



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Peter's Catholic Primary School

19 Mill Lane, Earl Shilton, Leicester, LE9 7AW

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| School URN: | 120210 |
| Inspection Date: | 08 October 2015 |
| Inspectors: | Mr Gregory Hughes and Mrs Anita Blake |

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| Overall Effectiveness | Previous Inspection: | Outstanding | 1 |
| | This Inspection: | Good | 2 |
| Catholic Life: | | Outstanding | 1 |
| Collective Worship: | | Good | 2 |
| Religious Education: | | Good | 2 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Peter's Catholic Primary School is a good Catholic school.

- Catholic Life is given the highest priority and as a result this area is outstanding. The Head teacher leads by example and has steered the school through challenging times ably supported by the Religious Education subject leader and Governing Body. The headteacher and staff are fully committed to the promotion and enhancement of the Catholic Life of the school. Pupils benefit from the stakeholders dedication and drive to promote gospel values. Pupils and parents have been included in shaping the school's mission and are able to speak clearly about its distinctive nature.
- Prayer is central to the life of the school. Staff pray together and the parish priest, deacon and wider community are invited into school on a regular basis to share in Collective Worship. Pupil-led liturgy takes place and there is an active chaplaincy team promoting the importance of worship in school.
- Pupils enjoy their learning in Religious Education. They talk enthusiastically about their work with increasing spiritual and ethical depth of thought. Behaviour for learning is good. Pupil outcomes are in line with diocesan averages. Assessment is good and systems for monitoring are in place. A range of approaches are used to ensure that all pupils are catered for and their abilities are challenged.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Peter's Catholic School has 209 pupils on roll and is a smaller than average sized primary school, situated in the large village of Earl Shilton. It serves primarily the Catholic parishes of Saints Peter and Paul, Earl Shilton, St Gregory, Market Bosworth and St Pius X, Narborough.
- The senior leadership comprises of the headteacher, the deputy headteacher, Special Educational Needs Coordinator, the Literacy subject leader and Early Years/Physical Education subject leader.
- The pupils are organised into seven single-age classes including a Reception Year class for children in the Foundation Stage.
- The Religious Education subject leader is not currently part of the senior leadership team.
- 30 % of the children are baptized Catholic.
- Most pupils are White British.
- The proportion of pupils from ethnic minority heritage and who speak English as an additional language are lower than national averages.
- About 8% of pupils have a disability or special educational needs. This is below the national average.
- The percentage of pupils who qualify pupil premium is slightly lower than national averages at approximately 20%. (This funding is for pupils who are in local authority care and those known to be eligible for free school meals).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop robust systems for monitoring and evaluation with regard to the quality of Acts of Collective Worship and Religious Education. Analysis needs to be critical and identify clear points for further improvement.
- Ensure that the content of written work captures the discussion and rich dialogue that occurs between teachers and pupils during Religious Education lessons and is evidenced through examples of extended pieces of writing over time.
- Ensure that the quality of presentation in written work is of a consistently high standard throughout the academic year and over time.

CATHOLIC LIFE

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| THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL | 1 |
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- Pupils at St Peter's demonstrate pride in their school; they speak with pride about their community and all it achieves.
- Pupils acknowledge that their school is special and supports them in many different ways. They recognise that they have a variety of gifts and they use these for the benefit of the school.
- The behaviour of almost all the pupils is exemplary. They have positive attitudes to learning in Religious Education and to each other. Pupils demonstrate respect for one another, their teachers, support staff and visitors to the school. They willingly support others in the school in a variety of ways, taking on roles of responsibility such as the chaplaincy team, 'Trusted 6' prefects and 'Happy Makers' on the playground.
- Pupils in the school are proud of their own individual religious identities, whether they are of the Catholic Faith, other Christian denominations or a World Faith. The school community exists in an atmosphere of mutual respect and tolerance where every individual is nurtured.
- Significant numbers of pupils and, in some cases their extended family members, have been received into the church and have received the sacrament of Baptism. The school community is proud of its evangelical mission, embracing this aspect of its role and celebrating with every child and their family.

The quality of provision for the Catholic Life of the school - outstanding

- The Catholic identity of the school is well established and pupils have been involved in the review of the school mission statement. Pupils are fully aware of the mission statement and refer to it in their discussions about the school. During the inspection the children commented that 'God is at the heart of our school. God is always with us.'
- Staff are excellent role models and relationships at all levels are strong and based on the gospel values of respect and reconciliation.
- Pastoral care is a strength of the school. Pupils say that they feel cared for and that they can approach any adult for help. The Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) programmes are consistently taught and are sensitive to Catholic principles. Staff have attended training through the diocese and have conducted an audit to establish coverage.
- The learning environment at St Peter's is a reflection of the school's Catholic ethos and religious identity; artefacts such as statues, artwork and other displays are clearly visible in the school and outside areas. These provide valuable spaces for reflection and prayer.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding

- The headteacher and the subject leader for Religious Education are both deeply committed to the Church's mission in education. They inspire and support the adults and pupils in the school. The school's Catholic ethos is seen as very important to the school's identity.
- The action plan addresses all areas of the diocesan canonical inspection evaluation schedule. The leadership of the school have a strong desire to ensure the Catholic Life of the school provides enrichment for all associated with it.
- Parents speak very favourably about the school. Parents from all faith backgrounds feel welcome and acknowledge the good behaviour and caring atmosphere running throughout the school.
- The parish priest and the deacon are regular visitors to the school and value the contribution the school makes to the Catholic lives of the pupils it serves. The parish priest speaks highly of the excellent behaviour of the pupils during masses and celebrations and the way in which the school develops the whole child.
- Governors are very supportive of the school and value the contribution made by the strong Catholic ethos. They are regular visitors and support the head teacher and subject leader for Religious Education in their work. They are proud of the school's mission and the evangelical work of the school.

COLLECTIVE WORSHIP

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| THE QUALITY OF COLLECTIVE WORSHIP | 2 |
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- Pupils act with reverence and join in collective prayer and worship. Collective Worship is something that pupils speak of with eagerness. Most pupils are able to speak of prayer as being important to them and their spiritual and moral development.
- Pupil led liturgy has become embedded and is of a good quality. A range of resources have been purchased and stored in a prayer room so that pupils can access them and incorporate them in class and school acts of worship. Storage of religious artefacts needs to be as orderly and reverent as possible to reflect their religious significance.
- Pupils are given the opportunity to engage in a variety of Eucharistic and non- Eucharistic worship throughout the year and, as a result, are developing a good understanding of religious seasons and feasts.
- Pupils are respectful towards other faiths and all faith backgrounds and those with no specific faith background are accommodated.
- During meditation sessions pupils were observed responding well to the quiet and most were reflective and had positive attitudes to this type of prayer.

The quality of provision for Collective Worship - good

- Prayer is central to the school day and the life of the school. Collective Worship is at the heart of school celebrations.
- Acts of Worship are often pupil led, particularly for the older pupils. Pupils say that liturgy for the younger pupils is organised by the teacher and they collect resources from the prayer room whereas the older pupils organise liturgies by themselves.
- The chaplaincy team support the Collective Worship provision in the school. They are valued members of the school community and make a positive contribution, organising the readings and hymns for whole school Mass celebrations.
- Staff regularly pray together and this aspect of school life is supportive to the community as a whole.
- A mothers' prayer group also supports the prayer life of the wider community providing an additional opportunity for parents and friends of the school to gather together in prayer.
- The subject leader for Religious Education is skilled in guiding staff and pupils in the planning of liturgical worship and has developed child led liturgy within the school. This has enabled pupils to take an active role in worship.
- A recently appointed chaplain has replaced the existing chaplain who was in post for three years. There has been a programme of handover and a continued commitment to professional development for the new chaplain.
- There is a good understanding of different faiths and during the inspection children were able to use their understanding and respect of the Jewish faith to prepare a liturgy that celebrated the difference and similarities of the Catholic traditions with those of Judaism.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good

- Leaders and managers have a good understanding of how to plan quality experiences of Collective Worship. They have a thorough understanding of the liturgical year and provide a variety of opportunities for the children to engage in worship throughout the year. As a result the children respond well to and value this aspect of school life and have a good understanding of the liturgical seasons.
- There is a strong emphasis on promoting pupil involvement in the celebration of Mass and Collective Worship in general. There is good variety and range of worship including end of module class based liturgies and school Masses.
- The school leadership is keen to improve the quality of the provision for Collective Worship and in order to do this they need to consult the views of all stakeholders.
- Formal monitoring of Collective Worship is undertaken by the subject leader for Religious Education, however, the evaluations focus more on the positive aspects rather than providing ideas for improvement and development. Leaders must ensure that monitoring tasks provide them with accurate information that is evaluated and lead to target plans for improvement.

RELIGIOUS EDUCATION

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| THE QUALITY OF RELIGIOUS EDUCATION | 2 |
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – good

- Children enjoy their learning. They are settled for work and show good listening skills. Teachers are knowledgeable and there is a good relationship with the pupils. There is a need to provide time within lessons to allow children to capture their responses and expand on their written answers.
- Behaviour throughout the school during lessons is a strength and all classes work in a calm and thoughtful atmosphere. Pupils show respect to teachers and there is structure and purpose to lessons. Knowledge, understanding and skills are matched to age expectations. The senior leadership team has worked hard to incorporate meditation into lessons and indeed the wider school day. Times for reflection ensure pupils are focussed and receptive in lessons.
- Pupils arrive at St Peter's with little religious literacy. They receive strong spiritual guidance beginning in the Foundation Stage. Prayer forms a central part in each daily lesson. At the end of Key Stage 1 children make good progress with no group being noticeably behind. Further progress occurs throughout Key Stage 2 culminating in pupils attaining levels in line with national expectations and diocesan averages. (The national expectation is that by the end of Key Stage 1 pupils will attain a level 2 and by the end of Key Stage 2 they will attain a level 4 in Religious Education.)
- Data is regularly collected and evidence over the last three years shows that the school and is in line with diocesan averages.

The quality of teaching and assessment in Religious Education – good

- Teaching is well planned and the *'Come and See'* programme is used effectively and with creativity. Learning tasks are clearly articulated but there is a need to set the children clear expected outcomes at the end of lessons. Expanded written answers are evident in assessed pieces of work. This now needs to become a daily expectation in work received. It is evident that pupils are given time to respond to marking and there is scope to develop richer conversation between teacher and pupil leading to a greater depth of answers.
- Teachers are able to pitch lessons at the appropriate level and staff are well matched to Year groups. *'driver words'* and *'Statements to Live By'* are used throughout the school to good effect assisting children in their religious formation. Teachers use a variety of teaching styles. There is a combination of visual, auditory and kinaesthetic stimulus and as a result pupils are enthusiastic. Information Technology, Drama and Music are used to good effect in Religious Education lessons.
- Teaching assistants are well deployed and have a good level of knowledge. They make a positive impact on pupils and are able to support individuals or groups of pupils. A greater focus and pace to lessons would ensure more challenging written outcomes are achieved.
- The majority of teaching is good. Teachers are prepared for their new cohorts by the start of each academic year. The Foundation Stage teachers capture baseline data on entry and use it to inform planning. Progress in the early years is accelerated. In Key Stage 1, Religious Education is planned with a range of pupil activities and progress is good. Pupils by the end of Key Stage 2 make good progress. Some pupils are very skilled orally but are not always able to reflect this in their extended writing.
- Planning has whole school uniformity and shows thought and attention to detail. High quality teacher preparation and delivery is clearly in evidence and now needs to be reflected in subsequent demand for high quality, consistent pupil output. Although attainment levels in Religious Education are broadly in line with national and diocesan expectations by the end of Key Stage 2, there is room for a greater emphasis on more consistency in terms of sustained quality of work throughout the year and over time. Presentation in Religious Education books is inconsistent. A reliance on worksheets and photographs, with little commentary needs to be replaced with extended writing capturing the quality thoughts and views shared by pupils in lesson dialogue.
- Work scrutiny and pupil progress meetings take place throughout the year. Teachers attend diocesan moderation courses and also moderate samples of work with a local school. They discuss barriers to learning for vulnerable groups, look at intervention to accelerate learning and close the gap. Marking and feedback is evident but now needs to seek greater challenge for the pupils to ensure they always capture their potential.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good

- Whole school leadership, including governance is focussed on supporting Religious Education as a core subject. Money has been allocated and spent carefully on staff training and resources.
- Leaders monitor the quality of Religious Education on a regular basis. Teachers receive regular

feedback and the Subject Leader makes herself available for discussion. She keeps staff up to date with new initiatives from the diocese.

There now needs to be a greater drive for quality and quantity of work to move from good to outstanding. Further moderation with a wider base of schools will help to create a portfolio of excellence, which will in turn aid internal expectations for excellence in outcomes. Internal evaluation tends to be very positive. To move to outstanding it needs to be more analytical and critical, identifying specific areas for improvement with clear deadlines.

- The curriculum leader is enthusiastic and makes a significant contribution to the moral and spiritual development of the pupils. She has taken on the role wholeheartedly and is eager to provide the best for the pupils and wider community.
- The Religious Education curriculum meets pupils' needs and fulfils the requirements of the Bishops' Conference of England and Wales. Leaders have supported staff to embed the '*Come and See*' scheme of work and this has been developed in a way that focuses on the needs and interests of the pupils. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.

SCHOOL DETAILS

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| School Name | St Peter's Catholic Primary School |
| Unique Reference Number | 120210 |
| Local Authority | Leicestershire |

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and section 48 of the 2005 Education Act in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 7 Religious Education lessons and 1 class liturgy and a Mothers' Prayer meeting.

Meetings were held with the headteacher, the subject leader for Religious Education, the parish priest, the incoming and outgoing chaplain and governors. Discussions were also held with pupils, including members of the liturgy team and parents.

The inspectors scrutinised a range of documents including the school Improvement plan, the self-evaluation form and additional monitoring and evaluation evidence. Inspectors also examined the work in pupils' Religious Education books.

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| Chair of Governors: | Mr Brian Underwood |
| Headteacher: | Mrs Helen White |
| Date of Previous School Inspection: | 24 February 2010 |
| Telephone Number: | 01455 843840 |
| Email Address: | h.white@stpetersprimary.org |

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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

In the context of the whole school, the overall effectiveness grades have the following meaning:

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| Grade 1 | Outstanding | The school is a highly effective Catholic school. Pupils' needs are exceptionally well met. |
| Grade 2 | Good | The school is an effective Catholic school. Pupils' needs are met well. |
| Grade 3 | Requires Improvement | The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years. |
| Grade 4 | Inadequate | There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years. |