect on its relevance to their daily lives, supporting both academic progress and spiritual formation. • New staff feel confident in teaching RE following comprehensive support in planning, resourcing, and classroom delivery. This includes team teaching, RE-focused staff meetings, and dedicated time to develop subject knowledge and confidence in using scripture effectively. • Professional development in RE has a clear and sustained impact on teaching quality. As a result, new and less experienced staff plan and deliver RE lessons that are both theologically rich and engaging for pupils. • Scripture is embedded throughout the curriculum, with pupils making meaningful links between scripture, their lived experiences, and the school mission of <i>'Following in the footsteps of Jesus.'</i>

GRADE SUMMARY

Overall Effectiveness	1
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Catholic Life and mission

1

Religious education

1

Collective worship

1

CLM1 The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

RE1 How well pupils achieve and enjoy their learning in religious education

1

CW1 How well pupils respond to and participate in the schools' collective worship.

1

CLM2 The quality of provision for the Catholic life and mission of the school

1

RE2 The quality of teaching, learning and assessment in religious education

2

CW2 The quality of collective worship provided by the school

1

CLM3 How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school

1

RE3 How well leaders and governors promote, monitor, and evaluate the provision for religious education

1

CW3 How well leaders and governors monitor and evaluate the provision for collective worship

1

CATHOLIC LIFE AND MISSION

Overall Grade for
CLM
1

CLM1 The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Grade
1

Strengths – what is the impact of the actions you have taken?

CLM 1.1 Our mission statement is lived daily: children and adults refer to these words and reflect on their meaning in assemblies, collective worship, prayers and reflections. Consistent messaging around our Mission and daily prayer ensures that the children can articulate it clearly. Our school prayers are said daily in each class reminds us to make our school a happy caring environment. Children have a strong voice in making the school a safe and happy place for all through the diverse range of leadership roles. Behaviour for learning is excellent and our records support this. Monitoring shows that during lessons pupils support and challenge each other effectively and support children who are new to the school. Children show tolerance and inclusion towards each other and beyond because this is woven into our daily work. Our Curriculum is inclusive and supports children from all backgrounds to learn that they can succeed and achieve in an ever changing and diverse society. Our pupils understanding and embrace our school's distinctive Catholic identity, charism, and mission. Their active participation significantly enhances the Catholic life and mission of the school. We are an inclusive community that show love and compassion for all. Our staff strive to support our families and aim to help our school community in every way we can, including Early Help to support families. 'Pupils develop a strong sense of community at this school. For example, they raise money in support of local and global issues and charities. Those in the school choir perform for others regularly across the region. Pupils take pride in being responsible, active citizens in their school and more widely.' (Ofsted '23)

CLM 1.2 - Children know their voice is valued and they are cared for. They voice this through pupil voice questionnaires and pupil feedback opportunities. They value each other's needs and opinions and listen to and support each other for example our 'Peacemakers' work to support and help others daily at break and lunchtimes. Staff know pupils well and this results in knowing how to respond to their individual needs. Pupils can clearly express an understanding that they are valued and cared for as unique persons, made in the image and likeness of God. They are happy, confident, and feel secure in their school community.

CLM 1.3 Pupil leaders are actively working to gain the 'Laudato Si' Live Simply award and started their action plan in June 2024. Pupils demonstrate passion for their school and community and embrace personal responsibility for a care for the Common Home. Activities through charity work for CAFOD, St Joseph's Penny, Cornerstones, St Vincent de Paul and local foodbanks demonstrate the caring nature of our community. Staff are responsive to pupils, and this allows them to grow in their values and virtues. Impact of this is evident in pupils' willingness to both springboard and participate in these events. Families and parish members are welcomed into school by staff and children e.g. to some collective worship in school and at significant points in the liturgical calendar. We work closely with families and the parish to deliver a highly successful Sacramental programme, and the children plan and read at Mass at St Anne's where we join the parish to celebrate mass. Each class embarked on a 'pilgrimage' to a local church (EYFS visit St Anne's, KS1 visit St Stephen's and LKS2 visit the Hidden Gem (St Mary's) and UKS2 visited St Joseph's in Stockport. This experience deepens their faith and strengthens their connection with God. 'Pupils develop a strong understanding of respect for difference through their lessons and weekly assemblies. They learn how to look after their own emotional well-being. They are prepared well for life in modern Britain.' (Ofsted 2023)

CLM1.4 Pupils understand the theology of our faith through CARITAS, Live Simply and Faith in Action. This involves thinking of others on a global scale and acting as citizens of our common home. The Live Simply Award is something our Laudato Si' Team are striving towards.

CLM 1.5 The *Respect for Other Faiths and Other Cultures Week*, which takes place during the Summer Term, promotes mutual respect and highlights St Anne's as a welcoming and inclusive community. Our pupils and staff come from a wide range of faith backgrounds, and there is a strong emphasis on respecting and valuing different beliefs. Parents are invited into school to share their faiths and practices, and visitors from other religious traditions, such as Rabbi Amir, also contribute to pupils' understanding. Diversity is celebrated and tolerance is actively promoted throughout the school, with particular emphasis during key religious festivals such as Diwali and Eid. Catholic Social Teaching is embedded within the curriculum, and CAFOD has delivered assemblies that help pupils to develop social understanding and a strong sense of justice. *Laudato Si'* and *Laudate Deum* are given a high profile within school. Our Laudato Si' Team has planned and developed a Laudato Si' Forest School, where environmental pledges are displayed throughout the forest, providing opportunities for reflection and reinforcing our commitment to care for our common home.

CLM 1.6 Pupils have many opportunities to take on responsibilities meaning they feel empowered to make a difference in the world. Evidenced through pupil groups and action plans where they have decided what they want to achieve in the coming year. We have our 'Faithful Voices' group, our wonderful choir leading on hymns and striving to learn and share new hymns with the school. Our pupils highly value our school's pupil leadership opportunities and apply and interview for roles at the beginning of every year. They actively participate in and contribute to the opportunities provided by the school (GIFT Team, Laudato Si' Team, Peacemakers, Caritas Team and Faithful Voices group).

CLM2 The quality of provision for the Catholic life and mission of the school

Grade

1

Strengths – what is the impact of the actions you have taken?

CLM 2.1 - Pupils, staff and families live the school mission statement each day. Teachers and pupils use the mission statement in their teaching and learning to show how we follow God's path. It is acted upon in class and on the playground in the way they interact and care for each other. Instances of poor behaviour and bullying are rare. Constant reminders of the mission statement and the link to Holy Scriptures, show we have an inclusive approach to the whole community. Pupils are proud to be part of this special community. We have a holistic personalised approach towards our families lead Early Help Assessments and regular meetings for our families in need of extra support.

CLM 2.2 - Staff show outstanding concern for pupils and families and are alert to pastoral, safeguarding and welfare issues. Our inclusion process is loving and compassionate, tailored to individual need, and gives all children opportunities to experience success. The inclusion team involve families in decision-making, ensuring the best opportunities are opened up for children. Our learning mentor supports families in need in accessing services and help for themselves and their children. 'Parents expressed that they are extremely supportive of the school and the way it works with families. They all agreed that school makes them feel welcome and that there is excellent communication with school. Parents very much value how their children love being at St Anne's'

CLM2.3 - Parents/Carers and children feel a strong sense of belonging. In our recent parent survey, 98% of parents agreed that 'The school is a supportive and joyful community'. St Anne's school is a warm, welcoming community where visitors are eagerly welcomed. We serve our parish leading 'Singing Superstars' once a month on Sunday at St Anne's church. Father trains *altar servers* allowing children the opportunity and responsibility to serve and support. Over the year our Caritas Team lead on the collection of donations for local charities. During Advent, we sing carols to our community and visit elderly residential homes. Each Christmas, families in need are provided with gifts to support them over the festive season. Our children show empathy to those less fortunate to us. They are very aware that there are many within our community that don't have the things that they have. They are always mindful and reflective on this.

CLM 2.4 - St Anne's represents everything that is best practice about inclusion. Their aim is to provide a happy, caring and stimulating environment in which every child's uniqueness is celebrated and can grow with Jesus as their example. Loving God and embracing the Catholic life of our school is the heart of school life. All members of our school community are embraced and celebrated. Through this, every member of our school community feels welcomed, supported and valued. Pupils and staff of other faiths and cultures feel included and can see how the Catholic life of the school and our mission statement is at the heart of their own beliefs. 'The curriculum is equally ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve well across the curriculum.' (Ofsted 2023)

CLM 2.5 'Relationships between staff and pupils are exceptionally strong' Ofsted 2023. Staff are role models and lead through living the Word of God. For example – fundraising for Young Minds, and CAFOD. Pupils have been encouraged by this and supported by taking active roles themselves.

CLM 2.6 - The quality of safeguarding and care for the vulnerable is highly effective. St Anne's school has a strong safeguarding culture- it is at the heart of the school's values with an ethos that is firmly rooted in the Gospels, teaching children to follow Christ's example. Pupils pastoral care is strong. The school cares deeply for its children and their families. Staff strive to support them, adopting a holistic approach to their wellbeing. They recognise that a well-supported family impacts favourably on children's emotional, social, as well as their educational progress. They understand the issues well that adversely impact upon families in their local community including poverty, deprivation and poor housing. Staff act swiftly when issues are identified, to provide resources and support through early help or practical means e.g. food parcels or support in improving a housing situation, liaising proactively with agencies. Leaders are proactive in providing early support, thus preventing children needing more significant intervention at a later stage. The safeguarding culture is introduced to families before children start school, with home visits and nursery visits to support transition and enable concerns/anxieties to be raised through professional conversations. Children requiring additional support have personalised timetables. Our specialist learning mentor leads focused groups to support the emotional well-being of our pupils (such as anxiety/ anger gremlin and ELSA groups).

CLM2.7 - Spaces have been designed to include everyone and the provision is continuously matched to need. Prayer and reflection areas around school (both inside and out) offer pupils opportunities for meaningful and spontaneous prayer and reflection allowing pupils to witness the love of Jesus Christ. Utilising our outdoor space provides opportunities to reflect on and practice the Word of God – pupils and families have experienced this through reflections in our Peace Garden and Laudato Si' Forest School, Lenten walks, outdoor Remembrance walks, visits to our local meadow to prayer and appreciate our world.

CLM 2.8 Pupil Leaders facilitate the celebrating and understanding of Catholic traditions which are understood and practiced throughout the liturgical year. Prayer spaces provide a place where families and classes can come together for opportunities of quiet reflection. Our prayer and peace gardens provide an outdoor space for spiritual contemplation. Pupils from other faiths and cultures voice they feel welcomed and supported to use these spaces to share in prayer and worship with our Catholic Community as well as a space to pray and reflect within their own beliefs and cultures. Prayer stations are available for pupils to use at their own free will and the whole school community shares an interest in learning about their peers' other cultures and traditions – an active interest is taken in looking at similarities in the core beliefs and from this everyone can celebrate differences and uniqueness of individuals which understanding we are one family striving for the same goal.

CLM 2.9 - Monitoring evidences the mapping of RSHE through Ten Ten (Life To The Full Programme) meets both statutory and diocesan requirements. Links made through Life To the Full, Caritas and JIGSAW PSHE have enabled a holistic approach resulting in pupils' ability to confidently discuss what they have learnt in lessons and throughout the school day through real life links.

CLM 2.10 - Our commitment to developing leaders of faith is evident in the impact of our former pupils in their secondary schools. One notable example is Paul Kennedy, who now coordinates and leads the Faith in Action Awards at St Thomas More, actively supporting pupils to live out their faith through service and action.

CLM3 How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school

Grade
1

Strengths – what is the impact of the actions you have taken?

CLM 3.1 - Governor, staff and SLT Briefings begin with a prayer. The mission statement and school prayers are displayed in each classroom All staff, pupils and visitors are clear of the Catholic ethos of the school – welcoming, nurturing, loving and caring. Policies are clear to ensure that the catholic life and mission of the school is shared by and lived by all staff to ensure this transfers to our school community with the school mission statement being present on all policies.

CLM 3.2 – Our academy conversion was conceived through the Bishop's vision 'Hope in the Future'. The school regularly engages with the diocese cluster meetings and diocesan training sessions to improve catholic practice in our school. Our Caritas Team have been involved in training through the diocese to ensure they are aware of their roles and purpose. We meet regularly with cluster schools to share good practice and support monitoring in each other's schools.

CLM 3.3 - The school supports the parish closely with delivering the sacramental programme. Class masses for Key Stage 2 pupils take place in school with parishioners during Advent and Lent. Whole school masses take place termly and the whole school process to church on Ash Wednesday and May Day. School supports parish activities, and the priest is a member of the governing body. Impact has been that parents feel 'a sense of community and family'. Our children lead the readings, hymns and prayers for the congregation and their families are invited to attend. The congregation praise our children on their respectfulness and reflectiveness during the mass, and for their outstanding contributions to reading and singing clearly and with joy. We support delivery of the *Sacramental Programme*, offering regular workshops for children in preparation alongside our parish priest.

CLM 3.4 - School works closely with parents to deliver our mission and our commitment to parental involvement is reflected in our parent surveys (08.01.25). The school is highly inclusive and the children, and families, are at the very heart of the school community in everything that they do. Practice and policy are value driven and school improvement is well planned and purposeful, so that the children receive the very best experiences.

CLM 3.5 - Leaders ensure that the school is fulfilling its Catholic mission through inclusive practice and regular monitoring and evaluation. Leaders ensure there are regular CPD opportunities to ensure effective CST throughout the school. With the use of Salford Diocese 'Caritas in Action' alongside CAFOD CST resources and *Laudato Si'*, we have created a vision for the teaching of CST using a range of scripture, images, poems and hymns. Leaders ensure that CST is the golden thread that runs through our curriculum. St Anne's is fulfilling its Catholic mission in work and everyday school life.

CLM 3.6 - Leaders prioritise the physical and mental wellbeing of staff so that staff feel supported. 100% of our staff survey was positive (Ofsted 2023). Leaders ensure through our practice, policies and procedures that every interaction that happens between pupils and staff, staff and staff, staff and parents is both sensitive and attentive to the dignity of that person and in the spirit of our mission. 'Leaders engage well with staff. They ensure that staff's workload and well-being are given due care. Staff value the efforts of leaders to help them manage their work.' (Ofsted 2023).

CLM 3.7- We have developed a rich curriculum intertwining the 'Lighting the Path' scheme alongside the Salford Diocese planning to implement the new RE Directory lenses in 'To See You More Clearly' and additional Caritas in Action days. This embraces our Catholicity at its heart and complies with the Religious Education Directory requirements.

CLM 3.8 -Governors are actively involved in the evaluation of the Catholic Life and Mission of the school. Governors are role models who share their passion and expertise with the school offering challenge and support. Governors ensure that the Headteacher is accountable through performance management and through half termly reporting to the full governing board. RE has a dedicated section on the HT report and this ensures that the governors are aware of provision for those most vulnerable. Governors are regularly updated on the expectations of the Section 48 framework and visit school to triangulate policy and practice with outcomes. The visits ensure governors see both qualitative and quantitative information. 'Governors know the school well. They play an active part in school life and pupils' learning. They fulfil their statutory duties effectively. Governors and leaders engage well with staff.' (Ofsted 2023)

CLM 3.9 - Self-evaluation is a result of rigorous monitoring of daily practice around the school, in classrooms, on the playground, in books and through discussion with pupils, staff and parents. During RE, children have the opportunity at the beginning of lessons to reflect upon their previous learning through flashbacks and to self-evaluate their understanding. During staff meetings and CPD session, teachers have the opportunity to share good practice and to self-evaluate to aid further improvement in their Catholicism.

CLM 3.10 - Pupil opinion is regularly sought through pupil voice and their suggestions for improvement are acted upon promptly. Pupil leadership groups such as GIFT Team, Peacemakers, Caritas Team and our Laudato Si' Team are a part in school decision-making. Our pupil groups play an integral part in school decision-making and in gathering the thoughts of the school.

CLM 3.11 - Regular CPD alongside meetings and Collective Worship all contribute to ensures that staff's focus is on delivering the mission and the care for our most vulnerable. Staff are proactive in their approach to the mission and inclusion is for all impacting on the lives and wellbeing of all stakeholders. Leaders are on hand to support staff with planning and resourcing and team-teaching to model good practice.

CLM 3.12 - Leaders and all staff welcome others to the school family. An effective and focussed induction programme is planned to provide required knowledge and inspire staff to follow our school ethos of active participation and contribution to the Catholic Life and Mission of the school. Our children take part in welcoming new staff – a key aspect of our school, welcome.

What could be improved?

-Pupils to work with the RE pupil leadership teams across our academy to benefit from the Catholic life and mission of our academy community.

RELIGIOUS EDUCATION

Overall Grade for RE

1

RE1 How well pupils achieve and enjoy their learning in religious education

Grade

1

Strengths – what is the impact of the actions you have taken?

RE1.1 - 'Flashbacks' in RE ensure children have the time and opportunity to discuss and develop what they have learnt and are able to make links between prior and new learning, developing a deeper understanding of what they have been taught. Children can articulate their knowledge of subjects within RE and able to recall scripture well, showing good skills and a strong understanding of their RE journey.

RE1.2 - Leaders ensure that progress is monitored termly and that children who are not meeting the expected level for RE are targeted and supported. Half-termly book monitoring ensures that standards maintain high and that the use of scripture is strong – an improvement from our previous inspection. Leaders provide a highly effective curriculum support through planning, resourcing and team teaching to ensure it is delivered effectively. Staff take on an active role in seeking support where needed. Observations take place each term with a fine balance of praise and feedback to ensure that staff are continually striving to improve their teaching practice in RE. Teaching in Religious Education is consistently highly effective. Teachers demonstrate secure subject knowledge and present theological concepts with clarity and depth.

RE1.3 - A range of Religious literacy is used in teaching and within books to ensure that children have a clear understanding of scripture. Children compare literacy and make links to how these impacts on their own life. We use the lenses in Key Stage Two to help us to explore scripture as a reader, writer and a believer. The children take it upon themselves to come up with ideas with how they can help others—like collecting food for families in need, singing & taking crafts to the local care homes or organising litter-picking events in the local area to show their faith with real actions. They've learned that putting their faith into action is something we are passionate about at St Anne's. By doing good deeds with their own hands and hearts, our children are living out their beliefs in a powerful, life-changing way.

RE1.4 - Children confidently ask and answer questions and are encouraged to do so during flashbacks. Our children are naturally curious and ask and answer a lot of questions leading from scripture they have read or new information that has been shared with them. Children confidently recall scripture and stories they have previously learnt and often decipher how the moral of these play a part in their lives and how they can act upon the 'hidden meaning'. Lessons are thoughtfully structured, engaging pupils in scripture through the RED lenses.

RE1.5 – Children are naturally curious and interested in Catholic life and understanding of the past. RE lessons are engaging ensuring children have high concentration and strive for independence in learning. Children are encouraged to share their own thoughts on a story or scripture and discuss what this means for them in their life. When reading scripture, we continually pull it apart to allow children to take their own independent path on discovering more about its meaning. Children are highly motivated, articulate belief with confidence and make meaningful connections between faith and life.

RE1.6 - Children's work is well-presented and is of a high standard. Children are proud of their RE books and their learning. In pupil voice activities, children are eager to share their learning with adults in all key stages. Children are encouraged to be creative and share their own interpretations and understanding of concepts that have been taught. This is evident in books across the school and children are motivated to continue this with the celebration of work in assemblies, on displays around school and in class. 'Children rise to leaders' high expectations for their learning'. (Ofsted 2023)

RE1.7 - The engagement of pupils is evident through the quality of the learning produced and the children's commitment to improving and developing their own abilities and through the children's interest in extra activities. Pupils work extremely hard in lessons and develop excellent attitudes to learning. 'Leaders enrich the curriculum and enhance pupils' personal development in a wide variety of ways.' (Ofsted 2023)

RE1.8 - Religious Education is an integral part of the school curriculum, reflecting the distinctive Catholic ethos of the school, respecting the beliefs of non-Catholic children and teaching all children to live in a multi-faith, multi-ethnic and multi-cultural world. All pupils enjoy Religious Education, and those of a different faith understand the core values of Catholic Life and are able to relate to these and share their experiences within their faith and values. From pupil voice, children enjoy their RE lessons and find them engaging and interesting. Children particularly enjoy leading their own prayer and liturgy sessions in class and actively want to participate alongside the GIFT Team in assemblies. During Advent, children in EYFS and KS1 enjoy performing the Nativity story and KS2 lead assemblies each week during Advent. During Lent, KS1 and KS2 lead a series of class assemblies that depict the key events leading up to Jesus' crucifixion, helping pupils reflect on the significance of the Easter story. Our children teach each other around the love and sacrifices God and Jesus made during the season of Advent and Lent.

RE.1.9 Through quality first teaching, recall of previous teaching and self-assessment of work, children have a clear understanding of their next steps for progression in RE. Children are able to confidently articulate what they have learnt through a good range of religious literacy, effective teaching and deeper questioning. Teachers deliver engaging lessons with a good range of religious literacy to interest the children and allow them to delve deeper into their understanding of the past. Pupil voice shows pupils can articulate what they have learnt and what has helped them achieve. Teaching is creative, resources

are of a high quality and children can respond creatively in their religious education lessons through drama, writing, art, and music amongst other ways. Religious literacy is developed to a high standard and children can articulate and reflect upon their own faith. Children's well-developed literacy skills are used to write their own prayers and to write about their own experience of faith.

RE1.10 Pupils' achievement is in line with other core subjects when comparing data, with many pupils achieving better in RE compared to other core subjects. This is shown through assessment data, book looks and discussion with pupils to assess understanding. Children's knowledge and understanding of RE is assessed through flashback with friends, writing tasks and exit questions to assess students' understanding at the end of the unit. Assessment is accurate and informs planning; feedback has been developed to challenge pupils to deepen understanding and personal response. In line with the new RED scheme, the feedback sentence stems that we have introduced also encourage children to reflect on their learning through the 2 lenses. Teaching also ensures all pupils, including the most vulnerable, make sustained and exceptional progress from their starting points.

RE2 The quality of teaching, learning, and assessment in religious education

Grade
2

Strengths – what is the impact of the actions you have taken?

RE2.1 – Staff training in RE takes place during inset training sessions and staff meetings. Leaders ensure that planning, resourcing and delivery of lessons are effective through monitoring, supporting and team teaching within RE. Through training with the diocese on the use of scripture and our new 'Lighting the Path' scheme, we have been able to effectively pass this training on to staff so that they are beginning to use the lenses to explore scripture, allowing children to gain a deeper understanding of what they are reading. Children's subject knowledge and links between scripture and stories of the past is strengthened, which is evident in lesson observations and books. Staff collaborate on the teaching of RE with our cluster schools. As a result, teachers are confident when planning and delivering RE lessons and the children's subject knowledge is strengthened. This is evident in our lesson observations.

RE2.2 - Teachers have consistently high standards of work for RE. Children have high expectations of their own work and are eager to aim high and show their abilities and work to other classes and staff members – they take true pride in their work. All children are welcoming, supportive of one another and live their lives in the light of God. They understand they have a role to play to support the catholic ethos of the school and are always eager to be involved with our Catholic Life and mission groups to support the school's mission. Children recognise religious education is more than a lesson, it is in everything that we do and an integral part of our lives.

RE2.3 - Our curriculum is wide and PSHE linked to RE through the Ten Ten programme and Jigsaw. We use the outdoors regularly to help children find awe in the creation of the world and to care for our common home. Our 'Peace Garden', 'Laudato Si' Forest School' and local meadow are visited by our children to encourage reflection and mindfulness, appreciating the beauty of our world. Learning is personalised allowing all children to access content, skills and knowledge and make progress. Leaders have high ambition for all children to achieve regardless of their ability, culture, faith or background. Through scaffolds and deep questioning, pupil's knowledge is strengthened. Planning follows the Salford Dioceses resources for KS2 with use of the new RE Directory lenses. The 'Lighting the Path' scheme has been launched this September for EYFS and KS1 with great success.

RE2.4 - Teachers plan and personalise questions to develop children's thinking and learning. As a result, children are engaged in RE lessons and pupil voice regularly demonstrates that children enjoy RE lessons and feel challenged within them. Teachers plan for effective questioning after scripture has been explored to allow children to think deeper about what they have read, the key messages and what this means for them in their life. Children are highly engaged in the questioning, often leading to bigger questions within the context of the lesson, allowing children to delve deeper into their knowledge.

RE 2.5 - Learning is celebrated in weekly assemblies and celebrates children's effort, curiosity, and creativity in their work. A special Mission certificate is awarded a child each week who demonstrate they live out our school mission. Learning is celebrated at the start of each lesson during the flashback, and children have the opportunity throughout lessons to regularly read out and share their work to the class.

RE2.6 - Children's learning shows evidence of them being able to reflect upon and respond to the religious ideas and world issues. Children can talk about how they bring their religious knowledge into their own lives. During our worship assembly on Tuesdays, mass and child-led liturgies on Thursdays, children reflect upon their actions and what they can do to help those less fortunate than ourselves. Children have a deep-rooted understanding of Laudato Si' and our mission that arises from that. Children articulate ways in which they live their religion, and they have a key understanding of the good person they need to be in their community, following in Jesus' footsteps.

RE2.7 – RE lessons and activities are engaging and use a wide range of resources with variety. Books evidence this with written work from prayers to poems, illustrations, collages, drama to delve deeper into scripture and using technology to create work tasks. We regularly invite special visitors into school to demonstrate our faith in action alive such as Bishop John, Greg from Mark 10 Mission and Minna and Patrick O'Dowd from the Caritas Team. Our Year 3 children have a special Lenten Retreat Day led by The Marist Centre to help prepare them for their Holy Communion.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for religious education

Grade
1

Strengths – what is the impact of the actions you have taken?

RE3.1 Leaders have worked this year on our new RED. We follow the diocese approved 'Lighting the Path', Diocese resources and planning for KS2 implementing the new RED and 'Caritas' to deliver RE and Catholic Social Teaching. This is monitored regularly with governors in half termly book looks and planning is supported by leaders, ensuring RE is taught effectively across the school.

RE3.2 Leaders ensure that RE covers at least 10% of curriculum time, dedicating additional time to mass and collective worship assemblies. High expectations in RE are at least equal to other core subjects with clear marking and feedback for pupils. Home learning is encouraged through Wednesday Word and liturgical prayer bags that are sent home during Advent, Lent and to celebrate the Jubilee Year.

RE 3.3 Leaders have a strong vision for RE and set high expectations for all. Our staff attend training provided and suggested by the Salford Diocese, Oxford Press, The Emmaus Trust, Mark 10 Mission and Caritas Team. Leaders support teachers with planning structures, policy implementation and guidance to support and evaluate their lessons.

RE3.4 Subject leaders are always on hand to support staff and children. The vision of leaders for outstanding teaching and learning can be seen in the quality of provision and environment across the school; SEF, CSED and school development plans. They support through joint planning, coaching and working with ECT mentors to continue this good practice. RE is a standing agenda item on the SLT meeting and the RE lead share feedback from half-termly cluster meetings led by Catherine Moss.

RE3.5 Leaders have worked on the curriculum design this year to incorporate the 'Lighting the Path' scheme with the new RED 'To Know you more Clearly' beginning to use the lenses and additionally developing a Caritas in Action scheme of work. Each year group has long-term planning in line with the scheme being followed. Staff have attended training around the implementation and delivery of the new 'Lighting the Path' scheme for EYFS and KS1.

RE3.6 Monitoring ensures that subject leaders are leading and contributing to the development of creative and thoughtfully planned lessons that are visual, active and involve participation by all. Personalisation of learning is evident and ensures access for all. Its structure ensures that prior learning is built across key stages with clear end points. Senior leaders and governors monitor, and quality assure this regularly throughout the year.

RE3.7 Teachers ensure that all lessons are equipped with enriching learning experiences and activities, with support of the subject leaders. We have visitors into school from other faiths, outdoor learning opportunities, visitors in school to enrich our learning and visits to the local community during Advent and Lent to offer our support and good will.

RE3.8 The rigorous monitoring and evaluation system in place by leaders and governors ensure the self-evaluation of RE is continuous and constantly challenging / striving for improvement. This ensures outstanding outcomes are upheld across the school and new / less experienced staff are supported to reach these high expectations.

What could be improved?

- Marking and feedback.
- Cluster moderation for assessment in line with other subjects.
- Working with the Salford Diocese and cluster schools to embed our new 'Lighting the Path' scheme by sharing good practice.

COLLECTIVE WORSHIP

Overall Grade
for CW
1

CW1 How well pupils participate in and respond to the school's collective worship

Grade
1

Strengths – what is the impact of the actions you have taken?

CW1.1 Pupil voice evidences that children look forward to Collective Worship and times of quiet reflection. The attitude of children and adults to collective worship is reverent and prayerful with 80% Catholic pupils in the school. Pupils participate and engage in prayer and worship and thoroughly enjoy communal singing with support from our specialist music teacher and 'faithful voices' choir. Pupils lead much of the reflection and set an example for other pupils to inspire them to follow as missionaries of Christ. Children are eager to lead Celebration of the Word, and we ensure all children have a chance to lead on a rota basis. Our children begin with a gather song, lead us in prayer, spread the word of the Gospel, conclude with a prayer and share everyone's 'Go Forth Mission'. During pupil voice, a lot of responses were the enjoyment of setting out prayer areas for collective worship and sharing/preparing prayer with their class in prayer and liturgy. Children in Key Stage 2 plan and prepare their class celebration of the word. In Early Years, the teacher plans the sessions and children support setting up the prayer focus areas and are invited to pray in response to the Gospel they have read. In KS2, they work within the groups of gather, listen, respond and Go Forth – creating their own opening prayers, sorry prayers, Gospel Reflections and closing prayers. Children's planning and preparation is supported by our R.E lead on Wednesday and is delivered on Thursdays.

CW1.2 Children understand how prayer is linked to the liturgical calendar and how prayer focus areas reflect this. Children understand that prayer draws us closer to God, but this can be done in a variety of ways such as through singing hymns, following the rule of love, collective worship and spreading/acting the words of God. Prayer spaces in classrooms and around the school reflect the liturgical colours and themes.

CW1.3 Pupils take an active role in leading and participating in Collective Worship in school and at Church. Staff give time and support to children as they move through the school becoming more independent in planning and leading collective worship as they grow. From KS1 they support teachers to set up and choose appropriate themes for the class to reflect and act upon. In KS2 pupils will plan and choose themes, appropriate scriptures, appropriate use of artefacts and ways to go forth and act. This is supported by the pupil leadership team as well as teachers. Each week the leadership team and GiFT Team set up and lead collective worship in our whole school worship assembly. Children reflect upon the word of God, with the time to discuss what this means for them in their life and how they can act on this.

CW1.4 The broad curriculum allows for children to learn a lot from the past and read and compare scripture, allowing them time to form their own thoughts and opinions and to discuss how this can help shape their lives. Teaching of RE, Caritas in Actions days and prayer and liturgy sessions collectively play a positive role in our children's lives, allowing them to follow in the light and love of the Lord.

CW1.5 Children learn that prayer and worship can take place anywhere within school and we have worked hard to create peaceful and respectful prayer spaces in communal areas. The whole curriculum promotes a love of nature and care for the environment through the message of Laudato Si'. Pupils' willingness to share their own personal thoughts, prayers and responses during collective worship shows that it is heartfelt and prayerful. Pupil voice shows they can articulate how they take experiences of reflection in collective worship into their daily life e.g. to support with showing care and kindness to others, developing relationships and friendship, how they treat other people and think of others, how they follow God's path and action the Word of God.

CW2 The quality of collective worship provided by the school

Grade
1

Strengths – what is the impact of the actions you have taken?

CW2.1 – From the culture of prayer and liturgy across the school, there are many opportunities for the mission to be articulated at any gathering. This is a natural process amongst staff and pupils forming why we are here and the impact it has on the wider school community. For example, starting each staff briefing with a reflection or prayer and bringing our mission to the forefront of everyone's mind. Tuesday briefing, staff meetings and inset days all begin with a prayer. This allows teachers the time to reflect, pray and draw closer to God collectively. We pray for our children, families, community and wider world that may need our support and prayers in the present moment. All assemblies begin with our school prayer, to draw closer to God through prayer. Children pray collectively as a class in the morning, before and after lunch and at the end of the school day. We want our children to feel closer to God in all aspects of their day, to feel his love and support as they go about their school day.

CW2.2 - Through pupil voice, the children are aware of the pattern of prayer throughout the day and that prayer is a part of our school life. The children say their prayers at key points throughout the day giving them peaceful and quiet reflection opportunities at regular timings. Collective worship is planned by children on a Wednesday to deliver on a Thursday.

CW2.3 – Collective worship often happens in classrooms, the hall, the Chapel or outdoors ensuring that richness of prayer, especially when praying in the Chapel or outdoors being at one with nature. Our outdoor 'Peace Garden' and 'Laudato Si' forest' have natural wooden seating, allowing children the space and opportunity to stop to pray.

Staff and pupils have thought creatively about the outdoor areas and how these allow us all to be at one with the awesomeness of creation through prayer in a natural environment.

CW2.4 - Scripture is at the heart of everything we do when living by our school mission statement 'To follow in the footsteps of Jesus'. Children know that the Bible is where we learn best about Jesus' life and how much God loves us. Since our last inspection, word has been our focus of improvement. Scripture is used at the beginning of each lesson to ensure children are learning about the past and reading the word of God. We have begun to explore scripture through the lenses from the new RE directory 'To Know You More Clearly', reading as a reader, a writer and a believer. Children are really beginning to enjoy reading scripture in this way as it allows them to delve in deeper and encourages questioning.

CW2.5 - To walk into our school, you can see, feel and hear our Catholic ethos. Kindness, compassion, happiness and welcome runs through our staff and children. Staff are highly committed to ensuring the prayer life of the school is consistent. Staff are good role models for children, especially during prayer, collective worship and collective worship assemblies.

CW2.6 - Staff have been provided with regular training and models to show how collective worship sessions can be planned by the children. Training days have allowed teachers the time to practise the planning and delivery of sessions in groups which has had a great impact on staff's understanding of how the session should flow and how they can support their class to plan the collective worship sessions. We have a whole school collective worship weekly.

CW2.7 - Gather songs allow children to sing praise to our Lord adding an upbeat start or end to our worship. Singing encourages children to be thankful for all that God has given us. During collective worship, children finish with a poem, prayer or illustration to reflect upon the theme and what it means to them in their life. Children know that their gifts and talents should be shared and celebrated. These rich and varied experiences, such as using our outdoor Peace Garden, ensure children make a deeper connection to their own prayer life through nature.

CW2.8 - Altars and prayer areas are prominent throughout the school building and are reflective of the current time in the liturgical calendar. Our school Chapel, Peace Garden and Laudato Si' Forest has given us all a purposeful place for Prayer and Liturgy to take place. In the main entrance and each department, we have developed communal spaces that allow for spontaneous reflection and prayer. Each classroom has its own altar space, reflective of the current time in the liturgical year. We also have a prominent alter at the front of the school hall, a clear focal point for assemblies and masses.

CW2.9 - Families are warmly invited to join us every Friday for our Community Assembly, where we celebrate the week's achievements and present certificates to recognise children's successes. During Lent and Advent, parents are especially welcome to attend our weekly assemblies led by the children, as well as our 'Stay and Pray' sessions held after school. Throughout the year, children witness their families actively participating in prayer activities within the school — particularly during important times such as the month of November, Lent, national moments of mourning, and in response to global crises, such as the war in Ukraine or Palestine. Every class from Year 2-6 attends Mass at the parish church once every half term, and the school plays an active role in supporting our Year 3 children's Sacramental Programme. These shared experiences help to build a welcoming, joyful, and faith-filled school community where strong connections between home, school, and parish are nurtured.

Strengths – what is the impact of the actions you have taken?

CW3.1 The policies in RE have been designed by the RE lead, head teacher and approved by the Governors. The RE team regularly revisit this and ensure that teachers are reminded of the expectations of them within their RE practice and living the catholic ethos of the school. Policies support teachers in their planning and delivery and ensures that children are supported in leading their own collective worship.

CW3.2 Leaders have a developed understanding of the different levels and skills of participation reflective of pupils age, and this is shared and known by teachers to ensure progression. Policy states that certain prayers are known at the end of each key stage. Participation in collective worship is scaffolded across key stages until pupils can plan and lead independently. Observations and pupil discussion evidence how participation in the planning, setting up and level of discussion and communication in collective worship is developed across key stages. Governors have received training to develop their understanding and the academic workplan has timetabled opportunities for governors to witness / participate in collective worship at school.

CW3.3 Governors and SLT plan the school calendar and timetable opportunities to celebrate the Eucharist. Masses are timetabled throughout the year and leaders ensure links to the liturgical year and key significant moments are reflected in class masses. All classes prioritise holy days of obligation through class prayer and liturgy, school masses or reflections. The Sacrament of Reconciliation is offered to all our KS2 children twice a year.

CW3.4 Leaders ensure CPD for all staff is high quality. Subject leaders offer regular support for staff in the planning of prayer and liturgy throughout the year. CPD is planned for during inset days and staff meetings but is regularly ongoing as and when it is needed. High expectations of teaching RE are embedded. All meetings start with a prayer to model the importance of prayer modelling togetherness and support.

CW3.5 Teachers plan and deliver resourceful, engaging lessons with the support of subject leaders which ensures that children are flourishing learners in RE. Leaders use their skills to support children in our RE groups. Faithful Voices choir are supported with weekly practise and the introduction of new hymns to learn. Termly book looks, lesson observations and support sessions with staff ensures that we are embedding all skills and striving for excellence and consistency.

CW3.6 Leaders, including our pupil leaders, are effective in supporting others to plan and lead experiences of prayer and liturgy. This results in pupils and staff’s ability to plan engaging, high quality and meaningful prayer and liturgy opportunities accessible to pupils and families and relevant to our school community.

CW3.7 Leaders complete resource audits for prayer and liturgy each year and request sufficient funds in the budget to ensure it can remain well resources and time and staffing for support in CPD is considered within this. This allows the continuation of high-quality experiences of prayer and liturgy.

CW3.8 Our monitoring calendar ensures the evaluation of prayer and liturgy delivery, and planning is effective. Next steps are given where needed to ensure that high standards are kept and teachers are open to advice and support. Regular teacher check-ins support teachers’ confidence in their delivery and support of sessions.

What could be improved?

- Continually monitor and embed the practice of pupil leaders to ensure their effectiveness and their fulfilment
- Continue to train new staff and governors on the Intent, Implementation and Impact of our R.E policies, with opportunities to work alongside SLT to quality assure judgments and agree next steps.

PUPIL AND STAFF INFORMATION

Year Group	No. of pupils	% Catholic	% FSM	% SEND	%EHCP (including pending)	% EAL
Nursery	26	70%	12%*	15%	8%	23%
Reception	30	84%	10%*	21%	12%	35%
Year 1	31	72%	15%	28%	4%	16%
Year 2	28	75%	10%	48%	19%	15%
Year 3	30	80%	20%	22%	7%	41%
Year 4	30	85%	15%	31%	11%	23%
Year 5	30	75%	10%	23%	6%	49%
Year 6	28	85%	10%	19%	8%	30%
Total	233	87%	20%	33%	11%	33%

Published Admission Number (PAN) of Pupils:	240	Percentage of pupils from other religions:	7%
Percentage of pupils who are baptised Catholics:	87%	Percentage of pupils who are non-religious:	0%
Percentage of pupils from other Christian denominations:	3%		

Religion Data

Staffing Primary

Name	Responsibility	RE specialist? (Y/N)	Experience	Current service YEAR JOINED	FTE	CCRS or equivalent (Y/N)
Linzie Dass	Reception EYFS Lead (Phonics)	N	11	4 – Joined 2021	0.8	N
Jodie Keary	Nurse (Art/DT)	N	4	1 – Joined 2024	0.8	N
Aimee Davies	Year 1	N	1	0 - Joined 2025	1	N
Katie Mannion	Year 2 (Key Stage 1 Lead & Reading)	N	4	4 – Joined 2021	1	N
Louise Chadwick	Year 3 (Key Stage 2 Lead & RE)	Y	13	13 – Joined 2012	1	N
Erin Gordon	Year 4 (DHT & Computing)	N	13	4 – Joined 2021	1	N
Elizabeth Harrison	Year 5 (Maths)	N	14	4 – Joined 2021	1	N
Sarah Schilling	Year 6 (Science)	N	27	3 – Joined 2023	1	N
Susan Partridge	Attendance	N	20	15- Joined 2005	1	N
Shauna Bowes	SENDCo	Y	20	1-Joined 2025	1	Y

Senior Leaders

Name	Responsibility	Experience	Current service	FTE	CCRS or equivalent (Y/N)
Stephanie Clarke	Headteacher	18	9	1	Y
Erin Gordon	DHT and Y4 class teacher	13	4	1	N
Louise Chadwick	KS2 leader and Y3 class teacher	13	13	1	N
Katie Mannion	KS1 leader and Y2 class teacher	4	4	1	N
Linzie Dass	EYFS leader and Reception teacher	8	3	0.8	N

CURRICULUM INFORMATION

Year Group or Class	Total curriculum time (in minutes)	Total RE curriculum time (in minutes)	% RE curriculum time (to one decimal place)
EYFS	1260 minutes <i>EYFS – 8.50-11am, 1pm – 3:10pm = 4 hours curriculum per day including assembly times</i>	126 minutes	10%
Y1	1500 minutes <i>KS1 – 8.50-10:15am, 10:30 – 12.00pm, 1.00-2.15pm, 2:30 – 3:20pm = 1500 minutes</i>	150 minutes	10%
Y2	1500 minutes	150 minutes	10%
Y3	1575 minutes <i>KS2 – 8.50-10:30am, 10:45-12:15pm, 1:15-3:20pm = 1385 minutes</i>	150 minutes	10%
Y4	1575 minutes	158 minutes	10%
Y5	1575 minutes	158 minutes	10%
Y6	1575 minutes	158 minutes	10%

Programme of study followed:

Key Stage	Details of programme(s) of study followed:	Working towards implementing:
EYFS and KS1	'Lighting the Path'	Lighting the Path in KS2 when resources are released.
KS2	Diocese resources following the new RED	September 2025: 'To love thee more dearly' 'To know you more clearly'

Please indicate the capitations for each of the following areas

Subject	£ spend
Religious education	£6,800
English	£2,000
Maths	£1,200