

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Peter's Catholic Primary School

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School URN: 119628

Headteacher: Mrs Elizabeth Kelly

Chair of Governors: Mr Philip Sullivan

Section 48 Inspector: Mrs Frances Wygladala

Date of Inspection: 4th December 2012

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Peter's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The average-sized primary school serves the parishes of St Peter in Lytham and St Joseph in Ansdell. Most pupils are of White British heritage. There are currently 216 learners on role of whom approximately 87% are baptised Catholics. The vast majority of pupils transfer to St Bede's Catholic High School at the end of Year 6. Of the teaching staff, 73% are Catholics.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	216
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	87%
Percentage of pupils from other Christian denominations:	10%
Percentage of pupils from other faith backgrounds:	12%
Percentage of pupils with no religious affiliation:	0.5%
Percentage of pupils from ethnic groups:	0%
Percentage of pupils with special needs:	5%

Staffing

Full-time teachers:	7
Part-time teachers:	3
Percentage of Catholic teachers:	73%
Percentage of teachers with CCRS:	86%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

1. St Peter's, Lytham
2. St Joseph's, Ansdell

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

St Peter's is an outstanding Catholic primary school. There is a shared ambitious vision which promotes inclusion and high expectations for all members of the school community. The Catholic mission of the school underpins everything the school seeks to achieve. Areas for improvement from the last inspection have been acted upon and very good self-evaluation procedures have ensured that planned improvements are appropriate. Good relationships between all stakeholders are a strong feature of the school.

Pupils are happy to come to St Peter's and they demonstrate pride in their school, which results in them having a positive attitude to learning. Pupils make good progress and there is no significant variation between the various groups of learners. Pupils benefit from the vast range of opportunities offered to contribute to the Catholic life of the school: their participation in the prayer and liturgical life of the school is outstanding. The school provides an excellent Catholic education and the promotion of pupils' spiritual and moral development is outstanding.

The Religious Education curriculum provided is varied and is focused on meeting the needs of all pupils and on raising standards. Assessment, monitoring and tracking systems developed since the last inspection, have had a positive impact on pupil attainment and progress.

The headteacher and Religious Education subject leader have a very clear vision for RE and for the Catholic life of St Peter's. The staff are good role models for pupils and offer a variety of prayer and worship opportunities. Governors provide excellent support and challenge for leadership; the chair and RE governor know the strengths of the school and the challenges that it faces.

The school's capacity for sustained improvement

All priorities for improvement since the last inspection have been addressed and the school is continuously striving to improve standards. The school's capacity for sustained improvement in all areas is outstanding because of the quality of leadership from staff, governors and clergy and the accurate self-evaluation leading to clear targets and

appropriate priorities to consolidate success and secure further improvements.

What the school needs to do to improve further

- Continue to develop more personalised targets in RE, enabling pupils to be consistently involved in evaluating how well they achieve.
- Continue to develop opportunities for worship both inside and outside the school building.
- Enhance opportunities for worship and curriculum development with the school and wider community in the *Year of Faith* and beyond.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

The vast majority of pupils enjoy Religious Education. They speak enthusiastically about their lessons and have very positive attitudes towards their learning. Assessment data, pupil tracking systems and work scrutiny are all evidence of this. Standards of attainment in Religious Education across the school are high and progress is outstanding. Most pupils' standard of attainment in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) is outstanding. Pupils in all key stages make excellent progress. From average starting points on entry to school in Foundation Stage, standards rise to being above national expectations at the end of Key Stages 1 and 2. Pupils who have special educational needs and/or disabilities make good progress because teachers accurately identify their needs and carefully adapt support to meet them.

Pupils express their views and beliefs with confidence and are able to refer to the teachings of Jesus and other key religious figures. They value and respect the Catholic tradition of the school and its links with the parish and wider community. Pupils display outstanding behaviour for learning; they are enthusiastic and keen to learn. Pupils are well behaved, respectful, considerate and reflective. They tackle challenging activities and work collaboratively to complete tasks. Throughout the school and within individual classes there is a positive ethos and relationships at all levels are very well developed.

Prayer is central to school life and both pupils and staff experience a wide variety of opportunities to pray. Pupils regularly prepare and lead worship

with enthusiasm and respect from their earliest years in a variety of gatherings. They are able to write their own prayers and to choose a range of hymns and religious artefacts. They also use actions, ICT, drama as well as more traditional prayers during worship. Teachers are good role models for the pupils and support them in planning acts of worship. Pupils are encouraged to evaluate their acts of worship and listen to suggestions from each other to make improvements. Pupils understand the importance of key celebrations in school and the parish community throughout the liturgical year.

Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities. This is seen through pupils' eagerness to take part in prayer activities, such as the harvest festival and during Advent and Lenten services, in their responses to planning and leading worship during assemblies and Masses. Plans are in place to enhance opportunities for worship and curriculum development with the school and wider community in the *Year of Faith* and in the future. Pupils are considerate to others and caring to anyone in apparent need. Over the past three years the school community have been heavily involved in supporting the 'Pinprick' projects in Botswana and Lima with the parish of St Peter's. Pupils regularly work together to lead and run their own fundraising activities, such as talent shows, toy sales and sponsored silences. Pupils regularly support other charities for example CAFOD, Caritas, Samaritans Christmas Boxes, and many others at the request of pupils.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The school's outstanding leadership and management promote the Catholic life of the school very well. The headteacher has a clear vision for Religious Education, which all members of the school community share. The senior leadership team, governors and clergy work closely with her and share her commitment to the Catholic life of the school. The mission of the school is at the heart of all school life and pupils' spiritual and moral development is central to the school's vision.

The Leadership team is proactive in regular evaluation and developing further initiatives, promoting high standards through challenging targets for improvement. Senior leaders monitor the quality of teaching and learning through lesson observations, work scrutiny and pupil voice. Religious Education and worship are monitored as rigorously as other core subjects in the curriculum.

The governing body and clergy from both feeder parishes make a highly significant contribution to the work and to the Catholic dimension of the school. They play an active part in planning for continuous improvement, showing determination in challenging and supporting the school in order to address areas of development. They are well informed on issues relating to Religious Education and the Catholic life of the school, they appreciate the termly update in the headteacher's report on the school's performance in Religious Education. The Governors used the diocese document '*Fit for Mission? Schools*' to plan for improvements in curriculum RE and in worship: the school uses the chapel at St Bede's in Advent and Lent for Reconciliation services and adoration of the Blessed Sacrament. Also Children's Masses in both parishes now take place and are very successful in strengthening the home, school and parish links.

Governors discharge their statutory and canonical duties well and are very supportive of leaders and of the staff team. Many are actively involved in the school and parish communities and have positive relationships with pupils and staff. The role of the RE link governor is significant in the partnership between governors, parishioners, staff and pupils: he visits school each week and is key to the spiritual life of the school. The school works hard with both parishes it serves and welcomes clergy into school each week.

There is a common sense of belonging amongst staff and pupils and all have a high regard for the Catholic life of the school. Staff are excellent role models for pupils and have good relationships with pupils and parents. Parents, parishioners and the local community hold the school in high regard.

The inclusion of all is a central goal and a shared vision. Leaders and managers work with others beyond the school to ensure that pupils are given opportunities to collaborate with people from different backgrounds. For example, a link with a school in the centre of Preston is contributing to pupils having a greater understanding of the wider world and of other peoples' beliefs, cultures and needs. Behaviour is excellent and pupils co-operate well with each other. An exceptional feature of St Peter's is its pastoral care of pupils and of staff.

PROVISION

How effective the provision is for Catholic Education

1

Teaching is consistently highly effective in enthusing pupils and ensuring that they learn extremely well. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan effectively to build on these. Teachers are very

experienced and have excellent subject knowledge; this has enabled them to challenge and inspire pupils and led to an improvement in standards.

A range of teaching styles, clear explanations, well-paced lessons ensure that all pupils are consistently interested in their learning and make progress that is in line with their capabilities. 'I enjoy RE and learning about God in a fun way' stated one pupil. Staff make learning interesting which impacts positively on pupil enjoyment, engagement and motivation e.g. pupils enjoy role play and debating, so these teaching strategies are often included in Religious Education lessons. An outstanding Y6 lesson observed during the inspection, prepared pupils to receive the sacrament of reconciliation in Advent. Religious Education displays of children's work in the hall and around school are of a very high quality and worship tables are well resourced. Support staff, are effectively deployed to meet the needs of the pupils.

The Religious Education curriculum is creatively adapted to meet the needs of all pupils. Teachers enrich lessons through a variety of imaginative and well-planned strategies and use relevant resources, which engage and motivate the pupils. The Religious Education curriculum provides good opportunities for and has a positive impact on pupils' spiritual and moral development. The curriculum meets the requirements of the Bishops' Conference well with respect to the time given to it.

Teachers challenge pupils by questioning and asking them to explain their answers. They share the learning objective and give pupils the success criteria, so all pupils have a clear idea what is expected of them in every lesson. The staff plan to continue to develop more personalised targets in Religious Education, enabling pupils to be consistently involved in evaluating how well they achieve.

The quality of Collective Worship provided by the school is outstanding, prayer is central to the life of the school and a key part of every celebration. It is fully inclusive, reflective and well planned enabling pupils to take an active part.

There is a range of formal and informal opportunities for daily prayer and pupils eagerly and confidently share prayers in class and school liturgies and school masses. The school plans to continue to develop opportunities for worship both inside and outside school. The pupils enjoy going into squirrel wood at the side of school to worship, reflect and meditate and spend time developing their relationship with God. The stations of the cross, the rosary reflections in May and October and the outdoor nativity, including a live donkey and purpose built stable are particularly memorable liturgies for the pupils that recently took place in squirrel wood.

The school encourage the participation of parents, family members and parishioners in liturgies in church and in school. Parish clergy play an

important part in sharing prayers and preparing pupils for liturgies and Masses. Both parishes appreciate the support of the staff and families in the monthly children's Masses.

Pupils, parents, staff, clergy and governors work hard to strengthen the home, school and parish partnership, sharing information on newsletters and the distribution of the weekly Wednesday Word. The school provides each pupil in school with their own school prayer book and in Advent; they pass the class crib around to every child, providing opportunities for family prayers in preparation for Jesus' coming into the world at Christmas.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in RE	1
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	1
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	1
• the quality of teaching and purposeful learning in?	1
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1