

Pastoral care in the school is exceptional

INFORMATION ABOUT THE SCHOOL

Woldingham School is an 11-18 all-girls Independent Catholic school which welcomes

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

- ◁ Students of the school demonstrate a genuine sense of belonging to the Catholic community. They identify with and are proud of the five goals of the Sacred Heart: Faith, Community, Intellect, Social Awareness and Personal Growth. They actively share in developing and celebrating the mission of the school through student voice, Sacred Heart representatives and committees such as the Eco Committee. The Ribbons team act as ambassadors of service as well as leading and supporting the liturgical life of the school.

- ◁ Students enthusiastically talk about the school's Catholic character and show that they recognise the school's Sacred Heart heritage and what this means to them in their daily living. They are proud of their school. One student commented that the school gives students

- ◁ Behaviour at the school is exemplary and students show through their daily actions that they are living out the school's values. Students are kind and considerate to each other and enthusiastically take part in the school's student support systems such as peer mentoring and the buddy system which was set up by the 6th form to support students in Years 3

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- ◁ Staff report that they are proud of the way the Catholic Life is lived out at the school, the way that the Sacred Heart values are made so explicit and the way that all are valued. The school chaplain is a strength of the school and staff report that he is always available to provide pastoral and spiritual support and guidance to students and staff. He is a highly valued and respected member of the staff team.

- ◁ The school is a calm and joyful place and the strong sense of community is something that students recognise and feel. Most noticeable is the way that the girls speak with such openness and confidence about their school, highlighting aspects of school life that they cherish, "our values, our community and our inclusiveness" and suggesting ways for further developments. The

THE QUALITY OF RELIGIOUS EDUCATION

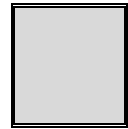
- ◁ How well students achieve and enjoy their learning in Religious Education.
- ◁ The quality of teaching and assessment in Religious Education.
- ◁ How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- < During Mass students are reverent and respectful and a number are active in their support roles. During the Mass attended by inspectors the first reading was powerfully read by a student.
- < Students recognise and value the opportunities they are offered to attend the chapel for personal reflection time and prayer, for example lighting a candle for personal prayer intentions, or using the prayer tree during November. For boarders, night prayers are an important part of the evening's rituals. Students recognise and enjoy the value of the annual day of reflection which is organised for every year group.
- < Students are proud of the school's Sacred Heart prayer which is recited regularly and known off by heart.

- < The range of worship and prayer opportunities is wide, and students and staff are supported to become increasingly involved.
- < Year 7 students are introduced to the elements of the Mass by the Head of Year and school Chaplain in a planned induction programme, so that they can understand and engage fully in school worship.
- < Worship and prayer life are carefully planned so that these experiences are threaded through the life of the school and throughout the school year. The liturgical year drives the themes of the worship in the school. A detailed plan is prepared by the Chaplain and sets out the timetable for school liturgies, prayer times and days of reflection.
- < Students experience a variety of worship and assemblies, many of which are student led. In most cases assemblies and tutor led reflection sessions are based on scripture and the Chaplain provides excellent support in this regard. This practice should be extended to all assemblies to ensure that scripture forms the central tenet of all the worship experience in this Catholic school.
- < Students receive a wide range of experiences to help develop and sustain their prayer life and the annual day of reflection is valued by students who spoke enthusiastically about how this helps them develop as individuals.
- < Although students are not all able to speak with confidence about the various prayer forms that exist, this is an area that is being developed by the Chaplain. Students recognise that prayer is both personal and communal and the school is working to extend students' personal prayer in the future. An excellent booklet setting out the school's Sacred Heart values and incorporating a range of prayers for everyday living as well as students' own prayers, is to be given out during Lent to support staff and assist in furthering the prayer experiences of the students.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education



Catholic Life



The extent to which students contribute to and benefit from the Catholic Life of the school.



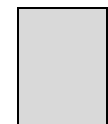
The quality of provision for the Catholic Life of the school



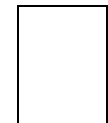
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.



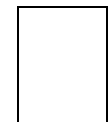
Religious Education



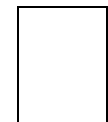
How well students achieve and enjoy their learning in Religious Education.



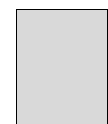
The quality of teaching and assessment in Religious Education



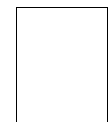
How well leaders and governors monitor and evaluate the provision for Religious Education



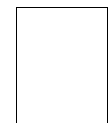
Collective Worship and Prayer Life



How well students respond to and participate in the school's Collective Worship and Prayer Life.



The quality of provision for Collective Worship and Prayer Life.



How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

