



DIOCESE OF  
**SHREWSBURY**

DENOMINATIONAL INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School: St Peter's Catholic Primary School  
Address: Carisbrooke Avenue  
Hazel Grove  
Stockport  
Cheshire  
SK7 5PL

Tel No: 0161 483 2431

URN: 106125

Headteacher: Mrs C Finan

Chair of Governors: Mrs M Broome

Date of Inspection: 12 March 2020

Inspectors: Mrs C Morgan  
Mrs R Moores  
Mrs J Cunningham (shadowing)

***‘If we follow Jesus,  
the world will follow us!’***



**We love Jesus and try to share this love with others.  
We love and help everyone because we are all God’s  
special children.**

**We are happy when we do our best in our work and play.**

**We celebrate when others do well.**

**We help those in need.**

**We say sorry and forgive each other as Jesus showed us.**

**We learn to live in the love of God as Jesus taught us.**

**SCHOOL: St Peter's, Stockport**

**DATE OF LAST INSPECTION: March 2015**

**JUDGEMENT FROM PREVIOUS INSPECTION: Outstanding**

**AREAS FOR DEVELOPMENT FROM PREVIOUS INSPECTION**

No areas were identified for development at the previous inspection.

**PROGRESS MADE WITH AREAS FOR DEVELOPMENT FROM THE PREVIOUS INSPECTION**

Although there were no areas identified for improvement, through continuous self-evaluation, the school developed an action plan based on the following:

- Improvement and development in the Catholic Life of the school, Religious Education and Collective Worship, which included:
  - The further development of the environment to reflect and enhance the Catholic Life of the school, e.g. a Faith Room and Prayer Garden
  - More pupil involvement/pupil voice across all three areas
  - Explicit links to Gospel Stories and Saints to develop pupils' knowledge and understanding of their faith story
  - Deepening links in RE to the other curriculum areas through St Peter's Family skills
  - Developing and maintaining assessment procedures and systems
  - Learning walks
  - Embedding of green pen, marking code, monitoring & evaluation procedures in place
  - Staff induction
  - Strengthening links with other schools.

**OVERALL EFFECTIVENESS:** how effective is the school in providing Catholic Education.

2

**This is a good Catholic school**

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*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

1

**Summary of key findings:**

- St Peter's Catholic Primary school is a good school with many outstanding features.
- The strong leadership team, including governors, is deeply committed to all aspects of the school's mission in Catholic Education and enjoys firm support from staff, pupils and parents.
- The welcome extended by all, to all, is exemplary.
- The wide range of activities and experiences offered to pupils to support their faith life and their personal development is outstanding.
- Good monitoring and assessment procedures and systems are in place.
- The Catholic Life of the school and Collective Worship are strengths of the school.

## **What the school needs to do to improve further**

- Leaders and governors should support and challenge all teachers to ensure that outstanding RE is delivered across all year groups by planning lessons that include a focus on progression and depth of content.
- Leaders and governors should ensure that challenging and rigorous assessment opportunities are identified and are explicitly linked to the 'driver' words, especially those which encourage deeper understanding of the topics studied.
- As already identified by the school, work to ensure that the quality of provision in RSE reflects the new statutory requirements and the school's Catholic ethos.

## **Information about the Inspection**

The Inspection of St Peter's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Shrewsbury Diocesan Framework and Schedule for Denominational Inspections approved by the Bishop of Shrewsbury. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- 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 pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by two inspectors over one day:

- The inspectors observed teaching and learning in six classes.
- A range of Collective Worship was observed, including a Key Stage 2 Collective Worship and Collective Worship in 4 classrooms, plus a Collective Worship in the Prayer Garden led by the Deputy Headteacher.
- Discussions were held with the Headteacher, the RE Coordinator, the Parish Priest, the Chair of Governors, the Vice Chair of Governors and the RE Link Governor, Y6 pupils and the Faith Council, and 6 members of staff.
- A sample of pupils' RE workbooks was scrutinised from every class, along with the RE Coordinator's files and school/class books evidencing Collective Worship, liturgies, Masses and pupil and parent comments.
- Pupil, parent and staff questionnaires were reviewed.
- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the RE Action Plan, the School Development Plan, school policies and minutes of governing body/committee meetings.
- The school's website was checked for further evidence.
- Attainment and progress data were scrutinised. The monitoring and evaluation of lessons and Collective Worship was discussed with the Headteacher, the RE Coordinator and the governing body representatives.
- Displays around the school and in classrooms were also noted.

### **Information about this school**

- St Peter's is a small Voluntary Aided Catholic primary, catering for pupils from 5 -11 years old. The school has an annual admission number of 30, and there are currently 209 pupils on roll, 94% of whom are baptised Catholics. The school is organised into seven single age classes.
- The school serves the parish of St Peter's in Stockport.
- The Headteacher has been in post since 2014, the Deputy Head since 2018 and the Religious Education Coordinator has been in post since 2017. There has been some change in staffing and governing body membership since the last inspection.
- Staffing includes a full time equivalent of 10.03 teachers and 19 support staff. 83% of teachers are Catholic. 3 teachers hold the Catholic Certificate of Religious Studies (CCRS).

## Full report – inspection judgments

### CATHOLIC LIFE

**The Catholic Life of the school is outstanding**

1
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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 of the Catholic Life of the school	1

- The Mission Statement has been reviewed recently by the whole school community. It is central to the life of the school where the phrase, “If we follow Jesus, the world will follow us!” is understood and lived by all.
- Pupils have an excellent understanding of the Mission Statement and the St Peter’s Family skills, which encourage them to approach all they do in the light of the five key words: Faithful, Confident, Responsible, Resilient and Helpful.
- The experienced and committed Headteacher and the hard-working and dedicated RE Coordinator, with the strong support of the Senior Leadership team, Parish Priest and governors, work hard to ensure that the Catholic Life of the school is given priority; it is seen as a core leadership responsibility.
- Pupils feel supported and welcome the opportunities they are offered to live and deepen their personal faith through prayer, good works and their daily actions. One commented that they felt ‘privileged to help hand out the ashes for Ash Wednesday’.
- The behaviour of pupils is exemplary; they report that almost all pupils behave well and that those who do not are helped to consider their actions and the consequences of these.
- During the Acts of Collective Worship that were observed, pupils were reverent and prayerful, showing respect for all.
- Pupils demonstrated that, according to their age and ability, they are able to plan and lead thoughtful and prayerful Acts of Collective Worship and to evaluate what they have done.
- There is a strong link between the school and the parish and between the three Catholic primary schools, which enables shared Masses, liturgies, and events to be celebrated.
- Pupils have a wide range of responsibilities such as Faith Council, Eco Council, Nurture Groups, and others, in all of which they show outstanding commitment to their roles.
- The school and its pupils demonstrate a deep commitment to fundraising for those less fortunate than themselves. They plan and lead popular activities such as Lenten Games for the whole school. They support CAFOD, Mission Together and local and national charities. An explicit link to Catholic Social Teaching would enable the pupils to understand more deeply how people’s faith affects their daily actions.
- The school has clear policies and structures in place which ensure that pupils receive a high level of pastoral care. There is a strong commitment to providing more vulnerable and needy pupils with additional support and resources.

- Older pupils support and nurture younger pupils with whom they are paired, in various activities throughout the school year.
- Staff are well-supported, and they report that the school is a community where people work collaboratively, with good relationships between and among staff, pupils, and parents.
- The deeply committed RE Coordinator supports by example. The recent initiative of 'Prayer Bags' is used throughout the school and enables families to share experiences of high-quality prayer and reflection.
- Staff are encouraged to engage in Continuing Professional Development (CPD) to help shape and support the mission of the school in developing its Catholic Life.
- Much consideration has been given to designing a new programme of work for Relationships and Sex Education (RSE). Staff and governors have reviewed the scheme, 'In the Beginning' and will use the scheme 'Journey in Love' to supplement this. Parents have had the opportunity to view the contents and programme of work, which is based on Catholic teachings and principles.
- The school has identified further development in RSE as a priority.
- St Peter's has a rigorous approach to analysing its work and ensuring its commitment to the Church's mission in education and this is reflected in the Catholic Life of the school.
- Parents and carers have high regard for the school's mission and are extremely supportive of it; they speak of the school as a 'nurturing and encouraging community' where all are valued.
- The school actively embraces diocesan policies. Initiatives such as 'The Angelus' continues to be prayed every day. The school complies with all diocesan guidelines.

## RELIGIOUS EDUCATION

### Religious Education is good

2

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

- Most pupils, from their varied starting points, make good progress in each key stage.
- Almost all groups of pupils, including those with Special Educational Needs, make good progress that is comparable with other groups and they are well supported by teachers and other adults.
- Most pupils demonstrate good understanding of the demands of religious commitment in theirs' and others' daily lives. They have great capacity for developing their religious literacy further so that they use their knowledge, understanding and skills to reflect spiritually and to think ethically and theologically.
- In the lessons observed during the inspection, most pupils were seen to concentrate well and to actively engage in tasks. In one lesson pupils were excited and enthusiastic about their learning following the arrival of a surprise parcel, which resulted in all groups of pupils being fully engaged.
- In the best lessons observed, pupils were engaged in a variety of tasks, which consolidated their prior learning and encouraged them to deepen their understanding of the topic.
- Most lessons had clear objectives which were shared effectively with the pupils. The use of talk partners and appropriate questioning by teachers and other adults helped pupils to consolidate their learning.
- Progress in some lessons was difficult to see because the content did not focus on developing pupils' religious literacy and a deeper understanding of the topic being studied.
- Teachers' planning often links Gospel stories and characters with St Peter's Family, so that teaching is consistent with other curriculum areas.
- A scrutiny of pupils' books showed that pupils understand the marking scheme and most respond appropriately to teachers' comments and suggestions for further explanation.
- Marking that gives pupils the opportunity to respond in a systematic and planned way across time would ensure that pupils understand more fully what they need to do to develop their deeper understanding of the topics.
- The tracking and assessment systems in Religious Education are firmly embedded and support pupils' progress. Moderation of assessed work takes place within and between the cluster of schools. However, more challenging, and rigorous assessment opportunities that are explicitly linked to the 'driver words', especially those which encourage deeper understanding of the topics, should be sought.
- The school offers good quality, creative resources to support Religious Education and to provide an informative and prayerful environment, particularly in shared areas.

- Leaders and Governors ensure that the RE curriculum meets the requirements of the Bishops' Conference and the documentation presented during the inspection supported this.
- Leaders and governors ensure that 10% curriculum time is allocated to RE in each key stage.
- Leaders' and governors' self-evaluation of RE is a good reflection of frequent monitoring, analysis, and self-challenge. They plan strategically for improvement.
- Leaders and governors ensure that RE is planned to meet the needs of all pupils, including vulnerable groups, and that this is consistent across all key stages.
- Leaders and governors provide good opportunities for Continuing Professional Development in RE.
- The deeply committed RE Coordinator has a very good level of expertise in her subject and a clear vision for continuing improvement. She provides support for the staff in their own personal development as well as providing guidance and support for teaching and learning in RE and this results in teaching that is at least consistently good.

## COLLECTIVE WORSHIP

### Collective Worship is outstanding

1
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How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Collective Worship is central to the life of the school for pupils and staff. Praying together, whether in small groups, in class or as a whole school, is part of the daily experience at St Peter's.
- Over the year the school promotes a variety of engaging and inspiring Collective Worship experiences, including whole school worship, class group worship and Key Stage worship.
- All pupils are encouraged to develop an excellent understanding of the Church's Liturgical Year, seasons and feast days. This was evident in many displays around the school and in the acts of Collective Worship observed.
- Staff are supported in planning and leading Collective Worship by both the deeply committed and experienced Headteacher and Religious Education Coordinator through modelling and through CPD. This in turn helps staff to support pupils to deliver Collective Worship that has clear purpose, message, and direction.
- From the earliest years, pupils are involved in the planning of Collective Worship. They are encouraged to choose appropriate scripture readings, liturgical music, and religious artefacts. They readily take the initiative in leading worship and are creative in choosing appropriate and varied activities to engage and enthuse their peers.
- The Collective Worship records show examples of pupil led and some adult led Collective Worship. There is a clear focus on high quality experiences of Collective Worship for the whole school community.
- Parental responses show appreciation for the opportunities offered by the school throughout the year for parents' involvement in pupil led Acts of Collective Worship, and in Masses and liturgies in school and in the parish church.
- Pupils experience daily prayer, relative to their age and ability, either individually or collectively and have the opportunity to join in prayer at the start of the school day as well as prayer groups held at special times in the Liturgical year.
- During the Acts of Collective Worship observed, almost all pupils' behaviour was excellent. Pupils responded prayerfully, showing respect for each other.
- By the time they enter Year 6, all pupils have had experience of planning and leading Collective Worship. During the inspection they were seen to lead with confidence and were able to make links between Scripture and how, as Catholics, they are asked to live out the Gospel message in their daily lives.
- The majority of pupils are confident when praying traditional and more contemporary prayers. They offer their own spontaneous prayers during Class Collective Worship.

- St Peter's ensures that pupils are offered a wide range of experiences which help them to deepen their faith, for example, in prayer and worship during Masses in school and in church, during liturgies and on retreat days.
- Inspectors observed thoughtful and prayerful reflections in displays around the school, which encouraged staff, pupils, and visitors to reflect on the Gospel message and values.
- Pupils and staff have access to creative, high quality resources. However, some classroom prayer areas could be developed further.
- The link governor for Religious Education, as well as the Chair, Vice Chair and Parish Priest, visit school regularly and monitor and evaluate the Collective Worship planned and delivered by the school. Along with the Headteacher and Religious Education Coordinator, she reports regularly to governors on the quality and provision for Collective Worship either through verbal feedback or more formal report forms.
- Governors and parents are extremely proud of the high standard of Collective Worship offered by the school and appreciate it as a firm foundation for the school's mission in celebrating its Catholic faith.