

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St Peter's Catholic College

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Chair: Mrs Barbara Hewitt

Date: June 7th 8th 2010.

Inspector: Mrs Margaret Rees

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

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

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory Catholic school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St Peter's Catholic College of Maths and Computing is a small 11-16 Catholic Comprehensive School serving East Middlesbrough, an area of high social deprivation.. There are 369 pupils on roll, 70% of whom are baptised Catholic. The percentage of pupils eligible for free school meals is high at 31.6%, (national 14.2%). The proportion of pupils registered as having special educational needs or disabilities is high at 52% (21.1% national). Overall students have lower than average ability on entry indicated by National Curriculum and English Reading tests. The school gained Healthy School Status in 2009 and Anti Bullying Status in 2010. The present Head Teacher was appointed in January 2010. The Local Authority have issued a notice for closure for August 2012.

Pupil Catchment:

Number of pupils on roll: 369

Planned Admission Number of Pupils: 105

Percentage of pupils baptised RC: 70%

Percentage of pupils from other Christian Denominations: 15%

Percentage of pupils from other World Faiths: 2%

Percentage of pupils with no religious affiliation: 3%

Percentage of pupils with special needs: 52%

Teaching Staff:

Full-time Teachers: 30

Part-time Teachers: 2

Percentage of Catholic Teachers: 35%

Support Staff:

Full-time Classroom Support Staff: 8

Part-time Classroom Support Staff: 5

Percentage of Catholic Classroom Support Staff: 36%

Secondary School RE Dept. Staffing:

Number of full-time RE teachers: 2

Number of part-time RE teachers: 5

Percentage of Catholic teachers: 71%

Percentage of teachers with Catholic Certificate in Religious Studies: 14%

Percentage of learning time given to RE :

10% across all year groups

Parishes served by the School

St. Andrew's

St. Anne's

St. Peter's

St. Gabriel's

Corpus Christi

MAIN FINDINGS

St. Peter's College is a good Catholic school with significant outstanding features. The welcome statement, "Learning Together Living in Christ" is reflected within the everyday life of this community evidenced by the strong relationships between staff and pupils and their commitment to living out the Gospel values within school and in their reaching out to the wider community. Students display a deep loyalty to the school and are respectful of each other and their environment. The atmosphere around school is calm and friendly.

Outcomes for pupils, the provision for Catholic Education and the school's capacity for sustained improvement are good. Inspection found that attainment and progress in Religious Education are good. Staff are excellent role models by their example in setting high standards of mutual respect within the classroom. The current leadership have in place strategic policies to drive forward the Catholic life of the school and enable students to engage fully with their learning.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. The extent to which the Religious Education curriculum meets pupils' needs is outstanding. The quality of provision for the Catholic life of the school is outstanding.

Leadership and management of St. Peter's college is outstanding. The development of partnerships with other providers including colleges of further education and universities as well as agencies e.g. CAFOD, SPUC to ensure the needs of all learners are met is outstanding. The promotion and development of community cohesion by leadership and management are outstanding.

What the school needs to do to improve further :

- To further embed the sharing of good practice throughout all teachers of R.E. to move all lessons to good or outstanding.
- To develop robust methods for monitoring progress of all students at Key Stage 3.
- To implement effective strategies to increase A and A* grades at GCSE.
- Provide opportunities to skill students to take lead roles in the planning and delivery of collective worship.

2. PUPILS OUTCOMES

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

2

Attainment at the end of Key stage 4 is mostly above average: 70% of students achieved A*-C grades. This follows a two year upward trend. Religious Education (R.E,) is a high performing subject at St. Peter's: the target for RE in 2009 was 65% and the actual was 71% . Pupils with special educational needs or disabilities perform slightly below expectations. At the end of key stage 3 a very large majority of pupils attain level 5/6 or above which is good. Progress is at least good and some make outstanding progress; all are keen to do well. Students are aware of their targets and what to do to improve. This was evident in Y10 students' books where staff had written a positive comment followed by what the student should do next.

In lessons students readily engage with learning through a wide variety of activities within a calm atmosphere. There is an enthusiasm for learning, with students across the ability range taking an active part in discussions. Students said they enjoyed RE lessons as they were fun because of the varied activities and opportunities available to them. This enthusiasm for learning was demonstrated during a Y7 lesson about creation where each child was given the opportunity to share their ideas on awe and wonder. Students contribute to the Catholic life of the school through their participation in a vast

range of opportunities presented to them within R.E. lessons as well as outside of the classroom. These include the annual R.E. study day for each year group which focuses on issues including: celebrating difference; the annual Lourdes Pilgrimage; the link with a school in Uganda and the Middlesbrough Diocesan events. The school's chaplaincy is effectively led by a lay chaplain who has encouraged the involvement of students, "chaplets", who help in these activities.

Students are proud of their beliefs and have a strong sense of belonging to this Catholic community where they appreciated being called by name. They value the opportunities to celebrate their success and are alert to the needs of others as evidenced in the links with the Ugandan school. To date there have been two visits involving staff and pupils to help improve the quality of education for the children and community there.

All students participate in a House Assembly each week led by the Head of House. Pupils respond to worship with respect and reverence listening with interest to the thoughtful images and reflections presented to them. In tutor time there is opportunity for discussion on issues as well as quiet prayer time and reflection. During the observed tutor time students discussed the problems in South Africa in light of the impending World Cup. Their strong sense of social justice was evidenced by their interest and sharing of ideas of how the poor in South Africa could benefit from the tournament. However students do not regularly prepare and take lead roles in the delivery of collective worship at present.

The position of the school chapel reflects the central role of the Catholic life of St. Peter's. The chapel is at the centre of school life and it is used regularly by staff and students for quiet prayer and reflection as well as for the celebrations within the Church year.

• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ <i>the quality of pupils' learning and their progress</i>	2
❖ <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress in Religious Education?</i>	2
❖ <i>pupils attainment in Religious Education?</i>	2
• 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?	2

3. PROVISION

How effective the provision is for Catholic education

2

The quality of teaching and purposeful learning in R.E. is good. Lesson observation, together with scrutiny of work findings ranged from satisfactory to outstanding. All staff have good subject knowledge which is readily shared with students. Challenging tasks are set to extend learners across the ability range with differentiated material always available for less able students. An example of this was the 'tick /tack /toe' activity in a Y7 lesson on creation. Good and imaginative use of resources stimulates students to think deeply about their ideas and beliefs about the world and moral issues. The use of ICT in R.E. lessons leads to early engagement in learning by captivating interest: all R.E. teaching rooms are equipped with interactive white boards with access to the internet.

At key Stage 4 rigorous monitoring and tracking of pupil progress are in place. Students are aware of their targets and are informed how to move forward. Progress is measured at the end of each unit at Key Stage 4 and through half termly assessments at Key Stage 3. Monitoring of progress at Key Stage 3 is not fully developed throughout the department but is in the process of being developed. All students receive 10% curriculum time for R.E. which fulfils the Bishops' Conference requirements. The department has enhanced the Icons programme for Key Stage 3 to meet the needs of all learners providing opportunities for reflection and questioning thus enhancing spiritual and moral development. Key Stage 4 is implemented in Y9 to enable all students to access the GCSE syllabus with a built in programme for revision. The R.E. curriculum is enhanced through R.E. study days, assemblies and tutor time activities.

Collective worship has a high profile in the college and is the responsibility of the Head teacher and her leadership team. The Head of R.E. is taking a lead role in provision due to the maternity leave of the school chaplain. This team are fully committed to promoting the prayer life of the school and are excellent role models. Pupils are skilled in leading prayers and using their talents during acts of worship and are responsive to the well chosen images and music used to provoke interest and thought. Students do have a leadership role in preparing acts of collective

worship but this was not evident during the inspection due to the GCSE exam timetable.

The Catholic life is of the highest priority where learning stands alongside living in Christ. This is evident in the quality of relationships within the school at all levels. Students testify to this, feeling safe and respected; they demonstrate high levels of moral and ethical behaviour. Behaviour in lessons is good in most cases with some students displaying outstanding levels of respect. This is highlighted by the anti bullying award received by the school.

• The quality of teaching and purposeful learning in Religious Education	2
• The effectiveness of assessment and academic guidance in Religious Education	2
• The extent to which the Religious Education curriculum meets pupils' needs	1
• The quality of Collective Worship provided by the school	2
• The quality of provision for the Catholic life of the school	1

4. LEADERSHIP AND MANAGEMENT

1

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

The school’s leadership is fully committed to the development of the Catholic life of this school. The Head Teacher and her team have a shared vision which is focused on moving forward the achievement alongside the Catholic dimension of St.Peter’s. These two initiatives are at the centre of the daily life within the school community.

The responsibility for the Catholic promotion ,monitoring and evaluation of the provision for the Catholic life of the school, including the chaplaincy provision is the shared responsibility of the Head Teacher and her leadership team as well as the chaplain. They work collaboratively to ensure the school mission statement is reflected in the everyday activity of the school day.

“Both through religious education and in the general life of the school, young people are prepared to serve as witnesses to moral and spiritual values in the wider world.”(School’s Mission Statement)

The chaplaincy which is the responsibility of the Head of RE due to the maternity leave of the lay chaplain, is highly effective. Students and members of the chaplaincy have recently returned from Lourdes having taking part in the annual pilgrimage.

Through a well planned system of meetings at leadership and departmental level the leadership team have a clear understanding of the ways in which the chaplaincy meets the needs of staff and students.

The chapel is at the heart of the school and provides the focus for the daily prayer life for staff and students. The inspiring displays around the school reflect Gospel values and promote the shared responsibility for the care of the school environment.

The Head of Religious Education is an excellent classroom practitioner and has developed innovative strategies to promote good teaching and learning. One example is the Marriage service acted out in Y8. Monitoring and planning for sustained progress are good but need to be more rigorous to allow good progress for all learners. The example set by the Religious Education teachers is excellent they provide outstanding role models through their commitment to the development of the whole child. They allow students to investigate and question issues and ideas thus promoting their spiritual and moral development to enable them to engage with the wider world. The Head of RE has the support of the Head teacher who is from an RE background herself and recognises the strengths of this successful department.

The Governing Body fulfils it's statutory and canonical duties effectively. It is fully involved in the decision making and evaluation of school policies and development plans. The notice of closure is now one of its key issues and it is actively promoting the successes and Catholic vision of the school at local and parish level. The Head of RE delivered a successful and thought provoking presentation to governors outlining the "Happiness" transition programme. The chair of governors is link governor to the RE department and is a regular visitor.

The extent to which leaders and managers develop partnerships with other providers to promote catholic learning and pupil well being is outstanding. Pupils benefit from an extensive variety of partnership activities. The curriculum is

enhanced through vocational courses run at Middlesbrough College. This has impacted on achievement by raising the percentage of A*-C grades at GCSE. The links with Teesside and Leeds University have enabled students to experience further education and raise their aspirations.

Many students are involved with the parish youth groups and take part in Diocesan events and initiatives thus developing spiritual wellbeing and raising self esteem. Within school there are strong links with CAFOD, the Society for the Protection of the Unborn Child and the Saint Vincent de Paul Society, which involve students in workshops and presentations taking Religious Education out of the classroom and into the outside world. Students spoke of their enjoyment of these activities and appreciated opportunities to reflect on and respond to the needs of those less fortunate than themselves.

Inclusion of all is central to the Catholic life of this school. Students spoke of this unanimously stating that they all felt valued and no one was treated differently. Collective Worship involves all students of all faiths and no faith providing opportunities for reflection on the needs of others regardless of belief. The link with the Ugandan school is an example of working beyond barriers of faith, race and culture.

The R.E. curriculum challenges inequality and discrimination at all key stages e.g. the “Happiness” scheme celebrating difference at Key Stage 3 and the religion and social cohesion unit in key stage 4. The curriculum includes the study of other faiths and involves CAFOD and other partners in providing opportunities to experience the enrichment that other cultures and traditions provide.

<ul style="list-style-type: none"> How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school, including chaplaincy provision, and plan improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> 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 	2
<ul style="list-style-type: none"> How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	1
<ul style="list-style-type: none"> How effectively leaders and managers promote and develop Community Cohesion 	1

5. THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

2

The school's capacity for sustained improvement is good. The Head Teacher with the support of her leadership team, has a clear vision for future developments to raise standards and embed the gospel values which are a driving force within the school. There has been a significant improvement from the previous inspection. There has been a 3 year upward trend at all thresholds with the results for 5 A*-C for 2009 at 85% and indications from results plotted to date suggest they ought to be as good if not better. Results for A*-C including English and Maths are at LA average but slightly below the National average. The present leadership have developed robust systems for monitoring and tracking progress throughout all department areas to enable future improvements.

Issues regarding attendance and attainment highlighted by OFSTED are being addressed.

Leaders and governors are working collaboratively to try to secure the future of this successful Catholic school so as to continue to provide a good standard of Catholic education and to be a place where faith is nurtured through the message it gives. " Learning Together, Living In Christ".