

# DIOCESE OF SHREWSBURY

## DIOCESAN EDUCATION SERVICE

*committed to encouraging 'fullness of life'*

### SECTION 48 INSPECTION REPORT:

### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION



School:	St Peter's Catholic Primary
Address:	St Peter's Way Prenton Wirral CH43 9QR
Tel No:	0151 677 8438
URN	105069
Headteacher:	Mr Peter Sherry
Chair of Governors:	Rev John Hovington
Date of Inspection:	9 February 2012
Inspectors:	Mrs C Morgan Mrs A Cassidy

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>1</b>
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**How effective the school is in providing Catholic Education**

St Peter's provides an outstanding Catholic Education for its' pupils. The headteacher gives exceptional personal commitment to the school; and supported by the Governing Body, Parish Priest, and staff, enables the school to give outstanding support to the community it serves. The local area is one in which families face many challenges. The large majority of pupils start school with limited knowledge of their faith. However by the time they leave the school, pupils have experienced a secure and supportive environment where staff provide good learning opportunities and excellent pastoral care. The Governing Body provides high levels of support and challenge to ensure that the Catholic life of the school is nurtured and developed.

Since the last inspection, nearly all of the areas identified for further improvement have been addressed, with assessment being partially addressed. Due to the quality of the work being undertaken by the school and the quality of self-evaluation, the school's capacity for sustained improvement is judged to be outstanding.

**What the school could do to improve further**

In order to continue to improve, the school needs to:

- Provide further opportunities for pupils to take ownership of their participation in Collective Worship and Religious Education, particularly in leading and planning periods of reflection.
- Continue to improve assessment and evaluation of Religious Education so that appropriate challenge and support is given to pupils of all abilities.

<b>PUPILS</b>	<b>2</b>
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**How good outcomes are for pupils, taking account of variations between different groups.**

Most groups of pupils make at least good progress with some making outstanding progress taking into account their starting points, although no formal baseline assessment has been undertaken so far. Pupils' behaviour is very good. They concentrate well in lessons and settle to work quickly. Pupils are able to work well individually, with partners or in groups. They are eager to discuss their work and show good knowledge and understanding of topics in Religious Education. Pupils across all key stages engage keenly in their learning and many use religious vocabulary correctly. All pupils make good responses to careful questioning by adults. Pupils undertake a variety of activities in the course of their learning. They respond thoughtfully to a range of topics with more able pupils expressing their feelings, retelling stories and offering explanations clearly and concisely. Pupils produce good quality work using ICT and drama to demonstrate their good levels of understanding. Pupils are respectful during prayer and assembly times, joining in keenly with prayers and hymns they know. Periods of reflection are calm and quiet; and pupils are able to relate the message they have heard to their everyday lives, explaining how they can demonstrate they are faithful to the Gospel by their actions towards others. Pupils know and understand the Mission Statement; they can discuss what it means and how it impacts on their lives as part of the school community.

St. Peter's 'Mini Vinnies' group were keen to explain to the inspectors how they raise money for charity and how they can share what they have to help others. They talked about ideas they had for fund-raising and how teachers support them in what they do.

Pupils were eager to say how much they respect their teachers because 'they respect everyone'. Pupils report that teachers 'help them out' and are fair. Pupils enjoy the variety of after school activities that are available and pupils are enthusiastic about their contribution in dance/drama to Mass each Sunday. To further improve provision future planning should include encouraging pupils to think and plan activities themselves, where they have some responsibility for their own learning and for their actions.

<b>PROVISION</b>	1
<p><b>How effective the provision is for Catholic Education</b></p> <p>All lessons observed were at least good with some outstanding elements. Teachers plan carefully to ensure learning is based upon prior knowledge with learning objectives and success criteria clearly identified and communicated to the pupils in a variety of ways. There is a great emphasis on speaking and listening and this helps pupils to make sense of what they are learning, to talk effectively together and to produce work of which they can be proud. The links to literacy and other subjects help to ensure Religious Education is seen as a core subject. In lessons observed, frequent reminders of targets and written conventions ensured pupils produced work of an acceptable standard. Teachers plan a wide range of activities, with real-life contexts giving pupils an audience for their work.</p> <p>Whilst differentiation is evident in planning and in activities undertaken during most lessons, for some pupils' differentiation has been mainly by outcome. However inspectors noted that a new system of tracking pupil outcomes was introduced in Autumn 2011 and staff have identified differentiation as an area to develop and are looking to expand work in this area. In addition future planning could include ways in which higher-level skills are taught and practised.</p> <p>Teachers and adults in the school treat all the pupils with respect and pupils respond very well to this. They offer clear guidance and demonstrate a high level of questioning to help pupils clarify their thoughts and understanding. Marking throughout the school shows positive comments and for some, future targets.</p> <p>Year 2 and Year 6 pupil surveys demonstrate that the large majority of pupils appreciate their school, their teachers, their Religious Education lessons and their times of prayer. Responses to the parental questionnaire were very positive. The large majority of parents are happy with the values and attitudes taught by the school and they believe that the school enables pupils to achieve a good standard of work in Religious Education. Parents feel welcomed by the school and know their views and suggestions are listened to. Parents rightly recognise that "St Peter's is an outstanding school."</p> <p>As a next step, the school should provide additional opportunities for pupils to plan and lead reflection in Religious Education lessons and Collective Worship.</p>	

<b>LEADERS AND MANAGERS</b>	1
<p><b>How effective leaders and managers are in developing the Catholic Life of the school</b></p> <p>St. Peter's is led by a headteacher with a deep personal commitment to the Church's mission in education, and in particular to the mission of this school, to the pupils and the community it serves. The headteacher is strongly supported by the deputy headteacher, the Religious Education co-ordinator, the Parish Priest and the Governing Body. With the staff, they are a source of inspiration to the parish and to the wider community. The support they provide to the Catholic life of the school is outstanding. Senior leaders are committed to involving pupils in the life of the parish through their work each Sunday in leading dance and drama as part of the celebration of Mass. This is much appreciated by the pupils who feel valued and supported. There is a high standard of care and inclusion, with partnerships being developed with many sections of the community in order to promote Catholic learning and pupils' well-being.</p> <p>Members of the Governing Body and the Parish Priest visit the school regularly and are active in the community where they 'see and hear' the impact the school has on the spiritual and moral development of its pupils. Governors are confident in providing high levels of professional challenge and are thorough in their approach. They see their role as a 'critical monitor' of the Religious Education provided by the school. They recognise the strengths of the school in the way in which staff and children work together, the good relationship the school has with the community and the way in which the family-centred atmosphere in the school impacts positively on the pupils. Governors are knowledgeable about the work of the school and have a rolling programme of review. They ensure that canonical and statutory responsibilities are met. The self-evaluation undertaken by the school is rigorous, with areas for improvement and actions to be taken clearly identified.</p>	

## PARENTS' QUESTIONNAIRE

57 Parents Questionnaires returned. 106 families.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	46	10	1		
2	I am happy with the values and attitudes that the school teaches	47	10			
3	I am made to feel welcome in school	50	7			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	44	11	2		
5	The school gives me a clear understanding of what is taught in Religious Education	42	13	2		
6	The school enables my child/ren to achieve a good standard of work in Religious Education	47	9			1
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	43	12	2		

## YEAR 2 PUPIL QUESTIONNAIRE. Completed by 20 pupils

		Yes	Sometimes	No
1	I like being at this school.	19		1
2	I learn new things in Here I Am lessons.	20		
3	I enjoy learning about Jesus and how to live as His friend.	20		
4	I have to work hard.	19	1	
5	My teacher helps me when I get stuck so I can make my work better.	20		
6	My teacher listens to me.	19	1	
7	When I am unhappy there is always an adult I can talk to.	19		1
8	I get praise when I do my best.	20		
9	Other children are kind and behave well	19	1	
10	I am happy on the playground.	19		1
11	I am allowed to help in class and around school.	20		
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	19		1

## YEAR 6 PUPIL QUESTIONNAIRE. Completed by 15 pupils

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	7	2	5	1
2	Do you find out new things in Religious Education lessons?	14		1	
3	Are your Religious Education lessons interesting?	6	8	1	
4	Do you get help when you are stuck?	14		1	
5	Do you have to work hard?	12		3	
6	Do teachers show you how to make your work better?	13	1	1	
7	Do other children behave well?	2	10	3	
8	Are teachers fair to you?	13	1	1	
9	Do teachers listen to your ideas?	14			
10	Are you given responsibility?	11	1	3	
11	Do you enjoy your times of prayer together?	9	1	3	2

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	
<b>How effective the school is in providing Catholic Education</b>	<b>1</b>
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	1
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

<b>PUPILS</b>	
<b>How good outcomes are for pupils, taking into account of variations between different groups</b>	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none"> <li><i>The quality of pupils' learning and their progress</i></li> </ul>	2
<ul style="list-style-type: none"> <li><i>The quality of learning for pupils with particular learning needs and/or disabilities</i></li> </ul>	1
<ul style="list-style-type: none"> <li><i>Pupils standards of attainment in Religious Education</i></li> </ul>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	2 (with elements of 1)
How well pupils respond to and participate in the school's collective worship	1

<b>PROVISION</b>	
<b>How effective the provision is for Catholic Education</b>	<b>1</b>
The quality of teaching and how purposeful learning is in Religious Education	1
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	1

<b>LEADERS AND MANAGERS</b>	
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>1</b>
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2 (with elements of 1)
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	1
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1