



# CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES



## SJF CATHOLIC SELF-EVALUATION DOCUMENT (CSED)

**SCHOOL:** St John Fisher Catholic Primary – A Catholic Voluntary Academy (373/2017)

**HEADTEACHER:** Frank Barratt

**RELIGIOUS EDUCATION LEADER:** Aimi Broadhead

**CATHOLIC LIFE AND MISSION LEADERS:** Mags Barrett and Aimi Broadhead

**DATE OF COMPLETION:** 8<sup>th</sup> September 2023

**FULL POSTAL ADDRESS:** Springwater Avenue, Hackenthorpe, Sheffield. S12. 4HJ.



## SCHOOL INFORMATION

**Telephone Number:** 0114 2485009

**Email Address:** <https://www.st-johnfisher.org/>

**Website:** <https://www.st-johnfisher.org/>

**URN:** 3732017

**Local Authority:** Sheffield

**Chair of Governors:** Mr D Beaver

**Multi Academy Trust:** St Clare Catholic Multi-Academy Trust

**Chair of Directors:** Mr K Smith

**CEO:** Mr S Davies

**Diocese:** Hallam

**School Parish:** Our Lady of Lourdes

**Parish Priest:** Fr B Dike

**Number on roll:** 209

**Age range of those on roll:** 4-11

**Gender of those on roll:** 212 (104 Boys and 105 girls)

**Phase:** Primary (4-11)

**Foundation trustees:** Diocese of Hallam

**School type:** Primary

- **Current statutory inspection grade:** **Good** (Date of this inspection: July 2019)
- **Current denominational grade:** **Outstanding** (Date of this inspection: 6<sup>th</sup> December 2016)





## OUR SCHOOL

### INTRODUCTION

Our school is an aspirational learning community with a strong vision, shared values and a proud Catholic ethos. Our expectations are high and we are ambitious for every child. We work hard to ensure that each can feel happy, safe and loved in school and at home and we aim to inspire them to enjoy and achieve every day.

Our school is a place where everyone is treated with respect, tolerance and understanding. We aim to be inclusive; a place where good manners and behaviour are valued enormously and every child can experience success, whilst developing the skills and attitudes necessary to be happy and successful life-long learners. We therefore believe that every child is talented and unique and should be affirmed and supported to appreciate their own uniqueness, gifts and talents.

Our school is one where children are known and understood.

Our school is a place where parents and carers are recognised and respected as our children's first educators and so we invite them to be our full partners. We encourage them to engage with school life and we share lots of information so that they are well-informed.

We are immensely proud of our young people and of how we continue to grow and develop as a faith learning community.

### CONTEXTUAL INFORMATION

St John Fisher Primary – a Catholic Voluntary Academy is part of the St Clare Catholic Multi Academy Trust (CMAT). It has 212 pupils currently on role, of which 122 pupils are baptised Catholics.

The school serves the parish of Our Lady of Lourdes in the Hackenthorpe area of Sheffield. The majority of pupils are from homes which follow and accept the Catholic ethos, whilst the Admissions Policy welcomes pupils from other denominations if there are places available. Pupils attend mainly from the immediate catchment area and the school is usually oversubscribed.





Pupil's age range is from 4-11 years. The school does not have a Nursery Unit but most children have attended either a local state or private nursery before starting at St John Fisher school. Each year, on average, we take pupils from twelve local settings and work closely with parents to ensure a quality start.

On entry to school, baseline data indicates that a slightly above average number of pupils enter school with good social skills and slightly above average levels of attainment, although we do have a small percentage that fall significantly below this including children with specific special needs.

The proportion of pupils with special educational needs and/or disabilities is below national average 12.4% and there are 3 children currently with Education Health Care Plans and one child with very high levels of need who is classified as being 'inappropriately placed' with us.

Pupils come from a diverse range of socio-economic backgrounds.

#### OTHER KEY INFORMATION

- **18%** of pupils in receipt of the Pupil Premium Grant (PPG)
- **15%** of pupils are eligible for income-based free school meals.
- **63%** of our pupils are white British
- **28%** pupils attend who use English as an additional language (EAL children)
- **4.2%** of pupils (2) are classified as 'Service Children'
- **3** pupils are classed as either Child Looked After (CLA) or post-CLA
- **80%** of teachers are Catholic (2 have CCRS)
- **58%** of Teaching Assistants are Catholic
- overall St John Fisher's is a stable school community with an historically low turnover of staff

The Chair of Governors was appointed in September 2022. Governors are involved in challenging the work of our school through a monitoring schedule and robust Governor meetings. Many Governors are also active members of the Parish.





## RESPONSE TO LAST INSPECTION

AREA FOR IMPROVEMENT	ACTIONS TAKEN	IMPACT OF ACTIONS
<p>To <b>increase the proportion of outstanding teaching</b> overall by ensuring that all teachers have an excellent knowledge and understanding of both Catholic tradition and belief - and that colleagues not from the Catholic tradition receive all the support they need.</p>	<ul style="list-style-type: none"> <li>• secure understanding of staff strengths and needs</li> <li>• provide additional support for staff unfamiliar or less knowledgeable with /weaker pedagogy have attended diocesan training</li> <li>• staff meetings to promote creative RE</li> <li>• introductions to new topics built into staff PDM time to allow discussion and development.</li> <li>• INSET focused on Catholic tradition utilising Lat Blaylock resources for this and other areas of RE</li> <li>• network meetings with other schools established-good practise shared</li> <li>• all members of staff are conversant in the evaluation of the school's RE and Catholic Life</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are now more confident in their pedagogical knowledge of RE</li> <li>• Staff more willing to ask questions and get involved with discussions</li> <li>• Introductions to new topics allow staff to be more reflective and therefore more creative with how they deliver the curriculum</li> </ul>
<p>To <b>secure the increase proportion of teaching judged to be outstanding</b> by providing opportunities for all teachers to benefit from the sharing of existing outstanding practice</p>	<ul style="list-style-type: none"> <li>• staff given opportunities to observe outstanding practice in our school and others</li> <li>• Participation in CMAT/diocesan network meetings where good practice is shared</li> <li>• subject leaders disseminate information and share good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers more confident in the delivery of RE</li> <li>• Good practise adapted and shared in school-enhancing children's learning</li> </ul>





<p>To <b>improve pupil attainment and progress</b> in Religious Education by Increasing the quality of pupils' oral responses</p>	<ul style="list-style-type: none"> <li>• children's reflections are deepened because of appropriately framed/targeted critical questioning</li> <li>• joint class responses to <i>Come and See</i> topics highlight children's understanding of their learning</li> <li>• services/events planned and led by chaplains</li> <li>• increase/promote opportunities for children to engage actively with the Catholic life of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Some children asking higher order questions</li> </ul>
<p>To embed (further) <b>in-house moderation</b> of pupils' work and teachers' assessment</p>	<ul style="list-style-type: none"> <li>• introduction of 'Big Questions' mean an assessment can be made from what the children know at the start compared to the end of a topic</li> <li>• deepening questions allow children to reflect on their learning and deepen their understanding.</li> <li>• 'knowledge organisers' include assessment strands linked to each learning objective to help teachers assess whether children have understood (or not).</li> <li>• joint moderation of work with class teachers and RE subject leads and across schools</li> </ul>	<ul style="list-style-type: none"> <li>• Staff more confident in the assessment of RE</li> <li>• Assessment opportunities have increased with the use of the purple deepening questions</li> <li>• Children more confident in articulating their responses</li> </ul>
<p>To ensure that <b>implementation of the marking policy</b> is consistent</p>	<ul style="list-style-type: none"> <li>• updating of SJF marking policy since the last inspection with a focus on targeting gaps in children's knowledge and understanding</li> <li>• book scrutinies show impact of marking on the progress of the children</li> </ul>	<ul style="list-style-type: none"> <li>• Marking policy updated since the last inspection. Marking now targeted to allow the teacher to gaps in children's understanding</li> </ul>





## EFFECTIVENESS

Catholic Life & Mission		1	Religious Education		1	Collective Worship		1
<b>CLM 1</b>	1	<b>RE 1</b>	1	<b>CW 1</b>	1	The extent to which pupils contribute to and benefit from the Catholic life and mission of the school		
		How well pupils achieve and enjoy their learning in religious education					How well pupils respond to and participate in the schools' collective worship.	
<b>CLM 2</b>	1	<b>RE 2</b>	1	<b>CW 2</b>	1	The quality of provision for the Catholic life and mission of the school		
		The quality of teaching, learning and assessment in religious education					The quality of collective worship provided by the school	
<b>CLM 3</b>	1	<b>RE 3</b>	1	<b>CW 3</b>	1	How well leaders and LAC members promote, monitor, and evaluate provision for the Catholic life and mission of the school		
		How well leaders and LAC members promote, monitor, and evaluate the provision for religious education					How well leaders and governors monitor and evaluate the provision for collective worship	





## CLM 1

### The extent to which pupils contribute to and benefit from the Catholic life and mission of our school **1**

#### CLM1.1 CATHOLIC IDENTITY CHARISM AND MISSION

- Pupils are active in shaping and leading our Catholic life (**see school Mission Statement displayed in every classroom**) and are able to articulate our school mission
- Our SJF Relationships and Behaviour Policy (and all policies) reference our mission, vision and values ([See school website](#))
- Our annual SJF Collective Worship Overview provides details of how the liturgical year is organised in school, and includes:
  - weekly Statements of Belief
  - monthly Catholic prayers of focus
  - 'Virtues to Live By'
  - gathering songs
- Our annual Collective Worship plan includes the timetable and other details linked to the weekly Celebration of the Word, class-led Masses, reflections and others services, and includes:
  - Start of school year Mass, Harvest Mass, New Year Mass, Ash Wednesday Mass, Resurrection Mass, Y6 Leavers' Mass and End of School Year Mass of Thanksgiving
  - Community Service of Remembrance Service, Blessing of the Advent Wreaths Service, Community Carol Service,
  - FS2 nativity Play, KS1 Nata
  - gathering songs
- 100% of the children agree that they regularly participate in regular class Celebration of the Word and 94% of pupils are wanting to actively participate in the planning of these celebrations (see pupil questionnaire)
- 'The school helps me to understand how to 'live out God's commandments, by living the way God wants, and listening to Jesus' teachings. A quote from on a typical child – child voice questionnaires - 'reference 'Be More Jesus'





## CLM1.2 SENSE OF WORTH

- constant reinforcement of key messages around the fundamental right of all to feel happy, safe and loved, in and out of school, understanding that concerns/anxieties (worry balls) can be reduced/removed if shared with trusted and appropriate others (Tell! Tell! Tell!)
- formal approaches led by teaching assistants/Inclusion & Learning Mentor that help support a nurturing culture of wellbeing:
  - Trauma informed schools (TISUK) methodology
  - 'Positive Regard' philosophy
  - play-based therapies
  - Lego Therapy sessions
  - Bespoke 1:1 and group activities
- established channels to enable and celebrate the pupil voice:
  - SJF Healthy Minds Champions
  - SJF Chaplaincy Team
  - SJF School Council
  - SJF Eco Team
  - SJF Sports Majors
  - Wishes, Whys and Worries
  - The hub
- Weekly citizenship assemblies rooted in the Catholic schools' Statements of Belief, which have been adopted and are used to underpin our weekly 'Citizen of the Week' awards that promote respect for self and others; equality; knowledge and respect for other faiths and cultures; social justice – all of which children are supported to understand and value (see Statements of Belief timetable, questionnaires and newsletters)
- **Be Safe - Be Happy Week** promotes safety of self and others – physically and mentally - as children grow and become more independent in a fast-moving world where the range and nature of risks and challenges change constantly – encompassing
  - healthy lifestyles - physical and mental health and wellbeing
  - growing up with confidence
  - developing awareness in a range of contexts in order to understand risks and strategies for managing them
- **Zones of Regulation** and '**Get Set, GO!**' wellbeing check ins ('**Four at the Door**' etc.)
- '**The Hub**' (KS2 lunchtimes)
- **Sheffield Healthy Minds**-facilitated different 1:1 consultations with vulnerable pupils





### CLM1.3 MORAL DEVELOPMENT

- Weekly class reflections focused on our feature '**Virtues to Live by**' led by staff to enable children to reflect on (and take responsibility for) aspects of their own moral development (**see timetable, SJF website and newsletters**)
- Teachers engage with their continuing professional development, including training linked to our **Ten:Ten Plus** "Life to the Full" RSHE programme, delivered to all year groups. Stakeholders were consulted before implementation (**see parent questionnaire**)
- Our Catholic Vision and Values underpin a school culture where the **pupil voice** is celebrated, enabled and engaged informally and formally, via:
  - SJF School Council
  - SJF Chaplaincy Team
  - SJF Eco Team
  - SJF Sports Majors
  - SJF Healthy Minds Champions promote values in school and allow pupil voice
- Residential visits that challenge pupils productively to demonstrate SJF vision and values
  - Y5 visit to the Oakes Christian outdoor centre- examples of this where the children have gained...
  - Y6 visit to the Hollowford Centre, operated by The Lindley Trust, a Christian organisation
- Pupils have a clear and evolving understanding through our:
  - learning values
  - Virtues to live by
  - Statements of Belief
- School Games Gold Mark – and the key role of Sports Majors in helping us to reach the required standard





#### CLM1.4 CATHOLIC SOCIAL TEACHING

- Our **SJF Chaplaincy Team** promote prayer times and special events to pray at key points of the year (e.g. Rosary Group in October) and in response to world events e.g. lunchtime prayers in response to the war in Ukraine (**see Sacred space, Chaplaincy folders, school website**)
- the **SJF Eco Team** currently working to promote greener environments and promoting taking care of God's world
- **SJF School Council**
- **SJF Sports Majors**
- **SJF Houses** active in promoting and collecting for different charities:
  - **Bluebell Wood Children's Hospice** (local and aimed at children)
  - **The Bishop of Hallam's Good Shepherd Appeal** (local and aimed at everyone)
  - **Mission Together** (international and aimed at children)
  - **CAFOD** (international and aimed at everyone)
- Pupils view the school and our parish of Our Lady of Lourdes as a single community working and supporting each other to raise awareness and fundraise for a wide range of charities and causes

#### CLM1.5 RESPECT FOR SELF AND OTHERS

- Relationships at all levels are a strength of our community and the tangibly respectful atmosphere around school is recognised and valued by pupils (**pupil questionnaire**)
- Our **Buddy system** enables pupils to:
  - understand that they need to rise to be positive role-models to their buddies and works well with each of their buddy's. Children understand the role that they take both in mentoring younger children and appreciation of the responsibility that has been entrusted to them.
- Most Children actively seek support if they have concerns- pupil voice groups, wishes whys and worries boxes, conversations with trusted adults- and they all understand the importance of Tell, Tell, Tell.

#### CLM1:6 SJF CHAPLAINCY

- See CLM 2:8





CLM 2

CLM2:1 IDENTITY, CHARISM AND MISSION

- Our overall **Vision** and daily **Mission** are central to our Catholic life.
- Our 'Vision' is to love, **learn and grow together** and it reaches all aspects of school life, with classes sharing it daily in as they say their prayers together in class, in assemblies and other celebrations
- Everything is centred around the mission statement, which is displayed and celebrated around school and in all SJF policies.
- All children and staff are encouraged to know our Vision and Mission to guide how they live daily (see **Sacred Space, Classrooms and website**)

CLM2.2 SJF STAFF COMMITMENT

- Staff work to ensure that curriculum content is appropriate, challenging interesting, engaging and meets the needs of all children
- Regular CPD in the form of PDMs and INSET ensure that staff are kept up-to-date with current (and best) practice and assessment
- New colleagues participate in diocesan workshops and receive an **induction**, internally, and are supported by all teaching and learning staff in our school and other schools through relationships and networks that have been established
- The **RE curriculum** is active in leading aspects of training and staff development, including the 'Scripture Detectives', the use of learning objectives, 'driver' words, success criterion, creative prayer and the use of critical (deeper-thinking) questions for children to respond positively to





- Staff are fully involved with the whole school life, including preparing prayers and reflections at the beginning of all meetings including morning briefings.
- Staff volunteers have participated in school and parish fayres, school masses in Parishes, sporting events, and other community parish events.
- Pastoral support, home visits are undertaken over and above support for children and vulnerable families.
- Prayers for family and other people in our school community and wider community within staff briefing, PDM's and SLT meetings for children and families in our school who may need extra prayers. This is always included during staff briefings leading up to holidays where we appreciate this might be a more vulnerable time for families.
- Non- teaching staff are heads of house, non-Catholic staff participate whole heartedly.
- Staff are encouraged and supported to be involved fully with all aspects of school life, including preparing prayers and reflections at the beginning of all meetings including morning briefings, with additional support for those requiring it.
- Staff volunteers have participated in school and parish fayres, school Masses in parishes, sporting and other community parish events.
- Every effort is undertaken to support children and vulnerable families pastorally, including the use of established and bespoke interventions and programmes in and out of school, involving school staff and external experts e.g. counsellors and other therapists.
- Prayers are shared at regular morning briefings, PDMs, LMT meetings and in classrooms for anyone needing our prayers, including school colleagues, families, those in our wider parish and geographical communities; and those caught up in national and international events. This continues in the period leading up to holidays because we appreciate that holidays can be hugely stressful for vulnerable families.
- Teaching assistants are very important in our school and support our Catholic life fully, for example, operating as Heads of House.
- All staff are included in all aspects of school life and as a consequence non-Catholic engage fully to support Catholicity – with their contributions, and all contributions, very much valued and appreciated.





### CLM2.3 SENSE OF COMMUNITY

- All members of the school community recognise the school Mission Statement to **Love, Learn and Grow Together** and with this an understanding that visitors and friends of the school are an important part of this. Everybody is welcomed and made to feel **happy, safe and loved**'. (Parent questionnaires, emails from visitors)
- Recognition that every member of our community has an important role in the mission of the school and that safeguarding themselves ensures the safeguarding of all members of the school community (Safeguarding induction and training records, PDM/INSET Overviews, SJF Staff Handbook)
- Success with supporting and enabling university and college **trainees** on placement starting with efforts, from the outset, to welcome, include and support them to be feel part of the staff team rather than separately which has led to lots of positive feedback, high levels of satisfaction reported and a number of SJF staff trainee mentors being nominated for, or receiving, special awards (Sheffield Hallam University)
- Our annual **Be safe - Be Happy Week** is one way the wellbeing of all children is promoted and the development/maintenance of **positive and trusting relationships** are encouraged between those within our community as well as between our school and our wider parish and local communities. We take great pride in the fact that SJF is an exceptionally supportive and joyful community that values all.
- Visitors to school recognise that it as a *special* school that exudes a welcoming and positive atmosphere and ethos. Those who work at SJF recognise that this is a special place to work, reflected in feedback and low staff mobility.

### CLM2. INCLUSIVITY

- In addition to serving a thriving Catholic community, **we welcome and involve children and families of all faiths and no faith**. In line with both of the Vision and Mission of both the school and parish (and our Parish Priest), we pride ourselves on living and promoting our Catholic ethos through our words, actions and decisions, whilst showing a deep respect of all faiths, including those of all our families.
- Children are encouraged to be active participants in respect of both our Catholic faith and learning about the religious celebrations and traditions of **all faiths**. (see Wednesday assembly calendar, multi-faith week planning)
- **Multifaith weeks** are planned on a three-year cycle with Judaism being visited every year.
- Members of our community are made to feel welcome (and are therefore willing) to talk to our children about their faith and traditions.
- Accommodations are made to ensure that members of our community are able to continue their own religious practice, for example, space, and time, are provided for Muslim trainees and pupils to pray. The same would be made available to any staff employed.





### CLM2.5 SJF STAFF AS ROLE-MODELS

- Staff share their prayers or prayerful reflections (or engage in the prayers of colleagues) at the start of morning briefings, PDMs and INSET.
- School staff share the daily school prayers and participate in school Masses, liturgies, services, celebrations and class/whole school reflections. Staff also attend voluntary prayers e.g. Rosary groups for peace and - demonstrating a positive response to the children.
- Staff model positive and respectful relationships, good manners and active listening, which is mirrored by the children who also demonstrate high levels of kindness and care for each other which is exemplified by the close relationships built up between staff and pupils across year groups as they learn, work and play together throughout the school day.
- Parent/Carer questionnaires and feedback to school explain their appreciation of the lasting impact that teachers have on children and how these positive relationships sow seeds for children's future learning and lasting school memory.

### CLM2.6 PASTORAL CARE (PUPILS)

The pastoral care of pupils and staff is fundamental to the Catholic life of our community and so is integral to our approach to everything at both strategic and operational levels here at St John Fisher. The children understand that they will not **love, learn and grow together** unless they feel **happy, safe** and **loved**. Our children understand that wellbeing is important and this can be achieved if they have a healthy body, mind and spirit. They are reminded constantly, explicitly and implicitly that they are known and loved and will be heard and supported by any member of staff they choose to talk to. Other mechanisms for safeguarding the wellbeing of pupils include:

- various pupil voice groups (**Council, Chaplaincy, Eco Team, HM Champions**)
- support programmes and bespoke sessions (**Inclusion & Learning mentor**)
- 'The Hub' (**lunchtime facility for KS2 pupils**)
- 'Wishes, Whys and Worries' (**monitored boxes throughout school checked**)
- 'Healthy Minds' therapist and SJF Champions (**presentations, meetings etc**)
- Teaching team support networks (**Sheffield, local [Locality D/WFoS], SCCMAT**)
- Parish/Diocesan links (**e.g. Our Lady of Lourdes, OLOL SVP etc.**)
- Healthy Minds podcast/help videos (**HM Champions – SJF Website**)
- Zones of Regulation
- Trauma Informed Schools UK TM (**Relationships & Behaviour Policy**)
- Child-centred 'Positive Regard' approaches (**'Four at the Door etc.**)
- Parent/carer workshops/support networks (**Sheffield Healthy Minds Team**)
- PTFA links and opportunities (**support the establishment of family networks**)
- The Hub lunchtime meeting point (**Inclusion & Learning Mentor**)





### CLM2.7 PHYSICAL ENVIRONMENT

- Our Catholic foundation, mission, vision and ethos is celebrated throughout the bright and ever-improving physical environment of the school. Children are encouraged to be respectful of all spaces and especially those with religious significance in our community, understanding the need to look after and treasure them, and any religious artefacts, blessed items and Holy books that are displayed.
- Displays and prayer spaces in communal areas and classrooms are updated regularly to reflect the season, emphasise key messages or respond to local or world events - and children are encouraged to engage with these areas appropriately and respectfully.
- Children demonstrate respect towards the prayer spaces in classrooms and around school e.g. by facing them during prayers.
- Our Lady of Lourdes Catholic Church is also used by SJF prayer groups and some RE lessons and the children learn why it is important to behave appropriately and treat the special building with reverence and respect.

### CLM2.8 CHAPLAINCY (PUPILS AND STAFF)

- Our SJF Chaplaincy Team exists to engage children in both the Catholic life of our community, promoting prayer opportunities and providing our young chaplains with experience of assisting staff and of planning and leading various celebrations of God's word independently too (*see chaplains' planning folders*)
- Being a **Chaplain** and part of the SJF Chaplaincy Team has high status in our community and is regarded by the children as a privileged position within school. Feedback from children, parents/carers and staff support this view. In most classes, applications from pupils (to be Chaplains) were significantly more than the spaces actually available, which motivated the successful candidates to respond positively to the mandate given to them - by fulfilling their roles to the best of their ability.
- **Chaplains' Celebrations** (known formally as Chaplains' Liturgies) are planned weekly in each class, with former Chaplains supporting their successors to develop into their roles at the start of their service. Pupils lead the planning and delivery of the celebrations, supported, as required, by staff and these take place on Monday or Friday afternoons. The Headteacher attends as many as possible
- Previous Chaplains mentor the current cohort to ensure prayer is meaningful and well delivered (*see timetable of Chaplaincy events*) and KS2 Chaplains are active in supporting 'buddy' chaplains in KS1 with the planning and delivery of celebrations and reflections



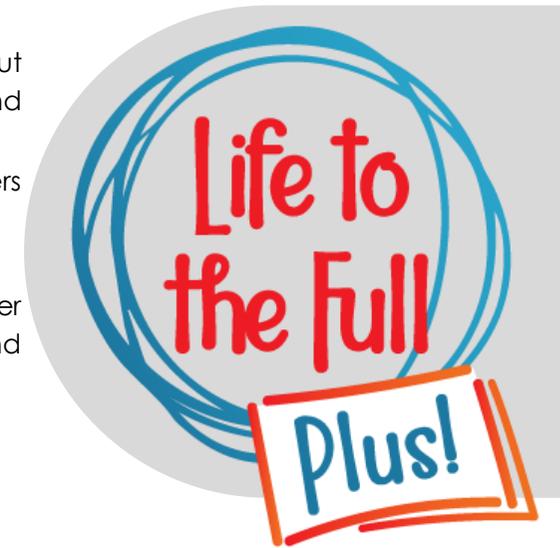


- Chaplains help to plan the 'Respond' sections for the various 'Come and See' topics (see **planning folders, newsletters and website**) and links are made to the termly **Virtues to Live By** and the liturgical calendar in preparations for Chaplains' celebrations (see **Calendar**)
- Chaplains also play an active role supporting staff to prepare/deliver our simple daily Advent and Lenten reflections that are very much part of our Catholic life - and to which family members are invited.



### CLM2.9 RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

- School uses Ten: Ten (Live Life to the Full) programme (**Implemented September 2020**).
- A full consultation took place in academic year 2019-20 to ensure all parties were clear about the programme aims, structure, content and expectations so that they could engage fully and supportively with the establishment of this important programme.
- Ten:Ten Plus was inaugurated adapted with the full support of Local Academy members (**September 2023**).
- Parent/carer updates shared regularly (see **termly Curriculum Overviews, SJF website**).
- Transparency key to the SJF approach meaning that an open dialogue and parent/carer engagement with school is encouraged regarding any programme-related questions and concerns.
- Ongoing support e.g. for new staff colleagues, parents and carers joining our community.





## CLM 3

### CLM3.1 CATHOLIC LIFE AND MISSION IN POLICY

- **School Development Plan** priorities always include actions designed to secure and improve our Catholic life and mission.
- Our RE & Catholic Life leader (and the Leadership and Management Team more broadly) ensure that there is a balance of opportunities for whole-school and class celebrations, including recognition of faith weeks. Leadership also ensures that provision is extended to the Parish of Our Lady of Lourdes and home via newsletters, termly curriculum overviews, termly RE-specific curriculum overviews, our SJF website and regular contact with Fr Bede.
- The school recognises Holy days of obligation and feast days and celebrates whole-school Masses with SJF families and OLOL parishioners.
- There is regular contact between school and the OLOL-based St Vincent de Paul Society.
- School promotes and celebrates parish-based sacramental preparation, usually First Holy Communion (Y3+) and Confirmation (Y6)
- RE, Catholic Life Vision and Mission and RSHE are championed within the **Beverley Curriculum Focus Group (CFG)** (see SJF CFG structure 23-24)
  - CFG provides a platform for agreeing and managing priorities and action plans for all curriculum areas
  - involves:
    - subject leader
    - LMT and other staff
    - members of the SJF Local Academy Committee (LAC)
  - two LAC members of the Beverley CFG meetings are named Link-Members for:
    - RE & Catholic Life
    - RSHE
- SJF Staff handbook
- Class grey folders





### CLM3.2 ENGAGEMENT WITH THE DIOCESE

- Attendance of RE & Catholic Life lead at regular Diocesan-facilitated subject leader network meetings and training events
- Attendance of teachers at Diocesan-facilitated events focused on supporting them with curriculum, pedagogy and practice
- Regular attendance at SCCMAT network events with partner schools (see SJF INSET/PDM overview documents for [1] Terms 1 and 2 and [2] Terms 3 and 4)
- Support of the annual Bishop's Good Shepherd (Caritas) Appeal, during Lent, supported by all the children (one of our four named House charities)
  - Followed by attendance of our SJF Chaplaincy Team at the annual **Good Shepherd Celebration** at St Marie's Cathedral
- Invitations to the Bishop of Hallam to school events
  - bless the redeveloped areas of school
  - lunch with the SJF Chaplains
  - blessing and opening of the new Marie Kerley Library
  - blessing of the new SJF wildlife area (planned for May 2024)
- Headteacher engagement:
  - part of an SCSP working group prior to the establishment of the SCCMAT focused on recruitment and retention:
    - developed teachers' career pathway after scoping and analysing the profile
    - developed milestone retreats for ECT, M4 and M6+
    - undertook work focused on school leadership enablers and disablers
    - exploratory work for the establishment of a comprehensive/accredited 'Bishop's Certificate' (based Nottingham Diocesan model) – more accessible to teachers
  - asked by SCCMAT CEO to mentor a new Headteacher
  - Vice-Chair of Sheffield Catholic Schools Partnership (up the disbanding of the group following the establishment of the SCCMAT)
  - SCCMAT school improvement group (a transitional SCSP-to-SCCMAT working group in first year of SCCMAT 2022-23)

### CLM3.3 PARISH LINKS

- Strong parish/school links with our beautiful parish church used regularly for:
  - school and parish community Masses/community services/liturgies celebrated throughout the year (remembrance, carols and Y6 leavers etc.)
  - annual Lenten Passion play
  - prayer/rosary groups (October, Lent and May)
  - visits to the building and meetings with the priest and parish catechists to support aspects of religious education learning
- Links also established with the parish branch of the Society of St Vincent de Paul (SVP) who provide aid to vulnerable families.
- School support for parish-based sacramental preparation and celebration of the Sacraments (First Holy Communion and Confirmation).





### CLM3.4 PARTNERSHIP WITH PARENTS

- Parents/carers recognised as first educators and invited to be full partners by engaging in school life in various ways, including:
  - the weekly Celebration of the Word (based on the readings from the following Sunday's Mass **(Thursday morning - see feedback)**)
  - regular correspondence, including:
    - ✓ detailed weekly newsletters
    - ✓ SJF website updated regularly (see 'News' section)
    - ✓ parent mails/emails/letters
    - ✓ termly curriculum overviews (six per year)
    - ✓ workshops
    - ✓ welcome meetings at the start of the year
    - ✓ annual parent/carer questionnaires enabling us to gather views and feedback as we reflect on (and evaluate) our impact, fidelity to Vision and Mission and next steps
    - ✓ RE curriculum overviews (three per year)
    - ✓ Tapestry homes/school sharing tool (EYFS)
    - ✓ active PTFA who organise events in partnership with school to enhance the children's learning experience and support us in bringing the community together with recent projects including the fully refurbished Marie Kerley Library and new wildlife area
  - involvement of families in Masses, assemblies, services and reflections **(see newsletters and parent/carer feedback)**
  - availability of Headteacher and leaders to parents/carers e.g. on the gate every morning and evening

### CLM3.5 COMMITMENT TO CATHOLIC SOCIAL TEACHING

- School Development Plan prioritises needs of all children **(and specifically vulnerable children)** whose needs require adjustments to the provision.
- At least two members of staff made up of the Headteacher\*, Deputy Headteacher\*, Inclusion Lead\*, Inclusion & Learning Mentor\* or School Finance & Administration Manager are present and available on the gate every morning and afternoon means that families are able to ask for help and support when needed **(\*members of the SJF Safeguarding Team)**
- Support given to families either (i) directly; (ii) or brokered through a third party and facilitated; or (iii) signposted including:
  - work with a range of external agencies and charities including Caritas, SVP, Food Bank etc.
  - counselling for families in need
  - school uniform
  - advocacy (listening, signposting, filling in forms and obtaining information)
  - school lunches (vouchers over holidays, food hampers)
  - food bank vouchers, paying for educational visits (in full or part)
- support for the St Wilfrid's Centre (harvest festival collection)
- promotion of the causes of our four House charities for whom money is raised (to extend children's understanding social responsibility)
  - Mission Together | CAFOD | The Bishop's Good Shepherd Appeal | Bluebell Wood Children's Hospice





### CLM3.6 RESPECT FOR THE RIGHTS AND DIGNITY OF EMPLOYEES

- All meetings begin in prayer and reflection, including:
  - morning briefings (all staff, three times per week)
  - PDMs and INSET
  - Leadership & Management Team meetings
- Low mobility and feedback reflect staff happiness and satisfaction with their Vision/Mission of the organisation, their role, the way they are valued and included; listened and responded to; and the ongoing support and opportunities they are offered - as both a staff team and as individuals. Often feedback is shared informally and/or anecdotally but there are also staff questionnaires. **(see questionnaires)**
- Family life is championed and every effort is taken to support colleagues to achieve a reasonable and acceptable balance, with ideas also coming from feedback from staff members themselves – which is reflected in:
  - the timing and nature of information shared – so staff feel informed but not overwhelmed
  - the timing and organisation of:
    - PDMs and INSET
    - report writing
    - discrete tokens of appreciation (surprise breakfasts, no duties, lunch/breakfast on INSET days, subsidised or fully funded events at Christmas/end of year etc)
    - cover to attend family events – including for staff members' children who attend different settings
    - bespoke support for staff members struggling, including therapies, compassionate leave, adjustment of hours supports with workload, time to attend appointments etc
    - wellbeing PDMs/INSET
    - wellbeing groups (Sheffield Healthy Minds Team)
    - supervision following challenging in-school experiences e.g. a safeguarding disclosure
  - sharing steps are taken around staff meetings, INSET, report writing and there are specific wellbeing events throughout the year that celebrate the contribution each staff member makes. This reaffirms staff importance and standing in our school community for example: breakfast, extended breaks, individual time, fully funded/ subsidised Christmas and summer gatherings, wellbeing PDM and links to the Sheffield Healthy Minds team and decision-making occurs with the impact on staff at the forefront of leaders' minds. We also listen and act feedback whether this leads to a positive change e.g. dedicated time for individual phonic preparation; or highlights a need for a better explanation.
- Staff wellbeing questionnaire are done regularly for all stakeholders and acted upon.
- Therapies (including CBT) offered to support staff at points of stress or crisis (provided by experts on or off site, in work hours if staff prefer)





### CLM3.7 THE CATHOLIC CURRICULUM

- A key objective of both school leaders and LAC members is to provide an outstanding Catholic education for pupils that is rich in content, relevant, accessible and motivating; an education that fulfils the requirements of the National Curriculum as a minimum and is intentionally directed to the growth of the whole child, fostering a love for wisdom and truth, integrating faith, culture and life.
- Our SJF 'Enjoy & Achieve Curriculum' was developed in consultation with a Learn Sheffield advocate and the approach was to structure it around subject-specific '**Key Concepts**'.
- Teaching and learning staff were engaged at every stage of its development and, once established, curriculum areas were grouped and their leaders deployed to one of three **Curriculum Focus Groups** (CFGs) in order to continue being involved in matters at a strategic level.
- LAC 'Link' Members are also part of CFGs
- RE and Catholic Life is safeguarded and championed within the SJF 'Enjoy & Achieve Curriculum' and its CFG structure:
  - Beverley CFG
    - Mission & Ethos
    - Catholic Worship
    - Religious Education
    - Relationships, Sex & Health Education
  - subject leads ensure that opportunities are taken to embed Catholic learning by enabling natural links to be forged with their areas of the curriculum:
    - spirituality in science e.g. care of God's creation as children learn about recycling
    - critical thinking for all subjects
    - choices that reflect the richness of Catholic contributions to culture
- Dedicated PDM time for curriculum review and development, including the joint planning of topics
- Careful consideration is given to the planning of worship so that it reflects the different parts of the Church's year and aligns with topics being studied in class (**Celebration of the Word, Chaplains' Celebrations, Rosary groups, daily Advent and Lenten class reflections, Remembrance etc**)





### CLM3.8 THE AMBITION OF LOCAL ACADEMY COMMITTEE MEMBERS

- Members of the Local Academy Committee are ambitious for our community and support leaders' focus on maintaining a proud and visible Catholic ethos and culture that permeates all planning, decisions, relationships and actions.
- Members engage actively with CMAT regarding matters related to Governorship undertaking delegated responsibilities with integrity, a heartfelt commitment to our community and fidelity to the vision and values of the trust, for example:
  - inviting the CEO and Chair of the CMAT and the Board of Directors to a members' meeting in school that coincided with our Curriculum Showcase
- Members work closely with school leaders and staff in roles linked to:
  - safeguarding
  - SEND and work to promote the interests of disadvantaged pupils
  - curriculum
  - admissions
  - recruitment
  - Catholic Life (for example leading Rosary services at lunchtimes during October and May for children and staff)
- Members support school events e.g. the weekly Celebration of the Word, Masses, reflections and services; curriculum showcases; parent/carer workshops; open mornings; PTFA events; sports days; and educational visits
- Members also support school by sharing personal areas of professional expertise to aid strategic planning and operations, for example:
  - HR matters
  - health and safety/safeguarding
  - curriculum

### CLM3.9 QUALITY OF SELF EVALUATION PROCESS

- Annual mission statement review, CSED and action plans are undertaken with everyone contributing and therefore aware of the key development points for the Catholic Life of the school.
- As part of the whole school evaluation, the cycle of monitoring, evaluation, action and review of impact are firmly embedded and undertaken by the CFG, LMT and relevant LAC link-members (see monitoring reports, RE action plan)
- Vision & Mission statement, CSED, action plan and SJF Handbook are shared with staff and LAC
- The school engages in cross-school moderation along with colleagues in other settings





### CLM3.10 PUPIL EVALUATION

- Pupil questionnaire gives voice to the children's opinions about their experience of the Catholic Life and Mission of our school
- 'Book looks' and lesson observations demonstrate how strong pupil engagement and enjoyment in RE is.
- Pupil responses to the 'Celebration of the Word' are positive and reflect their level of engagement and understanding of Gospel readings.
- SJF Chaplains are consulted regularly and are often involved in frank discussions with leaders about issues which are of concern to them
- SJF Eco Team, SJF Sports Majors, SJF Healthy Minds Champions and the SJF School Councillors all encouraged to raise and discuss issues, and make decisions within their areas of interest

### CLM3.11 CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

- Professional development meetings (PDMs) and full in-service training (INSET) days designated for matters related to RE and Catholic Life curriculum, staff pedagogy reflection and sharing of good practice development.
- Updates and changes to policy and practise are shared with and by RE leads around issues that include:
  - assessment
  - 'Godly Play'
  - Lat Blaylock resources etc.
- Staff participate in **Come and See for Yourself** PDMs to promote individual reflection (and share ideas and best practice before RE topics.
- School participates in moderation activities with colleagues from other settings during which pupils' work is explored and ideas shared
- Additional support for ECTs is MEETINGS ABOUT CST, ECT TRAINING, FEEDBACK TO STAFF FROM TRAINING RELEAD DAYS, CAFOD ETC FB
- Headteacher attends

### CLM3.12 INDUCTION OF NEW STAFF

- Induction for new staff, trainees and volunteers covers safeguarding issues along with information about our Vision, Mission, values and ethos (see **SJF Staff Handbook**)
- New colleagues work closely with the Deputy and RE lead to ensure that they understand the RE curriculum and are able to plan a comprehensive, inclusive and engaging series of lessons which can be delivered well, assessed accurately and evaluated robustly.
- New staff work closely with teachers in the same year group, within our network of Catholic schools.





## RE 1

### How well pupils achieve and enjoy their learning in religious education school **1**

#### RE1.1 PUPILS ARE DEVELOPING SECURE KNOWLEDGE, UNDERSTANDING AND SKILLS

- The Come and See programme is used currently.
- Curriculum lead is working in partnership within a network to ensure the smooth transition to the new curriculum directory post inspection.
- Pupils' work and discussions evidence the excellent knowledge, understanding and skills built.
- Knowledge organisers used for regular retrieval practice to ensure children know/remember more. Efficacy is evident in pupil discussions.
- Children are responding to the deepening 'purple' questions (RE books).
- Scrap books evidence children's discussions and present 'magical moments' in children's learning journeys.

#### RE1.2 GOOD PROGRESS

- Data shows children make good progress consistently and in line with achievement in other subjects (**% of SEND and PPG children are at ARE**)
- Pupils make good progress in order to know/remember more - doing more when assessed the planned curriculum for each year. Pupils, including the disadvantaged and those with SEND, achieve well in all phases and most years.
- Pupils access RE planned sessions in line with requirements including the required timetabled allocation dedicated to RE and learning (**see lesson planning, timetables, RE books, scrap books, displays and SJF website - class pages/News section**)
- Pupil interest and engagement in RE (**taught through the Come and See programme**) is good
  - 96% of children questioned reported that they enjoy RE
  - 96% of children say they understand how to improve their RE





### RE1.3 OUTSTANDING RELIGIOUS LITERACY

- Our approach to teaching and learning is based on cognitive science, which benefits all and especially children with SEND by:
  - presenting material in small steps
  - checking for understanding regularly
  - responding to feedback
  - giving regular opportunities for retrieval. with EAL.
- RE assessment data shows no significant variation between pupil groups – with all children making strong progress.
- In age-appropriate ways, and relative to capacity, pupils are religiously-literate and engaged; and use their knowledge, understanding and skills effectively, to reflect spiritually, and think ethically and theologically. **(RE books, scrap books, virtues assemblies, and Chaplains' Celebrations)**

### RE1.4 OUTSTANDING RECALL AND QUESTIONS

- The use of '**Big Questions**' to link to the theme of each unit and guide children to think critically, and reflect spiritually, when considering responses and what their learning means to them, personally.
- Lessons enable children to explore *big questions* and to (i) consider them from different perspectives and (ii) add new layers ('purple' questioning) to nurture children's natural curiosity and desire to deepen their own learning and understanding.
- At the end of units, children revisit 'Big Questions', applying new learning to demonstrate their expanded understanding and knowledge.
- Pupils have multiple opportunities to reflect on their relationship with God and consider their developing spirituality through their written and verbal responses as well as more formal and informal opportunities to meditate and reflect.
- '**Magical Moments**' captured from Virtues assemblies, RE lessons and Chaplain-led celebrations of the word, daily Advent and Lenten class reflections are documented in scrap books. Also, parent/carer responses to weekly class-led Celebrations of the word are captured and retained in the school scrap book.

### RE1.5 INDEPENDENCE AND CONCENTRATION

- The school promotes a positive culture of learning that enables pupils to engage; work independently; and demonstrate initiative in their learning **(see SJF Learning Values)**. As a consequence, they are able to concentrate and respond, and maintain focus when challenged, commensurate with their age and ability of learning **(see lesson observation notes)**.





### RE1.6 BOOKS

- Pupils are encouraged to demonstrate independent thinking in their work, guided by **success criteria** and **driver words** that are shared by teachers. The children's work is recorded in a variety of ways, and there is evidence of children reflecting on their learning and its impact.
- The metacognitive approach challenges children to reflect on tasks and learning frequently, taking responsibility for their learning.
- Pupils' books are well presented and book looks demonstrate high expectations and standards that are comparable to those we have for English, encompassing a variety of presentation styles and stimuli, scripture references and inclusive work that is accessible to all learners. **(see work scrutiny)**
- Children engage in self-assessment activities alongside teacher feedback. **(see RE books, scrap books, displays and the SJF website 'News'/class pages)**

### RE 1.7 ENGAGEMENT

- Children's books show a variety of creative approaches to the teaching of RE and engagement and reflection in lessons. This also evidences our children's positive learning behaviours; commitment to learning; their enthusiasm and pride; their interest and passion too.
- Pupils engage actively in lessons and are reflective and very committed to improving their knowledge, understanding and skills **(learning and school life observations; the positive engagement of pupils in the Catholic life of the community including their participation planning RESPOND reflections in each class)**.

### RE 1.8 ENJOYMENT

- The **metacognitive approach** used across school encourages children to take ownership of their learning in age-appropriate ways, reflecting on their current attainment and committing to improving knowledge and skills.
- **Learning objectives** are designed carefully to engage children and provide them with a clear focus on (a) new skills being built; (b) existing skills being practised - and to be on display; and the vocabulary they are expected to use and practise too.
- Because pupils enjoy learning they approach lessons with great interest, passion and enthusiasm. As a consequence, behaviour in lessons is **outstanding** because pupils enjoy religious education and so sustain engagement **(lesson observations, day-to-day life of the school, pupil voice questionnaires [see data collection] active engagement of the children in prayer, reflection, liturgy, mass and lesson planning and celebrations)**





### RE1.9 SELF-ASSESSMENT

- Pupils demonstrate good awareness of how they are doing in terms of RE attainment with **88%** of children confirming that they receive feedback regarding their RE progress and attainment and **86%** stating that they knew how to improve (**Pupil questionnaire**) Evident in monitoring and learning walks – children’s behaviour in lessons is outstanding,

### RE1.10 ATTAINMENT

- Pupils can talk with increasing confidence about their learning and next steps (**evident in metacognitive strategies being used**), and pupil voice.
- Children working below ARE in English have shown that they can operate at ARE in RE (**see assessment tracker**).
- RE data demonstrates good attainment, sustained over several years - and in line with other core curriculum subjects.

### RE2.1 SUBJECT AND PEDAGOGICAL KNOWLEDGE

- Teachers have high expectations in RE lessons and are confident in their subject knowledge. They do not shy away from asking ‘deep’ questions to challenge and extend pupils’ knowledge and understanding.
- Medium term planning demonstrates how carefully chosen and sequenced RE lessons are - and how substantive knowledge will be built.
- Well thought out ‘purple’ *deepening* questions are used well to encourage responses from all children.
- The appropriate use of high-quality resources help to maximise learning opportunities for all pupils.

### RE2.2 EXPECTATIONS

- During an academic year teachers deliver **nine** topics from the approved Come & See programme, in line with Diocesan advice, supplemented with content taught during Black History Month, Be Safe - Be Happy Week, Advent, Lent and Judaism/Islam weeks etc.
- Lesson drop-ins and book looks show the quality of teaching in RE is **good** to **outstanding**. Pupil voice indicates outstanding practice. Children concentrate as they explore and unpick complex issues and consider responses to critical questions. Children are resilient and demonstrate enthusiasm and commitment to succeeding in their learning, engaged by a range of hooks/activities that stimulate and sustain learning in a variety of forms. There is evidence that inclusion is ensured by the effective adaptation of learning opportunities to enable positive engagement.
- Prior to each Come and See topic, staff gather in prayer and to reflect on the opportunities available to them, sharing ideas, best practice and to offer support to each other, both formally within PDMs, or informally, to keep expectations high (**see lesson observations and book scrutinies**).





### RE2.3 PLANNING

- Planning aligns to pupils' current assessment so that enables all pupils learn well.
- Medium term planning is structured so that it builds upon - and then extends – pupils' knowledge and understanding.
- Medium term planning also enables:
  - quality-first teaching techniques used to develop the knowledge and understanding of all pupils
  - adaptations for individual pupils who additional needs
- Children engage with RE content as they seek to understand it in the context of school life more broadly, and Catholic life specifically (evidenced through the work of the SJF Chaplaincy team, SJF School Council, child/teacher-led reflections and celebrations, home prayer packs, wider Catholic Social teaching through 'Life to the Full', charity fundraising etc - see weekly SJF school newsletters).

### RE2.4 EFFECTIVE QUESTIONING

- Teachers use questioning skilfully during lessons to assess precisely where pupils are in terms of their understanding and engagement and adapt activities, explanations and responses as a result to maximise pupils' learning (evidenced in planning, lesson observations pupil and staff voice).
- Whole-school approaches – derived from the work of our Curriculum Focus Groups (CFGs), and used in other curriculum areas, are also incorporated within RE planning and teaching, including:
  - critical questioning to stimulate thought, engagement, oracy and learning (Beverley CFG)
  - scope of new SJF writing approach to extended writing (Cambridge CFG)
  - learning beyond the four walls (Rochester CFG)
- Pupils work is recorded in RE workbooks (Y1–Y6) and in a special class floor book (FS2) to ensure consistency throughout school (see selection of pupil books and EYFS floor book).
- 'Scripture Detectives' provide children with further opportunities to think deeply – an approach developed through in-house staff training
- Teachers provide learners with appropriate feedback that supports them with their learning, orally and in writing (see pupils' books) and this is confirmed with pupil self-evaluation in response to marking and the teacher feedback.





## RE2.5 CELEBRATION AND FEEDBACK

- Children's work is celebrated through learning walks, assemblies, displays as well as planned activities and presentations in the parishes including our SJF chaplaincy-led Celebrations of the Word and planned 'Going forth' tasks.
- Class reflections/collective worship show consistent positive response from children built at class culture
- Our behaviour policy makes clear the expectation that all staff celebrate good work and good behaviour through, for example, first attention for best conduct and specific praise. Lesson observations and learning walks consistently show that pupils are motivated and enjoy their learning in RE. Evidenced through the writing wall, display boards, blog, class scrap books and celebration assemblies.
- Evidenced through virtues delivery, class led chaplaincy sessions and respond to marking opportunities.
- Feedback from Catechists of the children preparing for the Sacraments of Reconciliation and the Eucharist support how religiously literate and knowledgeable the children from St John Fisher are during preparation sessions
- Use of the 'RED Model Curriculum' provides both children and teachers with opportunities to reflect on the impact of lessons/learning, and to respond, as one of the expected curriculum outcomes.

## RE2.7 VARIETY AND RESOURCES

- Quality concrete and human resources are used effectively to optimise learning for all pupils.
- Ten:Ten+ and other resources are used for both **daily collective worship** and the **RSHE** curriculum also tie in with our **Virtues to Live By** and RE topics (**See Liturgical Planner**). RSHE is taught through 'Life the Full' (across the curriculum) adding another dimension to children's learning.
- Teachers' preparation using updated Come & See materials (**and additional planning materials**) as well as Diocesan guidance inform teachers' subject knowledge and practice, are evident in lesson content.
- Driver words are used for individual lesson objectives (**LOs**) and 'Can I...?' statements on topic front pages support pupil self-assessment in KS2 and teacher assessment more generally, so that progress can be measured and understood.
- RE Displays employ a range of strategies to make links to 'Driver Words', 'Big Question', 'Explore' and 'Reveal' sections of Come and See including quotes from scripture, art and other sources.
- Books show a wide range of engaging and stimulating activities, with their impact evidenced by the quality of pupil work and responses.





### RE 3:1 RED

- Acting on the explicit advice of Hallam Diocese, we continue to use the Come and See programme aligned with the **Religious Education Curriculum Directory (2012)**. Our RE Curriculum lead is working with the both Diocese and our community of Catholic schools to ensure that the new Curriculum Directory will be implemented on time, following a smooth transition.
- Teachers plan imaginatively whilst remaining faithful to the directives, which allows for greater independence with lesson planning, delivery, and task design. This means that appropriate resources are selected to enhance the delivery of the curriculum, with tasks designed to allow children to achieve expected outcomes creatively and because they feel inspired.

### RE 3:2 CORE PARITY

- Children, staff and parents see religious education as a core subject, with curriculum documentation displaying the academic rigour we expect and timetables showing that at least 10% of curriculum time is devoted to RE.
- RE and general curriculum Overviews are shared six times per year along with updates in weekly newsletters to ensure parents/carers are kept up-to-date with details of the RE curriculum and our Catholic life during the year (**please see curriculum and specific RE overviews**).
- RE is planned/assessed in line with core subjects with regular monitoring through drop-ins, book looks, assessment, monitoring Tracking and curriculum drive as described in the school development plan. The expectation for recording within RE is in-line with other subjects
- Professional development time is carefully planned at the start of the year and adapted as necessary, and the CPD plan shows that RE receives the time required to develop teachers' subject knowledge and support with planning.

### RE 3:3 CPD

- New staff are supported with an induction (**see SJF Handbook**) and access Diocesan training in the teaching of RE in a Catholic school.
- Teachers are also given access to continuing professional development both internally (**see termly INSET/PDM Overviews**) and through the Diocese of Hallam. Internally our RE Subject Leader leads CPD which includes topic reflections; refreshers on collective worship; subject knowledge enhancement workshops (**SKEWs**) relating to Advent and Lent, and information about SJF initiatives aimed at developing the Catholic Life of the school generally, and within lessons and learning.





- The use of two key experienced senior Catholic teachers, the Headteacher, Catholic LAC members, and Fr Bede (**Parish Priest**) allows us, as a SJF RE leadership 'group', to lead professional discussions that support and challenge colleagues to ensure high standards/consistency.
- At least one discrete PDM per term (**based on six terms per annum**) has a specific RE/Catholic Life focus, plus a further one within the Beverley Curriculum Focus Group (**CFG**) aimed at developing teacher pedagogy and promoting confidence, inclusion and time for reflection, evaluation, the sharing of best practice and planning for future learning.

### RE 3:4 SUBJECT LEADER

- Our new subject leader is highly motivated and dedicated – operating as role-model of our Catholic faith, vision and values *in action*, to colleagues. She demonstrates passion and strength, inspiring others to reflect on their practice and evaluate our curriculum offer, so that it remains relevant and impactful. Staff are mentored, monitored and coached to ensure that the majority of teaching is outstanding and so that they can also be role-models to children are also inspired by their adult role-models. Curriculum leads also work with the local community including our parish of **Our Lady of Lourdes**, to ensure that all aspects of Catholic life and worship are celebrated. During our inter-school network RE moderation meetings, our lead reported that colleagues from other schools were keen to learn more about our approaches and photographed our children's books.

### RE3:5 CURRICULUM DESIGN

- Our focus is to enable staff to understand the spiral nature of the curriculum; the importance of retaining (and build upon) prior learning; the need for regular retrieval and effective assessment for learning; and the careful and sequential writing of medium-term plans.
- Curriculum design is one of the specific aspects that has been included within transition arrangements as leadership of RE & Catholic Life transfers from our former experienced leader to our new lead. The experienced former lead continues to support and advise our new lead, to ensure a smooth transition, and to provide continuity, so the new lead feels well supported. RE is also celebrated and championed within by our Beverley Curriculum Focus Group. The RE curriculum incorporates the exploration of other world faiths.





### RE 3:6 PUPILS' NEEDS

- The network of RE Leads is a tremendous source of expertise and best practice that we access along with other diocesan settings.
- Information is shared to ensure that RE is monitored in a variety of ways, including PDMs, drop-ins and RE 'book looks'/work scrutiny.
- Appropriate artefacts are purchased/used so that teaching and learning is active with as much as possible being 'first-hand' in order to engage learners and strengthen their knowledge and experience.
- Medium-term planning is designed with the expectation that teachers consider and plan for children's additional needs. Ivana Hadfield (**SENDCo**) provides input via PDMs/INSET/Briefings, TA workshops, and drop-ins to support inclusive and accessible teaching and learning.
- Open-ended task design, metacognition and critical questioning promotes deep and encourages children to challenge themselves.

### RE 3:7 ENRICHMENT

- Leaders ensure that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education.
- The Headteacher along with senior colleagues and LAC members are ambitious for all pupils, and they communicate a strong vision for the effective personal development and wellbeing of all pupils, regardless of their background and ability (**Emotion check-ins in all classrooms, Angela Manning, Mental Health Practitioner**); Rosary group (**N Nelis [Lead LAC member] and M Barrett**), Healthy Minds Champions (**C Murphy, coordinator**).
- children regularly visit Our Lady of Lourdes Catholic Church for Mass, services, reflections and other visits to promote learning and understanding of the building and sacraments, for example.

### RE 3:8 SELF EVALUATION

- We ensure updates are shared with LAC members (**see selection of Headteacher reports**) and ensure resources are promoted to staff on a regular basis in response to updates from Diocesan RE newsletter and RE Coordinator meetings.
- Stakeholders contribute to the CSED and share feedback, ideas and suggestions.
- Regular monitoring activities are undertaken, (**with the support of an RE link-LAC member and senior leader**), with findings communicated to LMT and staff, and to evidence high expectations which underpin ambition and drive standards to impact the experiences/attainment of pupils.
- RE and Catholic Life is a standing item on agenda of LAC meetings and there is always a great level of support and challenge from members, feeding into future planning which is strategic and well-targeted.
- The RE leaders, LMT and RE link LAC member meet regularly to discuss the state of RE and Catholic Life and discuss improvements.





## CW 1

### How well pupils participate in and respond to the school's collective worship **1**

#### CW1.1 ENGAGEMENT AND PARTICIPATION

How do the pupils engage attentive, enthusiastic?

- Monitoring and the evaluation of the quality of collective worship is ongoing and is shaped by feedback from pupils, parents/carers (**see annual survey**), LAC members and staff, with the overwhelming majority of children say they know the school prayers (and can recall them) - enriching our collective worship.
- All classes have a prayer table in a prominent position within the classroom, decorated in the appropriate seasonal liturgical colour. The focus prayer of the month/season and weekly Statement of Belief are also displayed (**see SJF Collective Worship 23-24 document**). Class chaplains and other children are involved in preparing prayer areas, including changing prayers/cloths.
- Using the Virtues to Live by resources, each class holds their own SJF Virtues Celebration on Tuesday mornings, focusing on the seasonal Virtues to Live By. Each class has their own prayer boxes containing resources needed to support collective worship.
- Whole-school masses, services, reflections, celebrations and Gospel assemblies are carried out with detailed planning and preparation aimed at enthusing and engaging children in our prayer life and mission whilst giving them opportunities to express and respond.

#### CW1.2 VARIETY AND LITURGICAL YEAR

- Children have a range of both formal and informal options to pray so that they are able to develop a positive relationship with prayer.
- Re leaders and LMT work with Fr Bede and staff to create inclusive annual planners that provide children with opportunities to shape, lead and participate (**see Liturgical Planner**).
- There are many examples throughout the school year of acts of collective worship e.g. weekly whole school assemblies, daily collective worship within classrooms and other acts of worship to reflect the liturgical season (See Liturgical Planner, newsletters, website, Examples of Acts of Collective Worship file).
- Each classroom has a prayer table decorated with the appropriate colour cloth representing the liturgical season. Each class also has a movable church clock sign to show the children the current liturgical season - updated by children as seasons change.





- The Rosary months of **October** and **May** are celebrated and children have opportunities to pray the rosary in Our Lady of Lourdes Church with a LAC member and staff.
- The seasons of Advent and Lent are honoured with prayers, meditation and daily reflections, that involve our priest, chaplains, staff, to which parents/carers are invited and encouraged to engage.
- Parents/carers are invited to participate in our prayer life and are signposted to key information via the website, weekly newsletter and termly RE Curriculum overviews.

### CW1.3 COLLABORATIVE PLANNING, PUPIL LEADERSHIP AND EVALUATION

- Planning: the children are involved in helping to select focus-points for each element of their collective worship gatherings, at different points of the week. Children decide how to gather; the scripture to share; how to respond; and how to go forth.
- Chaplains plan and deliver weekly Chaplains' Celebrations on Mondays or Fridays.
- Children evaluate acts of worship (**see feedback**). This is shared with the RE Lead/Chaplaincy Team to help shape/plan future acts of worship.
- Children are key and are therefore involved in the planning of acts of worship in school. (**daily prayers/ collective worship, Ten:Ten+ etc.**)

### CW1.4 Influence of Curriculum and School Life

How do children talk about collective worship and how does this align with what children have understood from RE lesson and collective worship

- Displays in school for Chaplains, Healthy Minds Champions, Sports Majors and School Councillors demonstrate the role that each group has in supporting others, including those in need. School support of events in parish and local community and demonstrate that we contribute to the Church's mission.
- Chaplains support in all classes as *leaders* of prayer life. Their role is integral to liturgies, Masses, services, reflection and celebrations - with promoting depth to the spirituality experienced by children.
- Each class uses child led liturgy (**daily prayers, Ten:Ten+, collective worship daily, acts of school worship etc.**)
- These 'pupil voice' groups enable children to grow their understanding of the reasons for supporting others and to make links theologically (**see Magic moments in the scrap books**).





### CW1.5 IMPACT

- Pupil questionnaires/'Magic Moments' reflect children's thoughts about the RE curriculum and Catholic life more widely (**see questionnaires**).
- Children are supported to develop the spiritual 'skill' of reflection, with time for children of all ages to 'still' themselves so they can pause in order to think deeply as part of their moral and spiritual development – underpinning 'going forth' responses/actions (**Class scrap books**).

### CW2:1 CENTRALITY

- Collective worship policy(**revised and updated Sept 2023**)
- Evidence of the quality and impact of assemblies, circle times, quality reflection/response opportunities linked to the Come and See topics, liturgies and masses. (**see planner, pupils' work, scrap books and parent/carers feedback**)
- Information about collective worship and Catholic life along with invitations to engage are shared regularly and routinely (**see newsletters, website calendar reminders, personal invites, ParentMail texts/emails**).
- Recording of Masses, services and celebrations are available for parents, carers, children's families and friends around the world to watch via the website (**see SJF Website – 'Catholic Life'**).
- Pupils' parents/carers and families and friends are very positive about our collective worship and specifically with reference to the quality of prayer and reflection provided (**see annual survey and weekly feedback forms very positive**). The children's interest and enthusiasm is also celebrated within our parishes and by our Parish Priest who speaks highly of the children's preparation and involvement in Masses and services. The school benefits from excellent links with our priest and parish who both support school and pupils' learning, including those children undergoing sacramental preparation, engaged with Masses, adoration and other events (**see planner and appendix 5 – 'Parish Mass'**).
- The SJF website, termly RE/Catholic Life Overview and weekly SJF newsletters highlight collective worship in school (**see 'Acts of Worship' file**).
- Children across school have regular opportunities to take part in, lead and plan collective worship sessions.

### CW2.2 DAILY PATTERN AND RHYTHM

- Chaplains lead/contribute to the prayer life of each class for reflections, Masses and other services/celebrations.
- Resources in classes to sustain and grow a vibrant prayer life (**see prayer box with resources for class 'Virtues to Live By' assemblies etc**)





- Staff and children understand the stages of the liturgy – “Gather, The Word, Respond, Go Forth/Mission” and use a variety of resources to support the planning of Collective Worship in class. After evaluating the effectiveness of the Let us Pray 2gether resources
- Prayer is an integral part of our daily life for both staff and pupils, with schools prayers being said throughout the day and at the start of staff briefings. Prayer and reflection are planned into the curriculum. Daily prayer is supported by Ten:Ten+ resources and Virtues to Live by resources (see Liturgical planner and School website ‘School Prayers’ for copies and videos with signing for each of the school prayers).

### CW2.3 RICHNESS OF TRADITION

- The Liturgical year is celebrated and prayers of the month focus on the prayer life of the church.
- Rosary is said during the months of October and May- led in Our Lady of Lourdes Church.
- The day begins and ends with prayer- each classroom has the daily prayers, prayer of the month and the statement of belief statements all displayed at the front of classes
- Godly play sessions to enable the children to 'wonder' and have time for deeper thinking and response to the scripture

### CW2.4 USE OF SCRIPTURE

- Use of scripture is used in all collective worship and is reflected in prayer areas to inspire questioning and reflection.
- Collective worship effectively uses the scripture linked to seasons and Virtue topics. These are also reflected in the children's work with the Scripture detectives





**CW2.5 STAFF COMMITMENT**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Citizenship Statement of Belief Assembly</b> (Headteacher)</p> <p><b>Chaplains' Celebrations</b> (Y5/Y6 Chaplains)</p>	<p><b>'Virtues to Live By' Class Assembly</b> (Teachers &amp; Chaplains)</p>	<p><b>Themed Assembly</b> (Teacher-Led)</p>	<p><b>Weekly Celebration of the Word</b> (Class-Led)</p>	<p><b>Celebration Assembly</b> (School Leaders)</p> <p><b>Chaplains' Celebrations</b> (Y1/Y2/Y3/Y4 Chaplains)</p> <p><b>Story Circle</b> (FS2)</p>

- Staff plan Celebrations of the Word (**see plan**), Tuesday virtues Liturgies, Wednesday Focus Assemblies, Thursday Celebration of the Word
- Monday, Headteacher, 'Statement of Belief' assembly directs the children to the focus for the week (**see plan and assembly timetable**)
- Staff pray/reflect at the start of every meeting (**meeting minutes and time tables**) focused on current issues both within school and elsewhere.
- Most teachers are highly skilled in the preparation and participation of prayer. Support is there for new/unfamiliar/unconfident colleagues with the daily pattern and rhythm of our prayer life to ensure there is quality in acts of worship and meditation throughout the day.

**CW2:7 CREATIVITY**

- Creative PowerPoints, visual aids, resources, stories and active involvement provide children with excellent opportunity to share the Good News. The vast majority of children (**93% - sample of 169 pupils**) stated the PowerPoints and Mass booklets helped them to feel more involved.

**CW2:8 USE OF SPACE**

- Prayer tables accessible to all the children in each class with age appropriate artefacts for the children to use
- Sacred space located on the writer's corridor. Displays changed seasonally and prayer tree for children to interact with.
- Our Lady of Lourdes Church used for all Masses and for prayer during October and May
- Outdoor space used for times for reflection during class prayer in the warmer months
- Library space used for Godly Play and prayer focus in all spaces





### CW2:9 FAMILIES AND PARISH

- Newsletters and the school website promote weekly prayer and with a focus on the statement of belief for the week
- Wider community-based collective worship include whole school Masses, Remembrance service, community lessons and Carols, Lenten Passion Play, First Holy Communion Celebrations, Confirmation and St John Fisher Feast and celebration days (see time table).

### CW3.1 IMPACT OF POLICY

- The collective worship policy is reviewed and updated every year to ensure that all stakeholders understand and are working within policy guideline and that the policy is accessible and useful, particularly to new members of staff.
- Class grey folders include a Catholic Life and Collective worship section so that all staff who are working in the classroom are sure about prayers and the Celebration of the Word format followed by all classes.

### CW3.2 SKILL STRATEGY

- In age appropriate ways, SJF collective worship is appropriate is pitched engage and inform children in every phase in line with (see SJF Collective Worship policy).
- Younger children are also supported by 'buddies' to ensure excellent modelling and pupils can be fully engaged e.g. when attending Mass. Progression of skills are visible in the policy (refer to skills strategy).

### CW3.3 SACRAMENTS, HOLY DAYS OF OBLIGATION AND OTHER SIGNIFICANT DAYS

- Leaders promote/celebrate feasts and significant saints' days, following the Church's teaching (see planner, SJF website and weekly newsletters).

### CW3.4 CPD, INCLUDING FORMATION

- Leaders ensure staff have opportunities to lead/join in with staff reflections e.g. start/end of the year, for new RE topics, during briefings (see PDM timetable, calendar, meeting minutes).
- Leaders design and implement a programme of staff CPD, child-led liturgy, collective worship resources etc, Virtues to Live by, PDMs/INSET, Diocesan visits, networks (including RE Leads' meetings).





### CW3.5 LEADERS' KNOWLEDGE AND SKILL

- Leaders lead reflections and prayers in meetings by example and offer opportunity for staff and pupils to contribute.
- Leadership and governance review quality of collective worship alongside drop ins to look at RE, and edit and adapt practice accordingly.
- Leadership works alongside other schools to promote collective worship and ensure that a range of child led groups promote collective worship through their roles as Liturgy Leaders, Mini Vinnies, Faith in Action and School Council. RE Coordinator and Lead RE coordinator meetings are always attended and new initiatives and ideas are implemented where appropriate. Governors take part in training and are interested in finding out about the life of the schools provision in RE and collective worship (See Headteacher reports to Governors).
- Leaders attend all diocesan CPD opportunities, often contributing to the content and materials offered to other schools.

### CW3.6 IMPACT OF LEADERSHIP

- Highly effective in facilitating others to plan and lead prayer.
- Leaders ensure worship is appropriately resourced and staff have opportunity to plan and deliver collective worship both in and out of the classroom environment.
- Governors and the school leadership team provide written monitoring of collective worship by leaders and governors carried out Spring / Summer so that staff are supported in developing consistently high quality experiences.

### CW3.7 RESOURCING

- The school leadership team has ensured there are banks of resources for liturgical masses and liturgies which are outstanding including Ten:Ten+, Virtues to Live by... And Let us Pray resources
- The leadership of the school shares resources with other catholic schools.

### CW3.8 SELF-EVALUATION

- The CSED is updated regularly and staff contribute to this process during PDMs.
- Parent views are evaluated and updated through the parent questionnaires and policy and action plan updated.
- Pupil voice is evaluated and reviewed through the pupil questionnaires and with discussions with subject leads a small focus groups. Policy and action plans are updated.





## IDENTIFIED IMPROVEMENT AREAS

### CATHOLIC LIFE & MISSION

#### CLM1

- Greater formalisation of prayer journaling to support the contemporary context of **responding** independently to prayer life and collective worship
- Further increase engagement with the four House charities plus the St Wilfrid's Centre and celebrate our links with each of them more overtly

#### CLM2

- Parent/carer questionnaires encourage feedback that sets out the extent to which they understand and appreciate (i) the lasting impact that teaching staff have on children and (ii) the extent to which these positive relationships sow seeds for pupils' future learning and lasting school memory.
- Continue to develop the RSE program and increase teacher confidence in teaching this subject.

### RELIGIOUS EDUCATION

#### RE1

- Maximise use of 'Scripture Detectives' and 'Big Questions' more consistently across school to maximise opportunities for pupils to develop critical thinking skills.
- To develop creative RE to maximise engagement of all children in RE lessons.
- To provide EAL children with a greater range of strategies and opportunities to demonstrate progress in RE.

#### RE2

- To support staff new to catholic education and/or the profession to grown pedagogy and understanding of catholic traditions and dogma through CPD/INSET, shared planning, engagement with networks, specific training and mentoring.
- To develop the range of appropriate educational visits on offer to further enhance the curriculum by making learning experiential
- To introduce more peer evaluation within the RE learning cycle to enable children to be able to understand and reflect on theirs' and others' learning and understanding as reflected in RE work/responses.

### COLLECTIVE WORSHIP

#### CW1

- Re-establish '**Prayer Bags**' with chaplains preparing simple reflections to be celebrated with families at home to encourage families to pray together linking to our virtues and Advent/Lenten journeys or the season:
  - home prayer packs and support information
  - travelling crib/Prayer Bear
  - praying the Rosary etc.
- Prayer cards created for the elderly and vulnerable in our parish communities to deepen links and share our spread the reach of our prayer life further.
- Work with Parish Priest/Council to explore ways of further deepening school/parish links.
- Increase opportunities for children to be involved within whole-school prayer and evaluation (**pupil survey**)

#### CW2

- Further increase engagement of families through the use of Prayer Bags and development of the website virtues pages.
- Development of a spiritual garden to increase opportunities for peace, stillness and reflection and as a dedicated venue for collective worship outdoors.
- Extend celebrations with our brothers and sisters from the parish of Our Lady of Lourdes





**CLM3**

- Increase the number of penitential services
- Ensure updated CPD continues to support a greater understanding and love of Catholic Life and Mission
- Continued planning of learning walks, 'book looks' and 'drop-ins' (with LAC members supporting culture and ethos aspects) to celebrate our Catholic Life and support children, families and support staff further.

**RE3**

- To develop an appropriate plan for our migration from Come and See programme to the RE Catholic Directory (RED), following inspection, so that all RED requirements are understood and met, in a way that is consistent with other Diocesan Catholic settings.
- To increase opportunities for further links and educational visits to other Christian denominations and world faiths based in our city, including our Muslim, Sikh, Jewish and Hindu brothers and sisters and increase links with pilgrimages to our Mother Church, St Marie's Cathedral, and other churches that are historically significant.

**CW3**

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

