

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE COLLEGE  
AND RELIGIOUS EDUCATION

### **ST THOMAS à BECKET CATHOLIC COLLEGE**

BARNSELY ROAD SANDAL WAKEFIELD  
WEST YORKSHIRE  
WF26EQ

School URN	108299
School DfE Number	3844800
E-mail address	info@st-thomasabecket.wakefield.co.uk
Chair of Governors	Mrs Olivia Rowley
Headteacher	Mr John Rooney
RE Subject Leader	Den Roberts
Date of Inspection	20 <sup>th</sup> / 21 <sup>st</sup> September 2012
Section 48 Inspector/s	Stephen Mort / Paul Martin

## **INTRODUCTION**

The Inspection of St. Thomas à Becket Catholic Secondary School, Wakefield, was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviewed and evaluated how effective the school was in providing Catholic education. This process began with the school's own self - evaluation. The inspection schedule followed criteria set by the National Board of Advisers and Inspectors. The inspectors visited Religious Education (RE) lessons in Years 7-11 to observe teaching and scrutinized their written work. They held meetings with the head teacher; members of the leadership teams, the RE subject leader, governors, chaplaincy, and pupil council/groups and met parents. They examined school documentation relating to the aspects to be judged and the school's and RE subject documentation, planning and assessment files, monitoring and evaluation records and meeting minutes. They also shared in the celebration of Form Prayer and Year Assemblies.

## **INFORMATION ABOUT THE SCHOOL**

St Thomas à Becket is an oversubscribed, smaller than average, 11-16 Catholic College serving a large catchment area of pupils from Barnsley, Kirklees and Leeds as well as from Wakefield with a range of socio economic backgrounds.

The school Profile has a downward trend in terms of pupil prior attainment and is now broadly average. FSM / EAL numbers are increasing although there are variations across year groups. SEN numbers are double the National Average and have also increased in the last four years.

The school has over 750 pupils including 15 in the Autism Resource which is funded and run by the Local Authority. Catholic pupils make up 80% of the population although this varies from year to year being 73% in Year 9 and 91% in Year 11.

The present headteacher has been in place since January 2010 and an extended leadership team in place from Sept 2010. The school will be part of a Catholic Voluntary Multi-Academy Trust from 1<sup>st</sup> November, 2012.

The percentage of pupils eligible for free school meals is 11.3%. Year Eight and Ten have significantly higher proportions. The percentage of pupils whose first language is not English is 7.2%, the highest figure it has ever been as is the proportion of students from minority ethnic groups (over 1 in 5 students). In 2007 this was 8.6%. 30 pupils (4.0%) have Statements of Special Educational Need. This is higher than the national average of 2%. (10.3%) are School Action and 20 (2.6%) are School Action Plus. The APS for each cohort varies and has a downward trend. Current Year Seven is the lowest for a number of years. Year Eight and Nine are below national average. Nearly 1 in 3 students in Y8 are from minority ethnic backgrounds. Both Y8 and 9 have over 18% SEN students.

The school has 45 fte teaching staff, 24 fte Catholic teachers, and 4 fte in the Religious Education Department.

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

## OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

## OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

## CAPACITY FOR SUSTAINED IMPROVEMENT

2

### Main findings

St Thomas a Becket is a good and improving school. The strong Catholic ethos underpins all the work of the school and informs the vision for the future.

Pupil attainment and their learning and progress in Religious Education are satisfactory but show an improving trend. Teaching and learning is satisfactory overall although there is evidence of good practice. The effectiveness of the Religious Education curriculum in meeting pupils' needs is good.

With the support of the head teacher, senior leadership team and chaplain, provision for Collective Worship and the level of pupil participation in collective worship are good and improving. The quality of provision for the Catholic life of the school and the extent to which pupils benefit from and participate in the Catholic life of the school are both good.

Pupils respect and support one another and have a strong sense of fairness and justice. The spiritual and moral needs of pupils are well met through the curriculum, Collective Worship and the opportunities provided for them to contribute to the school and wider community. Pupils recognise the distinctiveness of St Thomas a Becket as a Catholic school, they speak very highly of the school and are proud to be part of the school community. The governing body discharges its duties confidently and effectively.

The commitment of all staff to the ethos of the school and to the welfare of pupils is evident. Parents are fulsome in their praise for the school and the care it gives to each young person. School self-evaluation is honest and accurate. The school knows its strengths, has identified areas for development and is implementing actions that should secure future success. The capacity for sustained improvement is good.

The school works positively and productively with the local community and is responsive to the changing needs of its community.

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- To further develop monitoring and evaluation of the Catholic Life of the school, including students' social, moral and cultural development across the curriculum.
- To improve teaching and learning within the RE Department, by providing opportunities to share good practice both within and beyond the school.
- To adopt and influence strands of consistency across the RE Department in relation to planning, assessment, differentiation and monitoring of pupil progress.
- To review the roles and responsibilities within the RE Department and the SLT in order to increase the capacity of the Department and the school to implement the recommendations of the report.

## PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups**

2

### **The quality of pupils learning and their progress**

The academic standards achieved at Key Stage 3 are average when compared to similar Catholic schools. Pupils at KS3 make satisfactory progress given their starting points and some, although not the majority, make good progress. At the end of Key Stage 3, standards overall are satisfactory but they are variable within the key stage.

The academic standards achieved at Key Stage 4 are broadly average when compared to similar Catholic schools. Outcomes in progress and attainment have historically been satisfactory but have steadily improved in recent years (53% 2010, 59% 2011 and 66% in 2012). In recent years a greater number of pupils have been entered for the full GCSE examination (93% in 2012). As a result of changes to the examination specification 74% of pupils in Year 10 achieved an A\*-C grade in 2011 compared to 49% in 2010. The standards of attainment at KS4 are broadly average. There is some underperformance but this does not affect many pupils and there is no significant variation between groups of pupils.

Pupils are motivated and enjoy their Religious Education lessons. There are good relationships between pupils and staff and behaviour is good in all lessons. In lessons with 'good features' pupils are provided with opportunities to participate in their learning and are encouraged to express their beliefs and opinions, which they are able to do in a coherent and confident manner. The recent review of the content of the KS3 schemes of work will enable greater opportunities for pupils to engage in individual research, paired and group work, thinking skills, and times for reflection and prayer.

### **The quality of learning for pupils with particular learning needs and/or disabilities and their progress**

Students with SEN make satisfactory progress given their starting points and some make good progress. The RE department contributes to developing Individual Education Plans

for individual pupils and uses these in planning for differentiation in learning. The department has a designated SEN 'representative' who through regular meetings with the SENCO is able to provide support to colleagues in the department. Pupils working below RE GCSE entry follow the CoPE qualification including unit 12 'Beliefs and Values'. Pupils working in the Autism unit follow a Catholic RE course using resources provided by the RE department. The school should further develop collaboration with staff in the unit to ensure that all pupils have access to the full Catholic Provision of the main school.

The school has recently invested resources in introducing a 'life skills' unit for vulnerable pupils. Care and support for these pupils is now becoming more evident. In addition a range of curriculum pathways have been introduced along with a more effective analysis of data to ensure all pupils are effectively monitored and their progress evaluated. Further development of the process of monitoring and evaluation of all groups and individuals across all subjects, including Religious Education, needs to be made.

### **Pupil attainment in Religious Education**

The sample of pupils' work showed a satisfactory level of achievement within and across the broad areas of attainment in Religious Education. The levels of attainment were satisfactory, with a significant minority of pupils demonstrating good progress. The sample suggests that the department should ensure objectives and learning outcomes are incorporated in to all lesson plans, and lesson outcomes are made explicit and referred to regularly during lessons. There is a department marking policy, however pupils' work revealed different and inconsistent practice between teachers. The RE department has worked together to ensure consistency in the use of attainment levels at KS3. The department has developed more robust moderation and standardisation procedures and are confident that this has resulted in greater accuracy of teacher assessment.

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

The pupils speak very highly of the school and are proud to be part of the school community. They mention the positive impact on their spiritual development of, for example, their participation on retreats, days of reflection and the Diocesan Lourdes Pilgrimage. They are secure in expressing their own views and beliefs and are respectful to those of other faiths and beliefs. Reciprocally, non-Catholic pupils and those of other faiths are respectful of the beliefs of their Catholic peers and importantly, they are respectful of the Catholic life of the school.

Pupils show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. They are quick to congratulate others and show a capacity for community praise, supporting everyone in everything they do. Pupils feel that they are listened to and that they have a part to play in shaping the future of the school. One parent stated that all the pupils feel at ease in this school in practicing their Catholic faith.

There are many examples of pupils taking responsibility for activities in the Catholic life of the school including volunteering to take part in liturgies and Masses and being involved in the Liturgy Group in years 8 and 9. Gifted and Talented pupils in Year 10 have been involved in delivering Drama, Dance and Music workshops with feeder primary pupils as part of the 'Year of Faith'.

Students are considerate to others and caring to anyone in need. The pupils involve themselves in a range of charitable events throughout the year including holding music

concerts to raise money for a Science block at a school in Zimbabwe and being part of the school's CAFOD Action Group. Pupils are divided into 'house' groups with each house supporting a charity. Clitherow House, for example, are currently supporting the CAP project, a community project helping the homeless and vulnerable in the local community.

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

Pupils act with reverence and participate appropriately, whether in quiet meditation or in Collective Worship, across an appropriate range of religious services throughout the school year. They reflect in silence and join in community prayers appropriately and with confidence. Inspectors observed services which highlighted examples of pupils contributing to music provision, hymn singing and the composition and reading of prayers. Behaviour during these services was outstanding. There is a sense of pupils' willingness in expressing their beliefs in the Catholic faith in a spirit of respect for their faith, and that of others. They do this with confidence and in the knowledge that they belong to a supportive and caring Catholic school community. Pupils have a good understanding of the liturgical seasons and feasts and they are becoming more skilled in the use of scripture and liturgy. Pupils are aware of other world religions and the school involves teachers of other faiths to support and develop this awareness and understanding in liturgies and assemblies.

*These are the grades for pupils' outcomes*

<b>How well pupils achieve and enjoy their learning in Religious Education.</b>	<b>3</b>
Taking into account:	
• the quality of pupils' learning and their progress	<b>3</b>
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>3</b>
• pupils' attainment in Religious Education	<b>3</b>
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>2</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>

## **PROVISION**

### **How effective the provision is for Catholic education**

**2**

#### **The quality of teaching in Religious Education**

Religious Education teachers are appropriately qualified and have a range of teaching experience. Teaching observed was satisfactory 'with some good features'. One lesson was judged to be good' with outstanding features'. Good features included teachers strong subject knowledge and the effective use of questioning techniques to draw out learning. There is potential for teaching to be good across the department if all staff implement the strategies in the RE Development Plan and adopt a consistent approach to planning, assessment, differentiation and monitoring of pupil progress.

There is a satisfactory level of challenge in lessons, however the RE department has acknowledged the need for a greater emphasis on differentiation by activity rather than outcome. The department has taken on board the new approaches in Assessment for Learning and APP which formed part of an INSET programme in 2010-2011. There is some evidence that these strategies are beginning to be incorporated in to schemes of work and lesson plans, however this is not yet embedded or consistent across the department. Teachers employ a range of teaching and learning strategies to raise pupil performance but some teaching is didactic, lacks pace and does not provide opportunities for pupils to be actively involved in their learning. The Redevelopment plan identifies the need for greater development and use of ICT and resources which promote active teaching and learning.

#### **The use of assessment to support teaching and learning in Religious Education**

The RE department has adopted the school system for tracking pupil progress and RE teachers, supported by the newly appointed Assistant head teacher, have further developed their knowledge, skills and confidence in analysing data. Pupils are given targets to work towards, and all pupils have a typed model as a point of reference in their work books. Summative assessments are regular and follow the school cycle. The use of formative assessments are evident in some lessons but are not yet fully embedded into schemes of work or evident in all pupils' work books.

The Head of RE recognises the need to encourage a more consistent approach to identifying and implementing intervention strategies for individuals and groups of pupils. The Head teacher is very committed to the work of the department and to further raising standards in RE. As the Senior Leadership Team Link for the Department, he has provided significant support for the Head of RE and identified areas for improvement which are outlined in the department development plan. These will, if prioritised and addressed systematically, allow the department to build on its strengths, further raise standards and enhance the quality of teaching and learning. The school benefits from a committed Governing Body, including a RE link governor who is aware of the department's strengths and those areas which require further development.

#### **The extent to which the Religious Education curriculum meets pupils' needs**

The Religious Education schemes of work meet the requirements of the Catholic Curriculum Directory. 8% curriculum time is allocated to RE at KS3 and 12% at KS4, which meets the Bishop's requirements. The KS4 schemes are being adapted to reflect the

EDEXCEL exam board syllabus specifications, but are not confined to these requirements. The schemes require pupils to explore and evaluate a wide range of Roman Catholic beliefs, values, lifestyles and attitudes. Usually around 93% of pupils are entered for either full or short course GCSE. The department is looking into more options for pupils who would ordinarily do Entry Level Certificate, especially for those pupils who do work-based learning. The department has identified other qualifications for EAL students, such as ASDAN Beliefs and Values module (Cope).

Curriculum Religious Education contributes to the spiritual and moral development of pupils. Varied extra-curricular opportunities are provided for spiritual enrichment including a day of reflection for Year 7, residential retreats for Years 8-11, the CAFOD focus group and the Lourdes pilgrimage. The work of the lay chaplain is making a good and significant contribution to raising the profile of Collective Worship and the Catholic life of the school. The pupils are gaining a good knowledge and developing an understanding, appreciation and respect for the teachings, beliefs and way of life of the Catholic Church, and of other faiths. The school has in place an Education in Personal Relationships Policy and Sex and Relationships Education is taught by RE teachers within a Catholic framework.

### **The quality of Collective Worship provided by the school**

Participation in a range of Liturgies / Masses throughout the year is good and pupils behave well. There is an opportunity for pupils to take the Sacrament of Reconciliation during Advent and Lent. Assembly themes follow the Liturgical Calendar and are well prepared and delivered by a range of staff in liaison with the Lay Chaplain who is also available to help with production of further resources if required. Prayers are said each day in every form group, led by tutors and teachers, sometimes making use of the College prayer book and resources provided by the lay chaplain. Acts of Collective Worship are given high profile and staff and pupils pray together. There is a range of formal and informal opportunities for daily prayer and attendance by parents and others associated with the school is facilitated and encouraged.

Pupils are aware that the Chapel is a resource for quiet prayer at break and lunchtime and an additional smaller area will soon be made available. Pupils of other faiths also have this provision during key dates in their religion. The school hall is used effectively for year group Collective Worship incorporating music, sound and visual ICT resources as well as live music performed by staff and pupils. There was little evidence of the Hall visibly being a place of worship and therefore the school should consider introducing a range of visual prompts, including religious artefacts, to help in the provision of Collective Worship.

*These are the grades for the quality of provision*

<b>The quality of teaching in Religious Education</b>	<b>3</b>
<b>The use of assessment to support learning in Religious Education</b>	<b>3</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school</b>	<b>2</b>

## LEADERS AND MANAGERS

**How effective leaders and managers are in developing the Catholic life of the School**

2

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils**

The headteacher and lay chaplain are deeply committed to the Church's mission in education. The headteacher led a review of the school's vision soon after taking up his post in January 2010 and wisely involved all stakeholders. The resulting mission statement forms the firm basis of the school's Catholic Ethos including its approach to promoting consideration and respect for others. This is evident in the very calm nature of the student community, the pupils' positive attitudes to school, and their development as confident young people. The school provides a range of opportunities for the students to participate in activities that promote their knowledge and understanding of their faith and beliefs. One pupil commented that, "Prospective pupils should come to the school for just one day and they will see how good this school is, every student is known and cared for by all the teachers."

Monitoring and evaluation of Collective Worship forms part of the termly pastoral review. Comments are made regarding provision of morning prayers in form groups following observation by senior leaders and achievement coordinators.

The Second in the Religious Education department is on a full teaching timetable and also acts as the lay chaplain. The role of lay chaplain, line managed by the headteacher, covers a wide range of work including leading others with respect to preparation of liturgies and Masses, form prayers and production of whole school resources, as well as coordinating the work of the chaplaincy Group. The school recently used external providers for the Year 7 day of reflection but following evaluation of the programme, they will consider returning to an in-house arrangement coordinated by the lay chaplain.

As part of the 'Year of Faith' there is a calendared list of services, events, charitable work, almsgiving and sacraments which the school community will be fully involved in. The school has provided opportunities for staff to attend a CPD session where they were able to further their understanding of the Catholic faith and working in a Catholic school. A range of visual or tangible aides, for example, wrist bands have been used to highlight and raise awareness with pupils and staff of the Church's mission.

There are various opportunities for pupils to express their faith – through celebration of the sacraments and in quiet reflection and prayer. Pupils also have many opportunities to be involved in supporting local, national and international charities. Pupils take up many opportunities to be involved in their parish. For example, pupils on the Duke of Edinburgh Award scheme have undertaken their 'service' section by acting as 'welcomers' or by serving refreshments in their parish. Other examples include providing hampers for a parish SVP group and raising money for pupils on the Lourdes Pilgrimage, who feedback their experiences to the parishioners when they return.

The school is fortunate in having a chaplain who is available one day per week to celebrate Mass attended voluntarily by pupils and staff. He is also provided with a timetable which includes: preparation of teaching materials, working with small groups of

identified pupils on an alternative course (Certificate of Personal Effectiveness, CoPE) and a dedicated time for being available for staff and pupils.

The head teacher along with the lay chaplain is responsible for the planning, monitoring and evaluation of the Catholic life provision. Further improvements are planned to include; involvement of more pupils in the planning of liturgies, promotion of voluntary work, introduction of the Foundation Stones Programme for staff building on a previous session on what it means to be a teacher in a Catholic school.

The school should seek to develop capacity across the SLT, departments and pastoral teams to ensure Catholic life provision, including PSMC / EPR, is effectively planned, monitored and evaluated. Not all pupils are aware of the provision of the Chaplain's availability.

### **How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils**

The leadership and management of Religious Education are satisfactory. The Head teacher, senior leaders and the subject leader monitor the progress of all pupils and the quality of teaching and learning. A more rigorous process of self-evaluation is being implemented and this is starting to contribute to improved outcomes. The monitoring of pupil progress and the use of data to inform intervention and future planning are now more accurate following professional development and the appointment of a new Assistant head teacher, but the impact of this work is yet to be fully evidenced. The departmental review has led to a comprehensive action plan. The subject leader should ensure that the targets in the current year's action plan are fully implemented in order to secure further improvement and raise standards. The governing body demonstrates high levels of commitment and provides good support to the RE department.

### **The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met**

Governors fulfil their statutory and canonical responsibilities and actively support the head teacher in shaping the Catholic Provision in the school. Governors played an active part in a vision day where a 'reformed' Mission for the school was initiated. Through a Link Governor and the head teacher, the Governing Body is becoming more knowledgeable and involved in challenging areas for development within the Religious Education Department. They are aware of the school's performance in RE at KS4 and are aware that the department now follows an alternative syllabus which is felt is more appropriate to pupils' needs. One Governor expressed that pupils are in a unique environment at this school, where Catholic Provision is, "The head teacher and staff all ensuring that the Mission Statement is at the fore of everything they do."

The RE link Governor and the school Chaplain expressed confidence in the head teacher's leadership of the provision for the Catholic Life of the school. It was recognised that building greater links between the school's Catholic ethos and departmental schemes of work is an area for development. The Governors collect views of parents and pupils and effectively use these to bring about improvements in consultation with the headteacher and senior leadership team.

Governors need to be aware of capacity issues with respect to the roles and responsibilities of the head teacher and lay Chaplain and the further development of the provision of the Catholic life of the school.

### **How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being**

The school employs behaviour managers who along with Year and Key Stage Achievement Leaders ensure that the pastoral needs of pupils are met. They are assisted by a Learning Mentor employed jointly between St Thomas a Becket and a feeder primary school, covering a range of intervention work. The joint nature of this post also helps the school with any transitional difficulties which might exist for some pupils. Pupils are aware of an Anti-bullying Council (ABC) they can talk through with older students any concerns they might have about bullying.

Parents spoke in an extremely positive way about the school and their level of involvement within the school community. The parent focus group, which includes the headteacher and one governor, meet regularly and parents feel they have a part to play in shaping the direction of the school. The partnership between parents and the school is strong and parents comment on the fact that they are always welcomed and encouraged to attend collective worship opportunities. Parents were also encouraged to attend the Vision Day which took place shortly after the appointment of the new head teacher: those who did found this to be a very valuable and worthwhile experience. Parents are happy with the RE Curriculum and its delivery and feel able to convey any views or concerns regarding the Catholic life of the school with staff should they need to. When asked to identify reasons for sending their children to the school, parents identified the caring nature of the school community, the attention given to each individual student and the strong values which are embedded.

The size of the school was also a key factor in their reasons for selecting the school, again because this in itself helps to foster an atmosphere of friendliness, care and nurturing. The school should consider how they could increase communication with all parents with respect to providing information on the content of Religious Education / PSMCE / EPR at key points in the year.

The school participates fully and actively within a range of effective partnerships which enhance the school's provision of pupil care, development and well-being. Examples include the Wakefield Catholic Partnership, Diocesan Catholic Secondary Schools, Catholic Care, local parishes, the CROSS project and other local authority agencies. The head teacher is actively involved in a range of groups and committees with a range of partners.

There are examples of very effective links with local parishes. The regular meetings between local Catholic schools and local clergy are an example of this as is the fundraising for the annual pilgrimage to Lourdes which involves the parishes and some feeder primary schools.

The school has been at the forefront of the move to creating a Catholic Multi Academy Trust that has already deepened partnership working with other local Catholic schools.

## **How effectively leaders and managers promote Community Cohesion**

The recent OfSTED inspection report commented that ‘the college works positively and productively with the local community, making effective use of its specialist status to do so. The school is responsive to the changing needs of its community, for example, ensuring letters are translated into community languages, such as Polish’.

The school encourages school and parish partnerships and links with the community for liturgical celebrations and there are good examples of pupil involvement in parish life. The shared vision, promoted and led by the headteacher after his appointment, has led to the school providing a range of opportunities for the pupils to be active in their faith. Pupils are encouraged and supported in playing an increasing role in their involvement in charities across local, national and international frontiers. Some pupils are currently supporting the CAP project, a community project helping the homeless and vulnerable in the local community.

The provision for RE and Collective Worship celebrates, reflects, and respects cultural and religious diversity within the school community. Pupils are aware of other world religions and cultures and the school involves teachers of other faiths to support and develop this awareness. The school is a diverse community but relationships are positive and respect for all is seen by the calm and orderly atmosphere that permeates the school. Forgiveness and reconciliation is a strong part of the school’s mission, where the dignity and uniqueness of individuals are valued and celebrated.

*These are the grades for leadership and management*

<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
<b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.</b>	<b>3</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.</b>	<b>2</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>2</b>