



Archdiocese of Birmingham

Section 48 Inspection Report

ST CHAD'S CATHOLIC PRIMARY SCHOOL

Part of the St Teresa of Calcutta Multi Academy Company
Hospital Street, Newtown, Birmingham, B19 3XD

Inspection dates: 23-24 September 2021
Lead Inspector: Mark Hinton

OVERALL EFFECTIVENESS:

Good

Catholic Life: Outstanding

Religious Education: Good

Collective Worship: Outstanding

Overall effectiveness at previous inspection: Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- There is a highly effective partnership between staff, parents, pupils, governors, and the parish which has nurtured a very high standard of Catholic life.
- Pupils and staff embrace opportunities to put their faith into action and charitable outreach together with hands-on 'works of mercy' are embedded features of the school's Catholic Life.
- Teachers plan and teach good Religious Education lessons and as a result most pupils make good progress from their starting points.
- Collective Worship is at the heart of the school and pupils are deeply reverent, prayerful, and enthusiastic. Pupils are skilled at organising their own acts of worship and enjoy a rich prayer life.
- The support provided by the parish priest in all aspects of Catholic Life, Collective Worship and Religious Education is exceptional and he helps the school to continuously improve.

It is not yet Outstanding because:

- Teaching in Religious Education does not consistently extend pupils' knowledge and understanding to the point where their learning is exceptionally strong.

- Teaching and the work pupils are set in Religious Education lessons is not yet always closely well matched to individual pupils' abilities and needs.
- Evaluation of the quality of provision is not yet always analysed in sufficient depth so that it drives rapid and sustained improvement.

FULL REPORT

What does the school need to do to improve further?

- Improve teaching in Religious Education so that it is more closely matched to pupils' individual assessments, providing both challenge and support where needed.
- Widen the range of approaches to teaching and learning in Religious Education so that all pupils, including those pupils with special educational needs, make rapid and sustained progress.
- Analyse monitoring information and data in more detail so findings can be used to drive improvements in a more targeted way.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

CL2 The quality of provision for the Catholic Life of the school

- Pupils have a very strong, practical understanding of the school's mission statement 'we grow in the light of Christ to share his love and reflect Gospel values.' Pupils of all ages can confidently explain how their behaviour and kind, charitable actions are inspired by the teachings of Christ.
- Staff throughout the school are exceptionally enthusiastic in the way they uphold and embrace the mission of the school. Every opportunity is taken to link the day-to-day life of the school to the mission statement in a meaningful way and there is a deep commitment amongst staff at all levels to the school's mission.
- Staff and pupils have ample opportunities to contribute to the mission of the school through a wide range of pastoral activities and charitable outreach. Leaders and governors regularly review and discuss the mission statement and ensure it closely reflects the current work and ambition of the school.
- Pupils have an input into the evaluation of the Catholic Life of the school. They help to collect and collate a range of evidence of how the Catholic Life of the school is lived out within the school, parish and wider community. They are involved in

shaping the development of Catholic Life and know that their views are an important part of the school's overall evaluation of its Catholic Life.

- Pupils' behaviour reflects how they embrace the school's mission statement and try to behave in a Christ-like way. Behaviour throughout the school is of a very high standard. Pupils are extremely kind, polite and caring. They are very respectful and attentive in lessons, in Collective Worship and around the school. They are extremely proud of their school and very happy to be a part of the community.
- Pupils have a wide variety of opportunities to lead aspects of the school's Catholic Life. For example, as part of the school's enthusiastic response to the Pope's *Laudato Si* encyclical, the pupils have led on various environmental and community projects that reach out to some of the poorest members of our society. The pupils have chosen to compost fruit scraps and paper, they have grown their own food in the school's raised beds, focused on reusing and recycling and are currently working on developing a nature area. Pupils of all ages can confidently connect these practical actions to the pope's message in *Laudato Si*.
- Pupils have chosen to carry out acts of kindness and charity alongside the staff of the school and, together with staff, devised a simple project to 'feed the homeless' in Birmingham city centre. This involved going into the city centre to hand out hot breakfast food to the homeless. This had a powerful impact on both pupils and staff and has transformed their understanding of what it means to be charitable in a hands-on way. Pupils are very proud of their involvement in this project, what it means to them and what it enables them to do for others.
- Pupils' participation in and enthusiasm for the school's Catholic Life is exceptional. They confidently talk about the many engaging and attractive religious displays and artefacts around the school and make connections between them and the teachings of Christ. The pupils raise funds for a wide range of local, national, and international charities and are very proud of this work.
- The Catholic School Pupil Profile is well integrated into school life by leaders, governors, and staff. Pupils understand the values and can describe how they put them into action in their day-to-day work and life.
- The chaplaincy provision is outstanding in supporting, improving, and upholding the Catholic Life of the school. The parish priest is a central member of the school community. He visits the school several times a week and plays a huge role in supporting the Catholic Life of staff, pupils, and their families. He is highly respected by the pupils, staff and the wider school community and is an asset to the school.
- The parish priest plays a central role in the Catholic Life of the school and takes a hands-on approach to supporting a very wide range of activities. During the lockdown periods, when several pupils were learning from home, he joined staff and leaders in producing videos on themes such as 'faith and sport' and 'God's creation' His outreach includes a weekly newsletter to all the families at the school.
- The level of pastoral care provided for pupils and their families is outstanding. The school provides a safe, caring, peaceful and supportive environment for the pupils. Leaders and staff know their community extremely well and provide a wide range of support and care for the pupils and their families. A wide range of support services are brought in from Catholic organisations, such as the provision of highly effective, dedicated family and behavioural and emotional support workers. During the lockdowns a daily food bank was operated by the school, and this continues as a weekly food bank. Clothing and other essential items are provided for those in need and the school is recognised as a 'School of Sanctuary' for its work to welcome and support pupils who are refugees or asylum seekers.
- The pastoral care of staff and leaders is also exceptionally strong. Staff are highly motivated and dedicated and say they are well supported in their work. They feel their contribution to the school is valued by leaders and governors and there is a

very strong sense of community amongst staff at all levels. Staff say this level of pastoral care inspires them. Governors have facilitated the provision of a spiritual director for the headteacher in recognition of this vital aspect of her leadership role.

- The school is a prayerful community, and its prayer life is evident in all aspects of its work. There are displays of pupils' prayers in classrooms and throughout the school. The individual prayer areas in each classroom are given high prominence and are carefully maintained and decorated. The staff of the school pray together regularly and staff at all levels lead the prayers and reflections. There are regular staff retreats and Masses for staff at the cathedral.
- Pupils' spiritual, moral, and ethical development is extremely strong because the entire curriculum is linked to Catholic Social Teaching. The school has worked hard, together with a local cluster of Catholic schools, to connect Catholic Social Teaching and the curriculum in a meaningful and engaging way. As a result, pupils make strong connections between what they learn in various subjects and Catholic Social Teaching. For example, when learning about World War Two in History during Year 6, pupils learn about refugees. This historical learning is connected to the plight of modern-day refugees and asylum seekers in the local community and the corporal works of mercy.
- The school provides a comprehensive and well-sequenced Relationships, Health and Sex Education curriculum. This curriculum is rooted in the teachings of the Church and as a result, pupils have a strong understanding of the dignity and uniqueness of the human person.
- Pupils have a comprehensive understanding of vocation in the widest sense. Seminarians regularly visit the school to talk about vocations to religious life and past students of the school who have gone on to pursue successful careers return to inspire and motivate current pupils. Pupils' knowledge and understanding of vocations to family life, single life and roles that support the wider community are taught through the Relationships, Health and Sex Education programme.
- Pupils are proud that their school and community is part of the parish life of St Chad's Cathedral. There are regular home, school and parish Masses that are well attended by staff, pupils and families. Pupils have spoken to the parish community during Mass to appeal for donations of food for the homeless and then gone on to distribute the food themselves alongside staff. Staff and parishioners from the cathedral attend Mass in school and cathedral staff come into school as reading volunteers. The partnership between the school and the parish really helps the pupils to feel connected and they speak proudly about being part of the parish community. Pupils regularly visit the cathedral for special Masses and feast days.
- Pupils have high levels of pride in their own culture, faith, and beliefs because of the high level of care taken by the school to be inclusive and welcoming to all. Pupils greet each other in Mass with the message of peace in their home languages and the school values the cultural faith backgrounds of the whole community.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the School

- Leaders and governors demonstrate a very deep level of commitment to the Church's mission in education. They care deeply about the continuous development of the school's Catholic Life and treat it with the utmost importance.
- The headteacher inspires the whole staff team and wider community through her calm, compassionate and determined leadership. Her dedication is a guiding light to the community, and she is well supported and widely respected by the entire school community.

- Monitoring and evaluation are effective. Leaders and governors work together to plan for future improvement. The school has rightly identified that the next step in the evaluative process is to refine its systems for capturing and recording the analysis of findings.
- Findings from the self-evaluation of Catholic Life are rapidly translated into well-targeted development actions. Governors are actively involved in this process and receive detailed reports on the school's progress. For example, leaders and the parish priest identified that some pupils struggled to understand some religious terminology, so the weekly 'Liturgical Words of the Week' were introduced for Key Stage 1 and Key Stage 2. This ongoing culture of self-review helps to ensure that the Catholic Life of the school is of a very high standard.
- There is a highly effective system for the induction of new staff and for the development of all staff. New staff are well supported to understand their role in developing and promoting the Catholic Life of the school. Leaders provide weekly mentoring for new staff and any staff who need support of any kind in developing Catholic Life within their classrooms and beyond.
- Parents and carers can contribute their views via questionnaires and surveys. The parents also really value the accessibility of senior staff before and after school and feel confident to share their views with them. Parents and carers are extremely positive about the Catholic Life of the school and highly praised the school's pastoral work. Parents are proud of the school and are happy to be a part of its Catholic Life in the many ways they can - whether that is supporting charitable outreach, coming into school for special assemblies and prayer services or taking part in school-led initiatives such as the 'forty acts of kindness' project during Lent.
- Governors have a very strong understanding of the quality, value and centrality of the school's Catholic Life. They consistently hold leaders to account and commission detailed reports that are scrutinised and discussed in detail. A range of leaders present their evaluations and reports to the governing body. Governors are also extremely hands-on and are regular visitors to the school, enabling them to witness and experience the quality of the provision.
- Leaders have actively linked the curriculum to Catholic Social Teaching in a meaningful way, which has helped to develop pupils' spiritual and moral development across the entire curriculum. They have also introduced a well sequenced Relationships, Health and Sex Education programme that is rooted in the teachings of the Catholic Church.
- The school fully meets the bishop's requirements relating to the school's Catholic Life.

RELIGIOUS EDUCATION

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

RE1 How well pupils achieve and enjoy their learning in Religious Education**RE2 The quality of teaching, learning and assessment in Religious Education**

- Pupils make good progress in Religious Education during Reception Class and Key Stage 1. Most pupils start school with a very low baseline knowledge of key religious facts and teachers work well to ensure most pupils meet expectations at the end of Reception Class. This steady progress continues in Key Stage 1 and Key Stage 2 where most pupils meet expectations for their age group. By the end of the key stage, some pupils are exceeding age-related expectations.
- Standards in Religious Education are at least in line with those in other core subjects.
- Given their starting points, the large majority of pupils make good progress in Religious Education throughout their time in school.
- All groups of pupils make steady progress in Religious Education, including those pupils who are from minority ethnic groups, disadvantaged pupils, and pupils for whom English is an additional language. Pupils with special educational needs make good progress, though the school recognises it needs to provide them with more opportunities to express their knowledge and understanding in Religious Education using a range of ways.
- Pupils have a strong knowledge of the Bible because of the consistently good teaching they receive. By the time pupils reach the end of Key Stage 2, most of them can use this knowledge to think deeply about what they can learn from the Bible and how to apply this learning to their own lives. The wider curriculum of the school also supports pupils in applying their understanding of the Gospels.
- In some lessons there is a greater focus on learning about Bible stories and less focus on learning from them. When this happens, pupils' learning about how to use and apply what they have learnt from the Bible is limited.
- Pupils are engaged and motivated in the vast majority of Religious Education lessons. This is because teachers usually plan creative and interesting lessons that pupils enjoy.
- Teachers immerse the pupils in biblical passages and help bring them to life with the use of dressing up, drama and role play. Pupils strengthen their knowledge by constantly revisiting the initial question of the lesson and consequently relate their own thinking to the passage being studied.
- Pupils enjoy their Religious Education lessons and demonstrate strong subject knowledge in their books and when speaking about their learning. Pupils in Key Stage 2 describe their lessons as being enjoyable and interesting and told inspectors how much they enjoy learning about the messages in Old Testament stories and discussing what they learn from the Gospels. Pupils in Key Stage 1 describe how

they find Religious Education lessons to be a peaceful time where they enjoy learning about Jesus because "he is so special."

- The quality of pupils' written work is good. Their work is usually neatly presented and completed in full.
- Teachers in all classes have strong subject knowledge because of the high level of support provided by leaders, including the subject leader. This enables them to help pupils to make good progress in most lessons. Teachers design their lessons around 'big questions' that challenge and extend pupils' thinking.
- Leaders have a clearly articulated vision of what teaching and learning in Religious Education should look like at St Chad's. As a result, teachers use a range of teaching strategies to engage pupils in the lesson content. Sometimes there is an over-reliance on written work and some pupils, including those with special educational needs, would benefit from using different ways to express their knowledge and understanding.
- Most Religious Education lessons are often well-paced. As a result, pupils have time to consolidate their previous learning and complete their current work. In some lessons teachers' introductions are either too long or overly detailed and this limits the amount of work pupils can complete, subsequently this impacts negatively on their capacity to deeply embed new knowledge.
- Pupils sometimes struggle with tasks that are too challenging in Religious Education and at other times the work set is too easy for some pupils. Throughout the school there needs to be a consistent, sharp focus on challenging and supporting pupils at the right levels.
- The whole school policy of designing lessons around key questions is effective in making learning clear. Many teachers skilfully return to these questions throughout the lesson resulting in the pupils developing a good understanding of the key concepts that have been taught.
- Teachers enable pupils to evaluate their own learning by asking reflective questions at the end of the lesson designed to capture pupils' learning. Pupils usually respond to these questions in their books and then review them at the start of the next lesson with their teachers. These questions are most effective when they are specifically targeted around teachers' assessments of an individual pupil's knowledge and understanding.
- A range of resources is used within lessons, for example in a Key Stage 2 lesson a carefully chosen piece of religious art was used very effectively to help pupils to think deeply about the Sacrament of Reconciliation. In Reception Class, following the introductory prayer and teacher input about the theme of Creation, pupils were engaged in a range of thoughtfully planned activities such as printing with leaves, making animals with play dough, drawing pictures to celebrate God having created them as human beings and drawing and painting colourful pictures of God's beautiful Creation.
- Teaching assistants provide useful support to pupils and help them to access their learning in an ability-appropriate way. The quality of support provided by teaching assistants throughout the school is of a high standard because of their strong subject knowledge and dedication to the school's mission. They make a positive contribution to the good standard of Religious Education provided at St Chad's.
- Whole class feedback is widely used to celebrate effort. Whilst pupils are individually asked to reflect on their learning and are set reflective questions at the end of their tasks, individual feedback does not always help them to clearly identify the strengths and areas for improvement in their work.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Leaders and governors have accurately self-evaluated Religious Education to be good.
- Religious Education meets the requirements of the Bishops' Conference of England and Wales and the additional requirements of the diocesan bishop.
- Governors ensure that Religious Education is comparable to other core subjects in terms of resourcing, staffing and status.
- There is a planned and well-established cycle of monitoring and evaluation in Religious Education.
- The subject improvement plan for Religious Education reflects an accurate overview of the monitoring that has taken place. Performance data in Religious Education has been analysed and used to inform the actions in the improvement plan. The subject leader recognises the importance of resuming monitoring activities, such as lesson observations, that had been suspended during the time of restrictions on mixing within schools.
- The subject leader attends governors' meetings and presents a comprehensive report about the quality of Religious Education in the school. Governors are updated about the progress of the subject improvement plan, and they challenge leaders appropriately. As a result, the governors have an accurate understanding of the quality of Religious Education.
- Leaders and governors rightly value the subject leader's role and provide dedicated release time for her to undertake her Religious Education subject leadership duties.
- The subject leader has strong subject knowledge and a real commitment to ensuring Religious Education is taught well at St Chad's. She has provided practical support to Early Career Teachers and runs an 'open door' support session for any staff needing help with any aspect of teaching and assessing Religious Education. She has an accurate understanding of the quality of Religious Education provision at St Chad's and has devised an effective action plan to help to continuously improve the provision.

COLLECTIVE WORSHIP

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

CW1 How well pupils respond to and participate in the school's Collective Worship**CW2 The quality of Collective Worship provided by the school**

- Heartfelt prayer is a central part of school life at St Chad's for the entire community. Staff pray together before school and pupils pray with great sincerity, respect and reflectiveness throughout every day. As a result, prayer makes a positive contribution to pupils' spiritual and moral development.
- Pupils' response to collective worship in its many forms is overwhelmingly positive. They are extremely reverent and respectful during all acts of collective worship and they respond enthusiastically to the many opportunities they are provided with to worship.
- During whole school Mass the pupils listen attentively to the parish priest. They sing enthusiastically and prayerfully, and willingly ask and answer questions when invited to do so. The pupils have an excellent relationship with the parish priest and his warm and engaging manner helps the pupils to access the message of the Gospel in a very purposeful way.
- Key Stage 2 pupils are helped to engage with Mass during a short session in the hall before Mass starts. They explore the Gospel themes and consider questions about the message of the Gospel that encourage them to think deeply. As a result, the older pupils can confidently explain the impact of the Gospel upon their thinking and behaviour.
- Pupils take the lead in reading at Mass. Their artwork is also used during the celebration. Their behaviour during Mass is excellent; this is because the staff set such a positive example for them to follow – all staff without exception are very positive role models of prayer, respect, and reverence.
- Pupils thoroughly enjoy planning, organising, and leading their own acts of Collective Worship and this is a well-embedded feature of school life. Pupils select their own readings, create their own prayer displays and ask questions of each other. The invitation to spontaneous prayer is well responded to by pupils of all ages. In both Key Stage 1 and Key Stage 2 pupil-led Collective Worship is of a high standard and pupils can explain in detail the process they go through to organise their own prayers and liturgies.
- Leaders and governors place great emphasis on the centrality of Collective Worship to the life of the school. It is extremely well prepared and well led. During the lockdown periods the school and the parish priest went to exceptional efforts to ensure that pupils and their families were able to be a part of Collective Worship using online broadcasting. During the period of restrictions upon mixing within schools, Mass was celebrated for one class at a time and Holy Communion was

distributed safely to other classes who had joined the Mass online from their classes.

- Pupils' responses in whole school assembly are equally prayerful and reverent. This is because worship is very thoughtfully planned and connections to the school's Catholic Life, Religious Education and broader curriculum are made. Carefully selected music and religious art are chosen to enhance these celebrations and pieces of scripture are used to make connections between the theme of the assembly and the Gospels.
- Spontaneous prayer, meditation, pupils writing their own prayers and traditional prayer are all central features of Collective Worship and the wider prayer life of the school. Pupils really value the many opportunities they are afforded to pray and describe them as "peaceful" and "times to be close to Jesus". Whilst traditional prayer is taught effectively, pupils would benefit from recording the prayers they learn in age-appropriate ways so that they can refer back and recall them throughout the year.
- The school is driven by the Liturgical Year and the pupils have an excellent grasp of the various seasons and the meanings behind them. Displays throughout the school are liturgically themed and are changed in time with the seasons. These displays of pupils' writing, prayers and artwork are stimulating, well presented, and engaging - and upon entering the school, pupils and the entire community are immersed in the liturgical season.
- Collective Worship is similarly driven by the Liturgical Year. The school holds special assemblies in school and Masses at the cathedral during Advent and Lent. At Christmas, for example, pupils' shared readings at the cathedral and made connections to social action by reminding the congregation that Mary, Joseph, and the baby Jesus were refugees. Pupils can make connections between the Christmas readings and the experiences of families within their own community. They feel pride in sharing this connected learning with the congregation at the cathedral.

CL3 How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

- Leaders' strong and thoughtful understanding of the Liturgical Year means that pupils experience a vibrant prayer life that is a central feature of the school.
- Leaders are very effective in ensuring that Collective Worship is accessible to all the pupils. Opportunities to use home languages within worship, celebrating Saints from all around the world and carefully chosen contemporary and traditional hymns and music all contribute to pupils' very high levels of engagement.
- The headteacher is a strong, visible, and engaging leader of prayer and worship and is a positive role model. Her warm, personable, and confident approach inspires the pupils and staff.
- Leaders ensure that pupils have extensive opportunities to plan, organise and lead their own acts of Collective Worship. These skills are systematically taught.
- Leaders and governors ensure that staff professional development is kept up to date by facilitating their attendance at local and diocesan training, relevant to their roles. Leaders and governors also ensure that their own knowledge and understanding remains current through appropriate training.
- Collective Worship is monitored in several ways. Whilst monitoring is effective in bringing about continuous improvement to Collective Worship, leaders now need to analyse their findings in even greater depth to sharply pinpoint the most critical development priorities.

- Leaders at St Chad's are meticulous in ensuring the school embraces diocesan initiatives relating to Collective Worship. The school is fully compliant with the additional requirements of the diocesan bishop in this area.

SCHOOL DETAILS

Unique reference number	148440
Local authority	Birmingham
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	199
Appropriate authority	The board of directors
Chair	Frances McGarry
Headteacher	Martina Parker
Telephone number	0121 464 6554
Website address	www.stchadsprimary.co.uk
Email address	enquiry@st-chads.bham.sch.uk
Date of previous inspection	8-9 June 2015

INFORMATION ABOUT THIS SCHOOL

- St Chad's is a smaller than average primary school serving St Chad's Cathedral parish in Newtown, Birmingham city centre.
- The percentage of Catholic pupils is currently 46%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is broadly in line with the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- The school became part of the St Teresa of Calcutta Multi Academy Company on 1 September 2021. Since the last inspection a new headteacher and a new subject leader for Religious Education have been appointed.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Mark Hinton and Paul Madia.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across 7 Religious Education lessons to evaluate the quality of teaching, learning and assessment. All these lesson observations were conducted jointly with senior leaders.

- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, vice chair of governors, the Catholic Life link governor, the headteacher, the RE subject leader, parish priest, parents, and carers.
- The inspectors attended a whole school Mass, pupil-led class-based worship, whole school Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, minutes of governing body meetings, the RE action plan and teachers' planning.