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CATHOLIC SELF-EVALUATION DOCUMENT  
(CSED)

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| School | Our Lady’s Catholic Primary School |
| Headteacher | Executive Head Teacher (EHT) Miss Joanne Conway  Head of School (HOS) Mrs Roisin Griffiths |
| Religious education leader | Mrs Jessica James |
| Other Catholic life and mission leader(s) | Mrs R Griffiths |
| Date of completion | January 2023 |

SCHOOL INFORMATION

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| Full Postal Address: | Our Lady’s Catholic Primary School, Miskin Road, Mountain Ash, CF45 3UA. | | | |
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| Telephone Number: | 01443 472230 |  | Arch/diocese: | Cardiff |
| Email Address: | [Head@ourladysrcprimary.rctcbc.cymru](mailto:Head@ourladysrcprimary.rctcbc.cymru)  [Joanne.conway@ourladysrcprimary.rctcbc.cymru](mailto:Joanne.conway@ourladysrcprimary.rctcbc.cymru)  [Roisin.griffiths@ourladysrcprimary.rctcbc.cymru](mailto:Roisin.griffiths@ourladysrcprimary.rctcbc.cymru) |  | Parish in which school is located: | The Parish of Mary Immaculate |
| Website: | [www.ourladysrcprimary.co.uk](http://www.ourladysrcprimary.co.uk) |  | Parish Priest/Priest Chaplain: | Canon Eddie O’Connell |
| URN: | 674 3309 |  | Number on roll: | 120 pupils  99 (not including Nur/ pre nursery) |
| Local Authority: | RCT |  | Age range of those on roll: | 3- 11 years |
| Chair of Governors: | Mrs Pat Newton |  | Gender of those on roll: | Male and Female |
| MAT/MAC (if applicable): |  |  | Phase: | Primary |
| Chair of Directors (if applicable): |  |  | Foundation trustees: |  |
| CEO or CSEL (if applicable): |  |  | School type: | Primary |
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| Current statutory inspection grade: | RE inspection- Adequate |  | Date of this inspection: | 10th- 12th December 2012 |
| Current denominational grade: |  |  | Date of this inspection: |  |

CONTEXT

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| A brief outline of any circumstances that help contextualise the information contained in this document |
| Our Lady’s Catholic Primary School serves the lower Cynon Valley, Abercwmboi- Abercynon. We welcome Catholic pupils, pupils of many faiths and those with no faith at all.  The Executive Head Teacher has been in post since September 2022, previously the Head teacher from September 2017. Additionally, the Head of School has been in post since September 2022, previously the Deputy Head Teacher since May 2019.  The schools SLT consists of 2 TLR holders. There are 4 mixed age, mixed ability classes that make up Our Lady’s Catholic Primary School.  The revised school vision defines what the school stands for and strive to action. We believe that at Our Lady’s our pupils will be given the opportunity to help them attain the Christian ideal and make a future positive contribution to society.  This further underpins the gospel values of hope, justice and love which are made real by all stakeholders, through their action and interactions. All stakeholders have had an opportunity and contribution in sharing a firm belief in the Mission of our school ‘Growing in Faith, Love and Knowledge.’    The school judges itself to have many good features including providing a secure, joyful, caring community in which Christ’s message of love is all pervasive. We value and support the learning and development of all members of the school community providing a broad balanced curriculum permeated with a Catholic ethos. The school has high expectations of behaviour and teaching and learning while striving to continually develop and enhance the provision of the learning environment of the school.  As a small school with strong family values, we aim to work together to develop every individual to work to their full potential.  The last ESTYN inspection was June 2022.  ‘The school’s vision, Growing together in faith, love and knowledge, clearly reflects the aims of the school.’  ‘Pupils understand how much care for them and there is a feeling of mutual respect between adults and pupils.’  The last RE inspection was December 2012. |

RESPONSE TO LAST INSPECTION

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| Area for improvement | Actions taken  See PIAP for full details | Impact of actions  See PIAP for full details |
| To improve the quality and variety of differentiation throughout the school to result in stimulating high expectations and outcomes for all groups of pupils in Religious Education. | Review Differentiation Policy with whole staff    Audit planning, resources, books and outcomes in RE portfolio. All staff to be given constructive feedback highlighting strengths and areas for development focusing on the impact on raising standards.    Twilight INSET sessions to establish NIBRIA level understanding and agreed criteria to use when differentiating to agree accuracy and consistency of judgement.      Twilight INSET to share good practice, use of resources with quality and variety. Areas for development to be used as subsequent observations.      Twilight INSET to  moderate pieces of work from end of topic as whole staff using NIBRIA levels      RE coordinator to engage in moderation exercises with catholic cluster and feedback to staff    **Going forward:**  Classroom observations  Continue to embed processes so consistency and accuracy are further developed across the school | Whole school decision to adopt new scheme of work for RE – Come and See.  It provides differentiation so this is easier achieved.  INSET time used to introduce Come and See. Autumn 1 used to trial and discuss at the beginning of Autumn 2.    NIBRA levels discussed in First staff meeting.      Levelling to be discussed further in year once Come and See further established.    Challenge and differentiation is a major focus across all subjects. All staff aware that this focus is to be achieved in RE as well.    Monitoring to be completed in Spring 2014 to assess this.  RE monitoring time allowed for MAT discussion about homes topic. This has been fed back to teachers. |
| To further develop Assessment for Learning to a level that makes an impact upon the learning of all pupils and shapes future provision throughout the school. | Review AfL Policy with whole staff and go through with governors    Audit planning to look for evidence of AfL, books for evidence and discussions with children about how they use AfL to improve    Twilight INSET sessions to establish AfL understanding and how it can be used to improve outcomes    Observe good classroom practice, share ideas and ways to implement      **Going forward:**  Continue to embed processes so consistency and accuracy are further developed across the school | AfL agreed strategies being used in other subjects – need further opportunity to assess use and impact in RE.    During staff meetings it has been agreed that AfL is now being used widely across the curriculum.    Classroom observations and sharing of good practise completed and to be transferred into RE lessons |
| To involve all staff and other stakeholders in contributing regularly and consistently to evidence based judgements of self-evaluation, to ensure that the process in embedded and reflects the work of the school consistently, resulting in improvement priorities that raise standards and outcomes for all groups of pupils. | Meeting with Parents council    Meeting with School Council    Sharing new school initiatives and updates to governors with governors    Share termly progress using tracking data with all stakeholders    Audit planning, books for evidence and discussions with children about how they use AfL to improve    Identify groups so accurate lesson outcomes are appropriate and children are sufficiently challenged.    Child led end of topic celebration with stakeholders    **Going forward:**    Continue to embed processes so consistency and accuracy are further developed across the school | Meet Parents in meeting to discuss what is going on. Need further contact with parents – use Parents letter from Come and See. Begin this in Jan 2014.    Discussion with governors to show levels of children in RE and predictions.    Planning discussions taken place to use Nottingham layout for Come and See. This needs to be further audited.    Involvement of parents in end of topic celebrations to be incorporated in Come and See for Spring and Summer 2014. |

GRADE SUMMARY

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| Overall Effectiveness |  |

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| **Catholic Life and mission** |  |  | **Religious education** |  |  | **Collective worship** |  |
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| **CLM1** The extent to which pupils contribute to and benefit from the Catholic life and mission of the school |  |  | **RE1** How well pupils achieve and enjoy their learning in religious education |  |  | **CW1** How well pupils respond to and participate in the schools’ collective worship. |  |
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| **CLM2** The quality of provision for the Catholic life and mission of the school |  |  | **RE2** The quality of teaching, learning and assessment in religious education |  |  | **CW2** The quality of collective worship provided by the school |  |
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| **CLM3** How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school |  |  | **RE3** How well leaders and governors promote, monitor, and evaluate the provision for religious education |  |  | **CW3** How well leaders and governors monitor and evaluate the provision for collective worship |  |

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| CATHOLIC LIFE AND MISSION | Overall Grade for CLM |

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

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| Strengths – what is the impact of the actions you have taken? |
| Most pupils actively participate in the Catholic Life and mission of the school and aim to fulfil its mission of ‘Growing together in faith, love and knowledge.’  Pupils are proud to be part of the school and its distinctive nature ***(Estyn report August 2022)***  Pupils can clearly express an understanding that they are valued and cared for as unique persons, made in the image and likeness of God. ***(ESTYN report August 2023)***  Most pupils are happy confident and feel secure. ***(Parent questionnaires April 2023)***  Pupils feel safe and valued members of a warm and caring family***. (ESTYN report August 2022)***  Nearly all pupils gladly embrace their personal responsibility to care for our common home, pursue the common good and serve those in need. ***(Pop Up Uniform Shop 2022 and Bedtime Bags January 2023 Nur/ Rec)***  Most pupils develop a deep sense of respect for those of other faiths, religions and none***. (RRSA Reaccreditation Report Gold Rights Respecting, November 2022)*** ‘Dignity means respect. We have to respect everyone’s ideas because we are all different.’  Nearly all pupils engage with the Catholic life of the school participating in all opportunities available such as Masses, collective worship, charity work, etc.  School masses and liturgies are well attended and there are weekly opportunities for pupils to take part in and lead collect worship  Most pupils embrace the Catholic Pupil Profile and the virtues it promotes, understand how they can fully participate in the curriculum to find wonder and awe in engaging with new knowledge. |
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| What could be improved? |
| Start a group of Mini Vinnies to further develop the mission of the pupils in the school.  Pupils to link and articulate the theology underpinning their actions |

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

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| Strengths – what is the impact of the actions you have taken? |
| The schools Mission Statement ‘Growing together in faith, love and knowledge’ has a significant impact on the life of the school, the life and the mission of the school are deeply rooted in the word of God.  ‘Pupils feel safe and valued members of a warm and caring family. They are very proud of their school and appreciate the positive impact of the school’s Catholic ethos. Nearly all pupils show respect for the whole school community and develop strong relationships with each other and adults. Nearly all pupils demonstrate excellent behaviour throughout the school day.’  ‘Most pupils actively participate in the Catholic Life and mission of the school and aim to fulfil its mission to ‘Growing together in faith, love and knowledge.’  Pupils are proud to be part of the school and its distinctive nature.’ ***(Estyn report August 2022)***  Staff embrace the mission statement of the school and implement it across the curriculum and the whole of school life.  ‘The quality of the care, support and guidance of the pupils is a significant strength of the school. Relationships are strong and staff and pupils show a high level of respect and appreciation for each other. As a result, nearly all pupils are proud of their school and its ethos. The school’s Catholic ethos provides good opportunities for pupils to contemplate and value the importance of spirituality and reflection.’ ***(ESTYN report August 2022)***  With Christ at the heart of the school, the school goes the extra mile to provide a supportive and joyful community for its members, valuing all without exception.  ‘The school provides very effective social and emotional support. It delivers bespoke support programmes for individuals and groups. These have a positive impact on pupils’ sense of well-being and helps pupils to talk about their feelings and use effective strategies to regulate their emotions.’  ‘Provision for children with ALN is strong. The school uses effective systems for tracking and monitoring progress. They use the results of this to ensure that pupils with educational, emotional, social or health needs receive the provision and intervention that suits them best. Confident, thoughtful and knowledgeable staff deliver a valuable range of bespoke support programmes to support the development of pupils’ academic and emotional skills.’ ***(ESTYN report August 2022)***  ‘The inclusive nature of the school’s approach to individual rights is promoted very well in the curriculum. This plays a significant role in ensuring that pupils have respect for all minority groups and know that each person is unique and equal.’ (ESTYN report August 2022)  ‘Some children need help with different things, someone might be in a wheelchair or not be able to hear, so our teachers make sure that everyone has everything they need to be the best that they can be.***’ (RRSA Reaccreditation Report GOLD: Rights Respecting November 2022)***  The school has % EAL pupils from a variety of ethnic and cultural backgrounds, this strengthens the pupils understanding and acceptance of others.  There is an embedded culture of welcome at Our Lady’s school, this is highlighted by visitors to the school, supply teachers or LSAs and pupils who join us from other schools. Most pupils are considerate and treat others fairly, in particular, pupils who join the school feel welcomed and supported when they start.  Staff are positive role models for pupils, there is a feeling of mutual respect between adults and pupils. The quality of the care, support and guidance of the pupils is a significant strength of the school. Relationships are strong and staff and pupils show a high level of respect and appreciation for each other. As a result, nearly all pupils are proud of their school and its ethos. ***(ESTYN report August 2023)***  There is care and attention given to the quality of space reflecting the dignity of each person. Pupils with additional needs have designated spaces, calm and reflective to meet their individual needs.  The school provides a range of well- planned and effective opportunities for the spiritual and moral development of pupils and staff. ‘The children knowledge of rights at Our Lady’s Primary is excellent. ‘Rights are for every child, in every country, you get them as soon as you are born.’ |
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| What could be improved? |
| The review of the Mission statement was led by pupils under the guidance of SLT and consulted on with all pupils, staff, parents and governors. ***(last reviewed many years ago- this is something that can be reviewed)***  Whilst the provision for RSE meets the statutory and diocesan requirements this is an area that we need to improve. We have used Fertile heart for some time but have only recently started to use the TEN TEN resources.  All staff attended the national training day in the Spring Term and have started to use the resources. We will measure the impact of this at the end of the Summer Term.  Further develop the use of the Fertile Heart. |

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

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| Strengths – what is the impact of the actions you have taken? |
| Leadership at Our Lady’s is good. ‘The headteacher provides effective and compassionate leadership and clear strategic direction for the development of the school. Her vision for the school is shared purposefully by all staff, pupils, parents and governors. Staff have created an inclusive culture where pupils feel secure and have a strong sense of belonging. Staff and pupils say that they feel part of a caring, faithful family. As a result, a thoughtful, inclusive ethos permeates through all of the school’s activities. Staff work very well as a team and have successfully led many initiatives in the school, particularly focused on pupils' well-being. For example, the strong provision for pastoral care ensures that the school meets their emotional needs well.’ ***(ESTYN report August 2023)***    The SLT and governors have a good understanding of the schools strengths and areas for development.  The governors know the school well and are adept at monitoring, evaluating and reviewing the Catholic life of the school. The governing body is fully involved fulfilling the school’s mission statement and school vision and are highly effective in strategically shaping the direction of the school. ***(School Vision reviewed January 2022 in consultation with parents, pupils and governors)***    All SLT are committed and practising Christians and embody faith in their dealings with those in the community. SLT attend all acts of collective worship and Masses, and are a visible presence within the Parish with roles and responsibilities including Eucharistic Minister, readers, preparing pupils for First Holy Communion. ***(Parish Priest/ Link Governor for RE/ speak to staff)***  Governors are strategically involved in the improvement journey of the school, this includes academically and spirituality. Governors are actively involved with the school in setting priorities for school improvement.  Foundation Governors are linked with SLT to strategically evaluate the priorities for School Improvement.  The school works in partnership with the diocesan Bishop and actively participates in the services offered by the dioceses. New staff undertake the ‘New to Catholic Education’ training offered by the RCADC and their induction includes sessions to explore the distinctive nature of a Catholic school.  Members of staff have completed the CARAC course and the CCRS training offered through the Arch Diocese. ***(Certificate)***  The EHT has completed the CSLP and the HOS is currently involved in the programme.  In addition to this, 1 member of staff has a Masters in Catholic Schools Leadership. ***(Speak to staff)***  The schools works well with the local parish as part of their commitment to the Catholic Life and mission of the school. Historically (pre covid) we have held Lenten Lunches and invited members of the parish, the parishioners ‘love the singing and joy’ that this brings to mass. Currently, the school donates to the local Food Bank, we hold a May procession and invite the Parish. The pupils in year 3- 6 attend weekly mass on a Tuesday. ***(Parish Priest)***  Covid has had an impact on some of these events.  The pupils and staff at Our Lady’s are committed to care for our Common Home, to the pursuit of the common good and to service those in greatest need.  Examples of this are the Pop up Uniform Shop, Bedtime Bags, links to CAFOD and fund raising. ***(Class Dojo/ Twitter/ school displays/ speak to children)***  The school provides supportive pastoral care for staff and there is commitment to both physical and mental well-being of staff. We have used meditation and check ins in the staff meetings and the use of prayer and reflection. The school has policies to support staff well being and the LA has introduced the CARI tool for staff to access. There are various support networks offered by the LA through valleys steps. The Deputy Head Teacher (now HOS) has introduced Freddo Friday and quotes of support and appreciation on the staffroom wall.  Teachers plan to make connections between the distinctive Catholic nature of the school and other areas of learning, for example RRS/ Global Goals and the Catholic Pupil Profile and Restorative Approaches ***(Planning)***  The head teacher’s report to the full governing body has a standing item on the religious life of the school. The Head of RE reports on the spiritual life of the school, which is monitored and evaluated by the governing body in both an academic and spiritual sense. Charity activities and fund-raising are also reported. ***(Head Teachers Reports to Governors)***  Pupil voice and staff voice are used in conjunction with whole school monitoring systems to assess the impact of Catholic life of the school e.g Pop up uniform shop/ bedtime bags/ monitoring collective worship/ monitoring RE displays in class. ***(Monitoring Reports Head’s report/ display boards/ speak to children)***  The Curriculum For Wales 2022 is being developed in line with the Restorative Approaches, Catholic Pupil Profile virtues, Rights Respecting Schools, Global Goals to ensure that provision meets the needs of the whole child. ***(Planning)***  Pupils are beginning to be involved in the monitoring processes in the school. In the Autumn Term, the cabinet for RE monitored Collective Worship and the RE displays in all classes. ***(Monitoring records)***  Pupils were involved in the interview process for the Deputy Head Teacher, the prepared and asked questions and decided who their favourite candidate was. |
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| What could be improved? |
| Increase participation in local Pariah events, reintroduce Lenten lunches, singing in the local town, School masses.  Continue to work with the Parish Priest encouraging pupils and families to attend mass.  Continue to improve links with the Abercynon parish- Father John Phillips.  Further develop the pupils’ role in monitoring RE. |

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| RELIGIOUS EDUCATION | Overall Grade for RE |

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

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| Strengths – what is the impact of the actions you have taken? |
| At Our Lady’s most pupils have a positive attitude towards learning, learners are becoming increasingly religiously literate and are growing in confidence, knowledge, understanding and skills.  We have found that after the disruption of COVID pupils knowledge and understanding in RE was negatively impacted. When teaching the RE curriculum, scheme of work Come and See staff have sometimes had to use planning and resources from lower year groups to meet the needs of learners.  Many learners across the school, including ALN pupils, are making progress in line with their ability linked to the RE Curriculum. Progress for many learners is good in each key stage for different groups of learners.  Learners follow the Come and See curriculum, supported by Fertile Heart and TEN TEN for RSE.  Many pupils at all ages are able to reflect spiritually, and to think ethically and theologically. They are aware of their place in the community and how their actions impact others.  ‘Nearly all pupils have an excellent understanding of their rights. They rightly consider themselves to be ethically informed citizens and are proud of this fact. Pupils lead an increasing variety of pupil groups effectively, some of which have a track record of impact on provision and learning opportunities.  Pupils are able to discuss their learning confidently, they ask good questions to adults and peers and enhance their learning and that of others.’ ***(ESTYN report August 2022)***  Nearly all pupils actively participate in their learning and remain on task for extended periods. They enjoy their lessons and develop well as ambitious and capable learners. Pupils respond well to feedback and make good progress as a result. ***(ESTYN report August 2022)***  The standard of pupils work across the school is good with work marked regularly providing formative feedback allowing pupils to move on and progress in their learning.  Staff use a range of AFL strategies during lessons to support pupils learning and individual needs. Teachers and support staff know the pupils well. When giving feedback staff use AFL strategies to support pupils and move the learning forward.  Tracking pupils in RE was previously more robust. Since the return to school after COVID staff initially focused on pupil well-being and attitudes to learning and filling gaps in basic literacy and numeracy skills.  Whilst staff have continued to teach the RE curriculum, as a core subject, levels of attainment in RE had dropped (as they had in Literacy). Post COVID staff were not levelling RE assessment tasks but focused more on value added progress and engagement in learning. |
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| What could be improved? |
| Tracking pupil attainment in RE. We have/ had robust systems in place for Literacy and maths (though this has now changed in line with CFW)  ESTYN report August 2022- Teachers do not always provide enough beneficial opportunities for pupils to influence what and how they learn or support them to apply their skills effectively across all areas of learning.  Give pupils more opportunity for independence eg choosing how they would like to present their learning. |

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

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| Strengths – what is the impact of the actions you have taken? |
| The quality of teaching and learning at Our Lady’s is good.  At Our Lady’s we have a mixture of Catholic and non Catholic teaching staff. Due to the fact that some teachers have been brought up in the faith their confidence in their subject knowledge is sometimes greater. With that said, all teachers have a good understanding of how pupils learn and they themselves are committed to developing their own skills and knowledge of the RE curriculum. The staff support each other and direct each other to suitable resources and support.  All teachers are committed to the importance of teaching Religious Education and commit at least 10% of teaching time to ensure that they are meeting the statutory requirements.  All RE lessons are planned taking into consideration prior learning and using a range of teaching strategies, pedagogy and methods to fully engage pupils and maintain and build motivation. ***(Planning and lesson observation)***  When planning the RE lessons teachers take in to account the pupils needs and abilities and plan lessons accordingly. Teachers use AFL strategies including effective questioning to assess where pupils are in their understanding, they adapt the lesson accordingly. ***(Lesson Observation)***  Feedback makes sure that many pupils make progress in their learning.  Teachers allow thinking time for pupils and allow them to reflect on their learning. Meditation is a key feature in all classes. ***(Observation)***  The teachers have an excellent relationship with the pupils based on mutual respect. The staff hold high expectations for all learners in all aspects of their lives; academic and social and model those expectations both in class and around the school. ***(Observation ESTYN report August 2022)*** |
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| What could be improved? |
| Formal assessment in RE-  Teachers to allow pupils to present their learning in a variety of forms.  ESTYN recommendation- provide beneficial opportunities for pupils to decide what and how they learn, and support them to apply their skills effectively across all areas of learning. |

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

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| Strengths – what is the impact of the actions you have taken? |
| The school leaders and governors ensure that the Come and See curriculum complies with the RECD. Curriculum time for Religious Education is at least 10% across the school.  Religious Education is considered a core subject, all 4 teachers ensure that it is a priority in their teaching. The EHT, HOS, SLT are Catholic, 1 other member of staff is a practising Christian.  In the past Religious Education was part of the moderation process for FPH and KS2 in the cluster, this has not happened since pre COVID.  Staff access professional development for RE as and when required. The EHT and subject lead attend meetings and keep up to date with news and developments linked to the Arch Diocese.  Parental engagement is positive. Parents and carers are engaged with the school through Class Dojo, parents evenings, ‘drop in’ sessions, parent focus groups and invitations to end of key stage events and extra-curricular events.  Parent’s views are taken into account through the school’s open door policy. ***(Parent questionnaires)***  The Subject Leader for RE provides feedback from meeting for the staff and SLT. The lead shares information effectively.  RE is discussed regularly at staff meetings to ensure that all staff are up to date with information, topics, developments etc.  The RE lead has met with the RE leads from other schools in the cluster, and the Lead governor for RE, to understand the Comparative Evaluation Schedule and Judgment Descriptors to feed in to the Self Evaluation document. This exercise gave some clarity to staff.  Pupils in KS2 attend mass regularly, they take part in seasonal events including welcome back and end of term Mass, Stations of the Cross, The Rosary, Advent celebrations, Ash Wednesday, Lent, May Procession etc This enhances the spiritual development of pupils.  Monitoring in RE is part of the MER Cycle, RE lead, Chair of Governors have taken part in learning walks, lesson observation, book scrutiny and L2L as part of the MER cycle.  Monitoring shows that most pupils are making progress in RE linked to their age and ability. |
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| What could be improved? |
| More involvement form governors in the self-evaluation process (not just the RE link Governor)  Pupils more involved in the monitoring process to improve pupil understanding and pupil voice. |

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| COLLECTIVE WORSHIP | Overall Grade for CW |

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| CW1 How well pupils participate in and respond to the school’s collective worship | Grade |

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| Strengths – what is the impact of the actions you have taken? | |
| Nearly all pupils respond well to the experiences of prayer and liturgy provided by the school. Pupils demonstrate this by their prayerful silence.  At Our Lady’s we strive to provide, a wide range of opportunities for pupils to be involved in and develop their faith. During collective worship the children are supported and encouraged to take part in a period of self- reflection.  Nearly all pupils demonstrate reverence and respect during acts of collective worship and respect that this is an important time for our school to connect as a part of our Catholic family.  ‘The school’s Catholic ethos provides good opportunities for pupils to contemplate and value the importance of spirituality and reflection’ **(ESTYN Report August 2022).**  Our pupils take part and lead daily acts of mediation.  Appropriate to their age and capacity, pupils understand a variety of ways of praying that are part of the catholic tradition.  At Our Lady’s Collective Worship is planned to be accessible and at an age-appropriate level for our children. Depending on the pupil’s levels of confidence and ability, this can vary from placing a pebble as part of a focal point or reading from the Bible.    Our Worship Cabinet, which forms an important part of our whole school Senedd, have the opportunity to create a focal point for Collective Worship.  Pupils are encouraged to lead liturgy each at least once a week as part of a whole school assembly, this is done on a voluntary basis and has had a keen response from our oldest pupils.  Many pupils have a sound understanding of traditional Catholic prayers and liturgies, which are used as part of a routine of daily prayers.  Many pupils have a good understanding of how the liturgies follow the liturgical year.  Many pupils can articulate ways in which prayer and liturgy influence wider school life. Our reminder as we light the candle at the beginning of our whole school worship ‘Jesus is the Light of the World, we must be like Jesus’, reminds the children that we use Jesus as our role model in our daily lives.  Many pupils readily reflect on their experience of prayer and how this has lead them to action. The children at Our Lady’s are keen to talk about ways that they can share their ‘light’ with others in school and the wider community.  Most pupils are considerate and treat others fairly, in particular, pupils who join the school feel welcomed and supported **(*ESTYN report August 2022*)** | |
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| What could be improved? | |
| We will be actively seeking links with other Catholic School’s, to acquire more examples of engaging Collective Worship experiences. | |
| CW2 The quality of collective worship provided by the school | Grade |

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| Strengths – what is the impact of the actions you have taken? |
| Staff are committed to planning prayer and liturgy as central to the life of the school.  The school provides a wide range of opportunities for pupils to be involved in and develop their faith.  Nearly all pupils demonstrate reverence and respect during acts of collective worship.  We have a pattern of daily prayers and meditation, during which nearly all pupils take an active role.  Prayer and liturgy offer participants experiences of a range of ways of praying that are part of the Catholic Tradition. Pupils regularly attend parish masses, where they lead the singing and engage with the local parish.  Our use of the Catholic Pupil Profile supports the planning of Collective Worship. This has helped to ensure that links are made between the example that Jesus has set for us and how our values can help us to become an active participant in our faith and share this with the broader community.  Staff, including the lead for RE and SLT, support and model good practice for other staff and pupils. This has been particularly effective in supporting new members of staff mad ensuring a consistent approach to Collective Worship across the school.  Pupils work collaboratively with other, such as teachers and other pupils, to plan Collective Worship in from Year 3-6 (***Worship Cabinet***)  Our school guitarists play an important role in our whole school celebrations at key times during the year.  Each class in the school has a designated prayer area, which is changed on a regular basis, in keeping with events in the liturgical calendar. There are other areas in the school that offer prayer spaces, including corridors and the school hall, which offer the opportunity to pause and have a moment of reflection. (Guadian Angel area, candle areas –Guardian Angel area, Hall).  At Our Lady’s we have established a prayer garden, which is accessible to pupils during outdoor sessions. In drier weather this is used as a focal point for Collective Worship.  Parents have been invited to share in our Collective Worships during special times. Easter and Christmas celebrations are particularly well attended. Parents are aware and are respectful of the differences between our performances and our Collective Worship.  All younger pupils in Our Lady’s are given the opportunity to take our ‘Prayer Bear’ home. This has been an effective resource in introducing our families to a variety of prayers and encouraging a shared prayer time within the home. |
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| What could be improved? |
| Continue to develop and explore ways that we can encourage creative responses to our whole school collective worship.  A canopy to ensure that the Prayer Garden can be accessed more consistently during different types of weather.  Provide the Worship Cabinet with resources to maintain the prayer garden at different times of the year.  We are actively seeking ways of encouraging more of our families, to engage with prayer more consistently across the school. We are creating an online survey to ascertain what some of the current barriers may be and working with parents to overcome these. |

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

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| Strengths – what is the impact of the actions you have taken? |
| We have an inclusive approach to our Collective Worship. There is a good understanding that the levels of participation will not just on age but also on the capacity of the child/ children. Collective Worships are planned to provide a balance of closed and opened ended responses to support the most effective level of individual engagement.  School leaders effectively signpost and support staff to plan and provide prayer opportunities that are engaging.  ‘Staff work very well as a team’ (**ESTYN report 2022)**  Leaders encourage staff to offer a variety of ways of praying (silent, singing, meditative) when they are leading Collective Worship.  SLT model engaging experiences of prayer and liturgy that are accessible and relevant to pupils, during whole school Collective Worship.  Leaders, with the support of governors, promote ongoing staff CPD.  The HOS is currently undertaking the CSLP.  Ongoing training for the subject leader for RE has and will continue to be an ongoing priority to ensure that provision, support and high quality experiences are provided and delivered, consistently across the school.  Pupils in the Worship Cabinet have been involved in conducting a Learning Walk and evaluation of Collective Worship across the school. |
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| What could be improved? |
| We will be continue to develop the role of the link governor, including involvement in learning walks and engagement with the Worship Cabinet. |