

Catholic Schools Inspectorate inspection report for St Peter's Catholic Primary School, Wythenshawe

URN: 105537

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury of Diocese on:

Date: Thursday 19-Friday 20 January 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

2

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school.....

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

- St Peter's Catholic Primary School is a school where strong, positive relationships exist at all levels, and there is a real sense of welcome, family and community.
- Pastoral support for pupils and families is excellent, and there is a real commitment to the most vulnerable.
- Partnerships between the school, parish and local Catholic cluster are strong.
- Pupils show true reverence and respect at times of prayer, in small and large groups.

What the school needs to improve:

- Improve marking and feedback to pupils to ensure that pupils have a clear understanding of their next steps in learning.

- Ensure that leaders' and governors' monitoring of Catholic Life and Mission, Religious Education and Collective Worship is rigorous enough to result in strategic actions which improve outcomes and provision.
- Consistently make good use of prayer spaces in classrooms and elsewhere in school and outside to enhance the prayer life of the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

Pupils at St Peter's understand the school's distinctive Catholic identity and can explain how their school is different from other schools. Pupils know that they are safe in school, and thanks to the strong and positive relationships in the school, they know they are valued and loved as unique individuals. Pupils show great respect for each other, and they value and recognise their differences. As one pupil wrote during the inspection, 'We love because He loved first'. Pupils take their responsibilities as librarians, head pupils, Mini Vinnies, and members of School and Eco Council seriously. Pupils are regularly asked for their opinions and leaders respond to their ideas. An example of this is the provision of additional outdoor play equipment. Pupils are actively involved in fund raising for a wide range of local and national charities, such as the local Foodbank, Cafod and Downs Syndrome Association. This means they are gaining an understanding of and respect for the needs of others. Pupils are polite and well mannered and behave very well.

The school's mission statement has recently been reviewed, and this review involved all members of the school community. Staff and governors are fully committed to the implementation of the mission statement, and the school's sense of family and community is tangible. As one staff member wrote, 'The mission statement inspires us and gives us the strength we need to support our children, families and ourselves to all be the best that we can be.' Whilst pupils have some understanding of the school's mission statement, they would benefit from further opportunities to explore it at a deeper level. Staff are very loyal to the school, and many have been in the school for a long time or have long standing family connections with the school. This means that staff, including non-teaching staff, know the families extremely well, and can offer and provide support at the earliest opportunity. Pastoral support for all members of the school's community is excellent. There is a real sense of care for the most vulnerable members of the school's family, and the school works very

hard to provide a rich programme of activities beyond the school at little or no cost to families. The school's programme for relationships, sex and health education is faithful to the teaching of the Church and meets diocesan requirements.

Leaders and managers are committed to the Church's mission in education. Links with the parish are strong, and the whole school community benefits from this close and mutually respectful relationship. For instance, the local clergy offer a warm welcome and support to families where needed. The school provides many opportunities for parents to engage with the Catholic life of the school, and the parents' meeting which took place during the inspection was very well attended by families. At this meeting, the principle that parents are the first educators of their children was clearly acknowledged and support was offered by the school to help parents in this vocation. Leaders and governors are fully committed to the physical, mental, and emotional well-being of staff, and as a result, staff morale is high. Staff members are extremely thankful for the open-door policy of the head teacher, and fully acknowledge the personal support they have been given. The induction of staff is effective in enabling new staff to understand and contribute to the school's distinctive Catholic ethos. Leaders and governors now need to bring more rigour to their monitoring and evaluation activities, as although they have a monitoring and evaluation plan in place, this has not yet translated into strategic improvements.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils enjoy their religious education lessons at St Peter's, and many would like more lessons! One pupil explained that he liked the lessons because they helped him to understand more about Jesus's inspiration for the world. Pupils enjoy the creative tasks offered in their lessons and they are able to work well on their own, in pairs and in small groups. Pupils like to answer questions and show what they know. Behaviour in lessons is good, and so lessons are rarely disrupted. Most pupils achieve well in religious education and make good progress from their relative starting points. Pupils take pride in their work, and books are well presented. In the best lessons seen during the inspection, pupils were highly motivated and fully engaged in their learning and responding well to the tasks set. During these lessons, pupils sustain concentration and work independently for a long period. Knowledge organisers are helping pupils to know more and remember more, as well as develop their religious vocabulary, but as yet, some pupils are limited in their ability to use their knowledge and understanding to reflect spiritually and theologically at a deeper level.

Teachers have confident subject knowledge in religious education, and their planning is effective. There is good coverage of the curriculum in the pupils' books. Well-briefed teaching assistants support learning well, and as a result, pupils with SEND make good progress. In all lessons seen during the inspection, pupil effort was celebrated, and pupils were motivated to do well. Teachers build on learning from previous lessons and revisit prior learning to consolidate it. In the best lessons seen during the inspection, questioning from adults was very effective challenging pupils to extend their learning well. Teachers have high expectations of their pupils, and pupils rise to that challenge and enjoy it. Staff make clear links with other subjects, particularly English, in their religious education lessons, and older pupils can give examples of this. For example, one pupil said that pupils have to use inference when they are reading a passage of scripture. Resources, including IT, are used well to support learning across the school. Where good practice was seen, although

lessons moved at a fast pace, teachers gave time for reflection and made explicit links between the learning and the spiritual and moral development of the pupils. Teachers do not always follow the school's policies for marking and religious education. This means that pupils do not always understand how to make progress. Assessment is in line with diocesan requirements, and the school benefits from being able to meet with staff from across the cluster to moderate examples of work accurately.

Leaders and governors ensure that the curriculum is faithful to the *Religious Education Curriculum Directory*, and it meets diocesan requirements. It is well matched to the needs of the pupils. Leaders and governors also ensure that religious education has parity with other core subjects in relation to staffing, the amount of work in books, resources, and professional development. The timetable in all classes shows that at least 10% of the taught timetable is devoted to the teaching of religious education. The religious education co-ordinator is passionate about her subject and her aim is that all pupils love religious education. She attends cluster and diocesan training and disseminates back to staff on a regular basis. This means that staff are kept up to date with developments in religious education. Leaders' and governors' self-evaluation plan is established but is not yet well informed enough by rigorous analysis and self-challenge, and as a result, its impact is limited.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Pupils enjoy and respond well to the experiences of prayer and liturgy provided by the school, and one older pupil told inspectors that he loved the 'peaceful calm' that it gave him. Pupils understand that these experiences help them to love one another and can describe ways in which they can go forth and act in love. Pupils sing well and are always reverent and respectful. They can reflect in silence and join in responses confidently. Pupils in Key Stage 2 can match liturgical colours to the seasons of the Church's year and describe the events that are commemorated at each time. They are gaining confidence, according to their age and capacity, in leading prayer and undertaking liturgical ministry, such as setting up the prayer foci, and reading scripture and prayers. They willingly take on these responsibilities and can describe why they have chosen an artefact or picture to include, particularly when the liturgical prayer is linked to the topic they have been studying in their religious education lessons. Older pupils are able to locate scripture passages using Bible references and explain how these influence their lives at an age appropriate level, or as one pupil put it, 'incorporate Jesus into our normal lives.'

Prayer and liturgy are central to the daily life of the school and are valued by the whole school community. Staff told inspectors that they appreciate the times when they come together to pray. Staff select appropriate scripture linked to the themes planned by senior leaders and help pupils to make meaningful responses. A Year 3 pupil described the four-part model of liturgical prayer to inspectors extremely well, which reflects the status that the school places on it. Each class has a well-presented prayer and liturgy class book which records the opportunities provided by the school. Masses take place regularly and these reflect key events in the school and liturgical year. Pupils can join in fully through the use of IT, with prompts on screen for the responses. Older pupils are helped to plan Masses with their teachers, and this means they are gaining an understanding of the different parts of the Mass. Opportunities for pupils to attend gatherings with the wider

Catholic cluster and beyond are embraced by the school. Opportunities are provided for pupils to write their own prayers, and this is a strength in some classes where pupils have beautiful pictures or artefacts as prompts, as well as prayer boxes to put their prayers into. Pupils are beginning to evaluate the quality of prayer and liturgy, at an age-appropriate level. In some classes, prayer spaces are beautifully presented, but in others, they are not as prominent or as relevant as they could be, and so their impact is limited.

Leaders and governors have recently reviewed the school's policy for prayer and liturgy, and this is fit for purpose. They also plan the calendar for liturgical celebrations carefully, and so there are regular opportunities for pupils to celebrate the Eucharist, usually about 4 times per term. School works very well with the parish to provide a full Sacramental Programme, and this is acknowledged by parents. The school's involvement with the local Wythenshawe Catholic cluster, for instance through prayer trails during Lent and Advent, enhances the pupils' experiences of prayer and liturgy. Staff are well supported by leaders to lead prayer in school, and as a result, some staff are extremely skilful and deliver a high quality experience for their class. Leaders regularly review the school's provision for collective worship, but as yet this has not formally involved governors.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	105537
Full postal address of the school	Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YS
School phone number	0161 437 1495
Name of head teacher or principal	Mrs Cathy Quinn
Chair of governing board	Mrs Ellen Bowes
School Website	www.stpeters-primary.co.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	24 April 2016
Previous denominational inspection grade	Good

The inspection team

Mrs Julie Johnson	Lead inspector
Mrs Roisin Moores	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement