



THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE

Denominational Catholic School Inspection Report

St Peter's Catholic Primary School

Address: Chapmans Lane, East Grinstead, West Sussex, RH19 1JB

Telephone: 01342 321985

Email address: office@stpeterseg.co.uk

School Unique Reference Number: 126060

Headteacher:	Mrs Mary Claffey
Chair of Governors:	Mrs Judy Hayler
Lead Inspector:	Mr Damian Fox
Associate Inspector:	Mrs Patricia Horsman
Inspection date:	17 March 2022
	Previous Inspection: 2
Overall Effectiveness	This Inspection: 2
Catholic Life:	1
Religious Education:	2
Collective Worship:	1

Summary of key findings for parents/carers and pupils/students

St Peter's is a Good Catholic school because:

<ul style="list-style-type: none">• Outcomes in religious education are improving as a result of good subject leadership and developing classroom practice. Detailed plans are in place to ensure pupils of all abilities achieve at least age-related expectations.• Leaders and governors are passionate about developing an authentic Christian school. They know their responsibilities and are working together effectively for pupils and their families.	
<ul style="list-style-type: none">• St Peter's is a thriving Catholic community. There is a sense of calm and care that is tangible from the first point of contact.• Pastoral care is a significant strength of the school. It inspires pupils to respond respectfully and willingly to the mission of service to others.• Older pupils show mature leadership with their care for others and sympathetic response to those in need.• The school is totally inclusive of pupils with different strengths and challenges and offers unstinting support to their families.	<ul style="list-style-type: none">• Providing high quality acts of worship is a key purpose of the school. Prayer is woven into the daily routine of school life.• Pupils experience a wide range of liturgical opportunities including weekly assemblies and half termly Masses.• Collective Worship is supported enthusiastically by both staff and pupils, reflecting the importance the school places on prayer.

St Peter's school is not yet Outstanding because:

<ul style="list-style-type: none">• There are examples of outstanding teaching, but overall, inspectors agree with the school's self-evaluation that the quality of teaching is good through all key stages. Teachers are becoming more experienced using creative methods in their teaching through in-school training and diocesan assistance.	
<ul style="list-style-type: none">• Most pupils make at least their expected level of progress with some achieving higher than expected. The school acknowledges that this is an area for further development.	<ul style="list-style-type: none">• Teachers are developing greater expertise at using marking and assessment to ensure pupils of all abilities make at least age-related expectations and higher.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's is a one form entry Primary school situated in the Crawley Deanery in the Diocese of Arundel and Brighton. It serves pupils aged 5-11. The school has strong links with East Grinstead parish, which consists of Our Lady and St. Peter's and St. Bernard's in Lingfield. There are 207 on roll. Pupils come from all areas of East Grinstead as well as the surrounding villages. The majority of pupils are of white British or other white backgrounds. There are a number of pupils for whom English is not their first language, however very few are at the early stages of learning English. 23% of pupils in the school have special educational needs and/or disabilities (SEN/D), two of whom have an Education, Health and Care Plan (EHCP). Evidence for two further EHCP applications is being gathered.

The proportion of pupils eligible for free school meals is much lower than the national average at 4% (compared to 23% nationally). 33% of pupils were eligible for and received face-to-face education during national lockdowns.

The roll has increased this year because of in-year transfers from other educational providers. The proportion of pupils who are eligible for Pupil Premium has increased from 4.7% to 6.7%. Sainsbury's School Games Award, Platinum status, was achieved by the school and has been maintained. Platinum plus for the Quality Start award is also held by the school.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Fully embed the consistent use of assessment to improve further the attainment and progress of all pupils, including those with special educational needs and / or disabilities.
- Continue to develop a wider range of tasks in religious education to create opportunities for higher level independent thinking for more able pupils.
- Develop the breadth of non-liturgical acts of worship and prayer opportunities for pupils.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic life of the school.
- The quality of provision of the Catholic life of the school.
- How well leaders and governors 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 is: Outstanding

Pupils derive great benefit from and make a significant contribution to the Catholic life of the school. They are excellent ambassadors for Catholic education. In discussions and in lessons, pupils articulate their pride in being a member of St Peter's community.

As a result of very strong pastoral care, pupils behave in class and around the school in an exemplary manner. Teachers and pupils understand their responsibility to each other. Consequently, pupils feel safe and are secure in the knowledge that there is always someone to whom they can talk if they have a worry or a problem. Pupils are happy and inspired to do their best.

Pupils affirmed the high level of inclusion in the school which is of significant strength. Regardless of faith and ability, pupils with different strengths and challenges feel secure and respected. As pupils from the Spiritual Council enthusiastically exclaimed, they fully understand and express a desire to treat others as they would like to be treated. Nobody is left alone. As a result, the calmness and camaraderie are almost beyond words. The way pupils look after each other reflects the Christian ethos that permeates throughout the school.

The Eco-Group is proud of what they achieve. In their work, they demonstrate an understanding of what the 'Common Home' means. Pupils articulate a genuine awareness of their role in developing a community that loves, learns and prays.

Pupils are very aware of the needs of others in the wider community. They willingly participate in an increasingly wide range of campaigns, for example, CAFOD. Their collective and individual responses to others are profound. They reflect the impact of a school that puts the care of others as central to its work. Several individual acts of charity were referenced in discussions with pupils and the Headteacher. Particular reference was made to one pupil who worked bravely and tirelessly to support the work of the RSPCA.

The quality of provision of the Catholic life of the school is: Outstanding

The mission statement is a clear expression of the educational mission of the school. Education is about the whole child as evidenced in the spirit of love throughout. Its impact is evident in the joyful and harmonious relationships throughout the school. All members of the school live by its call to treat others with love and respect. All staff are fully committed to its implementation, as confirmed by pupils who spoke warmly of the support, praise and encouragement they receive.

Welcoming pupils into St Peter's begins with a transition process into the school. It is well-planned and further reflects the mission of the school to serve the whole child. Its effectiveness is evident in the Reception class, who were busily and, at times, exuberantly, working together, and the older pupils who showed such a high level of calm maturity.

The school environment reflects the Catholic mission and identity through tangible and effective signs of the school's character. Throughout the school and in all classrooms, the school proudly displays its mission to love and serve others. The Houses, named after holy places, for example, are colourfully and prominently displayed.

A secure Relationships and Sex Education programme is in place, in line with diocesan guidance.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is: Outstanding

Leaders and governors are deeply committed to the Church's mission in education. They have a strong sense of vocation to provide a school that responds to the needs and strengths of all staff and pupils. The development of the Catholic life of the school is viewed by leaders and governors as a core leadership responsibility.

Governors are highly effective in their monitoring role and in both supporting and challenging senior leaders. They have a clear vision for the growth and impact of the Catholic and spiritual life of the school. They demonstrate a clear understanding of their role in providing a school that works together for the common good. They ensure that they are fully informed of the achievements of the school. They actively support the Headteacher.

The school is effective in engaging parents in the education of their children. The school's support for families during lockdown epitomises the character of St Peter's. Teachers responded to children's needs with laptops for learning and by opening the school to their children in difficult circumstances. The powerful testimony from parents/carers showed they overwhelmingly support the school and appreciate the care and education provided for all families.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in religious education.
- The quality of teaching and assessment in religious education.
- How well leaders and governors promote, monitor and evaluate the provision for religious education.

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How well pupils achieve and enjoy their learning in religious education is: Good

Pupils spoke positively and proudly about their learning. In all lessons, pupils approached learning with total commitment. There was a consistently high level of engagement throughout, both in answering questions and working in their exercise books.

Pupils settled quickly to work. As a result, they created a positive environment with a quiet buzz of learning. In all lessons, it was evident that pupils wanted to engage and learn. For example, pupils in early years were creating Lenten crosses using a range of materials. They were happy at work. Upper KS pupils were deep in thought, interpreting a piece of art depicting Jesus as though on a cross, creating a bridge for people to move from darkness to light. Pupils' knowledge of the events of Maundy Thursday was excellent.

Although pupils were supported throughout online learning, school data show that planned and expected improvement in pupils' progress has not yet been realised. Overall, pupils make good progress. Pupils with SEN/D and Pupil Premium pupils make good progress comparable to the progress of other pupils.

As a result of very good behaviour for learning and a willingness to learn, there is genuine potential for an increasingly larger number of pupils to make at least good and almost certainly outstanding progress.

During the inspection, pupils displayed good, and in most cases, outstanding age-appropriate standards of religious literacy.

The quality of teaching and assessment in religious education is: Good

Teaching is good overall with some outstanding features. Teachers work very hard to ensure their lessons meet the needs of all the pupils. They have the capacity and commitment to deliver even more outstanding teaching in the future.

The quality of teaching shows a good understanding of the way forward highlighted in the last inspection. A consistent approach to planning and the way lessons are structured reflects teachers' shared understanding of how to ensure pupils engage and learn. Creativity is a key element of the school's strategic plan for helping pupils make expected and better progress. It was evident in lessons and discussions, that pupils like being creative. It allows them to express their understanding in a variety of ways.

In all lessons, teachers have high expectations of their pupils. They ensure appropriate challenge and support for pupils in lessons. Tasks are differentiated and well matched to pupils' age and ability to ensure that all pupils can access learning.

Assessment at all key stages is undertaken in line with the school's policy and diocesan guidelines. It identifies pupils' strengths and areas that need further support. Moderation across the school and in the deanery results in consistent and accurate assessment of pupils' attainment and progress.

How well leaders and governors promote, monitor and evaluate the provision for religious education is: Outstanding

All classes receive the full allocation of 10% of curriculum time for religious education.

Leaders and managers are ambitious for sustaining high standards of teaching and learning in religious education. Governors are proud of the school's vision and determination to raise levels of attainment. They rightly have confidence in the Headteacher and staff to ensure continually improving standards.

The link governor for religious education is vastly experienced at monitoring and evaluating the provision. There is a strong relationship between governors and school leaders. The link governor carries out formal observations three times a year. As a result, the self-evaluation of religious education is an accurate reflection of rigorous monitoring and analysis of teaching and learning.

The Headteacher and Assistant Headteacher demonstrate strong and inspirational leadership. They work closely with the subject co-ordinator to monitor teaching and learning. Regular formal and informal meetings ensure staff are well supported. Induction of new staff is very effective as evidenced by the excellent learning relationships all teachers have with pupils in lessons.

The subject co-ordinator has worked hard since her appointment to bring about significant improvement in teaching and outcomes since the last inspection. Supported by the Headteacher, she ensures all pupils have access to learning and resources. Of particular note was the way the school gave laptops to those without access to online learning during periods of lockdown.

The detailed and well thought out School Development Plan and RE Action Plan demonstrate the school's acknowledgment that more pupils, including those with SEN/D, should make greater progress. The steps to take are clearly signposted.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

THE QUALITY OF COLLECTIVE WORSHIP AND PRAYER LIFE

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- How well pupils respond to and participate in the school's collective worship and prayer life.
- The quality of provision for collective worship and prayer life.
- How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life.

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How well pupils respond to and participate in the school's collective worship and prayer life is: Outstanding

Acts of worship engage all pupils' interests and inspire them to respond with reverence and enjoyment. In the school act of worship, pupils were keen to answer questions about St Patrick, whose feast day it was. They were attentive and totally engaged. Pupils prayed with great reverence.

Present circumstances meant three classes participated by 'Zoom.' An Inspector was impressed with the remote access and the way pupils joined in, listening carefully, and saying prayers with the whole school.

Pupils confirmed they are involved in preparing class acts of worship. They offer their own intentions and write their own prayers. This sensitively encourages pupils to share their thoughts should they find it difficult to do so otherwise. When asked how often they pray, one pupil gave a list of the many occasions throughout the day. This reflects the commitment of the school to place prayer at the heart of daily life.

The testimony from the parish priest further confirmed the way pupils respond in acts of worship and how engaged they are throughout. He is happy to have the school as part of his parish mission.

The quality of provision for collective worship and prayer life is: Outstanding

The quality of collective worship is outstanding. It is central to the life of the school with extensive and varied religious experiences for staff and pupils. Pupils confirmed that prayer is not just at the beginning of the day. It is woven through their lives and is a daily experience.

The whole school celebrates Mass for major feasts and at the beginning and end of each term. Pupils have a whole school assembly every week that is led by the Headteacher and senior leaders. They also have a class worship which gives pupils opportunities to participate more actively.

A range of opportunities for prayer and worship enables pupils to grow in their understanding of liturgical celebration. Opportunities to engage in devising, preparing and leading as well as participating in different celebrations is appreciated by pupils. Pupils are keen to be even more involved when circumstances allow.

Collective worship is central to the life of all pupils and staff. Pupils confirmed the extensive and varied opportunities for daily prayer and worship, irrespective of present pandemic circumstances.

How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life is: Outstanding

Leaders and managers demonstrate an understanding of their responsibility as leaders of collective worship. They are committed to high quality provision for collective worship and prayer. They ensure that planning and resources are provided to guarantee all members of the community have opportunities to pray.

Governors know the school well. Although circumstances have made visits difficult, evidence confirms they monitor and evaluate provision for collective worship. Zoom meetings allow the Headteacher to give a report.

The Headteacher is passionately committed to building an authentic Christian community in partnership with governors and staff. She has ensured that prayer and worship are an integral part of each day and is inclusive of all pupils.

All staff model best practice when leading and supporting pupils in acts of worship. Pupils clearly learn from the positive examples they see and as a result, model this in their own contribution to acts of worship.

Summary of Inspection Judgements

Catholic Life

1

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 for the Catholic life of the school.

1

Religious Education

2

How well pupils achieve and enjoy their learning in religious education.

2

The quality of teaching and assessment in religious education.

2

How well leaders and governors monitor and evaluate the provision for religious education.

1

Collective Worship and Prayer Life

1

How well pupils respond to and participate in the school's collective worship and prayer life.

1

The quality of provision for collective worship and prayer life.

1

How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life.

1