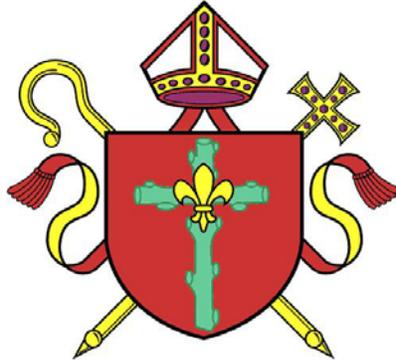


NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

SPRING 2010



**St. Peter's Catholic Primary School,
Mill Lane
Earl Shilton
Leicestershire
LE9 7AW**

Date of Inspection: 24th February 2010

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	St. Peter's Catholic Primary School Mill Lane Earl Shilton Leicestershire LE9 7AW
Headteacher:	Mrs. Helen White
Chair of Governors:	Mr. Brian Underwood
Date of Inspection:	24th February 2010
Inspection Team:	Mrs. Anne Recchia Mr. Mark Booton
URN & DCSF Numbers:	120210 8553335
Overall Grade Awarded:	1 Outstanding

A. DESCRIPTION OF THE SCHOOL

St. Peter's Catholic Primary School is situated in the large village of Earl Shilton serving the parishes of Saints Peter and Paul, Earl Shilton, Our Lady and St. Gregory, Market Bosworth and St. Pius X, Narborough. Pupils come to school from a wide catchment area of ninety square miles, which results in a mixed socio economic population including some areas of social deprivation.

Of the 199 pupils on roll the majority are white British with a small minority (6.5%) coming from different ethnic backgrounds. 29% of pupils are baptised Catholic and 61% are affiliated to other Christian denominations. Only 1% of the school population are from other World Faiths and the remaining 9% are not affiliated to any religion.

22% of all learners are on the school's register of Special Educational Need with 1.5% having a statement of Special Educational Need. 12.5% of pupils take free school meal which is below the National average.

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

The overall effectiveness of the Catholic life of the school and its provision for community cohesion are outstanding. St. Peter's is a welcoming inclusive school where everyone is valued as a creation of God formed in His own image and likeness. The Mission of the school is a lived reality where "*God is at the Heart of St. Peter's School*" (Mission Statement).

The overall effectiveness of the provision for Catholic Religious Education is outstanding. Pupils enter the school with little or no experience of the catholic faith. They quickly gain knowledge and understanding in the Foundation stage and are able to build on this throughout the school attaining very good standards by the end of Key stage 2. The curriculum is well differentiated to ensure all pupils are able to make good progress. Plans to improve assessment for learning using the model employed in English would further enhance provision in Religious Education.

All the areas for improvement highlighted in the last inspection have been energetically tackled. There is a good induction process for teachers new to Catholic Education both from the Diocese and within the school. The Deputy Headteacher very effectively supports and coaches less experienced teachers. There is a strong culture of professional cooperation and support within the school.

GRADE: 1 Outstanding

The capacity of the school to make further improvements and why.

The School's own self-assessment is an honest and accurate document. The Head teacher and senior leadership team have effectively identified areas for improvement and put in place a manageable plan to improve. The close working partnership existing between the Head teacher and senior leaders in the school ensure staff at all levels are well supported and feel confident to deliver high quality teaching and learning. The Headteacher takes on the role of Religious Education Coordinator very effectively. She leads the subject with knowledge and authority. The Governors should be aware that the Headteacher plays a very pivotal role in the continuing success of the community as an outstanding Catholic School and ensure that this continues into the future by careful succession planning.

Given its outstanding Headteacher, leadership team and progress since the last inspection, the school has a very good capacity to make further improvements.

GRADE: 1 Outstanding

C. What steps need to be taken to improve the provision further?

The outstanding strengths of the school far outweigh the areas for development. However this inspection has identified that the school needs to further focus on the following:

- Ensure governors play a more strategic role in the monitoring and evaluation of the Catholic life of the school and curriculum Religious Education in order for them to become more effective as critical friends to the Headteacher and leadership team.
- Develop plans to improve assessment for learning using the model employed in English to further enhance provision in Religious Education.

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

Grade: 1 Outstanding

The quality of leadership in relation to the Catholic life of the school is outstanding. The highly effective and hardworking Headteacher is ably supported by the senior leadership team. The Headteacher manages the team very effectively using their strengths and experience to guide and support new and inexperienced teachers. In this way a strong sense of purpose and mission is established. Together they lead the school community in living out its Catholic mission, putting it into practice on a daily basis through personal example rooted in the gospels. Leadership at all levels makes an outstanding contribution to the spiritual and moral development of the pupils irrespective of their personal faith affiliations. Discrimination of any kind is tackled with vigour.

The governors are very supportive of the school and have a good understanding of their role within it. They have a good committee structure that allows business to be conducted efficiently and effectively. The Headteacher reports to governors on the Catholic life of the school on a regular basis. However, the exercising of a more rigorous approach to monitoring and evaluating the Catholic life of the school, by governors, would help them become more of a critical friend to the Headteacher and Senior Leadership team.

The Parish priest is a frequent and welcome visitor to the school; he effectively supports the liturgical experience and well being of all learners. Very good links exist between the school, parents, parishes and outside agencies resulting in pupils being well cared for and supported in their educational and faith journeys.

The Headteacher sets a very clear direction for the school, she very accurately identifies its strengths and areas for improvement, putting into place measures that ensure St. Peter's continues to improve and the pupils flourish. The School Improvement Plan has clear aims and objectives and sets realistic timescales for achieving them.

Through the liturgical life of the school and curriculum Religious Education pupils are effectively challenged to lead lives based on the teachings of Jesus. Behaviour in the school is outstanding. Care for one another is nurtured and pupils thrive in this outstanding school.

Collective Worship

2. How good is the quality of Collective Worship?

Grade: 2 Good

The quality of the provision for prayer, Collective Worship and the liturgical life of the school and its frequency are good and at times outstanding. The school provide a variety of opportunities for prayer and worship both in the class setting and as a whole school. Resources for prayer and worship are well used in the classrooms and the children are becoming more able to prepare and lead these themselves. The Prayer groups held at lunchtime provide further opportunities for pupils to participate in prayer at a level appropriate to their age and ability.

Pupils take part well in whole school and class liturgies. They speak with confidence and sing well. Good use is made of digital resources to focus prayer and encourage all pupils to participate. Parents and parishioners are welcomed to whole school liturgies and masses. The school also plays an active part in the parish, preparing and participating in special masses.

Collective Worship is well planned and organised around the Liturgical Year and the "Here I Am" scheme of work. The school has identified accurately the need to involve pupils more in the planning and leading of liturgies. There are some outstanding examples of collective worship, which are vibrant and engage the interest of the learners. They inspire deep thought and a heartfelt response. This outstanding practice should be shared more in both whole school and class-based liturgies. The recent introduction of a liturgy planner and appropriate training in the elements of good liturgy has begun to have an impact on class-based worship. Collective Worship is monitored and evaluated by the Headteacher and class teachers. This has led to improvements and has focused training needs appropriately.

The depth and strength of the school's ethos and Religious Education has resulted in a number of families enquiring about and becoming part of the Catholic Church. Several children have been baptised in the school. The Parish Priest recognises and values the evangelisation that takes place within the school community. He makes a significant contribution to the school and is highly regarded by both staff and pupils. The liturgical life, prayer and collective worship are outstanding in their contribution to the spiritual and moral development of the learners.

Community Cohesion

- 3. How effectively the school promotes community cohesion:
inwardly (within the school);
within the local faith community (parish and education communities);
and the wider social, cultural and educational communities.**

Grade: 1 Outstanding

The school very effectively promotes community cohesion to an outstanding standard. Relationships within the school are very good and support the strong Catholic ethos. It is a very welcoming school with a strong sense of purpose and inclusion. Parents and carers value the school and are very supportive. Pupils and parents views are actively sought and acted upon.

Pupils from different faith and social backgrounds work very effectively together, sharing ideas and supporting each other. They are quick to show concern for the well being of others especially the weak and vulnerable. Collaborative work undertaken by the staff drives through improvements and creates a supportive climate where everyone feels valued.

Close contacts exist between local Catholic schools and the Diocese. Schools work in partnership to deliver the extended schools services and good practice is both celebrated and shared locally. The school has effective links with the Hinckley Area Schools' Partnership and the local Catholic Secondary school and its feeder schools. This provides St Peter's with up to date information and training for staff and governors.

The school regularly takes part in fundraising for local, national and international charities. It has forged close links with an orphanage in Nigeria and has raised money to provide clean water for that community. Annual visits from the priest in charge of the orphanage serve to inform children about the charity and give them an insight into the work and everyday lives of young people from a very different background. A recent visit to Kazakhstan, through the work of the British Council, has further broadened the international perspective of the school. Further links are planned for the future. The school also works closely with an inner city Leicester school to broaden the cultural and social experience of the pupils.

Collective Worship and the liturgical life of the school contribute outstandingly to community cohesion. Diversity and difference are recognised and celebrated. Staff members of other faiths are respected and valued. Good use is made of this to give pupils a more personal insight into other world faiths. The Religious Education curriculum engages pupils' interest in other faiths and effectively raises awareness of religious diversity.

RELIGIOUS EDUCATION

Achievement and Standards

4. How well do learners achieve?

Grade: 1 Outstanding

The attainment of the pupils is outstanding in Religious Education. Pupils' attainment, knowledge and skills on entry are below that expected of their age. All pupils, including those with learning disabilities, make very good progress and show evidence of their ability to reflect at an increasingly deeper level by the end of Key Stage 2. The Religious Education curriculum provides all pupils with opportunities to develop their personal, moral, social and cultural learning. The pupils learn that they should respect themselves, each other and others in the wider world. The pupils are encouraged to have a say in the everyday life of the school. The behaviour of pupils is outstanding, it is a credit to the school. They listen well to the teachers and to their peers. The school monitors the progress made by the pupils. However, informative marking could be more consistent in Religious Education. This would assist the children to identify areas for improvement within their work.

Quality of Provision for Religious Education

5. How effective are teaching and learning?

Grade: 2 Good

The attainment of the pupils is outstanding in Religious Education. Pupils' attainment, knowledge and skills on entry are below that expected of their age. All pupils, including those with learning disabilities, are making very good progress showing evidence of their ability to reflect at an increasingly deeper level by the end of Key Stage 2. The Religious Education curriculum provides all pupils with opportunities to develop their personal, moral, social and cultural learning. The pupils learn that they should respect themselves, each other and others in the wider world. The pupils are encouraged to have a say in the everyday life of the school. The behaviour of pupils is outstanding and is a credit to the school. They listen well to the teachers and their peers. The school monitors the progress made by the pupils. However, informative marking could be more consistent in Religious Education, consequently assisting the children in identifying areas for improvement within their work.

6. How well does the Religious Education curriculum meet the needs and interests of learners?

Grade: 1 Outstanding

The Religious Education curriculum is outstanding and meets the needs and interests of all pupils. The school follows the "Here I Am" programme and meets the Diocesan recommendation of 10% of curriculum time devoted to Religious Education. All pupils irrespective of ability are able to make very good progress in their knowledge, skills and understanding. The whole approach to Religious Education, linked to the strong ethos in the school, has a very positive impact on the pupils. The curriculum contributes to the children's moral and spiritual development to a very high standard. The innovative contact with an inner city school is highly commended. The children are very well behaved and support one another. Children are given the chance of raising issues and concerns through a variety of channels including a very effective school council. The whole school community creates a happy caring environment.

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

Grade: 1 Outstanding

The Headteacher, who is also the Religious Education co-ordinator, has a strong sense of the educational mission of the Church and is supported by the rest of the staff, school chaplain and governors. There is evidence that the work the school has undertaken on the monitoring and assessment is having a positive impact on the standards in Religious Education. Further developments in target setting and assessment for learning in Religious Education have already been identified. There are good relationships between the parents, parishes and the school. A positive Christian atmosphere is evident throughout the school community. The Governors need to be proactive in being a critical friend so as to enhance their own knowledge in Religious Education achievement.

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 and efficient is the provision of Catholic education in meeting the needs of learners and why?	1
<ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; 	1
<ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development 	1
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	1
<ul style="list-style-type: none"> the capacity to make further improvements 	2

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	1
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation 	2
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement 	2
<ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	1
<ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school 	1
<ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education 	1
<ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated 	1
How good is the quality of Collective Worship?	2
<ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency 	2
<ul style="list-style-type: none"> learners' response to the school's provision 	2
<ul style="list-style-type: none"> how effectively the provision is planned, monitored and evaluated 	1
<ul style="list-style-type: none"> how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners 	1
How effectively the school promotes Community Cohesion?	1
<ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school 	1
<ul style="list-style-type: none"> the efforts of the school to promote community cohesion with the wider Catholic faith and education communities 	1
<ul style="list-style-type: none"> how well does the school work in partnership with the wider education, cultural and social communities 	1
<ul style="list-style-type: none"> the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school 	1
<ul style="list-style-type: none"> how far the Religious Education curriculum promotes community cohesion 	1

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	1
<ul style="list-style-type: none"> • learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners 	1
<ul style="list-style-type: none"> • the standards of learners' work 	1
<ul style="list-style-type: none"> • learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners 	1
<ul style="list-style-type: none"> • the extent to which learners enjoy their work 	1
<ul style="list-style-type: none"> • the behaviour of learners 	1
<ul style="list-style-type: none"> • learners' spiritual, moral, social and cultural development 	1
<ul style="list-style-type: none"> • the extent to which learners' contribute positively to the school and broader community in the school 	1
How effective are teaching and learning in Religious Education?	2
<ul style="list-style-type: none"> • how well teaching is used to meet learners' needs and curriculum requirements 	2
<ul style="list-style-type: none"> • the suitability and rigour of assessment in planning, monitoring and informing learners' progress 	2
<ul style="list-style-type: none"> • the diagnosis of, and provision for, additional learning needs 	1
<ul style="list-style-type: none"> • the involvement of parents and carers in their children's learning and development 	2
How well does the Religious Education curriculum meet the needs and interests of learners?	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience 	2
<ul style="list-style-type: none"> • how far the Religious Education curriculum meets external requirements and is responsive to local circumstances 	1
<ul style="list-style-type: none"> • the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners 	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement 	1
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	1
<ul style="list-style-type: none"> • how effectively whole school and subject leadership in Religious Education lead and support their staff 	1
<ul style="list-style-type: none"> • how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment 	1
<ul style="list-style-type: none"> • how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential 	1
<ul style="list-style-type: none"> • the adequacy and suitability of staff to ensure that learners are well taught 	1
<ul style="list-style-type: none"> • the adequacy and suitability of specialist equipment, learning resources and accommodation 	1
<ul style="list-style-type: none"> • how effectively and efficiently resources are deployed to achieve high standards 	2
<ul style="list-style-type: none"> • The extent to which governors discharge their responsibilities 	2