

## DIOCESAN INSPECTION REPORT

# Our Lady and Saint Peter Catholic Primary Academy

(part of St Margaret Clitherow Catholic Academy Trust), George Street, Bridlington, East Yorkshire, YO15 3PS

School Unique Reference Number: **147210**

<b>Inspection dates:</b>	15 – 16 June 2022
<b>Lead inspector:</b>	Mr Simon Geaves
<b>Team inspector:</b>	Mrs Kendra Sill

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady and Saint Peter Catholic Primary Academy is an outstanding Catholic school because:

- The vision, ambition and commitment of the leadership team is shared by all. The whole community is bound by a strong ethos of providing pupils with the best of starts to their education.
- The Catholic Life of the school is outstanding with a strong sense of a faith community. The school's chaplaincy team enriches the experiences given to the children and helps to develop staff. The school recognises the need to continue to develop engagement activities for parents in this area.
- Pupils are true ambassadors of the school and act out the school's Mission Statement, 'Children at the Centre, Jesus at the heart', in all that they do. Their sense of belonging and commitment to the school community is valued by all and is truly distinctive to the school.
- Religious Education is outstanding because pupils achieve well and enjoy their learning. Pupil's behaviour and attitude to learning is outstanding. Teaching is consistently good across the school. The development of teaching and learning strategies and refinement of feedback to pupils will help them progress further.
- Collective Worship is outstanding as prayer and worship are part of the daily experience of school life. The experience of working in a faithful, praying community has a visible effect on the spiritual and moral development of all pupils. Further staff development in this area will enhance opportunities for Collective Worship including pupil-led worship.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school currently has 197 pupils on roll. 24% of children who attend the school are baptised Catholics, with the majority of other children from other Christian denominations.
- Our Lady and Saint Peter Catholic Primary School became part of St Margaret Clitherow Catholic Academy Trust (SMCCAT) in June 2019. This Catholic Academy Trust is made up of 17 Academies, 2 secondary schools and 15 primary schools.
- The school is situated in Bridlington, a sea-side town in East Riding of Yorkshire. This is an area of significant social and economic deprivation. The proportion of pupils known to be eligible for pupil premium is 30% above the national average.
- The school serves the parish of Our Lady and Saint Peter, Bridlington.
- The vast majority of pupils are from a white British background with 12% of pupils made up of ethnic minority groups.
- 13% of the pupils within the school are on the Special Educational Needs and Disability (SEND) register.
- Since the last inspection there has been significant change in the leadership of the school with an executive head teacher, head of school and assistant head in post since September 2021 following the retirement of one of the previous co-head teachers.
- The executive head teacher works across two schools in the Diocese and also has significant roles within St Margaret Clitherow Catholic Academy Trust (SMCCAT).
- The school has 30% of teachers who are Catholic.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Strengthen the Catholic Life in the school by:
  - Continuing to build on strategies for engaging parents to participate more widely in the Catholic Life of the school.
- To further develop the quality of Collective Worship by:
  - Ensuring there is a planned program of continuous professional development in Collective Worship in order that all staff are skilled in the delivery of Collective Worship.
  - Continuing to provide opportunities for the development of pupil led worship across the school at age-appropriate levels.
- To improve the quality of teaching, learning and assessment in Religious Education by:
  - Implementing a range of teaching and learning strategies which secure outstanding progress in Religious Education.
  - Review the marking and feedback policy so this is of a consistently high quality in order that pupils know what they need to do to improve.

## CATHOLIC LIFE

## THE QUALITY OF 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.
- 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 is outstanding.**

- All members of Our Lady and Saint Peter's Primary School have a strong sense of belonging to an excellent Catholic school. The pupils are exemplary ambassadors for the school at all levels. They are proud to come to the school and even commented that 'this school is my life'. This profound sense of belonging has a positive impact on the life of the school.
- Pupils enthusiastically talk about the Catholic Life of the school. They are happy to share in what makes their school unique. The quality of the Chaplaincy and Mission groups are exemplary. Here pupils have the opportunity to use their gifts to help others and take their leadership responsibilities with commitment and energy.
- Pupils highly value the chaplaincy provision that the school offers. The Chaplaincy lead is very effective and inspires the children to act in kind, thoughtful and creative ways. She enables pupils to have a voice and decide what could really make a difference to the school, the wider community and the world. In their own words they are truly able to spread the good news within the school and the wider community.
- Almost all pupils, including those who are not baptised, have a strong sense of their religious identity, respecting the beliefs of others. The Catholic tradition of the school is respected and valued by those who learn and work in the school.
- Almost all pupils benefit greatly from the holistic approach that the school has developed. The personal support and development that the school offers through a range of strategies such as the use of the Amber Room, Rainbows and Ten Ten resources enable pupils to be happy and secure in their own stage of personal, emotional and spiritual growth.
- Pupils enthusiastically live out their faith, in school, in the parish and in the wider community. This has a profound effect on the pupils who strive to help those less fortunate than themselves. This takes many forms, such as supporting charities as diverse as CAFOD, Apostleship of the Sea and Mission Together as well as local work with care homes and homeless charities.
- Staff lead by example and have very high expectations for pupil's behaviour. As a result, the pupil's behaviour is exemplary, they are polite, happy and share their love for the school at all levels.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The school and its staff are deeply committed to promoting Catholic traditions, ethos and social teaching. This is threaded throughout the whole of the school and is evident when speaking to the pupils.
- The school's mission statement is acted out by all within the school community. All staff are committed to its implementation and they enthusiastically take part in activities that reflect the Catholic life of the school such as the recent outdoor 'Pentecost Party'.
- The school environment reflects the Catholic Life of the school beautifully. The hall is awash with creative displays reflecting work that the school has undertaken over the past few months. Communal areas evidence the Catholic nature of the school and pupil-ed displays in the Amber room complement the overwhelming positive feeling of the Catholic character of the school. Outside there are prayer spaces which the pupils use appropriately.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils. This care is evident in many ways and has helped the most vulnerable during the pandemic and their families. Parents comment on how nurturing and caring the school is and hold the school in high regard.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for. This has been a source of comfort and support through recent sad and difficult times that the school has experienced.
- Chaplaincy provision is exemplary and has a deepening impact on the children's understanding of the Catholic life of the school. A younger pupil commented that it is 'good to be kind' and older pupil could articulate at a deeper level as to why acts of charity are important to our beliefs. Work on St Francis and the 'Green day' also demonstrated the school's commitment to the Pope's vision for the environment.
- Parents and carers acknowledge that the pastoral care provided by the school is outstanding. Pupils are supported according to their needs in a sympathetic and effective manner that extends to families. Parents could widely comment on the support the school has given to their pupils and to themselves. Parents commented that the school is committed to delivering a personal touch and that family values of kindness and love make the school the special place that it is.

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

- The Catholic Life of the school is given the highest priority by leaders. Leaders have a clear direction for the school and this is lived out in its actions. Leaders at all levels are ambitious for the Catholic Life of the school and they lead by example.
- Leaders know and understand their school well. School self-evaluation reflects effective monitoring, analysis and self-challenge. They are enthusiastic in their approach to continuous improvement and plan thoughtfully and strategically.
- Support for staff through continuous professional development is good. Recent professional development has had measurable impact on the school with the launch of the recent Kerygma work already having an impact on the pupils. The school has also worked on initiatives around 'Building the Kingdom' which are known to all, including Governors.

- The school responds enthusiastically to Diocesan policies and initiatives and actively promotes the Bishop's vision for the Diocese throughout the school.
- Engagement with parents is excellent. Parents value deeply the Catholic Life that the leaders promote and act out. They are keen to support the school in its pursuit of its mission statement.
- Governors have an excellent understanding of the school and are highly ambitious for the provision of the Catholic life of the school. The Trust monitor and evaluate the provision of the school in a robust and accurate manner through the role of Standards officers. Both these leadership groups are ready to challenge as well as support where necessary.
- Communication with parents and carers is frequent and informative, involving them in the life of the school and making them feel welcome. The school has also developed very good links the local parish and the parish priest is a regular visitor to the school.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for 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 is outstanding.**

- All pupils are engaged in Collective Worship. Some are confident to deliver worship in a variety of ways using creative and appropriate resources. They value the prayer experiences shared by the school.
- Pupils have an exceptional understanding of religious seasons and festivals of the liturgical year and describe how they are celebrated in school and spoke confidently about these.
- There is a deep understanding and respect for beliefs different to their own and pupils are well informed, demonstrating a very good understanding of other world faiths.
- A Key Stage 2 liturgy linked the scripture with how to live our lives and how to treat others with respect. Pupils were able to skilfully recall both new and previous knowledge to answer questions.
- Evidence was well presented in wonderful class-based Collective Worship books which demonstrates the creative approaches the school has to Acts of Worship.
- The work of the Chaplaincy team helps the pupils' response to Acts of Worship across the school.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils.

#### **The quality of provision for Collective Worship is good.**

- Collective Worship is central to the life of the school and prayer is included in all celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school.
- Acts of Collective Worship take place throughout the week in a variety of formats, including whole school gatherings and smaller class liturgies.
- Pupil lead worship regularly with enthusiasm. However, they need greater confidence across the school to offer the variety of worship the school aspires to.
- There is a strong partnership between home, school and parish. This was creatively adapted during COVID using technology and was a source of comfort for families.
- Staff are skilled in helping pupils to plan and deliver quality worship. Where this is less developed, experienced staff mentor other staff members. The impact of this is still developing.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Leaders are very visible as leaders of Collective Worship within the school. They are models of best practice for staff and pupils.
- Leaders are dedicated and knowledgeable about Collective Worship. They have an extensive understanding of the Church's liturgical year, seasons and feasts. There is a planned cycle of Collective Worship using a range of forms and resources to engage all pupils.
- Collective Worship is monitored by leaders. This process is incisive, recorded and shared with staff to drive new developments. The Trust has also worked alongside the school monitoring the effectiveness of Collective Worship.
- Parents are informed regularly about provision for Collective Worship and this is provided in many forms by the school. These effective lines of communication were praised by the parents. Parents' responses to Collective Worship are highly valued and are used to develop practice.
- The parish priest plays a central part of the school. He supports the staff and pupils and ensures that Collective Worship is given the highest priority.
- Sacramental preparation is a central part of both school and parish life and many groups spoken to described how the sacramental programme was a journey that school, parish, pupil's and parents were on together.
- The chaplaincy leader brings a vast amount of creative ideas to the school. Her enthusiasm and drive for the development of the school is evident through the leaders and pupils.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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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 is outstanding.**

- The vast majority of pupils enjoy RE. Almost all pupils are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to develop as competent learners.
- Almost all pupils, relative to their age and stage, have a good level of religious literacy and are given the opportunity to develop their oracy skills in RE, therefore their theological literacy is good. They are beginning to show confidence in their own knowledge and understanding which are sound and to think ethically and theologically.
- Behaviour for learning is outstanding. There is a calm and orderly atmosphere during lessons. Classroom relationships are good.
- The quality of pupils' current work, both in class and in written work is outstanding. Pupils can talk confidently about their work and are quite rightly proud of their achievements.
- Pupils show knowledge and understanding of beliefs and sources in lessons which is appropriate for their age; they can use their learning to reflect and comment on religious beliefs.
- Pupils attainment as indicated by teacher assessment is outstanding. Almost all pupils achieve above average attainment from all the evidence that has been collated. Religious Education outcomes are better than outcomes in other core subject areas.

#### **The quality of teaching and assessment in Religious Education is good.**

- The teaching of RE is at least good and it ensures that pupils understand their learning and what is expected of them.
- Teachers have good subject knowledge due to the highly effective support and development they receive. Leaders in the school have developed a wide range of strategies to support staff so that they have the knowledge they need to teach. These range from accessing diocesan training, in school training and shared collaborative work across the Academy Trust.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, most pupils are motivated and concentrate in lessons.
- Classes are calm and the pupils engage in their learning. Teachers are skilled at knowing which pupils to further support and guide. As a result, progress in lesson is always at least good.



- Relationships are a strength of this school. The teachers clearly share the vision of the senior leadership team and the executive leaders for teaching and learning. Parents think teaching and learning is at least good and they see their children as pupils who enjoy coming to school and who like learning.
- Teachers ensure most pupils are involved in evaluating how well they are achieving. This contributes to good progress and increases their confidence in making further improvements.
- Teachers know how to assess pupils accurately and can articulate how well children are doing. The school has invested time in moderation both internally and externally which validates the accuracy of the assessments the teacher's make.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage RE is comparable to other core curriculum subjects and is adequately resourced.
- Leaders have ensured that the school meets the requirements that the minimum of 10% of curriculum time is dedicated to the teaching of RE. This is reflected in the wide-ranging evidence noticed in pupil's books, shared floor books and the beautiful displays around the learning environment.
- The school has invested significant time this year in tracking pupils progress following the pandemic. This rigorous approach to tracking and assessment ensures that all groups of children make at least expected progress over time and in some groups progress is outstanding.
- Leaders have a determination and commitment to drive standards higher and have monitored closely the achievement of pupils recently. They have returned to peer moderation across the school and also undertaken Trust wide moderation.
- The current RE curriculum lead is skilled, passionate and knowledgeable in delivering the highest outcomes for pupils. He is accurate in his reflection and knows the position of the school well. This results in leadership of Religious Education being strong. The curriculum lead is effectively supported and challenged by the Executive Head Teacher and governors.
- Leaders and governors ensure that Religious Education is taught using a thoughtfully planned and sequenced approach to meet the needs of pupils in each phase of the school.
- Leaders and governors' self-evaluation of Religious Education is a coherent reflection of rigorous monitoring, searching analysis and self-challenge which is well informed by current best practice in religious Education.
- Religious Education is given the highest priority by leaders at all levels. Leaders recognise the need to develop their teachers and to support and challenge them and give them professional development opportunities to help with the delivery of the Religious Education curriculum.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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

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The quality of provision for the Catholic Life of the school.

1

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

1

**COLLECTIVE WORSHIP:****1**

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

1

The quality of provision for Collective Worship.

2

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

1

**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

## School details

<b>School name</b>	Our Lady and Saint Peter Catholic Primary Academy
<b>Unique reference number</b>	147210
<b>Local authority</b>	East Riding of Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of Governors</b>	Mrs Patricia Bullen
<b>Executive head teacher</b>	Mrs Angela Spencer
<b>Date of previous school inspection</b>	April 2015
<b>Telephone number</b>	01262 670138
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<b>Head of School</b>	Mr Francis McDonnell