

**DIOCESE OF PLYMOUTH  
VICARIATE FOR EVANGELISATION CATECHESIS AND  
SCHOOLS**

**Section 48  
INSPECTION REPORT**



Sacred Heart Catholic Primary School  
Cecil Road  
Paignton  
Devon  
TQ3 2SH

URN 140749

Head Teacher: Helen Brown  
Chair of Governors: Julie Burnard

## Introduction

The inspection of Sacred Heart, Paignton was carried out under the requirements of the Education Act 2005, and in accordance with Plymouth Diocesan Framework and Schedule for S48 inspections, approved by the Bishop of Plymouth.

## Context for the Inspection

Sacred Heart Catholic Primary and Nursery School is an average sized primary with 251 children on roll and serving the community of Paignton and surrounding areas. Although most of the children are from a white British background 10% of the children have English as an additional language. 19% of the children are in receipt of free school meals and 33% of children are in receipt of pupil premium funding. 11% of the children are recognised as having SEND (Special Educational Needs/Disability) and the school has 8 children with a Statement.

Since the last inspection the school has become a part of CAST (a multi academy trust incorporating all the Catholic schools in Plymouth Diocese).

The Head Teacher has been in post since September 2010

<b>Key Finding Grade 1:</b>
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<b>John 13:14-15</b>
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**“If I the Lord and Teacher have washed your feet, you are also to wash one another’s feet. For I have set you an example that you should also do as I have done to you.” John 13:14-15**

*The night before he died Jesus washed the feet of his disciples. Peter, one of the disciples was affronted. To wash another’s feet was the lowest job of all, one done by the servants. Jesus, as the leader of the community he was about to establish, was very clear. The call to Christian ministry is a call to service, a humbling act of giving to one another. Unless we can serve our brothers and sisters we can have no part of in the life of Christ. A secular understanding of leadership often results in a top down mentality and little shared responsibility. The Christian community however, is one where those in authority act out of their desire to serve, not to be served. The message of serving one another permeates the whole community.*

The above commentary on John 13:14-15 truly reflects the life and witness of Sacred Heart Primary School. Spending time in this community is a privilege. The quality of witness is tangible in the relationships that exist amongst the adults and children of this community. The school’s mission statement ‘Everyone is Sacred’ is a genuine expression of what this community believes. As a consequence, the message and presence of Jesus Christ determines every action and decision made within this community.

The open, warm and honest disposition of the Head teacher enables adults and children alike to grow in their own confidence and ability to be welcoming, loving and generous in their desire to be a community which is faithful to the Gospel.

On every level, Sacred Heart is a school which is firmly rooted in the mission of the Church and demonstrates what it means to live the Gospel and to walk in the footsteps of Christ. The school faces many challenges with an increasing number of children attending the school who

have very particular needs. The school works consistently hard to encourage parents and carers to engage with their children's education. The school is committed to improving standards and ensuring that children are provided with high quality teaching and opportunities to access learning so that all children can make progress. This commitment is firmly rooted in a belief that the Christian community is called to recognise that every person is special and deserves the best. Learning across the school is supported by a rich liturgical and reflective prayer life which is valued and appreciated by children and adults alike.

### ***Summary of Key Findings***

- The spirit of the gospel permeates every aspect of school life. This is tangibly evident in the school's belief that 'Everyone is Sacred' and ensures that all members of the community are supported to achieve their potential, regardless of background.
- Parents, visitors and professionals all comment on the school's atmosphere which is rooted in faith, hope and love.
- Relationships within the school community are highly positive and contribute to the success and ethos in a variety of ways. Children speak freely about the way they feel cared for by the adult community. They comment on how safe they feel, listened to and understood.
- An attitude of generous self-giving pervades the school. On numerous occasions this openness to one another could be seen amongst members of staff. New teachers spoke highly of the support they receive from other members of staff.
- Although behaviour on the part of some children can be challenging, the commitment the school has to understanding what triggers this is borne out in the number of staff who have received 'THRIVE' training and the work done with all staff to ensure that they understand how to manage and work with children who present with difficulties. Throughout the inspection adults were observed gently but firmly and effectively working with such children so that, not only could they access their learning, but other children were not prevented from making progress in difficult circumstances.
- The school is continuing to invest in THRIVE, a national programme which seeks to ensure that every child feels valued, appreciated and involved. The impact of this investment is that the whole staff group is committed to working as a cohesive whole to ensure that the needs of every child are met. As a result, children feel safe and confident that all adults will know how to respond to them, particularly when they are struggling or distressed. Safe guarding is given a particular prominence in the school and as a consequence children feel safe and cared for. The school has just invested a considerable amount of money to create a well-being/nurture lodge for the most vulnerable children with professionals on hand to work with parents, carers and children in a supportive and well managed framework.
- The Catholic life of Sacred Heart pervades every aspect of school life. Excellent relationships with the Parish Priest and Parish ensure that children and adults feel welcomed by the wider Church community and can themselves contribute to it. Throughout the school focal points, religious art and a variety of artefacts contribute overtly to an appreciation that this is a Catholic School. Letters from the Vatican and Westminster, as a response to children writing to the Pope and Cardinal Vincent, are proudly displayed. The faith life of the school is further enhanced by a varied and rich liturgical life. Children respond extremely well to what they are offered and can be seen to be growing in their faith and spiritual lives.
- The quality of teaching and learning is very positive. Teachers work hard to provide children with stimulating and engaging lessons. Teachers take care to know their children and respond to their needs by planning inclusive but challenging lessons.

- Children have a strong voice within the school and are encouraged to take on a variety of ambassadorial roles which enable them to grow in a sense of responsibility and service to the school community and beyond.
- During the inspection across the school children's behaviour was generally exemplary and those who found it more difficult were supported to deal with their emotions and anxiety.

<b>Areas of Focus for Development</b>
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- Continue with current excellent practice and forge stronger links with the wider community, including an international community.

<b>Sacred Heart as a Catholic Community</b>
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<b>(Welcome, Welfare, and Witness)</b>
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<b>Grade 1:</b>
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<b>John 13:14-15</b>
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The gospel passage selected for this grade is Jesus washing the feet of his disciples and telling them that they must do the same if they are to be his friends. Sacred Heart is a school where there is an absolute commitment to 'washing the feet' of all who come into the school. The quality of welcome, welfare and witness is tangible and will be clear from looking at the key findings. The adult members of the community have made a conscious decision to serve in all dimensions of school life and do so with love, warmth and compassion.

The quality of welcome in the school is reflected in the manner in which it embraces children with a diverse range of needs. These may be to do with language, emotional and behavioural needs or physical needs. All children are considered to be unique and special and those who are particularly vulnerable find themselves in a place where adults will always go more than the extra mile for them. The quality of 'welcome' at Sacred Heart is very much a disposition of everyone in the school, both adults and children. The evidence for this could be seen in the way that adults and children engage with one another and how warmly the school has engaged with the parish and vice versa, particularly in relation to a new parish priest who has embraced the school with affection. Within the school adults consistently demonstrate their capacity to listen and be available to children and one another. Although perhaps not able to articulate it in these terms, the school has a strong sense of what it means to live Catholic Social Teaching, hence the fact that this is a community that believes in serving one another in the most humbling of ways.

Induction within the school is strong. New staff are supported to integrate and embrace the ethos of the school. Mentoring, budding, time and on-going support for people in any kind of new role, ensures that the adults know what is expected of them and know also where they can turn to for advice and guidance. NQTs have a dedicated NQT mentor who ensures that they are provided with all the support they need to successfully complete their first year of teaching. The head teacher has a strong open disposition that encourages people to share their thoughts, concerns and ambitions, knowing that they will receive a sensitive and generous response. This quality of openness extends to the parents and the children ensuring that needs and difficulties are responded to quickly and compassionately by all of the adults. In addition to the induction of adults, new children, particularly in foundation stage are offered a series of transition mornings to enable them to feel at ease within the school setting. In addition, because of the vulnerable nature of so many of the children transition between year

groups is carefully planned and facilitated, highlighting again the dedication of the staff to the children.

Communication within the school is highly effective. Parents are kept informed of what their children are learning, other events and causes for celebration through a weekly 'Friday Flyer'. Regular meetings within school ensure that staff are kept informed of changes or developments within the school to ensure that they can remain focused on their roles. This includes meetings with MTAs and TAs so that they are kept up to date, particularly in relation to new pupils joining the school and children who need particular care and attention. To enable all parents to fully understand what is happening the school now offers free English lessons to parents for whom English is a second language.

The school has many links with the local community reaching out in a variety of ways, most notably through its charity work. Each class has its own charity that they fundraise for throughout the year. One pupil commented, 'We are taught to follow Jesus by thinking of other people and caring for them.' The school supports Shelter Box, The Shoe Box appeal, CAFOD 'Run for Women' and Traidcraft. The school is currently seeking to forge links with a school in another part of the world. Children are nurtured and encouraged to see the needs of others and are growing in their appreciation of what they have and what others lack. Through liturgy and prayer times the children are enabled to reflect on these needs and as a consequence have a heightened awareness of what is important and how much influence they might have in supporting others.

In addition to the charitable work that the school engages in, it also supports community events and has regularly participated in musical events. Although the school has no music teacher it was successful in winning the BBC Devon Carol Singing Competition and went onto sing at Exeter Cathedral. Professionally the school is an active member of the CAST Cluster for Devon, works closely with other local schools and individual members of staff contribute effectively to on-going professional development for teachers within the community.

### **Focus for Development**

- To develop the new nurture centre so that it becomes a beacon of excellent practice for the community.
- To forge links with another school either abroad or within an inner-city area of the country.

<b>The School as a Catholic Community – Leadership and Management</b>
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<b>Grade 1</b>
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<b>John 13:14-15</b>
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Rooted in a deep sense of what it means to be and live as a Catholic Christian, the Head Teacher unashamedly believes that leadership must come from a desire to serve others at its most profound level. Her deep, personal faith guides her and enables her to strive for the best possible outcomes for every child who walks through the doors of Sacred Heart Primary School. Her approach permeates everything that happens in the school and draws everyone into a similar way of being. As a consequence, this absolute commitment to service is shared by all staff ensuring that children are educated in the context of a caring, challenging and nurturing environment rooted in gospel values.

The dedication of the leadership team at Sacred Heart leads all adults within the school to respond positively. As a result of feeling valued and appreciated they are equally committed and dedicated to meeting the many demands made on them. There is, at Sacred Heart, a strong sense of shared mission, purpose and vision. This leads people to be self-evaluating, open to monitoring and willing to engage in searching analysis. Thus the school has sound systems in place to ensure well-focused plans are guided by gospel values. The school has in place an ethical appraisal system enabling the leadership team to identify and support wherever possible the training needs of the staff. Again this ensures that staff feel valued and appreciated.

The governors are a well-established group of people who have a healthy appreciation of what it means to be a Catholic School. There are effective systems in place for governors to evaluate the effectiveness of what it means to be a 'critical friend' to the school and they can articulate this when needing to. Their capacity to challenge where necessary ensures that the school remains focused in its mission and purpose.

The RE Leader within the school is an asset. Although she has only been in the role for two years, her work is already proving to be effective. Staff feel supported by her and can turn to her for guidance, knowing that she will always have time for them and the wherewithal to assist them in the best way possible. Her own personal demeanour exudes a desire to serve and her generous commitment is to be commended.

### **Focus for Development**

- For all in leadership to be grow in their capacity to articulate what they do in terms of Catholic Social Teaching so that other may understand more fully why they are so effective.

<b>The School as a Teaching and learning Community</b>	<b>Word</b>
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<b>Grade 2</b>	<b>John 12: 34-35</b>
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Jesus is the model for anyone who wishes to teach in a way that reflects the gospel. His actions often spoke louder than his words as he reached out to everyone, finding different ways to enable people to hear his message and to learn effectively. Thus, in a school that is committed to modelling Christ, it is not surprising to find teachers and teaching assistants who reflect Jesus in their approach to teaching and learning.

Curriculum RE has a high status and is seen to be important to teachers and leaders. As has already been noted the RE leader is a particular asset. Her enthusiasm and commitment helps to create an enthusiasm for teaching RE. Her encouragement is enabling teachers to grow in their confidence and desire to offer well prepared and thoughtful lessons. Her attendance at Diocesan meetings and the school's commitment to INSET ensure that the teachers are given the information they need to develop their teaching in RE.

Lessons are well planned. Seven lessons were observed during the course of the inspection. Teachers are conscious of meeting the needs of all children but occasionally miss the mark when it comes to ensuring developmental steps from one-year group to another. As a result, demands made on children in KS2 did not seem to be as challenging as they might have been. Although lessons contained some engaging activities opportunities were occasionally missed to exploit the potential of some of the pupils. Teaching will be even better if teachers have the courage to go deeper and put AT2 at the heart of their lessons. This said children

demonstrated a high level of resilience, working well in pairs and groups and demonstrating their previous learning.

Marking across the school is consistent and ensures that children feel that their efforts are validated. They understand the marking system. Although not consistently, teachers give children time to respond to comments and to understand what they need to do to improve. Children are able to talk about their learning with enthusiasm, confidence and obvious knowledge. Planning is reviewed regularly and links with other local Catholic schools for shared planning take place regularly. Although differentiation is a key element of planning, at present this tends to prevent some children from engaging in activities which allow them to reflect on the significance of their learning for their life. This is an area which could be easily developed.

Talking to children revealed that they enjoy their learning in RE and believe that all the adults help them to learn. Children are able to talk about the importance of RE. One child commented, 'In RE we magpie what Jesus would be teaching his disciples' and another child said, 'In RE we learn how to treat each other'. Due to the number of statemented children and other vulnerable children the school has employed a significant number of teaching assistants. These were used to support children's learning and worked well with them, often quietly and inconspicuously, but effectively.

### **Focus for Development**

1. Ensure that AT2 activities are at the heart of teaching for all pupils regardless of ability.
2. Ensure that levels for RE are used to determine the depth required of children when for example expressing their understanding of e.g. 'What does it mean to forgive?'
3. Develop confidence in differentiating activities within lessons and not only by outcome.

<b>The School as a Celebrating Community</b>	<b>Worship</b>
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<b>Grade 1</b>	<b>John 13:14-15</b>
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The liturgical life of Sacred Heart is a rich and profound expression of the strongly held gospel values which lie at the heart of the school. Throughout the school there are expressions of an alive prayer life. Many lessons begin with a time of reflection enabling children to engage with the spiritual dimension of their learning. From the nursery upwards, children are encouraged to pray and very quickly see this as normal part of everyday life, especially in school. The school regularly welcomes 'The Open Book' an ecumenical group that presents Bible stories in dramatic form. The children are enabled to participate in this and many children commented on how they enjoy these sessions. They listen and watch attentively. Teachers draw on this experience in their teaching and the visual impact of the drama helps the children to remember the stories which proves fruitful in teaching.

The traditions and prayers of the Catholic Church provide a context for all aspects of the school's life and serve to enrich the prayer life of the whole community and stimulate development of all the community. Meditation, prayer, ritual all add to the experience available at Sacred Heart. Whole school Acts of Worship take a variety of forms and in particular each week there is a 'Liturgy of the Word' based on the Sunday Gospel. This is a prayerful and formative experience for the children. Adults work in teams to prepare a meaningful liturgy incorporating music, prayer, ritual and silence. The impact of this 'Liturgy of the Word' flows

into daily life within the school. Teachers draw upon the message and children gain a deep appreciation of the Word of God. They are open to it and respond well. They sing with enthusiasm and reflect meaningfully. Increasingly children are taking on roles within this liturgy and are ready to develop their skills further in terms of how they participate. Parents are encouraged to join the school for acts of worship and an increasing number are beginning to take the opportunity to do so. Those who cannot are able to see what the children have experienced by going to the school website where the power-points linked to the liturgies are posted.

Focal points incorporating working walls are central to classrooms and demonstrate a commitment to the prayer life of the school. Children are given many opportunities for spontaneous prayer and for prayer which emanates from their learning. There were many examples of this during the inspection. Children responded well to these opportunities for silent reflection commenting on the value they place on being able to have 'quiet time'. As it was Lent, teachers had introduced a Lenten journal for children to use during these times of reflection. These journals, which took a variety of forms, helped the children to reflect on their journey through Lent. Some had reflection questions or ideas to help the children and although these were considered to be private children were happy to share what they had written or drawn.

Recently the school held a 'Prayer Space' over two days. Inspired by a Diocesan INSET the school had taken over a space in the Parish hall for two days, creating an intimate and special prayer space for all children to experience. Responses from the children with regard to this experience were highly positive.

The school has an excellent relationship with the Parish Priest. He is a visible presence around the school, often popping in to see how people are. He supports the RE lessons, and helps the children with their spiritual development. Children enjoy seeing him and relate well to him. Different classes attend Mass once a week in the parish. The children's capacity to fully participate in these Masses is growing and is enhanced by KS2 children having Mass every half-term in their classroom. This more intimate occasion helps the children to appreciate what is happening. As a result of these many different prayer opportunities 97% of children agree that they are shown how to appreciate and care for God's world. (Pupil Survey 2016). The school fully supports the children's First Communion programme and members of staff work in partnership with the parish priest to support the children in their preparation.

In every aspect of the life of this school the spiritual and moral development of the children is clear to see. Children are nurtured in their spirituality and encouraged to express their sense of God's presence in the everyday moments of life. In one lesson children were asked to reflect on what they 'thirst' for. There were several deep responses to this. One child spoke of his thirst for justice. He was then able to articulate what he meant by this and give an example from his own experience. There is no doubt that the children appreciate the belief that 'Every One is Sacred' and can relate this to how they then go on to see the world and their respect for it.

### **Focus for Development**

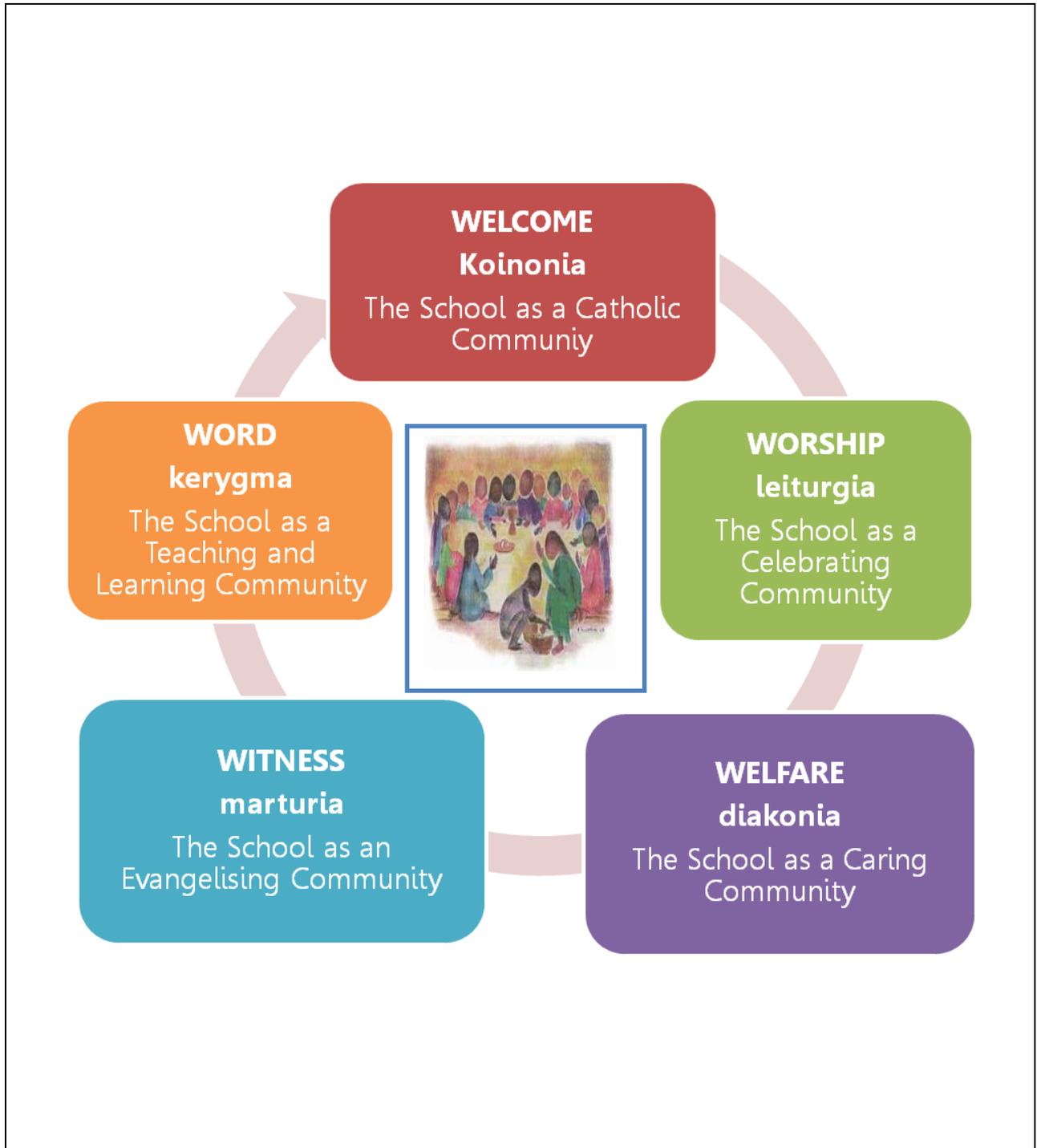
- To enable pupils, particularly in years 5 and 6 to develop their skills to lead liturgy.
- For the school to look at further opportunities for staff and children to engage in an on-going spiritual/retreat journey.

**Conclusion**

Sacred Heart is a school firmly rooted in service to all and lives this from the heart. It is a living, breathing community where positive, supportive relationships enable all members of the community to grow and flourish within a Catholic Christian ethos. A true desire to serve one another enables the children to become the best that they can be. Equally adults are nurtured and nourished to flourish and achieve even greater things. The deep, personal faith of the Head Teacher contributes significantly to this and has been instrumental in bringing Sacred Heart to be a place of great joy, happiness and spiritually rich. She is to be commended for this. Sacred Heart is a school of which the Bishop, the Diocese, parents and parishioners can be justly proud.

**Sarah Adams****March 2016**

## THE SCHOOL AS A CATHOLIC COMMUNITY



## **Introduction**

The Catholic community is one that is rooted in Baptism, Eucharist and an on-going call to Conversion. The areas of Welcome, Worship, Word, Welfare and Witness can be described as the key components of what it means to live the Christian life. As such, the school as a Catholic community, is called to embrace these as a way of being community and living the mission of the Church. The manner in which these are expressed reveal for us the heart of where the community lies.

### **Koinonia - (ἐἰείυῖιά) Welcome**

Koinonia is the Greek work for communion, for participation, for the sharing with one another. It is to be welcome an 'other' in fellowship and love. It is to be of an open disposition to receive from another and to respond in love. Within the community it can be minimalized to the gesture of greeting at the front entrance. In school it might simply be seen as the role of the receptionist. Koinonia however, requires a much greater vision of what it means to welcome. Ultimately it speaks of the disposition of every member of the community to be open to the needs of another, be that to listen, to hear, to respond, to act. The idea of welcome will be embedded in all aspects of the school's way of doing things.

### **Leiturgia – (ἐἰἔῶ-ἰῶῖἰἰ) Worship**

The Greek word 'leiturgia' means public activity or in a religious sense it means 'respect' or 'service'. When it was adopted by the Church it meant to carry out a religious service. It is a public service as opposed to private prayer and concerns the Christian community gathering first and foremost to celebrate the paschal mystery of Jesus Christ. It is also a time when the community gathers to be reconciled, to celebrate, to be fed, and to be sent out in mission. Central to the Catholic School is its call to be a Eucharistic community in the widest sense – that is to be the body of Christ ready to serve the world in its fullness. All prayer, all liturgy ultimately is intended to lead to this. It is not something that happens once a week and has no further meaning. It is an invitation to live each day what has been received through Word and Eucharist.

### **Marturia – (ἰἰῶῖἰἰἰἰ) Witness**

The core meaning of the Greek word marturia means to testify, to give witness, from which we get the word martyr. Simply it means to share our values and faith with the world and our local community so that others may come to know the love of Christ. Within the Catholic School community this will mean promoting a shared vision and shared values which stem from a shared sense of the teaching of the Gospel. The Christian is called to witness to Christ's teaching in the way they live their life. Like John the Baptist these values are those which direct others to Christ.

### **Diakonia - (ἰἰἰἰἰἰἰἰ) Welfare**

The word 'diakonia' comes from the Greek word to mean to serve the poor and the oppressed. The emphasis within the word is on service and care for others. Within the Christian community diakonia is a way of being with others. It encourages care and concern for every person regardless of who they are or where they come from. Within the Catholic school, service lies at the heart of the community. It is about how children are supported in their learning, shown compassion when their behaviour is challenging and cared for when they are unhappy or in need. Equally it is about how adults are cared for and care for one

another. At the same time the community is one that reaches out to the local community and the wider world, recognising the needs of others and responding to these generously.

### **Kerygma – (ἐκπῆδασίς) Word**

Kerygma is the New Testament Greek word for preaching or proclaiming the message of Christ. Within the context of the school this is expressed both in how we expose young people to the person of Christ as revealed in scripture, and the manner in which we teach. Access to the WORD of God through scripture and Christian tradition is considered to be a significant part of what the Christian community is about. By the way they are taught children come to know that God speaks to us in the way that we experience and engage with kindness, beauty, justice, the wonders of the natural world, relationships and the needs of others. It is therefore seen as important that in every subject, every lesson, positive values and attitudes are communicated. A confident and open attitude to teaching of lessons well thought about and prepared is central to achieving this.

### **Self-Review**

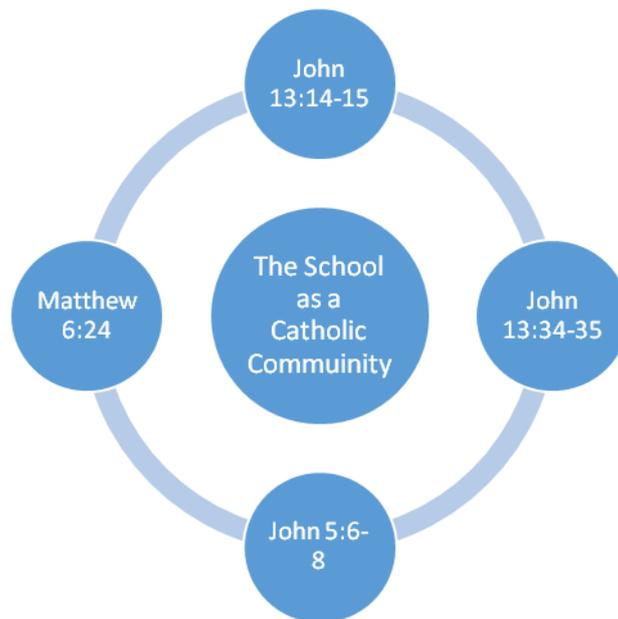
There will be three key areas within which these five elements will be reviewed:

- The School as a Catholic Community (Welcome, Witness and Welfare)
- The School as a Teaching and Learning Community (Word)
- The School as a Celebrating Community (Worship)

For each of these sections focus areas for evaluation are offered and means of gathering evidence to support this work. See appendix for further guidance.

### **Scripture Passages**

Scripture passages have been selected to highlight where the focus for the community may be at any one time. These will act as a guideline for the self-review process when schools consider the health of its community. The approach to these is best considered within the context of a cycle. Any anyone time the school may find different areas of its life at different points on the cycle:



### CONTEXT FOR THE CHOICE OF SPECIFIC SCRIPTURE REFERENCES –

Scripture has throughout history been interpreted in a variety of ways and is constantly being reinterpreted. The interpretations given here are one way of looking at how the passages may be understood within our own context. Equally there are many other passages which may have been selected but for now these reflect what is at the heart of our mission and seem appropriate.

**Grade 1: 'If I, your Lord and Teacher have washed your feet, you are also to wash one another's feet. For I have set you an example, that you should also do as I have done to you'. John 13 14-15**

The night before he died Jesus washed the feet of his disciples. Peter, one of the disciples was affronted. To wash another's feet was the lowest job of all, one done by the servants. Jesus, as the leader of the community he was about to establish, was very clear. The call to Christian ministry is a call to service, a humbling act of giving to one another. Unless we can serve our brothers and sisters we can have no part of in the life of Christ. A secular understanding of leadership often results in a top down mentality and little shared responsibility. The Christian community however, is one where those in authority act out of their desire to serve, not to be served. As a consequence the message of serving one another permeates the whole community.

**Grade 2: 'I give you a new commandment that you love one another. Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples if you love one another'. John 13:34-35**

The greatest of all commandments is that we love one another. Living the Christian life is to live a life of love which ultimately leads to washing one another's feet. This is a journey. There are times when we succeed and there are times when we become distracted. Other priorities take over or we fall susceptible to the secular world which may be offering a different set of priorities or values. Fear, anxiety or a lack of confidence can impact on the capacity of those in leadership to fully respond to the Christian call above all other demands.

As a result, although most of the time the community is responding to the call to love, there are times when this gets forgotten and anomalies creep in.

**Grade: 3 'Do you want to be made well? The sick man answered him, 'Sir, I have no one to put me into the pool when the water is stirred up; and while I am making my way someone else steps down ahead of me.' Jesus said to him, 'Stand up, take your mat and walk.' John 5:6-8'**

The sick man lying by the pool of Bethesda has been there for a many years, stuck in the one place. Although he wants to be better he appears not to be able to move without some help. Jesus offers this to him and orders him to get up and walk. It could be said that the sick man has resided for too long in a 'blame someone else way of being'. Sometimes leaders and school communities do become 'stuck'. Leaders blame teachers, teachers blame students or leaders and the culture prevents an honest engagement in what needs to be done for any progress to be made. Schools stuck or struggling in this kind of cycle need help and support to break free. Healing and reconciliation may need to be a part of this journey. Honest clarification of priorities and challenging self-searching needs to take place for change to occur.

**Grade 4: No one can serve two masters; for a slave will either hate the one and love the other, or be devoted to the one and despise the other. Matthew 6:24**

Throughout Scripture we are taught that we must choose between God and false gods. Jesus wants us to be free, not just of concerns but of all worries, in order to serve God. It is easy when we are under extreme pressure to respond in ways which are detrimental to our core beliefs and vision. Sometimes this happens because we are facing understandable difficulties. At other times we are insufficiently discerning and go with what seems to be more attractive or safe. Schools can fall into this trap when results and progress become more important than the all-round development of the child. When this is the case the school has lost sight of its meaning and purpose. As a consequence children are being failed and adults not supported to do what is right. Only a radical re-evaluation of what it means to be a Catholic community and a Catholic school will lead to a rediscovery of the commandment: 'Love one another' and ultimately to people washing one another's feet.