

They articulated an awareness of the importance of key celebrations in school and the parish community throughout the liturgical year. They spoke about the Harvest festival Mass, Christmas celebrations and Sunday Masses with pride.

There is a clear plan for collective worship in the school and by KS2 pupils have experienced many opportunities to contribute to and lead acts of worship. The class collective worship files clearly evidenced pupil planning and preparation of worship linked to RE topics throughout the year. The 'Christian Meditation' programme priority has been successfully implemented throughout the school and pupils are able to reflect on gospel messages. The school is developing a plan to introduce the Pupil Profile. Pupils were able to articulate the importance they place on their school as a worshipping community where parents and parishioners regularly join them for worship and liturgy.

KQ2. How good is provision?	Good
------------------------------------	-------------

The quality of teaching in RE is variable but overall good across the school with most pupils making expected progress. Teachers delivered lessons that were planned in great detail and prepared with a good range of resources to support learning. In the best teaching observed during the inspection, lessons were well planned, had good pace, creative ideas were in evidence and pupils were absorbed in their learning, for example using prayer baskets to create their own prayer space, making a Lenten paper chain, using clay and art materials to respond to scripture and writing prayers for the Lenten Season.

The active involvement of learning support assistants in Religious Education lessons ensures support for pupils, although in most classes the high ratio of adult support impacted on independent learning, leaving children limited scope for choice and self-directed learning.

The school tracks pupil progress against targets identifying variance in assessment data and under-performance. The school analyses the data for each class for teacher use. A book scrutiny during inspection highlighted parity in work between RE and English books. The quality and presentation of pupils' work is consistent across the school but there is little evidence of extended writing and differentiated activities observed in lessons were not evidenced in RE books. In most classes, marking and oral feedback affirms how well pupils are doing but it does not identify how they can move forward with their learning. Peer- and self-assessment are underdeveloped.

The Religious Education curriculum and the wider life of the school enable most pupils to achieve well. Teachers provide a range of activities and experiences, within the school and beyond, which contribute effectively to pupils' spiritual, moral, social and cultural development. The teaching of Judaism, and other projects undertaken by children, help pupils to appreciate equality and diversity. Suitable opportunities are planned for pupils to appreciate the school's Welsh dimension. The use of the Welsh language in Religious Education, prayer and worship is developing. The varied extra-curricular activities, including breakfast and after-school clubs, are appreciated and valued by both pupils and parents.