

SELF-EVALUATION DOCUMENT

The Catholic Life, Religious Education and Collective Worship in Primary Schools

Schools will be requested to produce a self-evaluation report prior to the Section 48 inspection. It should be kept updated each year. The report will provide the starting point for each inspection and help to determine its scope. The report will best serve if it is concise and written against the headings listed below. It will identify the strengths and points for development in each area. The statements need to be supported by evidence that is referenced. Consultation within the school and beyond can help this process and inform the findings.

Name of School	St. Vincent de Paul Catholic Primary School
Address of School	Pitt Street, Liverpool, L1 5BY.
Date of completion	September 2018
Unique Reference Number	104667

CATHOLIC LIFE

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

Consider and comment on:

- The extent to which pupils take on responsibilities and take part in developing the Catholic character of the school;
- Pupils' sense of belonging to the school community and their relationship with those from different backgrounds;
- The extent to which pupils contribute to the common good in the school and wider community.

Key Strengths and Evidence:

We evaluate the extent to which pupils contribute to and benefit from the Catholic Life of the school to be outstanding.

Through the provision of a firm base for our children's experiences of faith, other faiths, spirituality and Church, we witness them as well prepared, enthusiastic and competent, opening themselves more and more to reality and to becoming strong responsible citizens of the local and wider communities:

- Mission statement – embedded in our children's vision for their school. Recent review of focused aims and objectives evident in children's contributions to displays and focused areas throughout the school.
- Intellectual, physical, mental, social, spiritual and moral growth - our children say that they feel secure and valued, are treated with dignity and respect. The children are so proud of their school. We see these characteristics reflected in children responding and giving to others they meet.
- Our parish – children reflect fondly on the commitment and contribution of our previous parish chaplains. Renewed vigour and energy for a real sense of belonging as relationships build between children, staff, White Fathers and parishioners.
- Children are confident to participate, plan and lead the full range of celebrations, including Collective Worship, class masses, assemblies, leavers' celebrations. Their ability to reflect and contemplate is evident from our youngest Nursery children through to Year 6.
- Retreat days – our Year 6 children engage in an annual spiritual retreat day to gather and prepare for the important year ahead in their lives. This year's retreat day for our two Y6 classes is organised for 19.10.2018 led by Animate. *This year's retreat day was based around 'Living life to the full' (John 10:10), focusing on how Jesus asked us to live our lives so that we live life to the full. Our Year 6 children returned to school having explored living a life of faith as a life of joy. (See the 'Catholic Life' section on our website).*
- School choir – our school choir contribute significantly to school collective worship, class, key stage and termly Golden Assemblies and are very active and popular and highly commended within the local community. This year they have taken part in the annual pensioner's community day; carol singing service held in Liverpool One; performances in tandem with Notre Dame for other children in the city and their parents and the iSing festival in the Lighthouse for community members.
- School Council and School Officers – the children's voice. Elected to their role by their peers, these children present as outstanding ambassadors for their schoolmates, their Catholic school and our unique place in the heart of our city.
- Golden Rules and KiVa school status – children are fully involved in these, striving to create and support a calm, stable learning environment that fosters responsible individuals, capable of making free and correct choices, taking chances, being brave and adventurous.
- RSE – we are following the 'Journey in Love' scheme of work for RSE, which enables all children from Nursery to Year 6 to develop their understanding of healthy relationships and staying safe. The programme is delivered in an age appropriate way and is encapsulated in the Catholic ethos. We have also recently purchased 'No Outsiders in Our Classroom' to support with the teaching and learning of the areas within the Equality Act. This continues to support our whole school ethos – 'that every child leaves our school happy and excited about living in a community full of difference and diversity.' A parents' meeting regarding the delivery and content of RSE/No Outsiders will take place on 14.11.2018 to include and update parents. Class teachers will then be responsible to deliver the programme according to their year group according to the time scale on our action plan.
- Breakfast and After School clubs – The demographic of our school community is a mixed intake of highly vulnerable combined with working and single parent families, as a result, we have sought to ensure that all

our children have access to a nutritious start to the day. As the need has increased, so has the quality of the provision with at least a quarter of our school community now accessing these popular provisions. Staff go the extra mile to ensure that these are fun, adventurous, nutritious times where all age groups mingle. The older children naturally take on their supportive role of the little ones so that all children can be active members.

- Sports teams – Sport plays a big part in the weekly life of St. Vincent de Paul, with opportunity for all to take part in learning a new skill or performing with a team at the highest local level - class PE sessions, key stage swimming galas and multisport competitions for our Reception class; regular team football, netball and athletics. Every child knows they are able to represent our school on the sporting field regardless of ability. Our children demonstrate confidence when working with others in a competitive setting and above all live out our school mission: serving with love and striving for excellence, showing the kindness that Jesus showed in encouraging one another to do our best and to play as Vincentian ambassadors for our school – honouring our opponents and giving our very best.
- Active, proactive, visible and engaged governing body – fully committed to the development of our children’s Catholic lives. Chair of Governors recently retired after 28 years of unparalleled commitment, drive and determination. Children prepared her leaving celebration with a rousing chorus of her swansong, ‘Community’.
- In addition to serving a thriving Catholic community, we remain a multi faith school. In keeping with the mission of our new Parish Priests we pride ourselves on living and promoting our Catholic ethos while embracing all other religions. As such every child takes an active part in all our school has to offer and all religious celebrations.
- There are role models for all children amongst our staff with other faiths represented and celebrated while still actively promoting the Catholic life of the school.
- The children, via the ‘Mini Vinnies’, continue to contribute to a number of charitable projects which directly impact and benefit our local community. Food Bank contributions are growing in regularity and size of donations in response to the worrying increase in need. Children also contribute to larger charitable campaigns such as CAFOD. In addition, children work with charities that are close to their hearts such as Macmillan and Marie Curie. As such the children feel a sincere sense of self, whilst understanding the bigger picture of how to live the mission. Our Mini Vinnies children are a dedicated group of children who live out the heart of our school mission on a daily basis. They continually seek ways in which they can enrich our school and local community through their selfless missionary work. They are responsible for organising a variety of charitable events including cake sales, food banks and shoebox appeals in order to fulfil their aims of turning concern, into action. They have recently embarked on a whole school campaign ‘Mission Together’ after hearing the news that our new Parish Priests were Missionaries of Africa. They have embraced the concept of ‘Children helping Children’ tending to the needs of all regardless of background or beliefs promoting to the whole school the true meaning of the word ‘mission’.
- See ‘Catholic Life’ section on website.

Development Points:

Targets, timescales and clear lines of accountability

To widen the scope of our self-evaluation, ensuring children’s suggestions for improvement are included:

- Timescale – over Autumn 2 and Spring 1 half terms, initial consultation by RE team with School Council, Mini-Vinnies and KiVa ambassadors and on to individual classes
- Accountability – Monitoring and streamlining by RE lead, through to SLT and GB

PRIORITY FOR CONTINUATION THAT WILL PERMEATE EACH ASPECT:

Capitalising on the renewed energy driving our links with the school parish. After many years of tenuous stability, we are delighted with the enthusiasm and vision of the Missionaries of Africa – ‘The White Fathers’ and their desire, alongside the school’s, to form the ‘mission hub’ of the community.

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

CATHOLIC LIFE

The quality of provision for the Catholic Life of the school

Consider and comment on:

- the centrality and efficacy of the school's Mission Statement;
- the extent to which the school makes its Catholic identity and ethos explicit through the learning environment, chaplaincy and community cohesion;
- the quality of the pastoral care shown to all members of the community, both pupils and staff;
- the extent to which the school promotes standards of behaviour that reflect Gospel values and how effectively it develops positive relationships between all members of the school community;
- the quality of Personal, Social, Health and Emotional Education (PSHE), Relationships and Sex Education (RSE) and Spiritual and Moral Education.

Key Strengths and Evidence:

We evaluate the quality of provision for the Catholic Life of the school to be outstanding.

- Serving with Love, Striving for Excellence has been our Mission Statement for many years. It remains real, relevant and embedded in our school life. We believe each child is created in the image and likeness of God with a spiritual destiny to fulfil.
- Revised mission statement aims and objectives – together with our governing body and in consultation with staff, in order to elaborate on what this mission means to us and to connect more closely with the work that we do together as Catholics in our everyday lives (see relevant Aims and Objectives website document in Catholic Life of the School).
- We are told by visitors that the Catholic ethos, 'that something special', is evident as you simply walk about the school. We are proud of our diverse and harmonious community. Expectations are at the highest levels and children and staff rise to these, creating a happy, peaceful and stimulating school, where each child knows that they are special and cherished.
- Spiritual and moral education – we work continually to ensure our children experience and promote love and respect for themselves, others, God and His world by:
 - instilling confidence and a sense of self-worth through praise, encouragement and the message about how unique and inspirational our children are;
 - being positive role models who treat each other equally and fairly to work together for the good of all;
 - forging a school community that demonstrates and models tolerant and moral behaviour and attitudes;
 - through the global dimensions of our connected curriculum, we enable our children to grow up to be citizens of the future – aware of the wider world and, with a sense of their own role as a world citizen, respecting and valuing diversity; being willing to challenge the status quo and to act to make the world a more equitable place
- We offer a wide and varied pastoral programme. The Sisters of Charity work with our younger children in our prayer room, following a Montessori approach to delivering a pastoral, Catholic education, promoting a real contemplative experience for the children. The 'Mission Together and WE.org' programmes further support in helping our children know that they can make a difference to the world even at a young age.
- We have the largest number of Look After Children in the city in addition to a growing list of vulnerable children. As such, we invest in a number of brought in professionals to assist us in providing a personalised programme of resilience, cognitive, behaviour and play therapy. The impact of these initiatives can be felt

both in the long and short term. The school and individual staff have been recognised by children's services in their delivery of Personal Education Plans and LAC Reviews.

- Pastoral care is also extended to staff. Regular well-being meetings are held with staff to ensure there is transparency as we work together to drive the school forward. Feedback has been hugely positive and as a result of these meetings job roles have been redefined and additional support provided. There is a strong sense of team morale as they live and breathe the mission statement. Staff training is provided to encourage 'coaching', while a thorough workload review has resulted in a new feedback and marking policy being successfully implemented, positively impacting on outcomes for children and staff workload.
- All Staff are committed to developing the Catholic Life of the School, as a new Head teacher the initial whole staff INSET day focused on our school's aims, values and mission statement. Key words were brought 'to life' via a whole team 3D creative experience, resulting in impactful artwork which was placed around the school providing a constant reminder of our collective purpose. Every Monday morning all staff take part in Collective Worship lead by the Senior Leaders to reflect and inspire Gospel values. Staff continue on a daily basis to foster conduct and behaviour rooted in Gospel values through our Golden Rules. The pastoral care of the children is a constant priority. Our Senior Leaders and RE Team support the 'With You Always' Sacramental Programme due to lack of parish catechists. All Staff take it in turns to attend the Religious Education training workshops delivered by the Archdiocese Team, this is then disseminated to other members.
- RSE – we are following the 'Journey in Love' scheme of work for RSE, which enables all children from Nursery to Year 6 to develop their understanding of healthy relationships and staying safe. The programme is delivered in an age appropriate way and is encapsulated in the Catholic ethos. A parents' meeting regarding the delivery and content of RSE will take place on 14.11.2018 to include and update parents. Class teachers will then be responsible to deliver the programme according to their year group according to the time scale on our action plan.
- Parish engagement in provision – only this week, The Missionaries of Africa (The White Fathers) have compiled a School Bulletin Board and a school-specific newsletter for the parish and ourselves. They write with commitment and enjoyment about the wealth of activities already taken place and underway to jointly support the chaplaincy/school provision for the children's Catholic identity and growth.
- The impact of the arrival of Fr Ferdinand and Fr Terry has been instant as we build the support for family catechesis. Following the With You Always programme, there is an air of excitement from the children, their families and Priests. Attendances in Church are growing and the school through the Chair of Governors and Senior Leadership Team are actively involved in the development of the parish by attending the ongoing parish meetings. There is a desire to further strengthen the links between parish and school which has already seen a number of masses in school.
- Church and school are developing as community hubs working together to forge stronger bonds. For the first time, the children will take the Nativity performance to the Church. The already loyal congregation is being added to and strengthened as we work in collaboration with our new Parish priests. Fr Ferdinand and Fr Terry are committed to supporting school and we are working together to build a regular programme of services and masses. There is a desire to be actively involved and support our daily class collective worships, as the priests offer their knowledge and experience to the staff and children. There is a sense of wonder and awe as the children engage and interact with the inspiring first-hand experiences that are shared.

Development Points:

Targets, timescales and clear lines of accountability

Each class teacher to produce a class learning journal as we do for 'Come and See' but for RSE and the journey on which we are embarking

- Timescale – from Autumn term as programme develops
- Accountability – Monitoring and streamlining by RE lead, through to SLT and GB

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

CATHOLIC LIFE

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

Consider and comment on:

- the effectiveness of leaders and governors in promoting the Catholic Life of the school;
- how well leaders and governors monitor and evaluate Catholic Life provision and outcomes in order to plan future improvements;
- the extent to which leaders offer models of good practice as leaders of Catholic Life;
- how well leaders and governors implement improvement in respect of the Catholic Life of the school;
- how well leaders and governors ensure the whole curriculum contributes to pupils' spiritual, moral, and vocation development.

Key Strengths and Evidence:

We evaluate the quality of leaders' and governors' promotion, monitoring and evaluation of the provision for the Catholic Life of the school to be outstanding.

- All members of our SLT and our governing body have the Catholic Life of our school at the heart and forefront of everything that they do.
- Leaders and governors' key objective is to provide an outstanding Christian education, rich in content, accessible and motivating - an education that is intentionally directed to the growth of the whole person, fostering a love for wisdom and truth, integrating faith, culture and life.
- We trust that we provide a firm grounding in the Catholic faith where gospel values guide the children in their formative years.
- Annual mission statement review, SED and action plans are undertaken with everyone contributing and therefore aware of the key development points for RE and the Catholic life of the school for that year (see revised mission statement, SED 2018/2019 and RE action plan 2018/2019).
- As part of whole school evaluation, the cycle of monitoring, evaluation, action and review of impact are firmly embedded and undertaken by RE team, SLT and new Chair of Governors (see following section on how well pupils achieve and RE leader's monitoring file).
- All policies are reviewed and updated accordingly on an annual basis including the RSE policy this year (see RE Handbook for all policies).
- Mission statement, SED, action plan and handbook are all shared with full governing body on a termly basis (see Governors' meeting notes 20.11.2018) and each term thereafter.
- CPD including CCRS (of which 3 members of staff are completing over the next two academic years) offered to all staff throughout the academic year (see RE CPD log) with all staff coming back to school after each training session and feeding back within a whole-staff meeting.
- Induction for new staff, trainees and volunteers celebrates and ensures that the values, ethos and mission are lived out by all who become part of the St Vincent's family.
- Regular staff meetings designated for RE reflection and sharing of good practice (see staff meetings log) as well as whole day staff in-service set aside for RE development (last one was 9th April 2018 led by the Christian Education Team at the Archdiocese).
- Come and See for yourself – staff engage in individual reflection before each topic and as they share each topic with the children in their class. The Headteacher leads whole staff C & S for yourself during Monday morning briefing before each topic to set us off on the religious thought-path before we take this back to our children.
- Headteacher leads her own reflection time for the other staff briefings in-between those mentioned above according to current thoughts/news/Church messages with which to go forth.
- Since the last inspection, supported and inspired by the children, his peers, the governor's, leadership team and Archdiocese, a member of staff converted from Anglican to Catholicism.
- With the arrival of the new priests, there has already been an immediate link between parish and school with our Deputy adopting the Parish of St Vincent's as his own. Supporting the With You Always programme and attending parish meetings the link between school and parish can only become stronger.
- Medium term planning for each year group has spiritual, moral and vocational aspects woven throughout every lesson of every kind, bringing the children back to who they are as a person and how, with the support of each other, they can become better versions of themselves.

- Monitoring – we closely follow the monitoring guidance given by the CED through the Archdiocese. Through this guidance we are able to assess the impact of every aspect of Catholic life and move it forward to the next part of our spiritual journey as part of our progression.
- Archdiocesan policy, such as the Archbishop’s roll out of a new RSE programme is immediate. Staff are initially trained and supported with parents consulted and informed of changes. Support around training from the team at LACE continues to ensure an effective roll out.
- SYNOD 2020 has been shared with our school community as we work in unison to contribute to the future shaping of the Church and Diocese. Fr Terry and Fr Ferdinand have been discussing this with the Church congregation as we look to strengthen the bond between parish and school.
- Parental involvement has evolved into a fundraising committee. This loyal group of volunteers’ endeavours to promote and deliver events which bring the community into school, raise valuable funds and are enjoyable for all. Christmas Bingo, quiz nights and coffee mornings all contribute to the ‘bigger picture’, by engaging with our community and raising funds.
- Wednesday Word – our children receive a copy of the Wednesday Word every week which shares Sunday’s Gospel, connecting and enriching the home, school and parish partnership with the Sunday Gospel to pray for the best for our children.
- Links with other schools – Through our partnership with the Ignite and Deep Learning Teaching School Alliances we have forged excellent links not just with our own Catholic schools but those throughout local authorities. Cross moderation, joint curriculum ventures and support Hubs have ensured there is quality and integrity to these partnerships as verified by our School Improvement Partner Mike Hewlett.
- Citizenship – is part of the golden thread that runs throughout our curriculum. Closely linked to the Catholic ethos that is integral to our success both past and present, citizenship ensures that our children are educated to be responsible global citizens of the future. Projects, such as the Chester Zoo project, ensure children are presented with real life issues with a tangible purpose. Collaborating with other Catholic schools enhances the experiences whilst ensuring that a cycle of poverty of opportunity is stopped.
- Parental questionnaires – our parents and carers are consulted to gather their views on their experiences and their child’s experiences in our Catholic school and their relationship with their Religious Education. Following the Archdiocesan template, the questionnaire is distributed via paper on an annual basis, while the school website and app allow parents’ constant access. Feedback is excellent with over 93% of responses strongly or agreeing with the statements.

Development Points:

Targets, timescales and clear lines of accountability

Fundraising committee to meet with Fr Ferdinand and Fr Terry to coordinate a programme of events accessible to our community and parish as a whole to identify the need and how this can be met

- Timescale – from Autumn term and thereafter as programme develops
- Accountability – Monitoring and streamlining by RE lead, through to SLT and GB

There is no doubt that leaders and governors are fully committed to the Catholic Life and character of the school. As part of our links with the parish, we perhaps need to focus on how we model that commitment to the whole community. This has already re-started through joint meetings after Saturday evening Mass. School representation, either by SLT, RE lead or governor has ensured that parish representatives are fully informed regarding aspects of the Catholic Life of the school. Relationships are on firm ground and this can only continue to be beneficial to all concerned, especially our children.

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

Consider and comment on:

- the quality of pupils' achievement, learning and progress in Religious Education and any variations between groups of pupils;
- the extent to which pupils are becoming religiously literate;
- the quality of learning for pupils with particular learning needs and/or disabilities and their progress;
- pupils' attainment in Religious Education at the end of each key stage.

Key Strengths and Evidence:

We evaluate pupils' achievement and enjoyment of their learning in Religious Education to be outstanding.

- Lesson study cycle – we are trialling our successful lesson study cycle approach for teaching and learning to that in RE. Our studies focus upon the quality of teaching OF specific aspects and the impact it has on children's learning in the lesson. The current focus has been the impact of driver words and using effective feedback strategies (see lesson study posters from each study group of teachers – 3 groups in total). The results indicate that our children are religiously literate and fully understand the driver words appropriate to their age and ability.
- Our newly appointed Chair of Governors monitored the lesson study follow-up discussion. Outcomes of this were that teachers had an in-depth understanding of the lesson study protocols and were able to apply these with ease to RE lessons. Discussions between teachers and observers were probing and joint planning for next lessons stuck rigidly to the school's priorities for RE teaching and learning while maintaining the integrity of the lesson-study approach. Planning for progress was a clear priority.
- RE attainment and progress tracking charts – each child is assessed at the end of each term, currently three times a year. Analysis of these assessments evidences the vast majority of children, from their varied starting points, progressing exceptionally well through the programme with a number at an accelerated rate (please see tracking documentation).
- The small number of children who appear to not progress as well as their classmates have significant additional needs (relating to SEND and impact of EAL). Careful planning is taken from the Come and See website SEN support and multi-sensory resourcing, ensuring that their individual needs are met (see individual children's portfolios)
- Pupil questionnaires – pupils' views and opinions are collated each year which show how much they enjoy their learning in RE. Children feedback that they love being at school. The school app allows access for the children to respond and highlights how much they enjoy being part of our school community.
- See 'Come and See' section on website.

Development Points:

Targets, timescales and clear lines of accountability

Using outcomes from the lesson study work, implement the effective feedback strategies alongside the driver words as much as is appropriate to ensure deeper learning in lessons and further progression over time.

- Timescale – continuous
- Accountability – individual class teachers as they use the follow-ups to improve their teaching and children's learning. RE lead and SLT as part of whole-school T&L monitoring system. Feedback to governors

In line with Archdiocesan guidance, implement new national standards assessment criteria and tracking.

- Timescale – to allow for continuity and effective data comparison, start of 2019-2020 academic year
- All staff, SLT and governors update training

School Self Evaluation: **Outstanding**; Good; Requires Improvement; Inadequate

RELIGIOUS EDUCATION

The quality of teaching, learning and assessment in Religious Education

Consider and comment on:

- how well teaching promotes learning, enjoyment, progress and the attainment of pupils;
- how well assessment informs appropriate teaching and learning strategies.

Key Strengths and Evidence:

We evaluate the quality of teaching, learning and assessment in Religious Education to be outstanding.

- Monitoring – our rigorous monitoring systems each term enable us to constantly improve the quality of teaching, learning and assessment. We never stand still in our thinking and we are always keeping the teaching of ‘Come and See’ in line with whole school approaches and new ideas. Planning, work scrutiny, display and assessments are all part of this thorough process of monitoring by the RE team to ensure its quality. (See monitoring files).
- Lesson study cycle – we are trialling the lesson study cycle approach for teaching and learning within RE and focus our studies upon the impact of driver words using effective feedback strategies (see lesson study posters from each study group of teachers – 3 groups in total). The results are showing that our children are religiously literate and totally understand the driver words appropriate to their ability.
- Differentiation – is key throughout planning and delivery. Plans clearly show differentiated tasks to match the varied needs of the children, through which the driver words support this within each standard.
- SEN – children with additional needs are supported within ‘Come and See’ lessons through the use of the ‘Come and See’ website SEN materials. The ‘Come and See’ scheme itself lends itself beautifully to supporting all children in every way. (See class planning files for evidence).
- Higher attaining children who are working at greater depth – in the same way as SEN children’s needs are met so too are the needs of our higher attaining children, again through support from the ‘Come and See’ scheme of work and through our own effective teaching, learning and feedback strategies.
- Planning cycle – driver words inform our planning, teaching and learning, display, children’s work, marking through effective feedback strategies and in turn our assessments, then feeding into our planning again, completing a full cycle each time. (See class planning files and monitoring files).
- Key resources – all classes are audited annually for resources that are needed to enhance teaching and learning within RE. Therefore, all classes always have the resources that they need. (See resources audit in monitoring file).
- Adult deployment – each class teacher ensures every adult within their classroom has a valuable role within our ‘Come and See’ lessons. (See class planning files).
- Attainment and progress – individual children are tracked termly by the class teacher and the RE team then monitor these professional judgements and analyse the data, studying different groups of children. (See monitoring file).
- Formal assessments – more formal assessments are undertaken once a term and are celebrated through a portfolio of an individual child’s work. Contexts sheets are used to justify professional judgements made regarding levels of attainment and the RE team cross check these for a more thorough judgement. (See monitoring file).
- Pupil interviews – children are interviewed termly to gather their thoughts and feelings about their religious education. (See report on the collation of responses in our monitoring file).
- Governors report – Governors are updated of the teaching and learning taking place within RE at our termly Governors’ meetings to ensure all governors are kept up-to-date of the quality of teaching and learning, and what are children are achieving.
- Celebration assemblies – RE progress and attainment is celebrated every week at our merit assemblies and in our Golden assemblies at the end of every term.
- Staff CPD – all staff are given the opportunities to develop their own professional practice by attending Archdiocesan training events and then in turn share their newly acquired knowledge and understanding with other staff back at school through a whole staff meeting. The RE team also follow this process when they attend the Co-ordinator’s meetings.

Development Points:

*Targets, timescales and
clear lines of accountability*

See target from previous section on learning.

Feedback – driver word marking/feedback stickers to be scaled down to simply the driver word itself that has been achieved for that lesson. A smiley face stamp also to be used to acknowledge the effort and interest that has been given and shown in that day's 'Come and See' work.

- Timescale – continuous
- Accountability – teaching and support staff, RE lead, SLT and feedback to/ monitoring by governors

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

RELIGIOUS EDUCATION

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

Consider and comment on:

- that the Religious Education curriculum meets Bishops' Conference requirements;
- that the curriculum meets any additional requirements of the Archbishop;
- how well leaders and governors use monitoring data to evaluate the school's performance in Religious Education in order to plan future improvements;
- how well leaders and governors plan improvement in provision, and in pupils' outcomes, and how effectively these plans are implemented at all levels;
- the effectiveness of the subject leader(s);
- how effectively assessment is used in monitoring and securing improvements;
- how well the curriculum supports the learning and achievement of different groups of pupils.

Key Strengths and Evidence:

We evaluate leaders' and governors' promotion, monitoring and evaluation of the provision for Religious Education to be outstanding.

- Mission statement review – we have reviewed our mission statement aims and objectives this academic year to clearly set out to children and everybody in our school how we are to live out our lives in our Catholic school. These have been closely linked to our new Golden Rules and Playground Golden Rules which have also been introduced this academic year. (See website and monitoring file).
- SED, RE action plans, RE handbook (including policies) – annual reviews of the listed documents are undertaken to highlight and project for the coming year as to what our development points are in each area of RE.
- Governors' updates – Governors are presented with the revised documents for that year at the first Governors' meeting of the academic year in the Autumn term to be ratified by the Governing Body. Named RE Governor = Mrs Eithne Proffitt.
- Governors attend training sessions, often in conjunction with our then school chaplain Fr Stephen. With a new parish priest, a new member will be elected to the Governing Body and training will be sought via the Archdiocese.
- Staff meeting minutes – all staff meetings that are dedicated to RE and the Catholic Life of our school are minuted which includes the termly dissemination of monitoring arrangements so all staff are aware of the dates within the term. Good practice is also shared at our staff meetings in order to develop our skills by helping each other.
- Class timetables – these are monitored at the beginning of each academic year to ensure each class has allocated 10% quality RE teaching time and has daily collective worship at an appropriate time in the day in order for children to gather themselves spiritually for the day. (See monitoring file).
- Attainment and progress – RE team, SLT and Governors all work collectively to track children in their attainment and progress over the year. As well as this, all leaders are involved in the analysis process in order to highlight the children who need further support on their RE journey. (See monitoring file).
- Safer recruitment. The SLT and key members of the Governors are trained in safer recruitment to ensure the suitability of staff – in our Catholic school. Senior Leadership appointments are supported by the Archdiocese.
- CCRS CPD – RE team and SLT ensure all staff attend appropriate RE training for their individual needs. This includes embarking on the CCRS certificate to enhance their own teaching abilities in our Catholic school. Three members of staff are on this journey this academic year which is planned over the next two years.
- Reporting to parents/carers – all parents receive an end of year report to summarise their child's RE learning journey for the academic year. Two parents' evenings throughout the year also update parents/carers of their child's progress as well as informal meetings from day to day in class. School leaders ensure that this is undertaken and ensure the reporting of RE is the first and most important part of the report.
- Parental questionnaires – Parents are asked to complete questionnaires regarding the RE education that their child receives, which they do so on an annual basis. (See report on the collation of parental questionnaires in our monitoring file).

- Teaching and learning monitoring – in close liaison with the RE team, SLT are trialling the lesson study cycle approach to fully research into our children’s learning and the quality of teaching taking place. SLT are involved in the briefing sessions in between three taught lessons as a cycle in order to be part of the discussion process of where we take our teaching and learning to next, linked closely to the driver words. (See Teaching and Learning posters produced from our lesson study cycles).
- See ‘Come and See’ section on website.

Development Points:

Targets, timescales and clear lines of accountability

Cluster group – join a RE cluster group from strong links we have with Our Lady Bishop Eton Catholic Primary School. (Autumn term 2018).

- Timescale – from Autumn term and then each term thereafter
- Accountability – RE lead, SLT and feedback to/ monitoring by governors

RE and Chair Governor, Mrs Proffitt, to work closely with the RE team and SLT to analyse RE data and identify children for case studies this Autumn term from last year’s attainment and progress tracking and then projecting for this academic year when Autumn term’s tracking has been completed by the Christmas break.

- Timescale – from Autumn term and then each term thereafter
- Accountability – RE lead, SLT and RE and Chair Governor

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

COLLECTIVE WORSHIP

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

Consider and comment on:

- the extent to which pupils show interest and actively participate in Collective Worship;
- the extent to which pupils are acquiring skills in planning and leading prayer and worship;
- the extent to which Collective Worship contributes to the spiritual and moral development of pupils.

Key Strengths and Evidence:

We evaluate how well pupils respond to and participate in the school's Collective Worship to be outstanding.

- Daily collective worship – all children engage in daily acts of collective worship that are carefully planned by teachers and children to take time to be still and reflect upon many different key focus points related to values, current events in the world, other faiths and more. (see class collective worship files).
- Planning – even are youngest children in Nursery help to select focus points for each element of their collective worship gatherings. All children decide how to gather, what scripture to listen to, how they are going to respond and then how they will go forth. Our Key Stage 2 children are leading the collective worship gatherings much more independently now, which is most wonderful to see.
- Monitoring – the RE team, SLT and all class teachers are involved in monitoring and evaluating collective worship in each class every term. We do this by being part of the respectful gatherings through invitation by individual classes or by cross checking the monitoring and evaluation process undertaken by all other teachers. Each teacher is involved in the monitoring of collective worship in some way with the guidance of the Christian Education Team's observation questions to trigger thoughts and feelings about the worship. (See monitoring file). These observations include reference to how children are enjoying these acts of worship and how they are developing spiritually and morally. The RE team oversee these observations to ensure quality feedback is given.
- Content – effective and appropriate ways to gather, relevant scripture, appropriate ways to respond and reflective ways to go forth are all given due consideration in order to share inspirational worship. Teachers and children use content and ideas provided by the Christian Education Team at the Archdiocese and they also use supporting materials like 'The Wednesday Word'.
- Resources – led by the RE team, each class is given a variety of resources to support reflection and spirituality during collective worship. With the approval of the RE team, staff find inspiration in other religious artefacts and objects and add them to their class collection.
- CPD – Two members of the CED from the Archdiocese led collective worship CPD on 9th April 2018. This involved a focus on collective worship with built in prayer and staff spirituality.
- Prayer room – We have developed a prayer space within our school where the children are able to explore their faith, spirituality and life's big questions in a safe, creative and interactive way. The room has a variety of different spiritual stations for the children to engage with at their own level, and the provocations are enhanced regularly to reflect both the needs and interests of the children, and what is happening in both their immediate lives, and the world around them.
- Sisters of Seel Street – following the liturgical calendar, the Sisters deliver a 'Good Shepherd' programme for our Reception aged children over a three year period. The catechesis of the Good Shepherd is a Christian catechesis programme which enables the children to experience and form an authentic relationship with God. The Catechesis is rooted in scripture and the Liturgy of the Church and is inspired by Maria Montessori's principles of education. This programme provides an opportunity for children to fall in love with Jesus, the Good Shepherd, in a child-friendly space in our prayer room. Activities are guided to aid meditation on Bible scripture and the mysteries of the Christian faith once a week. Above all, each child's unique spiritual needs and abilities are respected and nurtured.
- Reflection – our children have developed beautifully in the spiritual skill of reflection. Children of all ages are learning to become still and gather their own personal deep thoughts to develop spiritually and morally, with heartfelt response and then in turn going forth with purpose and vision. (See Collective Worship monitoring evidence in file).
- See 'Collective Worship' section on website.

Development Points:

*Targets, timescales and
clear lines of accountability*

Annual collective worship themes guidance – RE team to put together an annual overview of suggested themes to support class teachers in their planning of quality collective worship gatherings. With collective worship celebrated every day, there can be times when teachers need some inspiration on their worship time.

- Timescale – Autumn term each academic year
- Accountability – RE lead in liaison with SLT and feedback to/ monitoring by governors

Continue to audit resources for collective worship in each class in order to ensure worship involves relevant and quality items that enhance the reflection time for each individual.

- Timescale – Autumn term and then each term thereafter
- Accountability – RE lead with updates to SLT and feedback to/ monitoring by governors

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

COLLECTIVE WORSHIP

The quality of Collective Worship provided by the School

Consider and comment on:

- the centrality, quality and variety of Collective Worship opportunities provided by the school;
- how well the school provides opportunities for the pupils to develop spiritually through acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school.

Key Strengths and Evidence:

We evaluate the quality of Collective Worship to be outstanding.

- Collective worship policy – revised and updated in September 2018.
- Timetable time allocation – every class has daily collective worship timetabled according to the recommended length of time for the age of the children.
- CPD – staff have had collective worship training through the Christian Education Team at the Archdiocese in the form of their training sessions. We have also had collective worship in-service training in the Summer term of 2018 through the Archdiocese again whereby two members of the Christian Education team kindly came to school and delivered the whole day's training to all teaching and support staff. RE lead is also booked onto the Autumn term's collective worship training for one day in November 2018 and our current NQT is booked onto a whole day's training for collective worship in the Autumn term as well.
- Type of collective worship – staff are much more distinguished in their delivery of collective worship between a daily act of worship and a more in depth celebration type of worship. Both, however, still have reflection at the centre of the focus, reflecting on children's own lives. Both types have clear purpose, message and direction.
- Child-led – due to the high quality CPD that staff have received from the Archdiocese whether direct from the Christian Education Team or disseminated by a member of our own staff, the children are in turn receiving high quality guidance on how to plan, lead and deliver reflective collective worship. Even our youngest children in Nursery and Reception are involved with selecting key elements from their class collective worship baskets.
- Wider community-based collective worship – whole school acts of worship are celebrated at many different points throughout the year. (See 'Collective Worship' section on our website and Collective Worship portfolio).
- Resources – RE team undertake an annual audit of resources to ensure that all resources that are considered essential and appropriate for all acts of collective worship are in classes. Each class teacher may then add extra resources to complement their worship and make it more spiritual (RE team always check and approve the additional resources).
- Collective worship monitoring – through careful and consistent monitoring by the RE team and SLT each term, collective worship content is always inspiring and thought-provoking with real drive to go forward and make a difference to the people and the world around us, always encased in appropriate prayer.
- Prayer room – We have developed a prayer space within our school where the children are able to explore their faith, spirituality and life's big questions in a safe, creative and interactive way. The room has a variety of different spiritual stations for the children to engage with at their own level, and the provocations are enhanced regularly to reflect both the needs and interests of the children, and what is happening in both their immediate lives, and the world around them.
- Spiritual garden – we are currently developing a spiritual garden in the natural space outside one of our KS2 classrooms. This spiritual garden will provide children and adults in the school community with opportunities for stillness in the calm surroundings of their natural garden. This space will allow children to reflect upon their lives and engage in prayer and enjoy meditation. It will also lend itself beautifully to collective worship celebrations.
- See 'Collective Worship' section on website.

Development Points:

*Targets, timescales and
clear lines of accountability*

Annual collective worship themes guidance – RE team to put together an annual overview of suggested themes to support class teachers in their planning of quality collective worship gatherings. With collective worship celebrated every day, there can be times when teachers need some inspiration on their worship time.

- Timescale – Autumn term each academic year
- Accountability – RE lead in liaison with SLT and feedback to/ monitoring by governors

Continue to audit resources for collective worship in each class in order to ensure worship involves relevant and quality items that enhance the reflection time for each individual.

- Timescale – Autumn term and then each term thereafter
- Accountability – RE lead with updates to SLT and feedback to/ monitoring by governors

Make stronger links with our parish, now with our new parish priests this academic year, in order to broaden our celebrations with our wider school community.

- Timescale – continuous
- Accountability – RE lead and SLT with feedback to/ monitoring by governors

Perhaps try some collective planning, leading and delivering in different year groups as in children from one year group planning, leading and delivering worship in another year group.

- Timescale – trialled Autumn term and then ongoing
- Accountability – teaching and support staff, RE lead, SLT and feedback to/ monitoring by governors

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

COLLECTIVE WORSHIP

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

Consider and comment on:

- how well leaders and governors promote, monitor and evaluate provision for Collective Worship in order to plan future improvements;
- the extent to which leaders offer models of good practice as leaders of Collective Worship;
- how skilled leaders are in planning for Collective Worship and how knowledgeable they are about the liturgical rhythms of a Catholic community.

Key Strengths and Evidence:

We evaluate leaders' and governors' promotion, monitoring and evaluation of the provision for Collective Worship to be outstanding.

- Monitoring – RE team and SLT ensure that every child is engaged and spiritually involved in at least one daily act of collective worship that is planned, led and delivered on a moral and spiritual level that enriches the nature of each child and takes them further on in their life journey, using our mission statement and its gospel values as guidance.
- CPD – RE team, under the guidance of the SLT, have organised collective worship training for staff through the Christian Education Team at the Archdiocese in the form of their training sessions. We have also had collective worship in-service training in the Summer term of 2018 through the Archdiocese again whereby two members of the Christian Education team kindly came to school and delivered the whole day's training to all teaching and support staff. RE lead is also booked onto the Autumn term's collective worship training for one day in November 2018 and our current NQT is booked onto a whole day's training for collective worship in the Autumn term as well. This rich programme of collective worship CPD ensures excellent practice carried out by all members of staff on every level.
- Monitoring – the RE team, SLT and all class teachers are involved in monitoring and evaluating collective worship in each class every term. We do this by being part of the respectful gatherings through invitation by individual classes or by cross checking the monitoring and evaluation process undertaken by all other teachers. Each teacher is involved in the monitoring of collective worship in some way with the guidance of the Christian Education Team's observation questions to trigger thoughts and feelings about the worship. (See monitoring file). These observations include reference to how children are enjoying these acts of worship and how they are developing spiritually and morally. The RE team oversee these observations to ensure quality feedback is given.
- See 'Collective Worship' section on website.

Development Points:

Targets, timescales and clear lines of accountability

Annual collective worship themes guidance – RE team to put together an annual overview of suggested themes to support class teachers in their planning of quality collective worship gatherings. With collective worship celebrated every day, there can be times when teachers need some inspiration on their worship time.

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- Accountability – RE lead in liaison with SLT and feedback to/ monitoring by governors

Make stronger links with our parish, now with our new parish priests this academic year, in order to broaden our celebrations with our wider school community.

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Perhaps try some collective planning, leading and delivering in different year groups as in children from one year group planning, leading and delivering worship in another year group.

- Timescale – trialled Autumn term and then ongoing
- Accountability – teaching and support staff, RE lead, SLT and feedback to/ monitoring by governors

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

OVERALL EFFECTIVENESS

How effective is the school in providing Catholic Education

This final section draws together all the available evidence and judgements made in the proceeding sections based on the evaluation schedule.

Outstanding (1)	Each of the following must be at least Good and two must be Outstanding: <ul style="list-style-type: none">• The Catholic Life of the school• Religious Education• Collective Worship
Good (2)	Each of the following must be at least Requires Improvement and two must be at least Good: <ul style="list-style-type: none">• The Catholic Life of the school• Religious Education• Collective Worship
Requires Improvement (3)	Each of the following must be at least Requires Improvement: <ul style="list-style-type: none">• The Catholic Life of the school• Religious Education• Collective Worship
Inadequate (4)	The overall effectiveness of the school in providing Catholic education is likely to be Inadequate if any of the following are Inadequate: <ul style="list-style-type: none">• The Catholic Life of the school• Religious Education• Collective Worship

School Self Evaluation: Outstanding; Good; Requires Improvement; Inadequate

FACTUAL INFORMATION ABOUT YOUR SCHOOL

Name of Headteacher: Mrs Lisa Salters

Name of Religious Education Subject Leader: Mrs Debbie Foy

Name of Chair of Governors: Mrs Eithne Proffitt

School telephone Number: 0151 709 2572

Email address to which report will be sent:

l.salters@st-vincentdepaul.liverpool.sch.uk

Date of last inspection: 25th September 2013

Date of monitoring visit: 5th December 2016

PUPILS

Please indicate for Reception to Year 6

Total number on Roll	225
Number of Catholic pupils	139
Number of pupils from other Christian denominations	34
Number of pupils from other faith/religious traditions	18
Number of pupils with no religious affiliation	34

Please indicate the main feeder parishes served by the school

Name of Parish	% of pupils	Parish Priest
St. Vincent de Paul	36	Father Ferdinand
St. Patrick's	14	Father John Southworth
St. Hughes	2	Father Aiden Prescott
St. Nicholas	2	Father Paul Nener
Our Lady of Mount Carmel	5	Father John Southworth
Other	41	

TEACHERS

Total number of teachers (including Headteacher)	14
Number of Catholic teachers in the school	7
Number of teachers teaching Religious Education Curriculum	12
Number of teachers with a Religious Education qualification	10

CURRICULUM

Please indicate the total Religious Education teaching time per week in each class

	Hours	Minutes
Nursery	2	15
Reception	2	15
Year 1	2	15
Year 2	2	15
Year 3	2	30
Year 4	2	30
Year 5	2	30
Year 6	2	30

Please indicate the percentage of total teaching time spent on Religious Education

	%
Early Years and Foundation	10
Key Stage 1	10
Key Stage 2	10

Please indicate the total expenditure for Religious Education and these other curriculum areas for the last two years

	Current Financial Year (£)	Last Financial Year (£)
Religious Education	£1600	£1500
English	£1500	£1500
Mathematics	£1200	£1200
Science	£1000	£1000

INSERVICE PROVISION

Please indicate staff and governors in-service provision for the school's Catholic Life, (e.g. Mission Statement, Spiritual and Moral Development, Vocation, Relationships and Sex Education) curriculum Religious Education and Collective Worship.

COURSES RELATED TO THE SCHOOL'S CATHOLIC LIFE SINCE THE LAST INSPECTON

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost
4 th October 2017	CED	Headteachers Induction Programme (Day 1)	1 (Headteacher)	Whole day	
13 th March 2018	CED	Headteachers Induction Programme (Day 2)	1 (Headteacher)	Whole day	
23 rd – 25 th May 2018		KiVa school anti-bullying training	2 (KiVa coordinators)	3 days	

RELIGIOUS EDUCATION COURSES ATTENDED SINCE THE LAST INSPECTION

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost
November 2013	CED	RE Coordinators	1 (RE team member)	3 hours	£40
February 2014	CED	RE Coordinators	1 (RE team member)	3 hours	£40
July 2014	CED	RE Coordinators	1 (RE team member)	3 hours	£40
November 2014	CED	RE Coordinators	1 (RE team member)	3 hours	£40
February 2015	CED	RE Coordinators	1 (RE team member)	3 hours	£40
July 2015	CED	RE Coordinators	1 (RE team member)	3 hours	£40
November 2015	CED	RE Coordinators	1 (RE team member)	3 hours	£40
February 2016	CED	RE Coordinators	1 (RE team member)	3 hours	£40
July 2016	CED	RE Coordinators	1 (RE team member)	3 hours	£40
November 2016	CED	RE Coordinators	1 (RE team member)	3 hours	£40
10 th February 2017	CED	RE Coordinators	1 (RE team member)	3 hours	£40
21 st September 2017	CED	RSE Headteachers' briefing	2 (Headteacher & Chair of Governors)	3 hours	£60
1 st December 2017	CED	RSE Training	1 (RE team member)	Whole day	£60
9 th April 2018	CED (led by Julie Rourke & Pat Peel)	RE focus as well as collective worship & RSE focus	25 (All teaching and support staff)	Whole day	£500
3 rd July 2018	CED	RE Coordinators Spirituality day	1 (RE team member)	Whole day	£60

COURSES RELATED TO COLLECTIVE WORSHIP SINCE THE LAST INSPECTION

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost
September 2013 31 st March 2017	CED	Collective worship	1	Whole day	
9 th April 2018	CED (led by Julie Rourke & Pat Peel)	RE focus as well as collective worship & RSE focus	25 (All teaching and support staff)	Whole day	

STAFF MEETINGS DEVOTED TO RELIGIOUS EDUCATION FOR THE LAST 2 YEARS

Date	Content	No. of Hours	Costs
2016-2017			
August 2016	Self Evaluation Document and School Action Plan review (RE team and SLT)	1 day	Room hire charge at 'Siren' offices
September 2016	Medium term planning shared with staff for 'Come and See' for Autumn term	1.5 hours each day (2 days)	
September 2016	Staff briefing – monitoring arrangements including collective worship timetable for Autumn term and class masses timetable	1.5 hours	
September 2016	Staff briefing – Other Faiths – Judaism planning	30 mins	
November 2016	Christmas nativity preparation/Advent/community cohesion events discussed as a staff and booked into the diary	1.5 hours	
December 2016	Formal assessment moderation (Autumn term)	1.5 hours	
December 2016	End of Autumn term attainment and progress	1.5 hours	
January 2017	Staff briefing – monitoring arrangements including collective worship timetable for Spring term and class masses timetable	1.5 hours	
March 2017	Easter preparation/Lent/community cohesion events discussed as a staff and booked into the diary	1.5 hours	
March 2017	Formal assessment moderation (Spring term)	1.5 hours	
March 2017	End of Spring term attainment and progress	1.5 hours	
April 2017	Staff briefing – monitoring arrangements including collective worship timetable for Summer term and class masses timetable	1.5 hours	
April 2017	Staff briefing – Other Faiths – staff to choose one other faith and plan	30 mins	
July 2017	Formal assessment moderation (Summer term)	1.5 hours	
July 2017	End of Summer term attainment and progress	1.5 hours	

2017-2018			
August 2017	Self Evaluation Document and School Action Plan review (RE team and SLT)	1 day	Room hire charge at 'Siren' offices
September 2017	Medium term planning shared with staff for 'Come and See' for Autumn term	1.5 hours each day (2 days)	
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April 2018	Staff briefing – Other Faiths – staff to choose one other faith and plan	30 mins	
July 2018	Formal assessment moderation (Summer term)	1.5 hours	
July 2018	End of Summer term attainment and progress	1.5 hours	

RELIGIOUS EDUCATION GUIDANCE TO PARENTS

Please give details of guidance for parents, e.g. talks, workshops, open evenings, newsletters, related to the Catholic Life of the school or curriculum Religious Education or Relationships and Sex Education.

CURRENT ACADEMIC YEAR (2018/2019)

Date	Content	No. of Hours	Cost
September/January/April	Termly parental RE newsletters and class teaching and learning content overview letters		
December/April/July	Golden assemblies		
October/June	Parents' evenings – including a written report in July	3 hours	
Throughout the school year	Parental invitation letters to special assemblies/masses, liturgical services/Feast day celebration/sacramental preparation and other celebrations	1 hour each time	
December	The Nativity	1 hour	
Evening meetings	'With You Always' sacramental programme	6-7 pm (7 meetings in total across the year)	
Weekly	St. Vincent de Paul Catholic Church newsletter and 'Wednesday Word' newsletter		

LAST ACADEMIC YEAR (2017/2018)

Date	Content	No. of Hours	Cost
September/January/April	Termly parental RE newsletters and class teaching and learning content overview letters		
December/April/July	Golden assemblies		
October/June	Parents' evenings – including a written report in July	3 hours	
Throughout the school year	Parental invitation letters to special assemblies/masses, liturgical services/Feast day celebration/sacramental preparation and other celebrations	1 hour each time	
December	The Nativity	1 hour	
Evening meetings	'With You Always' sacramental programme	6-7 pm (7 meetings in total across the year)	
Weekly	St. Vincent de Paul Catholic Church newsletter and 'Wednesday Word' newsletter		

COLLECTIVE WORSHIP

Please give details (start and end times) of the provision of Acts of Collective Worship whether whole school or in other grouping for all year groups.

	Groups	Times
Monday	EYFS & Key Stage 1 Key Stage 2	9:30-9:45 9:50-10:10
Tuesday	EYFS Nursery EYFS Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6A Year 6B	9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10
Wednesday	EYFS Nursery EYFS Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6A Year 6B	9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10
Thursday	EYFS Nursery EYFS Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6A Year 6B	9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10
Friday	EYFS Nursery EYFS Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6A Year 6B Whole School Collective Worship Merit Assembly	9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10 9:05 - 9:15 9:05 - 9:15 9:00 - 9:10 9:00 - 9:10 2:30 - 3:00

