



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Peter's Catholic Primary School

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School Unique Reference Number: 125211

Headteacher:	Mr R McKenzie
Chair of Governors:	Mr M Suchocki
Lead Inspector:	Miss F McGonigle
Associate Inspector:	Mrs A Oddy
Inspection date:	1 st November 2017

Overall Effectiveness	Previous Inspection: 2
	This inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Peter's is an outstanding Catholic school because:

<ul style="list-style-type: none"> ▪ The school has a rich and vibrant Catholic life, exemplified by its many events, celebrations and activities. ▪ All members of the school community are valued and included. Parents/carers are welcomed and encouraged to participate in the life of the school. 	<ul style="list-style-type: none"> ▪ Pupils are encouraged to think of and care for those in need and actively support a range of charities. ▪ School and parish links are strong and much appreciated by parents; one commented, 'We feel very lucky to have the school in our parish.'
<ul style="list-style-type: none"> ▪ The school has a varied and inclusive programme of collective worship. This includes Masses, liturgies, events in the life of the school and celebration of the church's feasts and seasons. 	<ul style="list-style-type: none"> ▪ Prayer life is central to the life of this school and pupils are given many opportunities to pray individually or in groups throughout the school day.
<ul style="list-style-type: none"> ▪ Standards in religious education are high. Effective teaching and learning ensures that pupils engage in their lessons. There is an increasing variety of cross-curricular links made to enhance the teaching of religious education. 	<ul style="list-style-type: none"> ▪ Education in Personal Relationships (EPR) and Relationships and Sex Education (RSE), combined with a focus on values ensure that pupils are well prepared for their next stages in learning and for life in 21st century Britain.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's is a high achieving, calm and happy Catholic primary school. It has a roll of 336 pupils between the ages of 4-11 years. It is currently making the transition from single to two-form entry. This year there are two classes in the Reception, Key Stage 1 and Year 3 cohorts. The majority of pupils are baptised Catholics from the three main feeder parishes of Ashted, Leatherhead and Effingham & Fetcham.

The number of pupils identified as being from ethnic minority groups has increased, from 24.3% to 41% between 2012 and 2017 and the number of pupils with English as an additional language has risen from 6.5% to 27% over the same period. The school currently has a comparatively low number of pupils with Special Educational Needs & Disability (SEND) at just less than 4%, including three children with an Education, Health & Care Plan. Although the school is situated in an affluent area, the catchment region includes areas of comparative social deprivation. The percentage of pupils in receipt of Pupil Premium funding has been increasing. In the past two years, the percentage of pupils triggering this funding has risen from 4.6% to 7.4%.

St Peter's has a strong and well-established leadership and teaching team, who are forward looking and aspirational both for the whole school and the individuals they serve within it.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to build upon the creative elements of learning to enrich the RE curriculum and to add to the variety of work in pupil books.
- Include areas for development as 'next steps' within the school's self evaluation.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding because:

- The school mission statement is powerful and succinct and its simplicity and focus means it is truly accessible to all pupils. This is evidenced in the fact that after working with the whole school community it was the School Council who ratified the final draft. At the start of the academic year pupils and parents are requested to sign a Home-School Agreement that underpins living out the Gospel values. Corridor displays support this.
- The pupils play a visible and proactive role in both the parish and diocesan community. The pupils are actively involved in a number of deanery events e.g. the 'Going Forth' day and the deanery concert, which reinforces their sense of belonging to this wider community and in turn prepares them for transition to the feeder secondary school. The school is an active participant in diocesan events including the Good Shepherd celebration and the 50th Anniversary Festival. The relationship with the secondary school extends beyond religious events and includes sporting and art events.
- St Peter's is also involved in both community and parish events, e.g. Churches Together, where faith is celebrated. The school, working with other Catholic schools and parishes, is to be commended for preparing for the future in the light of falling vocations and in facing these challenges early will be in a steadfast position to ensure the Catholic life of the school is not compromised. In a lesson on vocation, a pupil echoed this sentiment, saying 'Catholic schools like ours play a big part in encouraging vocation to the priesthood.'
- Pupils at St Peter's are proactive in the Catholic life of the School. The religious education ambassadors meet regularly with the religious education subject leader and run lunchtime prayer sessions in the prayer room. They have been instrumental in sourcing and preparing resources to facilitate these sessions. They are in the early stages of creating their own action plan.

- The activity of the pupils extends beyond the school day. 'St Peter's Pals' meet weekly to develop and enhance the Catholic life of the school. This extends to working on Fairtrade and global citizen issues.
- The emphasis of the pupils working together in faith is witnessed by the 'Faith Buddies' system where a Year 6 child mentors a Reception child, providing welcome, support and friendship. They will pray with each other and play together. This initiative is welcomed by all, with the older pupils enjoying the sense of responsibility, service and sharing. This was commented on and valued by parents.
- Pupils are aware of their gifts and readily offer them in the service of others. They take on lead roles in liturgies and are proactive in charitably supporting those in the local, national and international communities who are less fortunate or in trouble. Most notably has been their work and leadership in raising money for 'Bugzi' which provides severely disabled children with motorised wheelchairs. They have set themselves a target and are relentless in achieving this. Children are confident in sharing their ideas and aspirations for fundraising and will approach the Senior Leadership Team (SLT) with their thoughts.
- All members of the school community treasure the school's very evident Catholic identity and this is reflected in the whole environment of the school. Pupils at St Peter's are proud of their own religious identity and beliefs. They are well aware of the beliefs and identities of others within their community and key religious events are planned into the collective worship calendar. Parents commented that their children talk about exploring their knowledge of other faiths and in so doing showed great respect.
- Pupil behaviour is to be commended. They are calm, respectful and courteous to each other and adults around the school.
- Personal support for all pupils is a central priority of the school. There are well established systems to ensure that pupils are happy, confident and secure in their age and stage of spiritual and emotional growth. If issues arise additional support is provided by a dedicated member of the SLT and St Peter's 'open door' policy ensures that any concerns or worries are dealt with swiftly. The parent of a child with special needs commended the school's inclusivity and caring approach to her child and the family, commenting, 'I feel totally supported.'

The quality of provision of the Catholic Life of the school is outstanding because:

- The mission statement is clearly centred around the educational mission of the church, it is referred to regularly and presented as a way to guide pupils' thinking and attitudes. The presence of the mission statement in the majority of policies means that its core values and messages inform policies and practices and help to contribute to the distinctive Catholic ethos of the school.
- The Catholic identity of the school is evident throughout the learning environment. Central displays reflect and celebrate the liturgical seasons, highlight the charitable works of the community and commemorate the focus saints. Gospel quotes inspire

pupils and encourage them to reflect on their faith. Classroom displays are a focus for prayer and worship and as an aid for teaching and learning. The whole learning environment has a distinctly Catholic feel and is reflective of both the mission and values of this school. The responsibility for displays is shared among staff, echoing their commitment to the very essence of the mission of both the school and the church.

- The prayer room is a quiet place where the children are actively involved in shaping its usage and feel. This shows the emphasis this school places upon prayer and reflection centred around the Gospel readings of each given week and the liturgical seasons e.g., for November there is the opportunity to write peace prayers and the presence of a Book of Remembrance. Resources have been prioritised and carefully selected in a child-centred manner.
- There is a tangible sense of community between the whole St Peter's family and relationships are harmonious and secure. These are highly valued and cherished by all stakeholders. New families and children are welcomed and the displaying of their names cements their place in this new school family. The involvement of parish clergy, both priests and deacons, who are in turn supported by the laity, means that the distinctive nature of the school is valued and worked on in a manner of shared mission. Parents/carers play a large part in the Catholic life of the school and are invited to attend liturgies, events in the life of the school and parental workshops, where they can share their views and ideas. Parents who are not Catholic feel equally welcome and value being included.
- All pastoral programmes are embedded and taught regularly in line with the teachings of the Catholic Church. The Diocesan EPR and RSE programmes are followed and used in discussion time, assembly sessions and echoed in the wider curriculum. This enables 21st century issues such as cyber-bullying and e-safety to be taught and discussed. The teachings of Jesus, especially through his parables, focus the pupils' attention on how they can live their lives as his disciples.
- The standards of behaviour and the 'restorative approaches' are excellent and this is a direct result of clear and shared policies and procedures and a desire for all to give of their best and in conjunction with this 'holistic' philosophy, to support each other as they do so. According to pupils' stages of development they are encouraged to take responsibility for their words and actions, recognising that at times we all make mistakes and that these can be forgiven and healed. There are strong and embedded procedures for addressing playground incidents and 'worry boxes' for pupils to share any anxieties. Therapies and supportive interventions e.g. 'Drawing and Talking Therapy', 'Rainbows' and 'Theraplay', ensure that problems are quickly addressed and pupils guided through their difficult moments.
- It is evident that the needs of the staff are integral to the smooth running and success of the school. The headteacher's and SLT's passion and commitment are clear. Good induction procedures, approachability and the school's caring ethos is extended to ensure that the staff are happy and supported. Relationships between all members of the school are a strength.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding because:

- St Peter's has a strong and cohesive staff team who have clarity in their mission. The headteacher shows his commitment to developing his faith through dedicating time to prayer and development. The weekly newsletter contains a gospel summary and reflection. The SLT lead by example and there is a tangible and spirited sense of purpose in all that they do. During staff recruitment the distinctive nature of working in a Catholic school is explored and expectations are shared.
- The Catholic life of the school, based on an authentic ethos, forms the pinnacle of the life of the school and it is genuinely seen as the highest of priorities. Evidence of this is seen in the ever-present drive to accurately self-evaluate and to constantly strive to improve provision for all. Challenge is viewed as the norm and this is verified by the bi-annual governors survey for parents, children and staff which enables these groups to express their views on the work of the school. This effective partnership values the commitment of parents/carers to the school and results in their excellent support of school liturgical celebrations and a true understanding of the mission of the school as they generously contribute to charitable events.
- The direct result of effective monitoring and self-evaluation in St Peter's, means that all members of the school community are regularly involved in seeking ways of, and being active participants in, further enriching the Catholic life of St Peter's school. The plans being drawn up for a 'Reflection Garden' to replace the 'Walk with Jesus' are further evidence of the centrality of the Catholic Life of this school.
- St Peter's works in partnership with parent/carers and pupils, seeing each as having a fundamental part to play in the success of the school both as a whole and for pupils individually. A recent initiative between the school and parish invited parents/carers to attend a workshop where the Catholic life of the school was both explained and explored. This is a good example of reaching out to those who find engagement in school life more challenging and responding to those people who have questions. This session was very well attended and plans to build upon this are already in place.
- The governing body are ambitious for the school and are relentless in their drive for success and see the Catholic life of the school as a primary focus in all areas of development. They have high aspirations for the school community and are ardent about the school's mission, providing both support and challenge in their undertaking.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

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- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding because:

- Acts of worship at St Peter's are engaging. They are carefully and creatively planned so that they interest and inspire the pupils. This engagement enables them to think deeply, pray reverently and sing joyfully.
- Pupils take responsibility for the prayer focus areas within their classrooms and as such are familiar with the liturgical colours used by the church and are able to select objects for visual stimulus. Following a recent school development plan priority, pupils are given very good opportunities to plan for the school community. Through excellent modelling and guidance of the 'what' and 'why' of celebrations, they are able to select resources and take care and attention to detail in the prominent roles they undertake. Pupils behave with reverence when gathering, read with confidence and prayerfully join in times of reflection. This was evidenced in the All Saints Mass observed on the day of inspection, where a reflective and prayerful group of children took part in a liturgical dance. Pupils are used to praying for the needs of their class, school, local community, national needs and global issues. This combined with their familiarity with spontaneous prayer gives them a deep-rooted experience of prayer.
- The pupils of St Peter's recognise prayer and worship in a wide variety of forms, e.g. drama and dance, with those leading aspects of the liturgy engaging and enjoying it with equal weight as those being led and guided. This has been able to come into fruition as a direct result of careful preparation and the confidence these pupils exhibit. It is testament to the fact that they have been regularly exposed to scripture and have a true understanding of how the messages of the Word can be unpacked and expressed in a variety of forms.
- The liturgical seasons and their related celebrations are part and parcel of this school community. The different ways in which the school gathers for collective worship ensure that the age and ability of pupils are taken into account. Throughout the primary years at St Peter's, pupils experience and are challenged by the messages of scripture enabling them to reflect on the importance and relevance of the messages to their lives today. Due to following the liturgical calendar pupils not only receive age appropriate input, but re-visiting celebrations annually means that they constantly build upon prior experiences.

- With issues of morality and personal development in mind, this school also follows a values-based assemblies plan. These assemblies are supported by a range of visiting speakers, e.g. CAFOD, NSPCC, the local MP and drama groups.
- Different faiths are celebrated and respect from the pupils is evident in both their response and engagement in a variety of celebrations. Other faiths are embraced, talked about and explored with openness and sensitivity. Pupils in this school understand clearly that the world is made up of people who pray and celebrate their faith in ways that are different from the Catholic faith; this is seen and accepted.

The quality of provision for Collective Worship and Prayer Life is outstanding because:

- Collective worship is at the heart of St Peter's School community. Gospel values, EPR and the school's mission are an intrinsic part of collective worship opportunities. The outcome of liturgies is for children to recognise how they can continue God's mission in their own lives and today's society.
- Praying together is part of the rhythm of the school day. It is creatively planned and it takes different forms, e.g. art, music, Lectio Divina. The staff gather for prayer weekly and pray together at the start of staff meetings. The school is proactive in its mission beyond the pupils and as such regularly invites other adults associated with the school to come and join in celebrations and feasts. The response to this is good and parents say they welcome the invitation to celebrate belonging to the school community. The Catholic life of the school touches the lives of others and has inspired some to join the faith community.
- Resourcing for collective worship is reflected in the school budget and the importance the school places on it is evident from the re-establishment of the Prayer Room and the plans for a Reflection Garden. Both time and money have been invested in the detailed and inspired vision. This reflects the high importance this school places on provision for, and development of prayer and collective worship. Children and their families are invited to attend Rosary sessions in May and October and a Lenten prayer group has been established.
- As a direct result of the high level of skills exhibited by the staff of the school, collective worship has a clear purpose, meaning and direction and is always of a high quality. The themes and foci selected for worship exhibit a deep understanding of both the liturgical seasons and the church's mission in education. These celebrations are presented in a way that is both accessible and relevant to the children of today. The use of reflective music and hymns embed the children's understanding and knowledge. The pupils play a part in shaping and forming some of these celebrations as is appropriate and the school choir/orchestra often accompanies worship.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding because:

- The headteacher, religious education subject leader and the SLT are a source of expertise in the beliefs and teaching of the Catholic faith. They are steadfast in their approach and the content they provide for collective worship, ensuring that the pupils of St Peter's receive high quality collective worship experiences.
- The whole of the school environment reflects the commitment to the teaching of the church's liturgical year, its seasons, rites and symbols. The careful manner in which celebrations and worship are planned, facilitate and encourage a high level of pupil engagement and response. The content of the worship shows effective awareness of the present-day world in which we live and the ways in which the pupils of today access their learning and understanding. On the inspection day this was observed when following a year group liturgy, pupils were invited to line up behind a quality of a saint e.g., loving, caring, deciding they would try and be like that today.
- Liturgical and spiritual development is provided on a regular basis for staff. Elements of this training are given through the excellent modelling of senior leaders. Staff training/continuing professional development is carefully planned for and this is conducted in a safe and supportive atmosphere where staff are able to ask questions and pose suggestions. New teachers are carefully mentored and supported both within the school and at deanery and diocesan level. As a consequence of this training staff confidence at all levels is secure and developing and enhancing the spiritual development of all pupils is viewed as a shared responsibility and mission. Staff members bring different ideas and experiences e.g. those attending HCPT Pilgrimages and as such bring a richness to the worship at St Peter's.
- The school regularly seeks the views of its stakeholders in order to ensure collective worship is of the highest standard. In turn, they respond effectively and swiftly to any feedback, ensuring that views are both valued and addressed as appropriate. There is robust monitoring in place. The SLT review liturgical events, the religious education subject leader observes teachers and children in liturgies and the link governor meets termly with the religious education subject leader. Governors are kept informed by the headteacher and subject leader's reports.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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

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How well pupils achieve and enjoy their learning in Religious Education is outstanding because:

- Behaviour for learning is outstanding and lessons proceed smoothly without any interruptions. Pupils at St Peter's demonstrate passion for and commitment in their learning of religious education. It is viewed as one of their most important lessons and their books are special to them and they know and are able to articulate why these are distinctive. They are keen to share good learning outcomes with the SLT and these are also celebrated in assembly.
- Pupils concentrate very well and can sustain this independently over time without always relying on the input of an adult especially at Key Stage 2. Book scrutiny shows a deepening response to scripture in the older year groups. This attention to the interpretation is going to be further expanded by the introduction of spiritual journaling.
- The standards of attainment are at least in line with expectations and some are above age-related expectations. Children with specific needs are well supported and guided. Progress in religious education is sustained over time, prior data shows that 95% of those pupils who achieve Level 2 at the end of Key Stage 1 go onto achieve Level 4 + at the end of Key Stage 2, demonstrating that progress is maintained and developed.
- Effective whole school-based moderation in the style of 'Learning Story' ensures that there is continuity and progression throughout, not only in terms of topics and concepts but also overall expectations and standards of the school.
- Lesson observations in 2016-2017 recorded that all groups of children were participating and engaged in religious education lessons and this was in line with lessons observed as part of this inspection. This was a direct outcome of good attitudes and an enthusiasm for this subject. The religious education subject leader has led staff meetings to show methods for supporting children and to ensure there is a shared understanding of the expectations at each level.
- Lesson observations and book scrutiny demonstrate that the pupils of St Peter's learn well. They use a wide range of skills successfully, including independence, originality, imagination and the ability to interpret sources and symbols. They possess the ability

to pose deeper questions, make links with prior learning and the ability to reflect and evaluate and to engage with religious ideas. As a result they acquire knowledge rapidly and are able to apply this understanding effectively, showing how it is relevant and applicable to their lives of today. Lessons observed shows good development of religious literacy and a reflective response to questioning. In a lesson about 'Belonging' pupils considered how hard it was to leave everything and follow Jesus. Responses included, 'They trusted Jesus' and 'It was a really special opportunity.'

The quality of teaching and assessment in Religious Education is outstanding because:

- St Peter's outcomes from lesson observations 2016-2017 show that the quality of teaching is always good with many examples of progress. It is highly effective in enthusing pupils and ensures they learn well. Celebration of both achievement and effort are an integral part of teacher philosophy.
- Teachers ensure lessons are interesting and in the best lessons pace is very good. They communicate high expectations, enthusiasm and passion for religious education. Time is used effectively to maximise learning opportunities in lessons and across units of lessons. They use accurate outcomes from prior learning to inform planning. 'Come and See' driver words are utilised for differentiation and challenge, ensuring individual needs are met. Topic words are displayed in all classrooms to support and encourage learning.
- In this school, activities within the curriculum are enriched to promote the pupils' engagement with the involvement of other agencies, the local community and parish links. In one of the lessons observed the parish priest responded to questions related to his vocation, some of which were challenging and searching. The curriculum enables pupils to gain first hand and qualitative experiences of liturgical life and extends to the religious beliefs of other communities.
- Teachers have a high level of confidence both in terms of their specialist knowledge and their understanding of effective learning in religious education. Even the youngest of pupils demonstrated that they could think deeply about religious education topics. One of the pupils was inspired to pray for 'all the children of the world' as his candle was blown out and his smoke rose to heaven. The religious education subject leader has worked hard to create a culture where the teaching of religious education is a shared ministry. There is good and effective communication about the support for learning between teachers and teaching assistants. This shared culture means that staff are confident both to seek help and to share expertise amongst their colleagues. Staff questionnaires illustrate this.
- As a direct result of this they use a very wide range of innovative and imaginative resources and teaching strategies stimulate pupils' active participation. This encourages pupils to express themselves in different ways in their learning e.g. art, drama, discussion and this secures outstanding progress.

- During lessons teachers listen attentively to, carefully observe and skilfully question groups of pupils and individuals and in so doing re-shape tasks and explanations to maximise learning for all.
- The interactive and next step marking/feedback that is used in the school is of a high quality, leading to high levels of engagement, interest, learning and progress. Pupils have a clear understanding of what they need to do to improve and are given systematic opportunities to address this. Pupils are involved in evaluating their own work and identifying achievements, which further supports them in identifying their next steps. During lessons teachers pose questions to draw out and extend pupils' knowledge and understanding. The practice of working 'in the moment' is twofold, it can ensure deeper thinking or swiftly address misconceptions.
- Termly topic assessments, as recommended by the diocese, are used and outcomes are discussed with the headteacher at termly data meetings. For those pupils who are not meeting expectations appropriate in-class support is identified. Engagement in internal, deanery and diocese moderation confirms accuracy and guarantees a good understanding of levels. St Peter's keeps a central portfolio of moderated work which can be used as a source of support and training.

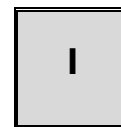
How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding because:

- Areas of development identified by the last inspection have been fully addressed.
- At St Peter's there is an efficient and effective monitoring cycle in place. This is driven by the SDP having a dedicated priority for religious education. This work is regularly reviewed and evaluated by the SLT and religious education subject leader. The self-evaluation by leaders is a sound reflection of regular monitoring, analysis and self-challenge which is well-informed by knowledge and understanding of best practice both in terms of religious education and overall educational practice. Areas for development should now be included in the School Self Evaluation Form (SEF) as well as the SDP and religious education action plan. Outcomes are communicated to the religious education governor through regular meeting with the religious education subject leader. The headteacher keeps the full governing body informed so that there is both involvement and celebration.
- The SLT and religious education subject leader have a high level of expertise and vision and have worked hard on the development and improvement of teaching and learning. Well targeted planning and strategic action have led to high outcomes in religious education. Last year's focus of enhancing the creative elements of this subject are bearing fruit and it continues to be a priority ensuring that this approach is embedded in the practice of the school. The school has identified continuing to enrich the cross-curricular and creative elements of the religious education curriculum as an area for further development and this is in line with the recommendations of this inspection.

- The religious education subject leader is to be commended for her leadership. She has led with determination and energy and made the shared ministry approach of working her priority. Religious education staff meetings have been given high priority in line with other core subjects. She has used these to disseminate up to date information from training and to share good practice.
- The correct amount of time is dedicated to the curriculum subject and meets the requirements of the Bishops' Conference fully. The school uses the diocesan recommended programme, 'Come and See.' Religious education is very well resourced both in terms of staffing and physical resources.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.



Catholic Life



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



The quality of provision for the Catholic Life of the school



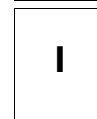
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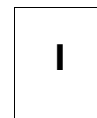
Collective Worship and Prayer Life



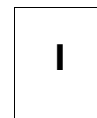
How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.



The quality of provision for Collective Worship and Prayer Life.



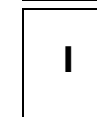
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.



Religious Education



How well pupils achieve and enjoy their learning in Religious Education.



The quality of teaching and assessment in Religious Education



How well leaders and managers monitor and evaluate the provision for Religious Education

