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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST MATTHEW'S CATHOLIC PRIMARY SCHOOL
Saffron Drive, Allerton, Bradford,
West Yorkshire BD157NE

School URN	107336
Date of S48 inspection and OE grade	23-24 May, 2018 OE grade: Outstanding (1)
E-mail address	admin.office@stmatthews.ngfl.ac.uk
Chair of Governors	Suzanne Howarth
Headteacher	Katy Cox
RE Subject Leader	Silvana Esposito
Date and grade of last S48 Inspection	11-12 July, 2013 OE grade: Good (2)
Section 48 Inspector/s	David Gott

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

- St. Matthew's Catholic Primary School is an outstanding Catholic school where leaders, governors, staff and pupils are firmly committed to living out the school mission, following Jesus' call to "Come follow me".
- The determined leadership of the school's very experienced headteacher, together with the highly effective Senior Leadership Group (SLG), including the school's Religious Education (RE) subject leader, and the school's strong knowledgeable governing body, form a very powerful cohesive whole, relentlessly focused on school improvement in the Catholic Life, RE and Collective Worship (CW) of the school.
- St. Matthew's is a very welcoming school with a strong family feeling of belonging.
- Almost all pupils make good progress in RE in each key stage with many achieving outstanding progress.
- Almost all pupils achieve above average attainment in RE, as indicated by teacher peer-to-peer assessments and comparative data from the Catholic Schools Partnership (CSP) to which the school belongs.
- Pupils actively contribute to, and greatly benefit from, the Catholic Life of the school.
- The majority of RE teaching is not yet outstanding, however it is never less than good.
- The school works in very productive partnership with a number of other educational institutions, particularly Leeds Trinity University (LTU) and the Catholic Schools Partnership Teaching School Alliance (CSPTSA).
- Collective Worship and pupil behaviour in RE lessons and CW is outstanding, regardless of pupils' own particular faith background.
- The chaplaincy provision provided by the parish priest and one of the parish sisters is exemplary in promoting and strengthening home, school, parish links and in encouraging pupils to take leadership roles in the Catholic Life of the school.
- The school's Relationships and Sex Education (RSE) programme is under review.
- Key issues raised in the previous Section 48 (S48) inspection have been addressed.
- The governing body have ensured that all canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Increase the proportion of outstanding RE teaching by:
 - Sharing the school's existing outstanding RE teaching practice more widely across the school.
 - Draw upon the Catholic Schools Partnership's existing outstanding RE teaching practice.
 - Increasing teacher subject knowledge, understanding and confidence in using creative RE teaching strategies through the above and providing access to focused CPD.
- Successfully complete the revision and implementation of the school's Relationships and Sex Education (RSE) programme in consultation with parents, staff and governors.

Information about this inspection

The Inspection of St Matthew's Catholic Primary School, Bradford 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 reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which any key issues identified for action in the previous S48 have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of the school's Catholic Life provision.
- How well pupils achieve and enjoy their learning in RE.
- The quality of teaching, learning and assessment in RE.
- How well pupils respond to and participate in the school's CW.
- The quality of the school's CW provision.
- How well leaders and governors promote, monitor, and evaluate the school's Catholic Life, Religious Education and Collective Worship.

The inspection was carried out by one inspector over one and a half days:

- The inspector jointly undertook an RE focused learning walk of all the teaching areas of the school with the headteacher and RE subject leader.
- RE teaching and learning was observed in four classes, covering all key stages.
- The inspector observed five CW, covering all key stages, including three pupil led and two teacher led. One whole key stage (KS) 2 worship and one before school voluntary staff prayer gathering were also evidenced.
- Detailed discussion meetings were held with the headteacher, deputy headteacher, RE subject leader, chair of governors, RE link governor, foundation governor, teaching and support members of staff, pupils and parents.
- A very wide range of school Catholic Life, Religious Education and Collective Worship planning, monitoring and evaluation documentation was scrutinised, including the school's Diocesan Self Evaluation Form (DSEF) and the School Improvement Plan (SIP).
- The school's pupil RE progress and attainment tracking system, was scrutinised.

- Pupil and parent voice questionnaire survey results, headteacher reports to governors, the school's RE budget including staff/governor training, were also scrutinised.
- A detailed scrutiny of pupils' RE workbooks and digital website RE evidence was sampled, covering all key stages.

Information about this school

- St Matthew's Catholic Primary School Bradford is an average sized, oversubscribed, one form entry Voluntary Aided Catholic Primary School of the Diocese of Leeds. The school serves the parish of St. Matthew's Allerton, Bradford and educates pupils from 3-11 years. The school has a published admission number of 30 pupils.
- Currently there are 251 pupils on roll, (including part time nursery pupils) 80% are Catholic pupils. (75% in 2013).
- The proportion of pupils known to be eligible for pupil premium is above average. The proportion supported through action plus or who have a statement of special educational need / Education Health Care Plan (EHCP) is above average.
- There are 14 different first languages spoken by pupils attending the school.
- There are 8 full time and 2 part time teachers, 3 of whom hold the Catholic Certificate of Religious Studies (CCRS). All teachers teach RE. St. Matthew's also employs 11.5 (f.t.e.) classroom support staff and 1 Parental Involvement Worker on a full time basis.
- A number of changes have taken place at St. Matthew's since the last S48 inspection (2013). Six new teachers and six new governors have been appointed – including the chair of governors and the link governor for RE. The school building has been sensitively extended and remodelled in some areas to enhance the learning environment.
- The current headteacher was appointed in 2008 and is a designated Local Leader of Education (LLE). She is also presently providing support to another Catholic school within the Catholic Schools Partnership, as executive head.
- St. Matthew's RE subject leader has held this responsibility since 2013 and is a designated RE Specialist Leader of Education (RESLE), having achieved the National Professional Qualification Senior Leader (NPQSL) in RE. She is also an assistant headteacher at the school.
- St. Matthew's has established highly productive student teacher placement links with Leeds Trinity University. The school also works in active partnership with a wide range of schools including the CSPTSA and St. Bede's and St. Joseph's Catholic College Bradford, to which the majority of pupils transfer for their secondary education.
- St. Matthew's is a member of the Diocese of Leeds Schools Singing Programme. A number of pupils also take part in diocesan choir events.
- The school provides a breakfast club and a wide range of after school extra curricular activities including sports clubs and a family learning cookery club.
- The school has achieved a number of externally accredited awards including One Education Gold Reading award, Royal Horticultural Society School Garden award, and Communication Friendly School award.
- The school will celebrate its 50th anniversary in May 2019.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Almost all pupils appreciate, value and actively participate in the vibrant Catholic Life and mission of St. Matthew's School, which is firmly rooted in the teachings of Jesus Christ and forms the basis of the school's daily prayer: "I try to live like Jesus: I love; I forgive; I pray. 'Come Follow Me'. Be the best that I can be."
- Pupils are pro-active in exploring what the school mission means to them. Using age appropriate language and artwork pupils contribute to their key stage 'School Mission Tree' display, one of which is prominently located in each key stage area of the school. This also reflects the changing nature of the Church's Liturgical Year and evidences pupils growing understanding of Catholic Life as they move up through the school.
- In living out the school mission at St. Matthew's pupils show staff, visitors, and their peers great respect as children of a loving God. The behaviour of almost all pupils is exemplary at all times. Relative to their age, pupils show an ability to listen, give thanks, forgive and be forgiven. They have a keen sense of right and wrong and they strive for justice for all.
- Pupils are very alert to the needs of others. The older pupils provide support to younger pupils new to the school through the school's playground and lunchtime "buddies" system.
- St. Matthew's has a school council made up of pupils from KS2 and Year 2 who are voted for by their peers. Pupil voice is heard, helping to shape the Catholic Life of the school.
- The school council organises numerous charitable fundraising events in support of local, national and international aid organisations. Pupil representatives of the school attend the annual Good Shepherd Service held in Leeds Cathedral. Pupils also support CAFOD, the annual Children in Need appeal, Send My Friend to School campaign and the Fuel for School food initiative. Similarly, the school's Mini Vinnies help to plan school events which support the local Bradford Food Bank and local homeless people.
- Pupils respect their school environment and that of the wider planet. They help to keep the school grounds in a safe and litter free condition. With the help of the parish sister, the school has also established a very active Gardening Club for pupils.
- KS2 pupils look forward to participating in their weekly singing lessons with one of the choral directors of the diocesan schools singing programme. This has a very positive impact on the Catholic Life of the school. High quality pupils' singing is evidenced during class, key stage and whole school CW. Several pupils take part in events with Leeds Cathedral Children's Choir.
- Pupils are at ease, engage confidently and enthusiastically when discussing what it means to be a pupil at St. Matthew's Catholic School. Pupils are very proud of their school. They are keen to avail themselves of all that the school has to offer. They value and respect its long Catholic tradition and its' links with the wider parish community, other Catholic schools and other faith communities in the area.

- Pupils are very knowledgeable about their school's patron saint. In relation to their age, pupils can confidently explain the meaning of the school motto at the foot of their school badge: 'Come Follow Me' (Matthew 4:19). As one pupil commented: "when Jesus said 'I will make you fishers of men' it's like he's calling us to be one of his special friends too".
- Strong home, school, parish links exist at St. Matthew's. The school is fortunate to be located next to the parish church which enables school/class masses and liturgical celebrations to take place in either location.
- The school website, twitter feed, newsletters and parish bulletins promote good communication across the whole community.
- The chaplaincy provision is exemplary in supporting and promoting the Catholic Life of the school. Staff and pupils particularly enjoy the frequent visits of their parish priest who knows most of the children and families in the school. Pupils also look forward to the occasions when the parish sister leads them in quiet meditations. Pupils recognise what it means to have a religious vocation.
- Parishioners are always welcome to attend school masses and do so in significant numbers.
- Teachers and teaching assistants, including senior leaders, meet and greet children and their families at the start and end of the school day to help model positive relationships and encourage a climate of openness at the school. Parents say that they always feel welcome at the school.
- The parish has a children's liturgy group. The Chair of governors and RE governor are both parish catechists and help to prepare children to receive their First Sacraments. A number of pupils are also altar servers in the school and parish. Many pupils are members of the school choir. The parish has a Saint Vincent de Paul (SVP) Society and a flourishing Mini Vinnies group has been established in school.
- Parents and pupils confirm that St. Matthew's is a very welcoming school. They particularly value the strong family feeling of "belonging" at the school. One parent commented that her child calls her school friends "her family". A number of staff, parents and grandparents are former pupils at the school.
- Parents say that their children enjoy coming to the school. Pupils confirm that they feel safe and happy at school. Some of the current year 6 pupils commented on how much they enjoy being at St. Matthews and that they will be sorry to leave. Parents and pupils say that teachers are quick to deal with any school concerns which they may have.
- The school monitors any concerns raised about pupils' personal care and well being through its regular SMART meetings (St. Matthew's Action and Response Team), at which pupils' needs are discussed and appropriate actions of support are determined. This is especially the case where vulnerable children and their families are concerned. Consequently almost all pupils appreciate the school's support for their personal and emotional needs.
- Pupils respond well to the school's Personal Social Health Citizenship Education (PSHCE) curriculum. Consequently, they are at ease with their own physical, emotional and spiritual growth. Pupils commented very positively on recent lessons that the school had provided on internet safety and safe use of social media.
- The RE subject leader, along with another member of SLG, is currently involved in revising the school's Relationships and Sex Education policy and programme in line with updated guidance from the diocese. Successful completion of this important task will include appropriate consultations with all stakeholders.
- Parents say that they appreciate the strong moral values which the school promotes. Other typical parents/carers comments include "the pupils here are so polite and well behaved"; "I just love coming to school assemblies and children's liturgies", "Having a

child here has got me back into going to church, I don't think that would have happened otherwise"; "When my child was identified as being dyslexic the school support was so good. She's now an avid reader".

- Pupil successes are recognised regularly at Celebration Worship when parents, pupils and staff gather together to witness, support and give thanks for the gifts and talents of others throughout the school.
- Parents also support school events organised through the 'Friends of St. Matthew's School'. Staff say that they are most grateful for all the extra help and resources which this provides.
- Leaders and governors at St. Matthew's are outstanding in their promotion, monitoring and evaluation of the provision for the Catholic Life of the school. They are deeply committed to the Church's mission in education and see it as their core leadership responsibility. They are energised by the task and inspire a high sense of morale in all associated with the school.
- The quality of the provision for the Catholic Life of St. Matthew's is enhanced by the high quality of RE artefacts and resources evidenced throughout the school. The signs, symbols and vibrant liturgical displays strongly communicate the school's clear Catholic identity, including that of the school's patron saint.
- The school leadership team and governors actively promote and keep the school's mission and Catholic Life under annual review. At least one staff and governor training day each year is devoted to the Catholic Life of the School, often in conjunction with the Catholic Schools Partnership (CSP). Pupil voice actively contributes to this review process through pupils completing the school's annual self evaluation questionnaire survey. Results are discussed at school council, staff and governor meetings and planned improvements are incorporated into the School Improvement Plan (SIP).
- Good induction arrangements are in place for staff and governors new to the school. As part of the teachers Continuous Professional Development (CPD) recently qualified teachers are linked with the RE subject leader with particular emphasis on Collective Worship.
- All staff at the school are fully committed to implementing the school mission. They promote high expectations of all pupils "to be the best that I can be". They enthusiastically participate in school activities which reflect the Catholic Life of the school. They themselves are exemplary role models in promoting mutual respect and forgiveness for pupils.

RELIGIOUS EDUCATION

Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- At St. Matthew's RE is embedded into every aspect of the school's curriculum. The school's RE baseline assessments indicate that children entering the Early Years

Foundation Stage do so with very limited RE knowledge or understanding of the Catholic faith. As a consequence of the school's excellent Early Years RE provision pupils get a very good start in RE. This trend is sustained throughout KS1 and Key Stage 2 such that almost all pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.

- Pupil progress in RE is also tracked through RE Levels of Attainment every half term for both individual pupils and also for specific groups of pupils.
- There is clear evidence of differentiation in teachers' RE planning so that pupils of all abilities can make appropriate progress. Analysis of the RE data indicates that almost all groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Scrutiny of the school's RE pupil tracking data, together with a detailed RE book scrutiny and using peer-to-peer moderation and benchmarking data held within the Catholic Schools Partnership, evidence that almost all pupils achieve above average attainment in RE. Pupil progress and attainment in RE at St. Matthew's over time shows a rising trend since the last S48 inspection.
- Teachers set high expectations of pupils and make good use of "driver words" in RE lessons, such as "mystery", "decade", "meditation" as seen in a KS2 class RE lesson on "How we use a Rosary". Similarly very good use of technology linked the lesson to the story of Fatima. A wide array of rosary beads also maintained pupils' interest.
- From their earliest years in the school pupils are gaining increasing knowledge, understanding and engagement with the implications of living out the school mission. As they move through the school they become more religiously literate and more able to express themselves in RE class discussions. Similarly they become more able to reflect spiritually and to think ethically. Consequently they become more actively aware of the implications and demands of living out the Church's mission in everyday life.
- In an upper KS2 RE lesson discussing the symbolism of Pentecost, one pupil said, "The flame is a symbol of power and heat – it reminds us that the Holy Spirit can warm our hearts and give us the confidence and power to be good Christians in our daily lives".
- The school's RE curriculum largely centres upon the diocesan approved RE scheme: The Way, the Truth and the Life. This is further enriched by the addition of other teaching resources such as 'Statements To Live By', RE Today and Cafod projects. Similarly the RE curriculum is further supplemented by out of school visits to places of religious interest. Year 6 pupils also experience an offsite residential visit. Invitations to representatives of religious organisations such as The Zephaniah Trust and Cafod workers maintain pupils' interest in RE.
- Whilst there is evidence of outstanding RE teaching, the majority of RE teaching is not yet outstanding but is never less than good.
- Where outstanding teaching was evidenced, teachers have very high levels of RE knowledge and understanding and can confidently adapt and enrich the basic RE programme of study with more creative teaching strategies than narrow reliance upon the scheme materials alone.
- Good examples of pupils' written explanations of their artistic RE work (based upon the symbols of the Holy Spirit) were evidenced in a lower KS2 RE class. For example, one pupil wrote about her picture: "I have painted a dove at the top. The dove is a symbol of peace. I have painted it above the disciples. The dove is showing everyone to be peaceful to one another".
- In a KS2 CW on the Fruits of the Holy Spirit, good pupil responses were prompted by looking at the fruit of Patience. A picture of a seed growing encouraged good discussion from pupil members of the School Gardening Club who emphasised "it takes a long time for seeds to grow – so you need lots of patience". Similarly when

looking at the fruit of Self Control a pupil said, “I showed self control when playing football and I stopped getting too mad with another player”.

- Classroom observations, discussions with pupils and scrutiny of pupils RE books, evidence that behaviour in RE lessons is outstanding because almost all pupils enjoy their RE lessons and that in line with the school’s mission they are keen to do their best. Almost all pupils concentrate exceptionally well and are rarely off task. They have a very clear understanding of their current RE attainment levels and what they need to do next to improve. This is reinforced by the school’s RE marking policy, aspects of which are tabulated within each pupil’s RE book cover. Pupils are also encouraged to self assess aspects of their own RE progress using the “I can” statements.
- The headteacher’s and RE Subject Leader’s insistence on RE being given the same academic rigor by pupils and staff as other core curriculum subjects-especially literacy – is particularly notable in pupils’ high quality RE creative written work in their RE notebooks and also in the vibrant RE displays in classrooms and public areas of the school. Pupils’ attention to presentation, handwriting and spelling considerably enhances their RE written work. Similarly, prominent display areas in the school are given over to RE where a piece of RE work from each year group on the same RE topic is displayed to evidence and celebrate pupil progression in RE throughout the whole school.
- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops’ Conference in every respect and every key stage, with 10% or more of the school timetable allocated to RE.
- The governing body approve an RE budget which is higher than other core curriculum subjects reflecting the importance given to the subject in the life of the school. The governors support the Catholic Schools Partnership and the Diocesan School Singing Programme and have funded a number of new RE resources for pupils in all classes.
- Governors have also provided additional RE teaching resources for staff such as subscription to RE Today and Fischy Music resources. Similarly governors recognise the importance of attendance on CPD courses which deepen staff and governor knowledge and understanding of the Catholic Life, RE and Collective Worship of the school.
- Scrutiny of RE lessons, pupils RE workbooks, discussions with pupils, staff, parents and governors evidence the positive impact that the school’s enrichment of the RE curriculum is having on pupil’s enjoyment of RE lessons and on their progress and attainment in RE.
- In conjunction with the Diocese of Leeds Vicariate for Education, Leeds Trinity University and the CSPTSA, St. Matthew’s offers outstanding access to CPD opportunities to all staff. The school offers initial teacher training (ITT) placements to student teachers from Leeds Trinity University. Having ITT students in school provides opportunities for middle leaders at St. Matthew’s to practice and further develop their own mentoring and coaching skills as School Based Tutors. Leeds Trinity and senior school leaders train and support the middle leaders. Over the past five years, seven teaching assistants from the school have successfully trained to be teachers. All are now employed as teachers within the CSP.
- The positive impact of CPD training is strongly evidenced in teaching and learning. For example, where teachers have accessed appropriate training courses on delivering a creative approach, teachers exhibit a deeper subject knowledge, stronger self confidence, higher expectations of pupil learning outcomes than where the teachers sole reliance in a lesson is the school’s basic RE scheme.

- Evidence of pupils' outstanding RE creative writing and artistic work is featured in the number of vibrant RE displays seen around the school from the "New Life" in the Early Years Foundation Stage to "Peter's Denial" in the upper KS2 area.
- The school has a very thorough, well established, agreed RE monitoring calendar. This includes scrutiny of RE and CW planning and classroom observations of RE and CW. Informal drop-ins, audits of classroom RE focal areas, scrutiny of RE books, discussions with pupils and questionnaires, scrutiny of pupil progress and attainment data, including peer to peer moderations are also monitored and evaluated. Areas for further development are clearly identified and incorporated into the School Improvement Plan.
- The school's self evaluation of Catholic Life, RE and Collective Worship is accurate.
- Governors monitor RE progress through standing agenda items on the Catholic Life of the school and through headteacher reports. The chair of governors and the RE governor also regularly meet with the RE subject leader and frequently attend school events. The chair of governors has also been keenly involved in governor training activities including governor review days and in peer to peer learning days. Together with the RE subject leader, she has also carried out interviews with pupils and staff, RE work scrutiny's and joint RE lesson observations.
- The RE leader attends regular RE cluster meetings and training courses organised by the Diocese of Leeds and CSP to keep fully up to date with developments in RE. Regular staff meetings are timetabled to keep staff updated on RE issues and to review different aspects of the school's Diocesan Self Evaluation Form (DSEF).
- The RE leader is currently part of a special CSP working group developing new teaching materials on other World Faiths.

COLLECTIVE WORSHIP

Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Collective Worship is given the highest possible priority within the school and is central to the day to day classroom life of all pupils at St. Matthew's school whatever their own particular faith background. It forms the heart of every school celebration.
- Once a week a short voluntary, before school day, staff prayer meeting takes place and as evidenced, this is well attended by staff.
- At the beginning of the school year a detailed liturgical calendar is worked out for the school in consultation with the parish priest. Details of planned whole school and class masses, held in the church or school, and seasonal liturgical celebrations are published on school and parish newsletters.
- The school day provides many opportunities for staff and pupils to pray together. School prayers including the school's mission prayer, are said at the beginning and end of the school day. The Mini Vinnies frequently lead prayers for the younger pupils after lunch.

- All staff attend whole school worships. All leaders and teachers lead CW within the school year. At the end of the school week a celebration worship takes place at which pupils' talents and achievements are recognised. Parents are also invited to attend. At various times throughout the week the parish sister leads Christian meditation in school. This is a profound experience and greatly contributes to the spiritual life of the school.
- Since the last S48 inspection, governors have been very imaginative in remodelling the school building to create a soft play/sensory room and a multi-purpose suite which provides intimate space for class and key stage CW. The suite also houses a very comprehensive, well organised and easily accessible staff RE resource base of RE teaching materials. RE library books for pupil loan are also on open display.
- From their earliest years in the school, pupils become familiar with taking part in CW. A joyfully creative CW was evidenced in the Early Years Foundation 2 Unit on the theme "New Life". A pupil placed the class "peace bag" at the centre of the CW focal point. Following skilful use of driver words by the class teacher, pupils went on to discuss the gift of peace with their talk partner. The CW concluded with a brief reflective silence prior to pupils giving their partners the sign of peace.
- Staff are highly skilled in helping pupils to plan and lead high quality CW. Pupils readily volunteer to lead worships and conscientiously plan and prepare their delivery with confidence using diocesan guidelines and pupil planning sheets. The KS2 pupil leaders incorporated a retrospective self-evaluation aspect of the experience, explaining how they would improve the CW if they were ever asked to repeat it for a different group of pupils – something that they said they would very much welcome doing.
- Pupils enthusiastically respond to and actively participate in the many differing forms of CW they experience at St. Matthew's school be it in class, key stage or whole school form. This is evidenced in the joyful pupil singing and the sustained, contemplative, silences achieved during both pupil and teacher led CW.
- An upper KS2 teacher led CW on "Pentecost and the Holy Spirit" evidenced pupils' enjoyment and vibrant singing of the hymn: "All Over the World The Spirit is Moving". Similarly in a Lower KS2, pupil led, class CW on "Fruits of the Spirit" pupils' enjoyment of singing: "The Spirit Lives to Set us Free" was clearly evidenced. Digital Leaders also become increasingly skilled in the use of technology to help set the mood with appropriate music, photographs and projected words of the hymns.
- As pupils move through the school, almost all gain an excellent understanding of the Church's liturgical year. Appropriate to their age and ability pupils become increasingly confident in leading seasonally appropriate CW for their peers.
- Observations of pupils led CW in KS1 and KS2, including discussions with pupil leaders afterwards, evidence that pupils are very enthusiastic and enjoy the experience. They are very familiar with the use of the diocesan pupil planning sheets.
- In pupil led CW, pupil engagement is enriched by the good use of pupil leader questioning of their peers. For example, in a KS1 CW on the theme of Pentecost, a pupil leader asked her peers "how did the disciples feel when they saw the tongues of fire?" "They must have been shocked!" replied one pupil. Similarly, when asked about the gift of love another pupil commented: "I think that sharing love is when you help someone else".
- Leadership and governance at St. Matthew's is outward facing –always looking for ways to improve the school. It is never complacent and actively welcomes partnership working with other educational institutions for the common good. It is generous in sharing its own expertise with others. It has very high expectations of staff and does

not shy away from asking difficult questions. Governors fulfil their role as “critical friend” in holding the school’s leadership team to account.

- The school has an effective staff Performance Management System in place which also incorporates aspects of the promotion of the Catholic Life, RE and CW in the school, including access to outstanding CPD opportunities for all staff.
- At St Matthew’s School, Christ is put at the very centre of everything it does. By placing Gospel values and the teachings of the Catholic Church into every aspect of school life it strongly supports pupils in the start of their own individual journey of faith as they also journey on into adulthood.