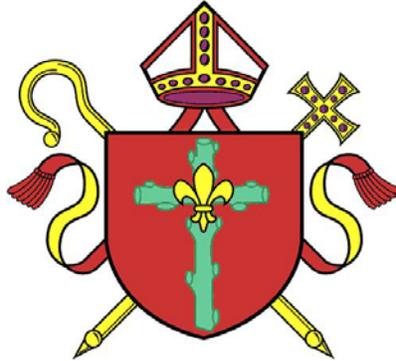


NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

Spring 2011



**St Peter and St Paul
Lincoln's Catholic High School
A Science College.**

**Western Avenue
Lincoln
LN6 7SX**

Date of Inspection: 7th March 2011

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	St Peter and St Paul Lincoln's Catholic High School A Science College. Western Avenue Lincoln LN6 7SX
Headteacher:	Mr Mark Kerridge
Chair of Governors:	Mr David Hellier
Date of Inspection:	7th March 2011
Inspection Team:	Mr Michael Groves Mrs Lisa Batt
URN & DCSF Numbers:	120717/9255421
Overall Grade Awarded:	2

A. DESCRIPTION OF THE SCHOOL

St Peter and St Paul is an 11- 18 mixed voluntary aided Catholic comprehensive school situated near the centre of Lincoln. It is a smaller than average secondary school but has a very wide catchment area. It serves students from both the city of Lincoln and from the surrounding rural areas. There are two Catholic feeder schools; St Hugh's and Our Lady of Lincoln but the school takes in students from a number of other primary schools. There are 645 students on roll, 40% of whom, are baptised Catholics. The sixth form has 92 students and works in partnership with neighbouring schools.

The majority of students are white British, although over a quarter of them are from a very wide spectrum of other ethnic backgrounds, including Afghan, Chinese, Lithuanian, Polish, Portuguese, Slovakian and Spanish heritage. The percentage of students with English as an additional language is above average and over 27 languages are spoken in the school. The percentage of students known to be eligible for free school meals is below average.

The proportion of students with special educational needs and/or disabilities is above average. A feature of the school is the newly opened Newman Centre to support these students. It is located at the entrance to the site, a signal which clearly demonstrates the inclusive nature of the school.

B. INSPECTION SCHEDULE

B. OVERALL EFFECTIVENESS

There is much to celebrate in this good school. A real sense of community and determination to continue to move forward are in evidence. Students are valued and they appreciate the opportunities afforded them. They have an awareness of their responsibilities to help build a more just and caring society. The mission of the school is clearly shared and is important to all members of the community. Plans to further develop the school are in place and there is evidence of capacity for sustained improvement.

C. What does the school need to do to improve further:

- Ensure that Assessment for Learning is fully embedded within the Religious Education Curriculum.
- Increase the monitoring, support and guidance of all teachers involved in Religious Education.
- Re-launch the chaplaincy team.
- Evaluate the quality of provision of collective acts of worship during tutor time and thus ensure a greater involvement in participation and delivery by students.

D. The school's capacity for sustained improvement

Although the areas identified in the previous inspection report are still to be fully realised, the school is clearly committed to driving forward an agenda for change and improvement. The creation of a broader leadership team including a key person responsible for Community Cohesion, and the appointment of a new Chair of Governors are examples of this commitment. St Peter and Paul School benefits greatly from the support of the local parish priests who identify fully with its mission and promote a unified vision of school and parish for the whole community.

GRADE: 2

PUPILS

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

Learning and progress across the school in Religious Education are at least satisfactory. Standards of attainment at Key Stage 5 are above average. Over 50% of students in Year 12 last academic year chose to follow AS Ethics and Philosophy, of whom 52% gained an A-C grade. At A2, a very commendable 89% of the students obtained a grade B or grade C in the subject.

At Key Stage 4 the standards of attainment in RE are broadly average with 67% of students attaining A* - C in 2010.

Key stage 3 standards of attainment are difficult to assess because of the need for accurate baseline testing of pupils on arrival at the school. The RE Department's own assessments at Key Stage 3 indicate that levels of attainment are above average. This is not reflected at Key stage 4. There is a need for accurate and explicit evidence to substantiate teacher assessed levels at Key Stage 3.

When the opportunities are provided, students respond well. They enjoy Religious Education and good progress is evident. However, in some cases, progress is hampered by material which does not match the needs of the learners. The students are then unable to understand how they might improve. Assessment for Learning is used to good effect in some classes and now needs to be embedded throughout the department, so that students manage their own learning.

The inspectors appreciate that difficulties with staffing issues have led to a lack of consistency in teaching, marking and individual student feedback. These constraints hinder progress, and means that the judgement in this area can only be "satisfactory".

The school is obviously determined to meet the needs of every student and the provision for those with special educational needs and those with English as an additional language are well met. The Religious Education department should now capitalise on the high calibre of expertise provided by the teaching assistants. Involving them in the production and delivery of appropriate materials and on more focused strategies for supporting individuals within the classroom, will bring dividends

From the day that students join St Peter and St Paul, they are given every opportunity to experience and explore what it means to be a part of a Catholic community. The school is very aware of its mission to proclaim what it means to be a Catholic Christian but ensures that students from every faith or none are made to feel to welcome and are encouraged to contribute to the life of the school. They treat others with high levels of respect and are alert to the need to seek justice for all both within and beyond the school community. The school Council and particularly the Core Council, ensure that all students are heard. The annual Key Stage 3 'Conscience Week' and 'Aspire' days encourage the young people to appreciate the need to be committed to others and to promote justice in the world.

Peer mentoring is a strength of the Department. Students from Year 7 to Year 13 speak of the benefits of the vertical tutor groupings in enhancing a sense of community and of mutual support.

A major feature of the school is the ability to have weekly whole school assemblies through which the students have opportunities to share in and celebrate key features of Catholic life. During the inspection the students were preparing to focus on Lent and the contribution they could make to the improvement of the lives of others in the wider world. The spiritual high points in this Catholic community are marked by well prepared celebrations of the Eucharist.

Students readily take part in the regular and routine prayer life of the school. The students who attended the faculty assembly on the day of inspection listened attentively. The sixth form students presented their reflections on the meaning of the Beatitudes, providing plenty of thought provoking challenges for the student body. However, the acts of worship in tutor time were initiated by staff with little opportunity for students to become actively involved.

GRADE 2

LEADERS AND MANAGERS

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

The school leadership team is deeply committed to the church's mission to education. It identifies fully with the need to engage with the wider community and to promote the gospel in a secular society. The mission statement "I have come so that they may have life and have it to the full" is comprehensively lived out each day. The school development plan accurately identifies areas by which the Catholic life of the school might be enhanced. The development of chaplaincy, greater collaboration with local clergy, and an evaluation and development of the prayer life of the school are just three examples. The head teacher's dynamism and ability to promote teamwork is a strength of the school.

The inclusion of all is a central goal and shared vision of St Peter and Paul. The appointment of an inspirational senior leader to promote community cohesion in the school is an attempt by senior management to promote this vital area. There are numerous examples of collaboration with the wider community and opportunities for students to appreciate the lives of others. For instance, a group of students have worked in the "Missing Pieces" project and visited other schools in order to understand what it's like to be a refugee in the UK. There is a strong relationship with the local mosque where Muslim students go to worship every Friday. The school makes a great effort to involve parents in all aspects of the school community regardless of background or language barriers. "Help for Heroes" is a particularly well supported charity within the school. The local community has many links with the armed forces. The school is enriched by its range of diverse cultures. The young people are aware of global issues and support the work of CAFOD and Operation Christmas Child. The Religious Education curriculum promotes Community cohesion throughout the Key Stages and an annual pilgrimage to Rome is organised by the department. The students also participate in the Diocesan pilgrimage to Lourdes.

Leaders and managers have identified the areas for development in Religious Education which were also highlighted in the previous inspection report. These areas for action have yet to be fully implemented. These include : 'to focus strongly on assessment for learning and on ensuring consistency of both marking and assessment across the department', 'to share the very good practice found in some Religious Education lessons' and 'to develop effective strategies for achieving greater consistency in learning and teaching across all members of the RE Department'. Although quality assurance is established across the school, it lacks robustness within the Religious Education Department. There is some evidence of lesson observations in RE, but consistency of assessment procedures must be addressed.

The school enjoys an enthusiastic and experienced governing body who give their time freely to support the school. Governors have a clear vision for the on-going development of Catholic Education in the school. The relationships between the governing body and the staff are constructive and indicate a determination to challenge and support the school in tackling weaknesses and bringing about necessary improvements to ensure that canonical and statutory responsibilities are met. The governors are proud to represent the school and are convinced that "everything is beginning to click into place".

GRADE 2

PROVISION

The quality of teaching in Religious Education is variable. It ranges from inadequate through satisfactory to good. Some outstanding aspects were observed. Where lessons were good, pupils enjoyed purposeful learning and were able to make clear progress. In weaker lessons, the level of challenge was inadequate. Learners were not engaged or encouraged to participate. Independent learning was limited.

The effectiveness of assessment procedures in RE is not consistent. There is some evidence that students in Key Stages 4 and 5 understand how to improve and are actively involved in both peer and self-assessment. At Key Stage 3 however, students are less confident in how to progress and have little understanding of the meaning of the levels. Targets were either inaccurate, not reflecting the students' ability or not sufficiently challenging. Because the students come from such diverse backgrounds, the Religious Education Department must ensure that the each new intake is assessed after studying the first module of work and that the this piece of work is accessible to all learners. Once the baseline assessments are in place and accurate and the students fully understand what the levels mean, then challenging and realistic targets can be set and the levels of attainment at Key Stage 3 and 4 will rise. At Key Stage 3 the inspectors had limited evidence on which to base judgements as the students had been either just been issued with new books, or the books were not available on the day.

At Key Stage 3 the statutory requirements have been met and the requirements of the curriculum laid down by the Bishops Conference of England and Wales have also been met. There is clear evidence that the schemes of work have been recently reviewed. At Key Stage 4 Catholic specifications are followed. The department operates a policy of early entry so that the majority of students sit the GCSE at the end of Year 10. The Departmental Development Plan has identified the need to review the content and delivery of the Year 11 RE and Media unit to ensure that every student has their entitlement to an appropriate Religious Education Curriculum. The curriculum Key Stage 5 meets the needs of the students. The Religious Education curriculum provides good opportunities for spiritual and moral development.

Collective Worship at tutor group level follows a fairly routine teacher led format, whilst the faculty assemblies are more stimulating and provide a greater variety of spiritual experience.

GRADE 2

Common grading scale for all inspection judgements

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective is the school in providing Catholic education ?	2
<ul style="list-style-type: none"> • how good are the outcomes for pupils, taking particular account of variations between different groups 	2
<ul style="list-style-type: none"> • how effective is the provision in promoting Catholic education 	2
<ul style="list-style-type: none"> • how effective leaders and managers are in developing the Catholic life of the school 	2

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups	2
<ul style="list-style-type: none"> • 1) how well pupils progress and enjoy their learning in Religious Education 	2
<ul style="list-style-type: none"> • 2) <i>the pupils' standards of attainment in Religious Education</i> 	2
<ul style="list-style-type: none"> • 3) <i>the quality of pupils' learning and their progress</i> 	3
<ul style="list-style-type: none"> • 4) <i>the quality of learning for pupils with particular learning needs and / or disabilities and their progress</i> 	3
<ul style="list-style-type: none"> • 5) the extent to which pupils contribute to and benefit from the Catholic life of the school 	2
<ul style="list-style-type: none"> • 6) <i>how well pupils respond to and participate in the school's collective worship</i> 	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the school	2
<ul style="list-style-type: none"> • 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 	2
<ul style="list-style-type: none"> • 2) <i>how effectively leaders and managers promote community cohesion</i> 	1
<ul style="list-style-type: none"> • 3) how well leaders and managers monitor and evaluate the provision for Religious Education for improvement to outcomes for pupils 	3
<ul style="list-style-type: none"> • 4) 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 	2

PROVISION

How effective the provision is in promoting Catholic education	2
1) The quality of teaching and how purposeful learning is in Religious Education	2
2) <i>the effectiveness of assessment and academic guidance in Religious education</i>	3
3) the extent to which the religious Education curriculum meets pupils' needs	2
4) the quality of Collective Worship provided by the school	2