

CSI – Pupils' Responses.

Governors present were Julia Evans and Tricia Opalko

Questions

CATHOLIC LIFE AND MISSION (CLM)

PUPIL OUTCOMES

- 1.1) Pupils understand and embrace the distinctive Catholic identity, charism, and mission of their school. They value it greatly and are able to tell its unique story as part of the local and universal Church. Their active participation significantly enhances the Catholic life and mission of the school.

We were able to speak to a group of Y5 and 6 pupils. They were able to clearly and confidently express their ideas and opinions throughout. They were religiously literate. Through their work on the environment and charity funding they showed they were ethically aware.

What makes our school different from a school that isn't Catholic?

We focus on religion, mainly Catholic religion. We know God is in everything we do.

We: do Liturgy of the Word; attended the Good Shepherd Mass at Portsmouth Cathedral; do lots of charity work: have weekly hymn practice.

What does being a Catholic school mean to you?

I feel safe in a Catholic school because God is with me. When I am struggling with anything e.g. work, I can pray. I like finding out about my religion. (***Evidence here of a desire to deepen learning***) Everyone is positive and lives out the CST principles.

How would you describe our school to someone who has never been here before?

We help each other; everyone is so nice and supportive e.g. teachers are kind and helpful. It is an encouraging school e.g. when I was on the rowing machine everyone was cheering me on. Even when you don't win at sport everyone hugs and congratulates you. We embrace every religion.

- 1.2) Pupils can clearly express an understanding that they are valued and cared for as unique persons, made in the image and likeness of God. They are happy, confident and feel secure.

What does it mean when we say everyone is made in God's image?

We believe that everyone is equal, no matter our race, gender or religion. Everyone should be helpful and loving, just as God is.

How do you know that you are valued in this school? What makes you feel important or special here?

Everyone gets to be a Champion Champion to celebrate our good behaviour or work. We are always picked for groups-no one is left out. We are encouraged to be kind and helpful by teachers. If we are in trouble, after discussion on how to improve, a line is drawn under it and we are forgiven. If we have friendship issues teachers will keep checking on us. Other children are forgiving when we have argued.

- 1.3) Pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school's own particular charism. As a result, pupils flourish as they seek opportunities to grow in virtue. They gladly embrace their personal responsibility to care for our common home, pursue the common good and serve those in need.

Can you give an example of something Jesus taught that we try to live out here? What things do we and have we done here to help people who are in need?

We have the discipleship challenge; pupils are trying to do something extra e.g. some children organised a sale of second hand children's toys, books etc after Sunday Masses for WORK. Others ran a hot chocolate stall after school for the Guardian Angel charity. We learn how to live through the Beatitudes and CST principles. In scripture we learnt about the house built on sand and rock-it tells us to build on our faith, love Jesus and go to church to be better people. In the Good Samaritan parable we learn to put other peoples' needs before our own. The 10 commandments teach us rules for good living.

Why do you think looking after the world is part of being a Catholic school?

In the creation story in Genesis it shows us that we have to look after our world. We have an eco group who undertake litter picking etc. We have an eco-fashion show based on the Earthshot prize which creates sustainable solutions; we recycle materials to create fantastic costumes. We can recycle, turn lights off and pick up litter at school and at home.

- 1.4) Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally, and globally. They can clearly articulate the theology underpinning their actions.

Can you tell me about something pupils have led to help others?

Pupils lead assemblies and worship e.g. in a recent assembly we focused on Jesus and how He can help us using a guided meditation. The children had to meditate on how Jesus loves us and is always with us. The Chaplaincy team undertake prayer sessions with volunteer pupils; they create prayers together. We have also organized the Discipleship challenge and set up a photograph challenge "Where do you see God".

What has Jesus taught that encourages us to take action to help others?

When Jesus washed the feet of His disciples he taught us to consider the needs of others before our own. In the feeding of the 5000 we learn that self-sacrifice is important. We collect for Foodshare to ensure everyone in Maidenhead has enough to eat. In Matthew 25 we learn that when we are helping others we are doing it to Jesus.

PROVISION

- 2.9) The provision for R(S)HE is carefully planned to ensure that it fully meets diocesan requirements, is firmly rooted in the teaching of the Church, and celebrates a holistic vision of the human person. As a consequence, pupils are able to confidently articulate what they have learned in these lessons.

What have you learned in your PSHE lessons that you think is important for your life?

We shouldn't put pressure on others to do what we want. We focus on emotions that we might have eg anger or sadness, and how we might deal with them. We shouldn't be jealous of the talents of others.

How do your PSHE lessons link to what the Church teaches?

We should all respect each other. Always be yourself and look after yourself. Don't be afraid to show you are a follower of Jesus. At church we pray and listen to scripture and go home in a different frame of mind. PSHE is like that.

RELIGIOUS EDUCATION (RE)

PUPIL OUTCOMES

- 1.4) Pupils can speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. As a consequence, they ask incisive questions of adults and peers, which indicate an innate curiosity and a desire to deepen learning.

Find a lesson/piece of work that you enjoyed/are proud of. What did you learn in this lesson? Can you explain any new vocabulary that you learnt?

Some responses were:

- I learnt about Singapore, I did good research, neat presentation and received a gold card.
- I learnt more details about Judas betraying Jesus. I also learnt about the 10 Commandments and how I could use them to improve my way of life.
- In my work I talked about God's message to us. I wrote nearly two pages mentioning about role models and linking it to the CST principles.
- I am proud of my recipe for what makes a good home. Love, care and family are the most important.
- I wrote about the apostles making a speech about the importance of loving and forgiving. That's what I try to be.
- I wrote one and a half pages on whether it is always easy to be a person of God. The hardest thing is following the 10 Commandments. Praying for others means the Lord will help you in some way; for the Lord works in mysterious ways in life.
- To explore the revelation of Jesus Christ we had to write a letter to our future son or daughter saying what happens when you are baptised. I liked doing this. You had to think of sentences to describe your son or daughter. I related the qualities I would want for my child to the Advent candles-hope, peace, love and joy.
- The piece I was proud of was a poster about John the Baptist saying what he was like and what he liked and disliked.

Has anything in RE made you curious or want to find out more? Why?

- I like finding out about charities and finding out about the marginalized. I would like to find out more about the CAFOD workers, who are they, what do they do?
- I would like to find out more about the life of John the Baptist
- I wanted to find out more about St Kateri Tekakwitha (patron saint of care for creation) as I thought she sounded interesting so I did some research at home.
- I wanted to find out more about Oscar Romero so I did some research at home and presented a speech to my class.
- I wanted to find out more about the charity called Emmaus. So I did some research and found that they help homeless people restore their lives.

- 1.9) Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress.

How do you know how well you're doing in RE?

We get feedback at the beginning of each lesson based on our work in the previous lesson. The teacher will come around the class when we are working and if needed will tell us how to improve our work e.g. include examples of CST principles. Sometimes our work is marked in green pen with a comment on how to make work better. Good work is sometimes displayed under the visualiser to share on the smartboard. Teachers use marking diaries to write comments for improvement.

Can you give an example of feedback your teacher gave you and what you did with it? How has your RE work improved since last year? / What can you do now in RE that you couldn't do before?

I am doing more expanded answers after teacher feedback. All children feel that they are writing more than they were at the beginning of the year and that they are expected to provide more detail in their work. In most cases the teacher had told them that they had improved; in feedback the word 'quality' would be used to describe this improvement-the children felt proud of this. Teachers would normally go round the class helping the children to improve. Classes in Y5 and 6 are now set. One child felt she could work at a faster pace and the work was more challenging, whereas another valued the slower pace where she felt she was on the same page as others which gave her more confidence.

PROVISION

- 2.5) Celebration of effort is clearly evident, leading to high levels of motivation from pupils. Teachers provide pupils with relevant and specific feedback which ensures that all pupils clearly understand what they need to do to make progress in their learning.

How does your teacher show that your effort is valued? What happens in this school when someone tries really hard in RE?

Work is stamped with 'marking diary' which means the work has been checked. Y5 are awarded with gold cards or are awarded Campion Champion status. Work might be read out.

COLLECTIVE WORSHIP (CW)

PUPIL OUTCOMES

- 1.2) Appropriate to their age and capacity, pupils have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection, and liturgical music. They demonstrate an excellent understanding of the shape and meaning of the Church's liturgical year and how it is expressed in the prayer life of the school.

What different ways of praying do you use in school?

For Worship we sit in a different way or place so we know it is a special time. We meditate. We do formal prayers e.g. at the beginning and end of the day and before lunch. We have hymn practice-St Cecilia said to sing is to pray twice. We pray the rosary in May and October. We have a class prayer book-every pupil takes their turn in taking it home and creating prayers with their family which are then shared with the class the following week.

How do we use things like scripture, silence, music or symbols when we pray?

These are used regularly in our worships.

How does our prayer life change during seasons like Advent or Lent?

In Lent we might say prayers to help us keep the promise we have made whereas in ordinary time we might just pray for strength. In Advent we might pray about the coming of Jesus at Christmas. In Lent and Advent we attend the sacrament of Reconciliation in church. The colour of the cloth on our prayer table and in church changes to purple. We also do the Stations of the Cross in Lent.

- 1.4) Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language.

Question ideas:

Can you think of a time when something from RE or another subject linked to worship?

Teachers will sometimes link CST principles to our lessons e.g. a lesson on deforestation in geography was linked to care for creation. When we read the book Kick in English we wrote letters to footballers suggesting that they buy fairtrade products.

Why do you think prayer is important for the whole life of the school, not just worship time?

It helps children to reflect on their actions. I find whole school assemblies effective – we focus on stories from the Bible and how they can teach us to live a good life.

- 1.5) Pupils readily reflect on their experience of prayer and liturgy with confidence and in detail. They can clearly articulate the ways in which these experiences have shaped how they think about themselves and the world and how this has inspired them to action.

Question ideas:

Can you tell me about a time of prayer or liturgy that was meaningful to you?

Has prayer ever changed the way you think about yourself? How?

Has worship ever made you think differently about something happening in the world?