



Archdiocese of Birmingham

Section 48 Inspection Report

STUART BATHURST CATHOLIC HIGH SCHOOL

Part of The St John Bosco Catholic Academy
Wood Green Road, Wednesbury, West Midlands, WS10 9QS

Inspection dates: 4-5 April 2022
Lead Inspector: Ben McArdle

OVERALL EFFECTIVENESS: **Outstanding**

Catholic Life: Outstanding

Religious Education: Outstanding

Collective Worship: Outstanding

Overall effectiveness at previous inspection: *Outstanding*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The school's mission is universally cherished, and all members of the community enthusiastically embrace the challenge to live according to it both within and beyond the school community.
- Pupils have an intrinsic respect for the dignity of the human person, which manifests in overwhelmingly positive behaviours and attitudes. This unites the community in striving actively to contribute towards the common good.
- Excellent provision for spiritual, moral, social, and cultural development is supported by first-class pastoral care, enabling pupils to engage confidently, theologically, and ethically with the world around them.
- Teachers of Religious Education know their pupils exceptionally well: they consistently plan lessons that challenge pupils of all abilities to make progress that is at least consistently good.
- The Religious Education department is very well led and managed. The subject leader has nurtured a highly committed and knowledgeable team that works well together. Teachers constantly seek improvement. Strategies are effectively monitored, and planning is always based on detailed evaluations and high expectations.
- Prayer and liturgy are very well planned and closely monitored. Pupils are well prepared to lead worship.
- The continuing professional development of staff is a top priority for leaders, who ensure all staff are fully inducted into the school and receive regular well-targeted additional training that meets the community's needs.

MAKING CHRIST KNOWN TODAY

FULL REPORT**What does the school need to do to improve further?**

- Validate the progress made to GCSE Religious Education outcomes with externally assessed examination data.
- Revisit the Religious Education feedback policy to assure consistency in practice and impact.
- Develop a varied contribution of music to Collective Worship.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school**CL2 The quality of provision for the Catholic Life of the school**

- Stuart Bathurst is an inclusive, diverse community underpinned by a shared understanding that everyone is created in the image and likeness of God. As the direct result of a shared experience of the school's mission and the dignity of the human person, pupils' behaviour is excellent. Restorative justice reinforces the Gospel values of compassion, repentance, and forgiveness.
- Pupils know the mission statement, 'To bear witness to the Gospel values and always act with a steadfast determination to do and be of our best' and have an excellent perception of their responsibility towards achieving this in their school and home lives.
- Because of the importance laid on the school's mission by all staff members, pupils are highly respectful of the school's Catholic ethos and the responsibilities this casts on them as community members. Pupils appreciate the priority placed on faith in their school.
- Systematic processes are in place to ensure that all pupils are involved in evaluating the Catholic Life of the school. Opportunities such as the ongoing installation of the peace garden, the newly formed chaplaincy team, school council, virtues rewards and charity day, all enable pupils to take the lead in planning aspects of school improvement.
- Leaders instil a moral code within pupils, resulting in them taking their responsibilities towards one another earnestly. Pupils are alert to the needs of others and desire to help. For example, money is collected at the school gate to assist UNICEF in their work, and £400 was raised in a recent bake sale to support charities campaigning to improve awareness of mental health.
- Chaplaincy continues to improve at Stuart Bathurst. Pupils respond well to the opportunities they are afforded; for example, celebrating the Sacrament of

Reconciliation, which was organised by the priest chaplain and was supported by seven clergy.

- The school's 'mission week', which included prayer stations, reflection, and time to reflect on the concept of gratitude was an important and effective opportunity for the spiritual and moral development of the school community.
- The school is committed to global sustainability. It aims to achieve CAFOD's Live Simply Award, and pupils embrace initiatives such as 'meat-free Tuesdays' to personify their commitment to saving the planet.
- Opportunities for pilgrimage and visits to places of particular interest, such as Auschwitz in Poland, are enthusiastically supported. Experiences are shared through assemblies, thereby allowing those pupils unable to participate to have a first-hand personal account of what has been learnt.
- A dedicated and enthusiastic pupil chaplaincy team promotes pupils' spiritual development through various initiatives. All pupils are welcome to join the team. Its work for the community is appreciated, for example its contribution to the monitoring and evaluation of Catholic Life. The team regularly checks classroom prayer tables and advises staff on how to improve them.
- The chaplaincy team educate and celebrate the wider community about their work by publishing the 'Gazette of Grace'. This explains school values to parents, identifying and celebrating they have recently been lived out in the school community.
- Pupils benefit from first-class pastoral care. Each head of year is supported by a welfare officer, who focuses primarily on assisting pupils with their well-being. Additional support is given by a team of welfare officers. As a result of this coordinated approach to support, especially in recovering from the impact of the pandemic, pupils are happy and secure in their relationships and learning. They aspire to achieve well.
- Pupils' spiritual and ethical development is outstanding. Initiatives have a lasting impact on their growth as human beings. Pupils can talk, for example, of the 'rawness' in many aspects of their lives following the pandemic, which was a recent focus, and how faith and the search for truth provide healing solutions which equip them for continued growth.
- Because the school provides expertly planned relationships, sex, and health education (RSHE), pupils have a very secure understanding of love and appropriate relationships rooted in Christian teachings. Staff are well supported by strong leadership of the course.
- Pupils speak confidently about vocation as a calling from God, and also about some of the ways of responding to that call. The most confident pupils talk more widely about vocation as a service through a line of work and can articulate, for example, that single life and married life are vocations in themselves. This understanding is, however, not yet embedded amongst all pupils.
- Pupils are exceptionally proud of their culture, faith, and beliefs. Leaders have nurtured a community where everybody is respected, and sincerity infuses each interaction. Pupils described the school as 'inclusive, diverse, supporting and motivating' to inspectors.
- Staff are enthused by the school's mission. They actively buy into the leaders' vision and are keen to promote it. For example, during the first lockdown of the pandemic, staff embraced the sense of community by sharing the responsibility of pastoral care. Over 10,000 phone calls were made to pupils at home, supported by 248 home visits. As a result of the whole staff's united effort, appropriate support was implemented for all pupils ensuring that they continued to thrive as members of Stuart Bathurst. Reinforcing this endeavour, staff compiled and distributed various types of practical support to a significant number of families.
- Teaching and non-teaching members of staff speak positively of the continuing professional development (CPD) which the school affords them. This directly

correlates to their commitment to the school's Catholic Life and the success of their work in this area.

- Prayer is vital to all members of the community. Its centrality is manifested by the deep reverence and respect displayed during worship and the common structure and variety of styles used in year group acts of worship. The school's diligence in creating sacred spaces for prayer has a visible impact on pupils. Of particular notability is the effective way in which pupils and staff from other faiths and religions are enabled to pray as part of the Stuart Bathurst community.
- The Catholic Life of the school is reflected through many concrete and effective signs. A mixture of permanent features, such as the window wrapping and Stations of the Cross, are supported by temporary features, such as the display of Lenten words on approach to the school's entrance and displays around the school of Catholic working principles.
- Staff are exemplary roles models. At all times, they witness Christ through their actions and words so that all pupils can readily aspire to be missionary disciples.
- The Catholic School Pupil Profile (CSPP) is embedded throughout the school. Pairs of values are introduced to pupils each half-term during Collective Worship, and curriculum areas have meticulously planned for where they can feature within their teaching. The person in charge of Catholic Life (PICCL) rigorously monitors the effectiveness of this initiative to ensure pupils' understanding of the values is secure. The values 'learned and wise' are permanent features of the reward system.
- Teachers are working to embed Catholic social teaching throughout the curriculum. Subject areas have identified where it is naturally present within their curricula. In history, pupils explore saints who lived during periods of historical significance, such as Thomas Beckett, Margaret Clitherow and Maximilian Kolbe. In geography, case studies are undertaken of locations that have required a focused drive on stewardship, including Lake Naivasha, the Aral Sea and Chernobyl.
- Staff well-being is a priority for leaders. Informal initiatives, such as breakfast boxes on 'Blue Monday' and the 'belonging buddies' peer-support network, are used alongside more formalised systems such as pastoral phone calls during periods of absence and an email embargo between 17:30 and 07:00. These help to develop a sense of fellowship between staff which, in turn, further motivates them in promoting the school's mission. Particularly valued is how leaders support staff with the family commitments; as one staff member told inspectors, 'At the heart of everything is the concept of family first. As parents, we are supported in our vocations; when I need help, I know school is there.'

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- Leaders, including governors, view Catholic Life as their core priority which drives all aspects of their work. All leaders share responsibility for promoting the Catholic Life of the school under the expert leadership of the PICCL, and standards consequently continue to rise.
- The PICCL has devised rigorous and accurate monitoring and evaluation systems for Catholic Life, Religious Education and Collective Worship. Utilising support from the Diocesan Education Service, strengths are celebrated, and areas for development are identified every half term in a consistent format. This enables her to ensure progress and swift action is undertaken if this is ever not the case.
- Following evaluation of a half term's work the PICCL offers staff thoughtful and practical support. She is highly regarded amongst her colleagues as a trusted source of inspiration.
- Staff are proficiently inducted into the school's Catholic Life and are acutely aware of the responsibilities this brings. A comprehensive development programme is

provided to new staff and followed up throughout their first years. The value system with its close adherence to the CSPP, together with behaviour management 'through a Catholic lens', 'Bathurst Basics', and a focus on prayer and associated gestures combine to enable new staff to contribute as effectively as established staff to pupils' spiritual and moral development.

- CPD for all staff consolidates their induction and introduces them to more recent diocesan initiatives, such as embedding Catholic social teaching. This ensures that Stuart Bathurst remains a leading provider of contemporary Catholic education.
- Leaders have ensured that the senior leader with responsibility for RSHE and personal development is always available to coach and support teachers during the delivery of these subjects. This is effected by structuring the timetable to facilitate a continuing raising of standards. The resultant high level of effectiveness is further enhanced by the staff member's work with the school improvement partner to raise standards further.
- The school's determination to fulfil its responsibility to provide high-quality, impactful CPD is exemplified in leaders' insistence that all staff complete the training course offered by the Catholic Education Service for RSHE. This ensures that all staff know their statutory obligations and are supported in delivering sensitive issues.
- The interim head of school is a source of inspiration for the whole community: she models the school's values in all her interactions and is a visible presence throughout the school. She leads by example.
- Parents' views are regularly sought as part of the school's monitoring and evaluation cycle. Parents feel listened to and they support the school in its mission.
- The school improvement board (SIB) is fully committed to monitoring and improving the school's Catholic Life. The executive principal, interim head of school and PICCL report to the SIB regularly, and members offer effective support and challenges to continue to raise standards. They seek first-hand experience of the school's provision and outcomes by conducting learning walks, so that they test the accuracy of leaders' evaluations. They work effectively with the executive principal to deploy resources efficiently. For example, they have recently appointed a lay chaplain to work at two schools within the company, enhancing the school's capacity to widen the chaplaincy experience to more pupils.
- The school fully implements the Archbishop of Birmingham's vision for Catholic education throughout the school.

RELIGIOUS EDUCATION

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

RE1 How well pupils achieve and enjoy their learning in Religious Education**RE2 The quality of teaching, learning and assessment in Religious Education**

- Pupils make good progress in Religious Education. The most recently available externally validated data shows that the progress score for Key Stage 4 moved from -0.22 in 2018 to +0.48 in 2019. This significantly positive development resulted from well-targeted strategies implemented throughout the department.
- Pupils with special educational needs and disabilities (SEND) made progress similar to their peers. Noteworthy is the proportion of these pupils who secured the highest and average grades. Disadvantaged pupils made an equivalent amount of progress.
- The number of pupils studying A-level Religious Studies has increased in recent years, which is a resounding endorsement of the department's success in Key Stage 4. Historical data shows that students enjoy success in Key Stage 5, although the number of students securing the highest grades was low.
- Progress in Key Stage 5 Religious Education is, however, good overall and the school is confident in anticipating future data sets to demonstrate improvement in attainment.
- In Religious Education lessons pupils are enabled to reflect and think deeply about the issues they study due to the consistently strong teaching methods they experience. 'Challenge' and 'mega challenge' activities are always available so that pupils can deepen their knowledge at any point within the tasks during lessons.
- As a result of teaching that is almost always outstanding, pupils are highly engaged in their learning and express a desire to know more. They ask questions that reflect their level of thought and their ability to think widely about the issues they study. They can make links with prior learning, which securely contextualises new knowledge.
- Behaviour for learning is excellent. The consistent implementation of the 'Bathurst Basics' across the department means that clear, well-established routines and expectations promote environments conducive to learning. Pupils respect one another and consequently, behave in a manner which enables good learning.
- Pupils enjoy Religious Education because teachers utilise a range of learning tasks, including some creative options.
- Attainment in Key Stage 4 Religious Education is securely above the national average. Compared to other Catholic schools in the Archdiocese of Birmingham, progress is broadly average.
- The quality of work completed by pupils is good. Pupils' notes are always complete and well-structured. Most pupils take care of their presentation and complete work to the best of their ability. However, there is a capacity for improvement for a significant minority of pupils in this regard. Generally, the standard of work completed in Religious Education lessons compares favourably to other core subjects.

- All lessons begin with a quiz that demands pupils' recall of prior learning. These fast-paced lesson starters ensure that pupils focus on learning from the very start of each class. However, as pupils have no record of the questions they are answering in each lesson and often respond with single-word answers, their purpose for revision in preparation for assessment is unclear. In some isolated cases, pupils write more for their quiz answers than otherwise in making notes on the topic covered in the central part of the lesson.
- Teachers have a very precise knowledge of their pupils' understanding and capabilities. Accordingly, they are highly responsive in their teaching, adapting tasks and explanations to meet the needs of individuals.
- Secure, expert subject knowledge means all teachers of Religious Education provide clear explanations of complex concepts during lessons and are confident in re-shaping them should pupils hold any misconceptions. For example, during the inspection, a teacher explained the definition of 'conscientious objector' to a Year 7 pupil who struggled to understand it by asking the pupil to define 'conscience' and 'object', after which the pupil independently deduced the term and applied it accurately, based on the text he was reading.
- Tasks in Religious Education are usually based on writing. Pupils have ample opportunity to undertake extended writing, which prepares them well for the demands of external examinations. Whilst there is some evidence of creative tasks being undertaken, such as mind-maps and annotating artwork, pupils have limited opportunities for these types of tasks. However, writing tasks are often preceded by discussions of the writing topic in pairs. This is much appreciated by pupils.
- Clear structures are in place in Religious Education lessons which involve pupils in evaluating their own learning. After assessment tasks, pupils use feedback sheets to identify their successes and areas for improvement. When used effectively, pupils identify explicit areas to concentrate their efforts; however, they are not used consistently.
- Teachers use time expertly to ensure that all pupils maximise learning opportunities. The pace of learning is brisk; as a result, pupils know that their total concentration is needed in lessons, and they are enthused by the task of meeting their teachers' high expectations.
- Questioning is a strength of the department. Because teachers know the ability of every pupil in their classrooms, well-targeted and thoughtfully planned questions consolidate and extend learning for all. A 'no hands up' policy reinforces the need for teachers to plan their questioning and keeps pupils engaged at all times.
- High-quality PowerPoint presentations are used to deliver subject knowledge. Although these are prepared centrally, with each teacher in the department taking responsibility for identified topics, classroom teachers adapt them to meet the needs of their pupils, resulting in teaching that is customised to each class.
- Lessons are well-pitched by teachers; there is a challenge for the more able pupils, whilst those with learning difficulties are effectively supported to meet the lesson objective to the same standard as everybody else.
- Independence is encouraged throughout the department. The amount of paired work is appropriate, though pupils are aware that they must ultimately complete public examinations independently, and their teachers prepare them well for this.
- The department has a clear feedback policy, which had been modified during the pandemic. Since full-time attendance at school has become mandatory once again, there is a wide variance in the practice of Religious Education teachers regarding feedback. Teachers must now revisit the feedback policy to assure consistency in approach and impact.
- Pupils' efforts are celebrated consistently across the department. In each lesson, a pupil is awarded a certificate for being 'learned and wise' in their studies; they are keen to attain this accolade.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- The curriculum meets the demands of the Bishops' Conference of England and Wales in full. Schemes of work are carefully mapped out against the Religious Education Curriculum Directory to ensure a full breadth of learning.
- Leaders ensure that all pupils receive at least 10% of timetabled time in Religious Education (5% in the Sixth Form), per the instruction of the bishops.
- Religious Education at Stuart Bathurst fully meets the additional requirements of the Archbishop of Birmingham in all key stages.
- The subject is the strongest performing in the school; subsequently, it has a high status, with school leaders and the SIB ensuring it is at least comparable to other core subjects in terms of resources and staffing.
- School leaders and the SIB have strong oversight of the monitoring and evaluation of Religious Education, which is subject to a rigorous schedule. There is a natural flow between issues identified and actions taken, ensuring that rapid progress is at the forefront of the department's endeavours. Effective CPD and support are swiftly put in place where issues are identified for improvement. The SIB independently verifies reports made to them, thus ensuring they are reliably accurate.
- The link governor is very supportive, providing practical help to the department. He goes out of his way to make time for supporting the team, for example, by looking at planning and accompanying learning walks. As a result, the SIB is fully informed of the department's achievements and effectively ensures that the subject is planned to meet the needs of the school's pupils.
- An uncompromising, purposeful leader leads the department. She has a clear vision for the department and is highly successful in securing it, with support from the PICCL. She is outward-looking, seeking best practice from other schools to bring back for the benefit of her department. She has established a very productive team mentality amongst her colleagues, and they all support her in her ambition to further raise standards.

COLLECTIVE WORSHIP

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

CW1 How well pupils respond to and participate in the school's Collective Worship**CW2 The quality of Collective Worship provided by the school**

- All pupils participate in acts of prayer, demonstrating great reverence and respect. This is because staff communicate the importance of prayer for the school community and model appropriate attitudes towards it.
- The respect pupils have for each other's prayer lives is reinforced by initiatives such as a 'Cultural Heritage Day'. Community members attended school dressed in traditional dress and ate traditional foods. This prompted many discussions amongst pupils about faith and the value of prayer, and they look back on this initiative with great pride.
- Pupils are well prepared for leading prayer. There is a clear set of expectations set by leaders, and these ensure that prayer is always purposeful and relevant to pupils' lives. Consequently, pupils can access prayer in a meaningful way for them as individuals.
- A variety of prayer forms are used throughout the school to great effect; pupils are interested in prayer and are acutely aware of its impact on the community. A lay chaplain has recently been appointed to develop the range of prayer styles further.
- Pupils' understanding of the liturgical year is highly developed because everything the school plans revolves around it. All staff consistently use liturgically relevant colours, language, and actions, meaning pupils are confident when speaking of the Church's key seasons and feasts.
- Because all prayer is purposeful and well-planned, it contributes to pupils' spiritual and moral development. Collective Worship is enhanced by contemporary media clips and soundbites from staff and pupils who explain the importance of observing religious seasons and feasts. Consequently, pupils are enabled to reflect for themselves on the meaning of God's word in their lives.
- Pupils' response to the invitation to join in with voluntary acts of worship is very positive. Many pupils attend lunchtime Mass and lunchtime prayers; pupils have expressed a desire to 'reunite' the two lunchtime prayer groups to pray together, as they did before the pandemic.
- Prayer is of central importance to the school. Regardless of their faith background, all pupils treasure the opportunities they have to raise their hearts and minds in prayer. As such, prayer is a core feature of the rhythm of the school day and forms the heart of school celebrations.
- Collective Worship is well planned. Staff take great care to enable authentic spiritual encounters with God. Acts of worship are always liturgically relevant and have a clear focus and an invitation to respond with missionary activity.

- Prayer in tutor groups is well planned and enables pupils to reflect deeply. Teachers are confident in referring to the leadership of Jesus and the lessons which can be learnt from Him. Collective Worship in tutor groups is taken seriously by all.
- Because of the excellent CPD provided, staff are clear on the school's high expectations surrounding prayer and are well-skilled in meeting them. The PICCL, chaplain and subject leader for Religious Education also make themselves available to staff for support, which is fully utilised as required. Consequently, high-quality experiences are the norm for pupils.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- All leaders have a highly secure understanding of the purpose of prayer and how to communicate this to pupils. As a result, they act as exemplary role models to which other staff aspire.
- Leaders' understanding of the liturgical year is very secure. As such, all acts of worship provided by the school align with the feasts and seasons of the Church and are firmly understood by all.
- Leaders at all levels make a concerted effort to ensure that acts of worship are accessible and engaging to pupils. This is why pupils respond so well.
- The chaplaincy team are excellent leaders of prayer. They witness the Gospel in their evangelisation of the school community and set a wonderful example for their peers to follow. They are ably supported by other pupils who also demonstrate leadership of prayer, for example those studying drama. This group acts out readings from the Bible in year group Collective Worship, further enhancing accessibility of the Scriptures.
- Rigorous and robust systems for monitoring and evaluation, which encompass the views of all stakeholders, ensure the outstanding provision of Collective Worship. The SIB independently evaluates acts of worship to corroborate leaders' views.
- The multi academy company has recently appointed a lay chaplain, further investing in the provision of first-class Collective Worship.
- Stuart Bathurst fully meets the additional requirements of the Archbishop of Birmingham concerning prayer and liturgy.

SCHOOL DETAILS

Unique reference number	147881
Local authority	Sandwell
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Secondary
School category	Academy
Age range	11-18
Gender of pupils	Mixed
Number of pupils on roll	891
Appropriate authority	The board of directors
Chair	Gaynor Rennicks
Head of school	Gavina Raindi (interim)
Telephone number	0121 556 1488
Website address	www.stuart-bathurst.org.uk
Email address	admin@stuart-bathurst.org.uk
Date of previous inspection	November 2015

INFORMATION ABOUT THIS SCHOOL

- Stuart Bathurst is a smaller than average secondary school serving the parish of St Mary's, Wednesbury, to the south of Walsall.
- The percentage of Catholic pupils is currently 15.2%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is average.
- Since the last inspection, the school has a new executive principal and an interim head of school. The school has also joined The St John Bosco Catholic Academy. A new subject leader for Religious Education has been appointed, and the governing body has been replaced with a school improvement board.

INFORMATION ABOUT THIS INSPECTION

- Two Diocesan Inspectors carried out the inspection: Ben McArdle and Janet Mellor.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning, and assessment quality. Most of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time, and their Collective Worship experience.
- Meetings were held with the SIB, the Catholic senior executive leader (CSEL), the executive principal, the interim head of school, the Religious Education subject

leader, the PICCL, lay chaplain, priest chaplain, pupil chaplaincy team, school council, RSHE subject leader, the school's data and assessment manager, groups of staff (including early career teachers), and a designated safeguarding lead. A telephone conversation was also held with the school improvement partner.

- The inspectors attended a year group Collective Worship, a school council meeting and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the school's Catholic Life, and pupils' behaviour.
- The inspectors reviewed a wide range of documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and prayer journals.