



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SAINTS PETER AND PAUL CATHOLIC COLLEGE

WIDNES

Inspection Date: Wednesday 24 January 2018

Inspectors: Deacon Paul Mannings and Mrs Barbara Melia

Unique Reference Number: 111457

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School: Catholic, voluntary aided, mixed comprehensive

Age range of pupils: 11-18

Number on roll: 1,484

Chair of Governors: Mr. Jim Wilson

Principal: Mrs Wendy Anne White

School address: Highfield Road
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WA8 7DW

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Date of last inspection: Wednesday 9 January 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Saints Peter and Paul is a Catholic 11-18, voluntary aided, mixed comprehensive.
- The school is under the trusteeship of the Archdiocese of Liverpool and situated within the Halton Authority.
- The pro tem Director of Religious Education has been appointed since the last inspection.
- There are 1,484 pupils on roll of whom 1080 (73%) are baptised Catholics, with 155 (10%) from other Christian denominations and 29 (2%) from other world faith or religious traditions. There are 220 pupils (15%) who express no religious affiliation.
- The school serves the associated parishes in the pastoral area, with admissions from Archdiocesan and state primary schools in the wider area.
- The school has 104 teaching staff, 55% of whom are Catholic.
- The Religious Education Department has fifteen members of whom six are full time and nine are part time (having additional teaching roles and responsibilities).
- Twelve of the fifteen are qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

Saints Peter and Paul is good in its provision of Catholic Education. There are a significant number of outstanding features.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciation of and active involvement in what the school describes as everyday *faith in action* is rooted their understanding of the Mission Statement. Pupils express confidence in being valued and enabled to fully develop their talents.
- The Student Leadership model ensures they are active participants in evaluating the school mission and share accountability for its effective living.
- This ensures a culture in which the Student Council is enabled to thrive because it is taken seriously. Pupils in turn are well behaved and responsible young people well focused on personal development and the support of each other.
- Pupils have a keen awareness that the community includes positive interaction between home, school and parish. They respond to the call to support others through extensive and generous voluntary service and fundraising. Pupils serve as Charity Ambassadors in encouraging others to contribute. There are specific drives during Advent and Lent.
- Pupils value lay chaplaincy immensely. They are encouraged to share this ministry by daily life and through specific actions. Pupils are clear in their understanding of chaplaincy as a shared vocation.
- Pupils are well served by the school's pastoral system which succeeds in providing a loving, safe and secure environment to underpin their full personal and academic development.
- Pupils are aware that Relationships and Sex Education is founded on the principles of developing responsible and mature young people, aware that sex in the Christian context is an expression of mutual love.
- Pupils experience a deep and holistic curriculum which enables them to live their new motto of *Courage and Wisdom* both in class and beyond the campus. They are well served through role models provided by staff, prefects and student leaders in the right living of personal vocation. The revised Guidance System ensures community capacity to move on from any negativity and so ensure conflict resolution and the triumph of positivity.
- High levels of Archdiocesan and parish interaction ensure pupils understand that Catholic Life at this school is a shared vocation. The celebration of mission weeks enriches everyday living of the Mission Statement and its aims.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- This is the result of a continuous drive to harness, identify and live every aspect of Catholic Life.

- The Mission Statement is a strong expression of authentic Catholic life within a community where people are valued, and their skills enriched. Its aims provide a pathway fulfilment in ensuring dignity of the individual and achievement of potential in a secure environment that nurtures everyone's journey in faith.
- Catholic Life is at the heart of continued professional development of all members. Governors, staff, pupils and parents work together. There is currently a collaborative group working on formulating a new college logo. The twentieth anniversary celebrations were a reflection of joyful participation.
- The school environment expresses signs and symbols of its Catholic Life. These include meaningful displays produced by staff and pupils.
- Staff work by example in ensuring mutual respect and high standards of pupil behaviour. They provide an environment that is pastorally secure and rooted in professionalism.
- The curriculum's commitment to Catholic Social Teaching is best evidenced by the new faculty of Complementary Studies led by the former Director of Religious Education and line managed by the Principal. It is at the core of cross curricular provision for Catholic Identity, Chaplaincy and Community Cohesion.
- Complementary Studies is a curriculum package that provides the foundation for thorough spiritual and moral development. British Values are inclusive and expressed through an entire focus on Gospel values.
- Chaplaincy provision is exemplary. School Leadership emphasises the centrality of this role to Catholic Life. The Lay Chaplain responds with vocation, skill and enthusiasm to ensure maximum inclusion of the community, which includes a significant role in all aspects of Complementary Studies and promoting Faith in Action that is lived daily as well as pursued increasingly as part of an accredited curriculum package.
- All pastoral policies are in place, understood and updated as required. They provide clear guidelines for the development and wellbeing of staff and pupils, so supporting the holistic approach to Catholic Life
- Personal, Health and Social Education provides a detailed framework for the provision of Relationships and Sex Education. There has been a thorough audit of existing good practice and areas noted for development. Relationships and Sex Education specifically has an identified regular curriculum delivery in accordance with Catholic Social Teaching supported by approved resources.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Catholic Life is at the core of leadership responsibility This is evident from their wide- ranging training in all aspects of Catholicity, together with consistent sharing of outcomes through staff training.
- The Section 48 Self Evaluation accurately records many areas of strength, with those identified for improvement supported by strategically targeted outcomes. This is a shared document that is updated as required and forms a challenging basis for wholesale Catholic Life development.
- Continued professional development for most senior leaders and directors of faculties has included training in the preparation of as staff charter based on Gospel values. Most leaders and faculty directors undertake the Catholic Leadership Programme. This supports an in-house course in Catholic Middle Leadership Development. This whole process of training results in ongoing shaping of the school mission and the willingness of staff to participate.

- Leadership prioritises engagement with parents to reinforce their understanding of the meaning of Catholic Life not least because of the need to include so many whose children have joined the school from the state sector. This is evident from home and school interaction in many spheres together with very positive parental commentaries in the annual questionnaire.
- The governing body leads Catholic Life by example. They support and challenge school leadership. They have undertaken training in the development Relationships and Sex Education. They continue to scrutinise all policies using models of best practice provided by the Catholic Education Service. Governors receive regular reports from all school departments about their contributions to Catholic Life. The governing body is a well led and generously committed team that ensures a full quota of experienced personnel. They have been instrumental in securing the permanent position of full time chaplaincy amidst a period of restructure.
- The school supports all aspects of Archdiocesan policies and provision. The Principal is a key worker within the Archdiocesan Strategic Committee, as well as a key supporter of the Annual Head Teachers Spirituality Conference. The school contributes to the works of Local Leaders in Education. Catholic Life at Saints Peter and Paul is based on a vision of co-operation with the whole family of schools, a fact appreciated and respected by many in the Archdiocese.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good. There are outstanding features.
- Most pupils, including those with special educational needs are making good progress in terms of their personal capabilities and starting points.
- Over time pupils respond well and achieve good levels of knowledge and understanding which enables and motivates them to reflect spiritually and to think ethically and theologically. There are areas in which this is outstanding, notably amongst those who have been drawn from state sector schools and introduced to Catholic Religious Education in a way that invites them to participate. The majority of pupils know how to live and apply their faith in contemporary society thanks to the example they are offered in class and within the wider school.
- Pupils are well engaged in lessons and are keen to succeed. This is because they understand their work and levels of challenge are appropriate to each individual.
- Thanks to effective planning pupils are introduced to increasing levels of required concentration. They want to learn not least because their stages of progress are well flagged to provide direction to next stages.
- Pupils who were interviewed expressed how much they like Religious Education because it is relevant varied and challenging. This was confirmed by the responses contained in completed in pupil and parental questionnaires. Because they are motivated, behaviour in class is at least good or in many areas outstanding.
- Teacher assessment ensures progress and efficiently signals any need for intervention strategies. In Key Stage 3 pupils are making good progress. This is because the quality of teaching ensures their following a curriculum entirely suited to their needs. Religious Studies GCSE achievement at the end of Key Stage 4 falls below national averages for Catholic schools nationally. However, set against their capabilities and starting points, results continue to improve at a good level. Achievement at GCSE A*-A has been maintained as good or better. At Advanced Level, outcomes in the last three years have remained good with 100% achievement.

- The quality of pupils practical and written work is good. They respond positively to critiques and complete corrections. Effective peer assessment enables them to judge their own work and the work of others and to contribute to the setting of targets for improvement.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good. There are outstanding features.
- Staff consistently collaborate in planning lessons, which are well founded on pupils prior learning. New learning is at all times challenging and appropriate to pupils differentiated learning and assessment needs. On the day of inspection teaching was good and several lessons were outstanding.
- Teachers are confident because of their strong subject expertise. They share their teaching strengths with departmental colleagues. They engage with other schools and attend Archdiocesan training. This ensures pupils are offered wide and varied learning styles which enables strong levels of progress.
- Teachers use wide ranging strategies. Their skills at questioning pupils are outstanding because of the levels of recall, search, challenge which encourages pupils to participate, confident that their efforts will be celebrated. Most pupils respond well to individual learning and to collaborative tasks. They are particularly keen to debate and to make decisions. They have reached a mature level of critical thinking.
- Learning strategies are well differentiated to ensure pupils take part in evaluating their progress and in negotiating next steps in achievement.
- There is effective use of lesson time with teachers striving to ensure that every minute counts. This is particularly evident in the efficient levels of monitoring pupils whilst they are on task.
- Teachers are outstanding in their high levels of expectations of pupils. Over time this has established rapport, motivation and good and outstanding behaviour.
- Good quality feedback of practical and written work ensures pupils have a sense of purpose through knowing their efforts are valued. Teachers use a range of methods in target setting for individual pupils which improves their understanding of how to continue improving.
- Teachers provide abundant affirmation of pupils tempered with realistic and honest prescription of areas to be developed.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education. There are outstanding features.
- The Religious Education curriculum meets all of the requirements of the Bishops Directory and the Archdiocese in time allocation and content. In Key Stage 3 *People of God Called to Serve* has been established in Years 7 and 8. Religious Studies GCSE begins in Year 9, supported by the *People of God* units and has a whole cohort uptake up to the end of Year 11. In the Sixth Form, Advanced Level has temporarily been suspended for this academic year whilst appropriate staffing and expertise is secured, together with the need to focus primarily upon the firm establishment of the preceding GCSE reformed specification. All post 16 pupils participate in General Religious Education, following a programme of study validated annually by the Archdiocese. The content is enriched by a wide range of guest speakers and events. Each Key Stage has thorough inclusion of other world faiths and religions.

- Leaders and governors are to be commended for the outstanding commitment to ongoing development of the Faculty Religious Education. They have provided strategic faculty direction. There is generous financial provision that matches allocations made to other core subjects. Provision for continued professional development is equally as generous. The faculty has been provided with a new well-equipped suite of rooms. Continued professional development of staff.
- The Section 48 Self Evaluation is accurate in its description of Religious Education as *good*. Governors and leadership provide first class continued guidance in moving toward maximum faculty potential which is exemplified by the quality of the descriptors indicating key strengths, evidence and development points.
- Governors and leaders have provided highly effective line management. There is a pro tem Faculty Director of Religious Education after a period of instability due to movements and absences. The Director, a Catholic, has in turn provided expertise gained from the leadership and management of another faculty within the school. Consequently, there is an outstanding level of capacity in place to enable Religious Education to continue to flourish. There is consistent support provided by another Religious Education department within the Archdiocese, with a track record in best practice. Faculty members are working with commitment, purpose and commitment enriched by their own self- confidence and professionalism.
- They work together to ensure that Religious Education meets the requirements of governors and leaders for ongoing successful development of teaching and learning. The faculty is very well monitored at all levels with the full co-operation of staff.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good. There are outstanding features.
- Pupils interviewed both formally and at random spoke of why many are keen to participate. Year group and chapel gatherings in particular provide times for stillness and for reflection. They are free to join in with prayer. During inspection, gatherings of year groups enabled pupils to experience positive, enriching experiences because they were well prepared. Much attention had been given to establishing a prayerful atmosphere. Pupils responded by participating in moments of silence to encourage individual attention. They listened attentively and responded with interest and enthusiasm.
- Those who want to, prepare and lead worship are encouraged to do so. They are confident in the guidance and training that is provided. They are creative in their approach which includes wide ranging resources such as reading, preparation of prayer, music, singing, drama, dance and occasions for personal space. They are encouraged to use Scripture, discussion, interaction, film-clip and other media sources.
- They value the outstanding support of the Lay Chaplain in enabling them to understand the Liturgical Year through Collective Worship that is linked to their contributions to the needs of society. They readily understand the link between Collective Worship and Faith in Action. They agree that Collective Worship does provide something for everyone without any sense of pressure. Rather, there is an overwhelming desire by most pupils to be involved particularly in wider school and year group acts of worship.

- Collective Worship is outstanding in enabling many pupils to realise they are part of a faith community in which prayer or occasions for reflection are vital elements. Its range of delivery supports their own levels of spiritual and moral development. They are encouraged to understand the value of society working together for the needs of others. They are motivated by levels of challenge to respond and to realise that faiths, religions and world views can celebrate their differences yet work together for the common good. This in turn ensures their deep respect for the religious and world view beliefs of others.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good. There are outstanding features.
- Collective Worship is integral to school life in year groups, in chapel gatherings for pupils and during form time. Staff pray together during briefings and meetings.
- Collective Worship has outstanding purpose and direction. This is exemplified by the themes that are rooted in the Liturgical Year to reflect its seasons and feasts. Much attention is given to the expression of Gospel values through activities and resources that support Catholic Social Teaching on human rights, other world faiths and religions, together with appropriate focus on aspects of Personal, Health and Social Education.
- Collective Worship is given a high priority in terms of planning. A detailed and creative weekly prayer sheet is prepared to support its delivery in form time. This will continue to benefit from professional development already in place to ensure its maximum usage in form time.
- Co-ordination is outstanding in the provision made to ensure that year group staff are skilled to help pupils plan and deliver quality Collective Worship. Evidence shows their clear understanding of the sharing and delivery of prayer in many meaningful and creative styles.
- There are many occasions whereby parents and others in the wider community are invited to share prayer and worship in school. One key example is the celebration of parish Mass one day each week. They are also encouraged to attend the full range of school masses and services throughout the year.
- Since the last inspection the Chapel has been moved to a more central place in the campus which now has an adjoining garden, which pupils continue to design as a quiet prayer space and place of remembrance. Both these areas are used frequently for public and private prayer so adding another dimension to the quality of Collective Worship.
- Collective Worship is a catalyst for sharing with the local primary schools and other denominational church communities.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship. There are outstanding features.
- Policies and guidelines show outstanding levels of knowledge and understanding of planning and delivery, together with a thorough understanding of the Liturgical Year.
- These are made accessible to pupils as a means of encouraging their adaptations of materials and resources for use in the contemporary context, so making prayer relevant to their needs and aspirations. This is specifically apparent in year group gatherings.
- Governors and senior leaders are outstanding in the commitment to Collective Worship because of its centrality to living the prayerful dimensions of Catholic Life. They too lead by example and participation.

- It was evident from observation on the day of inspection that there are high levels of confidence and creativity amongst staff that demonstrate best practice to which pupils can aspire. Collective Worship in year groups provided meaningful examples of pupil participation which were clearly the norm, rather than any sense of show.
- Staff provide pupils with time and space for planning, offering advice and support as appropriate. All of this is undertaken in a spirit of joyfulness and an ability to praise pupils' efforts and achievement in Collective Worship.
- There is regular training for staff in all aspects of liturgical formation and planning. This is delivered as part of wholesale training and development in Catholic Life. This results in staff effectively distinguishing between Collective Worship and secular assembly time. Training harnesses their own personal skills to be used creatively and with confidence, especially in the sharing of best practice with other who may need ongoing support.
- Governors and leaders have a good process for monitoring and evaluation through tracking and observation. Progress Leaders' quality assure the Collective Worship expectations of form time and continue to develop this area of provision.

What the school needs to do to improve further

Maintain the continued development of Catholic Life, Religious Education and Collective Worship by:

- Sustained use of the concise Section 48 Self Evaluation Document in its entirety as the key tool for departmental development.

Reinforce the existing rates of success of Religious Education by:

- Further enhancing the process for assessment and marking of pupils work by a consistent departmental approach to target setting;
- Enabling the planned restoration of Advanced Level Theology as soon as current necessary constraints can be lifted;
- Celebrating and maintaining the current rates of success in departmental planning and productivity.

Maintain high standards of progress made in the quality of Collective Worship by:

- Ensuring the process for monitoring and evaluating its delivery in form time promotes the sharing of best practice in areas that require further support.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate