

The St Joseph's Primary School
Footsteps to make a better world.



CATHOLIC SELF-EVALUATION DOCUMENT

October 2025 Review

School	St Joseph's Catholic Primary School
Co-Headteacher	Paul Bacon and Sharon Carpenter
Religious education leader	Harry Wilkinson, (Paul Bacon and Sharon Carpenter)
Other Catholic life and mission leader(s)	Harry Wilkinson, (Paul Bacon and Sharon Carpenter_
Date of review	October 2025

SCHOOL INFORMATION

Full Postal Address:	St Josph's Catholioc Primary School, The Holloway, Malmesbury, Wiltshire
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Website:	https://www.st-josephs-malmesbury.wilts.sch.uk
URN:	126424
Local Authority:	Wiltshire County Council
Chair of Governors:	Kirsty Martin
MAT/MAC (if applicable):	Not applicable
Chair of Directors (if applicable):	Not applicable
CEO or CSEL (if applicable):	Not applicable

Arch/diocese:	Clifton
Parish in which school is located:	St Aldhelms
Parish Priest/Priest Chaplain:	Father Thomas Kulandaisamy Thomas.Kulandaisamy@Cliftondiocese.com
Number on roll:	76
Age range of those on roll:	5 – 11 years
Gender of those on roll:	mixed
Phase:	Primary
Foundation trustees:	
School type:	Voluntary Aided

Current statutory inspection grade:	Good
Current denominational grade:	Good

Date of this inspection:	March 2023
Date of this inspection:	2018

CONTEXT

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

- St Joseph's Catholic Primary School is located in the market town of Malmesbury Wiltshire.
- There are 76 pupils on roll. These pupils are served by a school structure that comprises of three classes organised as follows:
 - Class 1: Year R,1,2 and 3
 - Class 2: Year 4 and 5
 - Class 3: Year 5 and 6

This structure was revised from September 2025 when the school reduced class composition from 4 classes (2024 – 2025) to 3. This reduction followed the previous changes in structure from 5 classes (2023-2024) and reflects the school's progressive falling roll.

From the current academic year, the school has also opened a governor led nursery that has been enabled by the school's success in securing the School based nursery grant from the DfE.

- The school's current demographic suggests that the school has a mixed catchment with areas of need in line with or above national averages as detailed below.

	National	School
SEND	18%	28%
SEND (EHCP)	5%	4%
SEND Support	13.60%	24%
Disadvantage	24.60%	25%
EAL	20.60%	21%

- Within the school's population demographic the following table summarises the broad spiritual composition of the school's roll:

	School
Catholic	27%
Other Christian denominations	27%
Total Christian	54%
Islamic	3% (2 pupil)
Hindu	>1% (1 pupil)
Buddhist	3% (2 pupil)
No religion declared	41%

- Over the last two years there has been turbulence in school leadership and some significant negative publicity leading to the resignation / discontinuation of the governing body and the formation of an interim executive board (IEB). These factors contributed to a decline in parental confidence and a subsequent drop in the school's roll. This continued initially into the last academic year but stabilised but stabilized from Easter 2025.

The school roll is however still challenged through low reception numbers not balancing pupils leaving at the end of Year 6.

The governors and senior school leaders are acutely aware of the need to build pupil numbers and ensure Catholic educational remains a choice for families in Malmesbury. An initiative to secure this was obtaining DfE funding to open a school based nursery. This process was a major leadership activity in 2024-2025 and ensured that the school was able to open a nursery from September 2025. The school's aspiration is that this provision will secure pupil numbers from the bottom up, and in the long term, will enable Catholic education to be protected and sustained within the town.

- The school's substantive headteacher was absent for a sustained period in 2023-2024. This role was covered by two interim headteachers who shared the position as part of a job share. This cover was on a rolling agreement that responded to the school's needs and consequently improvement activities did not make the progress that would be expected if a substantive leader was in place.

A new substantive head was employed from September 2024 until August 2025. For the current academic year, the headteacher position is shared as part of a job share between the 2024-2025 substantive headteacher and another senior leader (SENDCo).

Both of these senior leaders are none Catholic but have a dispensation from the Bishop to be in post.

The school is currently in the process of recruiting a Catholic Headteacher who will take the school forward to become part of a Catholic MAT (planned conversion date: January 2026).

The current headteachers work alongside a newly qualified, practicing Catholic, teacher to lead RE and the school's Catholic Christian character.

An additional senior teacher who is a practicing Christian is also the school's music lead. This ensures that alongside normal acts of liturgy and prayer, there is a strong spiritual singing tradition within the school.

Other staff in the school are actively supportive of the school's Catholic Christian character and have been supportive in developing the school's shared virtues built around the school's foundation of "Walking in the footsteps of Jesus, loving and serving together".

- The school has growing links with the parish church. The school routinely attends mass on an at least termly basis. Masses mark where possible either significant school events or Holy Days of Obligation. With the transition from IEB to FGB there have been some key appointments of parishioners to the school's governing body. This has resulted in school links with the parish church being strengthened further.

RESPONSE TO LAST INSPECTION

Area for improvement	Impact of actions (Evaluation May 2024)
Objective 1: Improve teachers' subject knowledge so that they can in turn deepen pupils' theological understanding.	• We no longer have the same staff as in the last inspection and consequently our focus on the RED is enabling all staff to develop their subject knowledge (Staff are attending training and engaging in updates). • All staff are using the Diocese SoW as a starting point for lesson delivery. Time table indicates that children are accessing 10% of time tabled teaching time for RE. This ensures there is a rich and progressive link to scripture. Staff have a growing understanding of this element of provision and early indications are that pupils are able to talk, reference and reflect on scriptural learning. • All new members of staff have attended the new to Catholic Education course. • All staff attended an inset on CST led by the RE adviser in 2023. Staff attended the Samuel Partnership RE CPD on catholic life and mission in January 2025 and have attended bespoke RED and CST CPD led by the Diocese RE lead teacher in September 2025. All senior staff have worked with the Diocese RE leader across 2024-2025 and within the current academic year. • The RE leader is registered for the Diocese RE Leader briefings / CPD and other courses relevant to their role in the current academic year. • All staff are developing their understanding of Catholic Social Teaching and assessment in RE through the collegiate development of school virtues, collaborative planning and the collegiate delivery of routine worship across the year - School leaders and teachers to use the school's end of week worship as a starting point to reflect on how pupils have "got on" against the scriptural focus for the week.
Next steps to strengthen and secure Objective 1 in 2025 - 2026: Pupil books and wider evidence to be monitored with a view to highlighting the "impact" of RED on the "person". - School leaders and teachers to develop proportionate and meaningful assessment systems to track pupil outcomes against learning outcomes. - Teachers to be able to identify and articulate changes in pupil attributes	

- Pupils to be able to identify and articulate changes to them personally (self – evaluation, pupil conferencing, capturing the voice of the child, answer and respond questions, “What’s the impact on me?”).
- School leaders to analyse the school’s emerging assessment summaries to evaluate how well disadvantaged learners are doing against outcomes and work with teachers to ensure that learning is adjusted to enable them to make progress.

Provision:

- Ensure that RE learning, as well as linking to scripture also references the school’s values and CST focus each term.
- Teachers to reference through their provision “This is the scripture for today. What does this look like in how I’m acting?”

Objective 2a:

Employ more robust questioning strategies, which check pupils’ understanding,

Objective 2b:

To use formative marking more effectively to inform next steps in their learning.

- Formative marking in pupil books is strengthening and time is being set aside for pupils to respond in the moment and at the end of a sequence of teaching. This still needs to be further developed or become more consistent.
 - Floor books capture pupil’s responses to questioning and pupil’s engagement with big ideas. Floor books continue to be work in progress and need greater consistency across the school.
 - Pupil voice shows that children understand the difference between green and pink pens (School Marking Principles). Teachers are starting to identify either verbally or through next steps questions to deepen understanding.
 - Effective questioning has been observed across all classes. Teacher’s growing scriptural understanding and referencing is adding to this and the impact of whole school worship linked to the current school value focus or scripture in Gospel worship
 - Teachers in some classes are effectively adapting learning objectives against tasks and pupil interests and cross referencing these against past learning and over a series of lessons so that learning is deepened.
- The above reflects that teacher’s are starting to meet the two objectives for the last academic year with respect to their provision:
- Triangulation between questioning and what teachers are demonstrating through their subject knowledge and how they draw out meaning from scripture, virtues, liturgy and prayer. How are we as a school “Diving for pearls” in RE.

	- Teachers to ensure they fully understand the chunks of learning within the RED and how these relate to the objective and what pupil tasks are. Class teachers to be secure in their understanding of how the activity relates to the LO and where this is not robust enough class teachers to adapt tasks to ensure that there is sustained learning from scripture • Children are prompted to refer back to past learning and are signposted to display, books and worship foci to do this.
Strengthen and securing Objective 2a and b in 2025 - 2026: • School leaders to further develop and deepen their knowledge of assessment so that we: - ensure we have concrete evidence through Learning walks, Pupil conferencing, evidence within Floor books and classroom display to support judgements in relation to RE provision, teaching and learning and pupils outcomes - Children and teaching staff to further develop how we capture ideas and learning through learning walls and or floor books. • Marking policy to be further developed and applied in RE books. Teachers to routinely: - Check - Pupils responses to marking and consistently ensure time is set aside for this and those with no next step to have an activity to deepen understanding - Pupil to be using and actioning the “I can statements”. Staff to use these to enable children to reflect on the learning objective or be guided to assess themselves against the learning objective	
Objective 3: All leaders should become more robust, rigorous, and challenging in monitoring the provision and outcomes in RE, and in particular should raise teachers’ expectations of pupil effort in terms of the quality, quantity and presentation of their written work.	• Beautiful recording was observed in pupil books. This included beautiful art in the children’s books throughout the school. • When children have written work, it is often well presented. • Year 6 recently planned a reflection for the Stations of the Cross and the children said it was a wonderful experience for them. • Systems and structures to provide a framework for provision in prayer, worship and teaching have been established and shared with staff. This has included: ➤ Policies updates so that there is common agreement between staff and classes in: - RSE - RE - Spirituality (Prayer and Liturgy (Prayer and liturgy directory) - Catholic Life and Mission

- Liturgy and prayer organisation so that the school has ensured:
 - Prayer has become an integral element of meetings and has been developed across the year as a regular agenda item.
 - There is an embedded routine for the school's prayer life linked to the current branch or this week's virtue.
 - There is an appropriate scripture to support the element covered within the worship or prayer focus (see the planning page)
 - We now routinely have pupil voice evaluating the impact of whole school Prayer / Liturgy / Worship. We are better documenting evidence that we have of Catholic social teaching in action.
 - Prayer life and leadership is growing this includes traditional and spontaneous prayer.

Strengthen and securing Objective 3 in 2025 - 2026::

- Subject leaders to continue evaluating the impact of RE and scripture on the child and adults work in the school and their part in our community.
- RE Subject leader to ensure improvements in Chaplaincy (prayer leaders) is sustained across the current academic year. Head teacher to continue to enable school Stewards to actively and proactively influence school improvement for the betterment of our school community.

GRADE SUMMARY

Overall Effectiveness

2

Catholic Life and mission

2

Religious education

2

Collective worship

2

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

2

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

2

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

2

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

2

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

2

CW2 The quality of collective worship provided by the school

2

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

3

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

3

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

3

CATHOLIC LIFE AND MISSION

Overall Grade
for CLM

2

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

Grade

2

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

- Most Christian and Catholic children understand the distinctive Catholic Character of the school. Those children who do not follow a faith are supportive of the schools Catholic / Christian routines (prayer, reflection, elements of worship). All pupils understand and aspire through their actions the school mission to “Walk in the footsteps of Jesus” And how the revised virtues relate to this. Pupils can state this mission and can recognise how this relates to them beyond the school. A focus on “Love” and “Kindness” is understood by pupils and they can talk about this and how this relates to the way they act (2).
- Children have an understanding that they are part of a community that is directly linked to being in St Joseph’s Catholic Primary School. They recognise through school worship, and through activities such as Anti Bullying week that although we are all the same we are all different. From this those that have faith would recognise themselves as “Part of a Body with Many parts”, (2).
- Children can see themselves within creation and can recognise their role as stewards of creation. Pupils have articulated how the school mission can apply beyond the everyday working of the school and through the School Council and Chaplaincy pupils have identified charities and causes to support that demonstrate a wider need to live out the scripture of “Love and Kindness”. In the same way, school Council discussions in their classes have highlighted the need to look after and care for our immediate environment (2).
- The school’s focus on Catholic Social teaching is embedding across the school and children are recognising how this fits with the schools ethos. There is a clearly thought out structure to how CST is taught and introduced to the children. This was initiated last year and has been further developed this year. Individual classes are engaging in reflection around CST and children are acting (presentations to describe their understanding, acts of kindness to support those in need). The school chaplains are starting to see the role they play within CST and at times can articulate links between their actions and the principles that underpin CST (2).
- The way the school comes together in collective acts has been deepened over the last year and all staff actively engage in delivering whole and class worship. This alongside the school’s development of pupil led worship has strengthens pupils understanding of the school’s Christian and Catholic identity.
- Children have an interest in those from other cultures and faith. The school has a higher than National average EAL make up that is drawn from more than one continent. This adds a natural diversity of understanding with respect to different cultural traditions. Children are curious about other faiths but this knowledge is possibly not as deep as it could be and comparisons with the Catholic / Christian faith are possibly too superficial (2).

What could be improved?

CLM 1.1 Continue to deepen children’s understanding of Catholic Social Teaching and how this directly relates to how they act out their lives. Ensure that with each of our termly foci, children are encouraged to “act” and reflect their understanding.

CLM 1.3 Broaden children’s understanding of other faiths so that can deepen their understanding of similarities, differences and parallels with Christianity and Catholicism. Children to be able to identify what they can learn from other belief traditions.

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

- The school's mission statement is overt and regularly and routinely referred to. The mission statement is central to all policy and communication and is visited continually through school worship and daily actions by staff including pastoral care. All children will be able to state the school's mission. The fundamental teachings of Christ Jesus are deeply embedded in this mission. The school's virtues are increasingly being embedded into the school's curricular and operational intent. This is happening as and when policy and routines are reviewed. Staff refer to the school's mission and this is part of their "talk" with children. This could be deepened further through all staff referring to this is all that we do and in challenging children's behaviour choices. The work of the School Council and Chaplaincy is framed within the school's Mission and the pupils are enthusiastic about how they can make the mission a reality through their actions (2).
- The school prides itself on the welcome it gives visitors and new and existing pupils. Staff actively engage in welcome at the start and end of the day and where pupils need an enhanced welcome and inclusion this is facilitated. Parents are welcomed onto the playground and at the school gate on a daily basis. The school actively encourages parents to join weekly celebration worship and other appropriate events and activities. Take up for these is small but there is a growing core of parents who are part of this routinely, (2)
All staff are positive role models with respect to the school's mission and charism and pastoral care and provision is strong within the limitations of school resources. This includes ELSA, parent support advice and Lego Therapy (2).
- The way in which other beliefs are able to express themselves within the school's routines is under developed (3).
- The school is strengthening the influence of its Chaplaincy Team and school stewards. Staff have collectively embraced this as an area of development and routine opportunities for children to participate as a School Council and as chaplains and this has become a reality. This includes, the school council defining the way in which they want children to reach out, within and beyond the school, to preserve creation and care for others, school chaplains to plan and deliver school worship on a weekly basis and where needed to support masses. Opportunities are available to all pupils to participate in formal school worship and informally in class and prayer reflections during lunch time (2).
- Staff are actively involved in delivering and leading whole school worship
- The school's provision for RHSE is structured through the school's chosen scheme which is complimentary to Catholic tradition and belief. The school's current school structure is in transition and is likely to be fluid going into the future. This will necessitate further work by the PSHE and RE leaders to ensure that progression in skills and knowledge is systematic and appropriate (3).

What could be improved?

CLM 2.1. The deepening of a school culture where we celebrate the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and enable them to live and pray in fidelity to their own commitments.

CLM 2.2. Deepen the way in which staff bear witness to the school's Catholicity. Through this, the school to action the way in which the school's Catholic and Christian character is evident within the fabric of the building and how the school increases children's self-worth, awareness and uniqueness.

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

Grade
2

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

- St Joseph’s transitioned from an interim executive board to a governing body at the start of the last academic year. The governors are supportive of the school’s mission and vision. The governors have over the last year coordinated their actions to support and challenge the school within it’s ongoing actions. Close links have been established between foundation governors and the actions of the school and these are enabling the school to better foster and coordinate links with the local parish and fully define and articulate the school’s Catholic mission. The school has a link parishioner and a governor who is responsible for RE (2). Governors have embraced the school’s mission through how staff needs have been met across a turbulent year in school leadership.
- School leaders have sustained close links with the diocese and have embraced the Bishop’s vision of Hope through a concerted focus on how this fits with the virtue of “Believe”. This is being broadened across the year to embrace and contextualise the school’s six other virtues of Peace, Resilience, Aspiration, Curiosity, Respect and Service. The school actively supports diocese events such as the Education Mass, Chaplaincy Commissioning and Leavers Mass (2). The school has worked with the diocese RE lead to better articulate the school Catholic mission
- The school has established links with the parish church and works with the parish priest to enable all children to routinely attend mass. The links with the church are a current improvement objective with a view to strengthening these even further. Parishoners are invited to attend school events and from the start of this year as well as attending school masses in the parish church, children have also started to attend community masses on a termly rotation. (2).
- Parents are defined as the first educators of the child and this is shared within parent communication. Within the last and current academic years the school has actively promoted the school mission and values and has explained the reasoning for its varied actions. The school has been clear with parents about it’s demographic, it’s challenges and how it aims to support those pupils who are most vulnerable. Prospective parents have in their feedback to the school cited that despite historic issues, they have chosen to visit our school because they have heard we effectively support and embrace pupils who are disadvantaged or who may have additional needs, (2).
- The school has a clear strategy for supporting disadvantaged and vulnerable learners. This is included within the school’s revised Disadvantaged Learners Plan (2024 – 2027). Along with supporting children’s academic and social, emotional and mental health needs, this plan also includes support for pupils and their families who may be disadvantaged through financial challenges. The school’s policies and structures, including school improvement plan are being refined to ensure that disadvantage is always at the fore of school actions (2).
- The school is currently reviewing its curriculum to reflect a changing school structure. In the past this had RE as a thread within its core this is however less well defined now and needs to be further strengthened. Where spiritual links naturally exist, these are highlighted but this needs to be better defined and documented within the school’s progression map. This would be strengthened further if the school had an established Spirituality and Charism policy (3).
With respect to the RE curriculum all teaching staff are receiving ongoing CPD linked to the school implementation progression. School leaders are prioritising time within the school’s improvement activities to enable this to happen. All staff are fully engaging in this CPD. Wider ongoing CPD has been delivered and is being established to enable staff to meet the needs of vulnerable and disadvantaged learners (2).
- Following changes in school leadership, the school is currently developing effective evaluation processes (pupil voice, learning walks, assessment evaluation, book looks, worship evaluation). These are based on some early monitoring in the current academic year, a light touch evaluation from the diocese at the end of the last academic year and from anecdotal evidence drawn from ad-hoc observations and open and honest discussions with staff. Emerging themes and areas for

development have been identified through this self-evaluation (2). Planned induction happens for new staff and interview questions always target prospective candidates' motivation to be part of a Catholic Primary School. This induction includes a summary of the school's mission and virtues. This could be further be enhanced once the school has a better refinement of its curriculum and key policies linked to its religious character (2).

What could be improved?

CLM 3.2. Strengthening the work of the governors to challenge and support school leaders in developing the mission of the school.

CLM 3.3. School leaders to work with staff to systematically map curriculum progression, including RE so that it can meet the changing organisational structure of the school. Within this review school leaders to define the spiritual and charism threads that weave through all areas of the curriculum and across the school year, as defined by liturgical cycles and he school's defined virtues cycles.

RELIGIOUS EDUCATION

Overall Grade
for RE

2

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

Grade

2

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

- All staff are working within the new RE directory and are delivering this as part of the recommended diocese SoW. This is having a positive effect and staff anecdotally report that children have, from the start of this academic year, been able to draw more accurately on past learning and knowledge linked to scripture and the gospel. Children are giving deeper answers, (2).
Early evidence also indicates that pupils are reflecting on the lessons and core objectives presented to them and are starting to make meaningful links even in EYFS / KS1, e.g. children making connections – Pope – Stewardship – Looking after the world and other elements of Catholic Social Teaching (2).
- Initial observations across the school indicate that pupils are able to speak about what they have learned in religious education, and in with some confidence. Further deepening responses with subject-specific vocabulary would enhance this element. Teachers have developed from the start of this year, better ways to document and collect pupil discussion and thinking. Early monitoring this year indicates that teachers are beginning to adapt the SoW and ensure that activities and objectives truly enable children to draw an understanding from lessons, and where applicable apply this to their own belief systems and lives (2).
- Monitoring of pupil learning within lessons, from books and from floor books indicates that children are making meaningful contributions to their lessons and are enjoying what they are doing (2).
- Both internal and external observations of pupils learning indicate that children work effectively in RE, they concentrate well and produce work that is of a high quality. Some elements of individuality in response could be greater defined and teachers could better use learning walls or floor books to capture children's thinking. Many pupils are interested in learning about belief and religion and many pupils draw meaning from their lessons.(2).

What could be improved?

- RE1.1 All staff to continue embedding the SoW linked to the new RED. This to include attending all relevant CPD
- RE1.2. School leaders to work with class teachers to formulate a meaningful way to record assessment outcomes so that both summative and formative assessment can be documented and so that all teaching staff can make evaluations linked to progress.
- RE1.3. School leaders to work with class teachers to establish an easily manageable system to enable pupils to engage in a self-assessment process.

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

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

- Teachers are growing in confidence with respect to their subject knowledge and are developing a good understanding of how pupils learn, appropriate to the phase in which they are teaching and within RE. The new RED is supporting this and enabling teachers to better pose “Big Questions” that children can draw deeper meaning from (2).
- Teachers ensure that RE is given a priority within their teaching week and are using imaginative ways to enable children to record their feelings and comments. Planning specifically links to the RED and we are introducing this on a phased way. This is now starting to link more closely to assessment. We are too early in the implementation phase to effectively evaluate this (3).
- Observations would support the view that teachers are using questioning during lessons to identify where pupils are in their understanding. As a result, they adapt explanations and tasks, thus improving learning for most pupils. The RED is effectively allowing opportunities and prompts for children and teachers to effectively question and think around themes (2).
- Pupils learning is frequently celebrated leading to good levels of motivation. Observational and teacher and pupil self-assessment suggests that children are becoming more reflective and are responding to next step challenges. This is an area for further development. (2).
- Part of the lesson structure, particularly with the new RED is to allow children to reflect and have time to think. This is an integral part to provision a pupils do welcome this opportunity (2)

What could be improved?

RE2.1: More effective assessment mechanisms to be established. This to be done alongside evaluation how best to collect and collate evidence of pupil learning and thinking (learning walls, floor books, media capture, pupil books and learning journeys).

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

Grade
2

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

- School leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. The religious education programmes and/or resources used are selected for their ability to deliver the curriculum aims set out in the Directory. Teachers need to ensure that when using the SoW the activities they choose strongly enable children to fulfil the learning objective. Where this is not the case, teachers to modify and enhance activities. This is especially true where pupils are needing to reflect on what they can learn from scripture or their study of belief (2).
- School leaders have worked with staff to update key RE policies. These have been shared with staff and reflect current practice (2).
- School leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, timetabling. Governors and school leaders have ensured that teachers have adequate CPD to deliver the new RED. Whole-school policies, such as those on homework, feedback to pupils/students, and reporting to parents and specifically those linked to RE, worship and spirituality need to better reflect the fact that RE is a statutory subject within Catholic schools (-2).
- Leadership in RE is achieved through the combined skills of two experienced non-Catholic teachers and one early career Catholic teacher. Their leadership of RE and school liturgy and prayer is developing as is their understanding of the key areas for development and improvement. There is however a clear vision for RE and how this can be reflected within the school and the wider community. Through this vision strengths such as worship through song, reflection, a focus on virtues and values and the introduction of the RED have been enabled. Areas for improvement linked to chaplaincy, assessment, wider opportunities and spirituality across the curriculum have also been identified and are being actioned (2).
- Class teachers are ensuring that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education. There are some good examples where teachers are encouraging children to think deeply about their actions, engage with the community and visit the parish church. This is work that is evolving and could be further deepened across the school (2).
- Due to the newness of leaders' and governors' to their roles, self-evaluation of religious education is an area for current action and is informed by monitoring and analysis. This is consequently allowing leaders to challenge and support colleagues and collegiately define the school's improvement actions, (2).

What could be improved?

RE3.1: Teachers need to ensure that when using the SoW the activities they choose strongly enable children to fulfil the learning objective. Where this is not the case, teachers to modify and enhance activities. This is especially true where pupils are needing to reflect on what they can learn from scripture or their study of belief (2).
RE3.3: Teachers to continue deepening the use of wider opportunities to enhance and bring the RE curriculum to life

COLLECTIVE WORSHIP

Overall Grade
for CW

2

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

Grade

2

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

- Collective worship is well structured, planned and understood by all staff and children. The school has a clearly defined policy for liturgy and prayer and this is reflected in what the school does on a weekly basis.
Collective worship is led on a regular basis by senior leaders, school teachers and pupil leaders. It is structured around the school's mission and values and this ensures that the school's mission is a golden thread that runs through the school's provision (2).
Over the last academic year and into the current one, the school has clearly defined its Chaplaincy organisation and has an active group of pupil leaders who support the school's weekly worship schedule and stewardship activities. Both groups have clearly defined roles built around CST, (2).
- Pupils engage well in opportunities for prayer and reflection. Pupils understand that prayer for Christians is an opportunity to speak and through silence, listen to God. Children of other and no faith understand that prayer is an opportunity to listen, be still and reflect on the words that are being shared. Pupils broadly take the opportunity to open and close prayer with the sign of the cross and understand that in saying Amen they are signifying closure and agreement (2).
- At the moment the school follows the liturgical year but has not through its prayer life fully enabled a deeper understanding of prayer linked to the Catholic tradition. The school has actioned the development of its chaplaincy again and through staff commitment there is a drive to enable pupil leadership of worship and prayer on a weekly basis. Through this, children have been given the tools to plan in elements linked to Gather, hearing the word, responding to the word and starting to fulfil mission (-2).
- The depth of pupil knowledge linked to prayer is untested and from this perspective it is difficult to assess how far they see the depth of prayer permeating into all elements of their life. Pupils can say how prayer links to worship themes and can engage with these as reflections. Broadening this to include such things as the Rosary, the Hail Mary and even a deep understanding of the Our Father would strengthen pupil understanding. This understanding could only be tested through discussing the impact of this with pupils (-2).

What could be improved?

CW1.1: Sustain the development of Chaplaincy and use this to broaden pupil involvement in worship and liturgy.

CW1.2: To test the depth of pupil knowledge linked to prayer and from this perspective assess how far they see prayer permeating into all elements of school life.

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

- Collective worship is planned across the year and reflects significant points in the religious calendar through singing worship. Values worship develops children's understanding of the school's core purpose and its defined mission. Our Gospel Worship (Liturgy of the Word) follows the Liturgical Colander and reflect what the children attending mass will encounter. This is supplemented within class worship linked to the current RE theme. Through this the school offers a wide focus linked to whole school celebration of the word. Pupils from our chaplaincy team who plan class worship are guided through this by a dedicated teacher. A second staff member also leads personal reflection on the day after class worship so that pupils can deepen their understanding and reflect on the closing mission (2).
- The school uses set prayers to start and end the day and also to give thanks at meal times. Additional prayers are also linked to worship. The way we pray and how we pray at different times of the year could be further explored (-2).
- Scripture forms an integral part of all worship and is used to either support the message in a virtues worship or is used to support the worship that links to the flow of the Liturgical Year. Scripture is also a part of the school's weekly communication with parents and this directly links to the school's virtues worship which is overviewed each week so those at home understand what we are developing in school (2).
- All staff understand the prayer life of the school and support this through their participation (2).

What could be improved?

CW2.1: Teachers to explore how Daily prayers included in 10:10 and on CAFOD could be used at different time or could be used to supplement existing prayers. Staff to explore how music can be used to create a spiritual and calming environment e.g. Children coming in to music and leading into reflection time. Staff have also highlighted how lighting a candle is important and we need to make more of this. As part of our daily routine.

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

Grade
2

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

- With the formation of the new Governing Body, policies to support the Catholic Life of the school are being reviewed and where appropriate being established so that all associated with the school have clear structures and parameters within which to work. The development of these policies is not seen to be a barrier and the Governing Body and school leaders have a high capacity and capability to achieve this within a short space of time and within the current academic year (2024-2025). Governors and school leaders have a very clear understanding of the skills and aptitudes that will be required to achieve this goal (1).
- Leaders, including governors, have worked in collaboration to plan the school calendar and timetabled opportunities to celebrate the Eucharist, particularly at key times in the liturgical year and at significant moments within the life of the school. The school has also ensured that the weekly worship schedule as clear and governors have been made aware of the flow of formal and informal liturgy and prayer activities across the week.
The school has collaborated with the parish church to ensure that all holy days of obligation and other significant days, such as founders' and patrons' days, are recognised in the school's calendar and timetable. Where possible school masses have been timed to coincide with these days. Members of the school community are able to access Mass, or other appropriate liturgies, on such days (2).
The school has bought into an online resource that supports the delivery of class and school liturgy and prayer. This resource links to the liturgical calendar and provides guidance and indirect CPD to enable them to deliver effectively worship within the Catholic tradition. The school is accessing and utilising additional self-directed planning tools from the diocese for class worship (led by the school chaplains). Physical resources to support worship, both in class and for the school as a whole are available but the depth and access to these (through school organisation) could be improved. This does however not mean that the provision of worship is impacted (2).
- Within the current cycle, the school has not yet actioned the provision of opportunities for professional development in prayer and liturgy beyond that which is accessed through ongoing RED CPD. The importance of prayer is however recognised and understood, actions have been put in place to ensure that prayer life includes staff but the development of this has not yet been formalised (2).

What could be improved?

CW3.2: Within the school's calendar of events, school leaders to work with the church to ensure that the school is able to offer the Sacrament of Reconciliation at key times in the liturgical year, such as Lent and Advent.

CW3.3: School leaders to explore and enable all staff to have relevant CPD linked to prayer and how this can impact on the prayer life of the school and their provision.

CW3.4: School leaders and teachers to audit and organise, and supplement through the school budget, physical resources and possibly symbols to support liturgy and prayer and the Catholic identity of the school.

PUPIL AND STAFF INFORMATION

Year Group or Class	No. of pupils	% Catholic pupils	% FSM eligible	% SEND	% EHCP	% Significant ethnic groups (i.e. >5% of cohort)	% EAL
St Teresa (R/1/2/3)	22	14%	27%	28%	9%		23%
St Aldhelms (4/5)	27	22%	29%	33%	0%		33%
St Carlo (5/6)	27	40%	22%	37%	4%		19%
Total	76	27%	25%	28%	4%		21%
Compared to national averages	Below	Below (NA 56%)	In line (NA 24.6%)	Above (NA 19.6%)	In line (NA 4.8%)		In line (NA 21%)

Religion Data

Published Admission Number (PAN) of Pupils:	20	Percentage of pupils from other religions:	7%
Percentage of pupils who are baptised Catholics:	27%	Percentage of pupils who are non-religious:	41%
Percentage of pupils from other Christian denominations	27%		

Staffing *Primary – give details of all teaching staff; Secondary and sixth form college – give details of staff teaching religious education*

Name	Responsibility	RE specialist? (Y/N)	Experience	Current service	FTE	CCRS or equivalent (Y/N)
Class teacher 1	Music, D&T, Art, RE (collectively), DDSL	No	34	24	0.1 FTE	No
Class teacher 2	EYFS, English, Reading, Phonics, PSHE	No	9	7	1 FTE	No
Class teacher 3	Maths, History, Geography	No	4	4	1 FTE	No
Class teacher 4	Computing, Science, RE (collectively)	Yes	1	1	1 FTE	No
Teaching assistant 1 (HLTA) Sb	PPA and PE	No				No
Teaching assistant 2 AS	EYFS / KS1	No				No
Teaching assistant 3 MC	EYFS / KS1 / Lego therapy	No				No

Teaching assistant 4 SR	KS2	No				No
Teaching assistant 5 HW	KS2 / ELSA	No				No
Teaching assistant 6 SW	EYFS / KS1 / KS2	No				No
MDSA 1	MDSA	No				No
MDSA 2	MDSA	No				No
Catering Team 1	Catering	No				No
Catering Team 2	Catering	No				No
School Admin Officer	Admin	No				No

KEY

Experience – years in teaching; Current service – years in this school; FTE – where 1.0 represents full-time

Senior Leaders

Name	Responsibility	Experience	Current service	FTE	CCRS or equivalent (Y/N)
Co- Head Teacher 1	Curriculum oversight, PPG Lead, DSL, RE (collectively) PSHE, PE	36	2	0.6 FTE	No
Co- Head Teacher 2 / SENDCO	Leadership, RE (collectively)	26	1	0.4 FTE	No
	SEND			0.2 FTE	No
School Business Manager	H&S / Finance / Compliance	No		6	No

CURRICULUM INFORMATION

Please indicate the amount of the taught week allocated to the teaching of religious education

Year Group or Class	Total curriculum time (in minutes)	Total RE curriculum time (in minutes)	% RE curriculum time (to one decimal place)
St Teresa (R/1/2/3)	23 hrs 18 minutes (1398 minutes)	2 hours 25 minutes (145 minutes)	104%
St Aldhelm (4/5)	24 hrs 12minutes (1452 minutes)	2 hours 25 minutes (145 minutes)	100%
St Carlos Acutis (5/6)	24 hrs 12minutes (1452 minutes)	2 hours 25 minutes (145 minutes)	100%

Please indicate the capitations for each of the following areas

Subject	Last year	This year
Religious education	£	£ 1400
English	£	£ 2100
Maths	£	£ 960