

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St. Peter's R.C. Primary School

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Chair: Mr. H. Connor

Date: 7th- 8th October 2013

Inspector: Mrs. M. Cobbold

A Report from:
The Diocese of Middlesbrough Schools' Service
Section 48 Inspection Team
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INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St. Peter's RC Primary School is a one form entry school with an excellent reputation in both the local and parish communities. It has been oversubscribed for a number of years and currently has 214 pupils on roll. The school serves the parishes of St. Peter's, St. Joseph's and St. Edward's and has a long and rich tradition in Scarborough. The school community has recently celebrated the 150th Anniversary of its foundation. It has been housed in its current attractive building for 20 years and welcomes families from a broad area. In recent years a significant minority (18 %) of pupils with English as an additional language have been welcomed. The proportion of pupils eligible for Free School Meals is below the national average. The proportion of those pupils with identified special educational needs of education is average. 78% of the pupils and 71% of the teachers are baptised Catholics.

The school staff team is well established and with varied teaching experience. The Head Teacher has been in post for 4 years.

Pupil Catchment:

Number of pupils on roll:	214
Planned Admission Number of Pupils:	30
Percentage of pupils baptised RC:	79%
Percentage of pupils from other Christian Denominations:	18%
Percentage of pupils from other World Faiths:	2%
Percentage of pupils with no religious affiliation:	1%
Percentage of pupils with special needs:	13%

Teaching Staff:

Full-time Teachers:	8
Part-time Teachers:	0
Percentage of Catholic Teachers:	71%

Support Staff:

Full-time Classroom Support Staff:	8
Part-time Classroom Support Staff:	2
Percentage of Catholic Classroom Support Staff:	70%
Percentage of teachers with CCRS:	62%

Percentage of learning time given to R.E in all classes: 10%

Parishes served by the School:

St. Joseph's, St. Peter's & St. Edward's, Scarborough

1.OVERALL EFFECTIVENESS

2

MAIN FINDINGS

St. Peter's is a good Roman Catholic Primary School with many outstanding features. The mission of Catholic education underpins all that the school does and is lived out by staff and pupils. St. Peter's is a welcoming friendly community with a strong family ethos, there is a strong sense of belonging, all are respected and pupils flourish. Excellent relationships and close co-operation of the whole school team are key strengths of the school. Parents believe St. Peter's is a very good school where their children are safe, happy and reach their potential. They are highly appreciative of its family atmosphere and the Catholic values and attitudes it promotes. They speak highly of the welcome offered to them, the opportunities they have to be part of the life of the school and the time given to them by the head teacher and the staff team. The school's capacity for sustained improvement is good because leaders and governors ensure that strengths and areas for development are well identified. There is a clear vision and plan in place for the future direction of Religious Education (RE). Action to improve has been effective and standards continue to rise. Areas for improvement from the last inspection have been addressed. Strong links with the parish community are well established and the school has an important place in the life of the parishes it serves.

Pupils are proud of their school and have a positive attitude to learning. They clearly articulate their enjoyment of and interest in RE lessons. Standards attained in RE are good and improving. Pupils benefit greatly from the range of opportunities offered to contribute to the Catholic life of the school. Pupils' levels of participation in the prayer and liturgical life of the school is outstanding. They are developing independent skills in preparing and leading prayer and collective worship. They value and respect the Catholic tradition of the school and benefit greatly from the chaplaincy provision offered by the parish priest and the chaplaincy team.

The provision for Catholic education is good. Teaching and learning are good overall with some outstanding teaching observed. However, activities are not always sufficiently differentiated to allow more able pupils to make the progress they are capable of achieving. Feedback given to pupils impacts on their awareness of their current learning but time is not given to enable pupils to respond sufficiently to improve their work further. The monitoring and tracking systems are a key feature of continuous improvement and have a significant impact on achievement and progress. The quality of collective worship offered to pupils is good.

The leadership and management of the school are good. Leaders have a clear sense of direction and purpose, the vision is shared by committed staff and a well informed governing body. Co-ordination of RE is extremely efficient and central to the continuing development of the subject, securing improvement in standards. Governors demonstrate a strong sense of commitment and as a result are very well informed and make an outstanding contribution to the school. Very good links exist with parents, parish and external agencies to reinforce the high standard of care, guidance and support the school provides to ensure its pupils' safety and general well-being.

What the school needs to do to improve further:

- Ensure teaching is planned to develop the RE skills and understanding of all pupils. Provide exciting challenges for the most able to achieve recorded standards that truly reflect their thoughts and understanding.
- Embed and develop the current feedback and marking practices to ensure all pupils understand how to improve their work and are given opportunities to respond to the next steps of learning.
- Develop outstanding teaching across the school by ensuring the insight gained from the highly effective monitoring strategies is used promptly to support and advise staff.

2. PUPILS

How good outcomes are for pupils, taking into account of variations between groups.

1

St. Peter's offers its pupils many opportunities to grow in confidence to lead the development of the Catholic life of the school. This is a truly inclusive school where pupils from other cultures are welcomed and quickly become totally integrated into the school community. The recent celebrations for the 150th Anniversary of the school gave pupils a true understanding of the importance of their Catholic tradition and heritage. The parish priest and chaplaincy team are fully involved in the life of the school, know the pupils and their families well and provide meaningful collective worship and pastoral care. The parish priest prepares and leads Key Stage 2 (KS2) assembly each week actively engaging the pupils in discourse and reflection. Behaviour in lessons, during worship and at play is exemplary. Pupils treat one another with care, consideration and respect and show a genuine appreciation for the needs of all. They are able to express their views with confidence and can describe the mission of the school in action. The members of the School's Council speak passionately about what the school means to them demonstrating a pride in their community and each other. They also recognise the needs of others and identified the varied ways and times the school has supported others: Cafod, Macmillan, Rainbow Centre, Shoebox Appeal. They speak fondly of their parish priest and chaplain and describe ways in which their families are involved in school through Stay and Pray, Advent and Lenten worship, Class Masses and visits to the parish church.

The standards pupils achieve are improving and are currently good. The number of pupils achieving higher levels at KS 2 is improving year on year. The pupils join the school from a number of settings and a growing number of younger pupils have English as an additional language. All pupils settle well in Foundation Stage (FS) and go on to make good progress across Key Stage 1 (KS1) and KS 2. They are keen to do well, are engaged in their learning and are interested and enthusiastic. They often demonstrate higher level thinking skills and are very reflective learners. In a KS2 drama about the baptism of Jesus, John the Baptist instinctively put his arm around Jesus' shoulder as he told him he was not worthy to unstrap his shoes. The quality of written work does not yet reflect these skills. Where teaching and learning are differentiated to provide challenge, pupils work at a good pace and make outstanding progress within the lesson; but this is not consistent across the school. The current strategies for feedback and marking of work are good and pupils understand the symbols for next steps of learning but teachers need to ensure time is given for pupils to respond to and learn from this feedback. The school has an accurate picture of pupils' achievement in RE. It has developed a rigorous tracking system which impacts positively on standards and progress providing a firm basis for appropriate diagnosis of the school's strengths and areas for further development.

The pupils' response to and participation in Collective Worship are outstanding. All classes are now fully involved in planning and leading thoughtful and reflective liturgies making effective use of the beautiful Prayer Room. It was a privilege to be invited to a KS2 worship planned and gently delivered by two pupils who led us in prayer and encouraged us all to consider the futility of worrying. We were then able to give our worries to God in the form of a pebble. The thoughtfulness, planning and organisation of this worship where pupils prepared all the materials is exemplary. In

Key Stage assemblies they are keen to participate answering questions readily and are at ease in prayer. They sing to offer praise and are enthusiastic about the varied opportunities for prayer.

<ul style="list-style-type: none">• The extent to which pupils contribute to and benefit from the Catholic life of the school	1
<ul style="list-style-type: none">• How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none">• How well do pupils respond to and participate in the school's Collective Worship	1

3. PROVISION

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How effective the provision is for Catholic education

The quality of teaching and how purposeful learning is in RE is good overall with some evidence of outstanding teaching. Assessment procedures have developed effectively over time and are now being used to plan lessons to meet the needs of all pupils. Where there is outstanding teaching, teachers are acutely aware of the pupils' capabilities and plan lessons to challenge, excite and enthuse the most able whilst ensuring the least able are fully engaged with activities they can relate to and supported by the teacher or teaching assistant. Teachers have good subject knowledge and plan lessons to motivate pupils. As a result in lessons pupils are keen to learn, enjoy their work and make good progress. Relationships between children, teachers and teaching assistants are warm and constructive and contribute successfully to their obvious keenness to learn. Assessment is used effectively throughout the school by teachers in setting targets for improvement but activities are not always sufficiently challenging to enable the more able pupils to attain the higher levels. Marking and feedback are good and allow pupils to know how well they have done and what they should do to progress even further; however pupils are not always consistently given time to respond to questions in order to further enhance their learning. Adult support is deployed effectively across the school. Pupils enjoy sharing their work in RE at home through research challenges and prayer / action diaries for Lent, Advent and most recently St. Therese's Little Way Week.

The extent to which the RE curriculum promotes learning is also good. Come and See, the national RE programme for learning, has been well introduced and in its second year teachers are able to maximise learning through the wealth of resources the school provides. In KS2 pupils make good use of the class sets of bibles to make scripture links and in a KS1 lesson the folding Baptism cubes were a fascinating focus for learning. Teacher planning is good. The medium term planning provided through 'Come and See' is personalised to meet the needs of the pupils in St. Peters. The curriculum fully meets the requirements of the Bishops' Conference.

The provision for Collective Worship is outstanding, it is central to the life of the school and is a key part of every school celebration. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that Collective Worship is both regular and inclusive. Through a well planned programme of Masses, liturgies, assemblies and other liturgical celebrations which are appropriately matched to the pupils' stages of development, pupils are given many opportunities to participate and lead in a range of Acts of Worship. The school prayer room is well used and provides a beautiful and peaceful space for worship. These experiences greatly enhance the spiritual and moral development of the pupils.

Families are fully involved in the pupils' religious development through Stay and Pray during Advent and seasonal 'travelling artefacts' coming home with their children such as the 'Travelling Crib', 'Jesse Tree' and 'Stations of the Cross.' RE work and resources are displayed in every class with attention to detail which signifies the value placed upon it. Sacred Spaces, evident in every class, are well

presented with meaningful religious artefacts which follow the liturgical seasons of the church and are well used as a focal point for prayer. Across the school in the entrance area, corridors and the hall there are many beautiful displays with a RE focus or demonstrating the Catholic Life of the school illustrating the importance and value of the catholic Christian tradition of the school.

The quality of provision for the Catholic Life of the school is also outstanding. St. Peter's is a warm and welcoming school where the simple yet powerful mission statement is lived to the full. It is a happy school where evidence of self-giving love is in all relationships. Parents speak highly of the family atmosphere where they all feel welcome irrespective of background or culture. They appreciate the Catholic Christian values and the time the teachers make for them. They talked fondly of stay and play offered in FS and throughout KS1. They enjoyed coming to lunch to support Cafod and were fully informed through Come and See information leaflets and the quality and variety of homework tasks they shared with their children. Pastoral care has been enhanced by the recent introduction of Rainbows, a support programme to help those pupils coping with separation and bereavement.

• The quality of teaching and how purposeful learning is in Religious Education	2
• The extent to which the Religious Education curriculum promotes pupils' learning	2
• The quality of Collective Worship provided by the school	1
• The quality of provision for the Catholic life of the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

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The leadership team of Head Teacher, Deputy Headteacher and RE Co-ordinator ensure that the Catholic life of the school is central to all its work. The governors are fully involved in the Catholic life of the school and make an outstanding contribution to the work of the school. They carry out their duties efficiently, ensuring that they are both supportive and challenging. They are knowledgeable and well informed and know what needs to be done in order for the school to develop further.

All aspects of school life are underpinned by the mission statement and its motto: 'Following Christ, Striving for Excellence, Working Together, Growing in Faith' which is known, understood and lived out across the school. Pupils respond positively and with great enthusiasm for the many and varied acts of worship. The school leadership team, RE co-ordinator and governors have a clear understanding of the school's role in the mission of the Church. Together they ensure that Catholic values are given high priority and that pupils experience a rich, broad and balanced curriculum. Self-evaluation reflects effective monitoring and analysis. This results in targeted planning and actions which ensures continuous improvement in all aspects of the Catholic life of the school. The school's capacity for improvement is very good.

The leadership and management of RE are good. The RE co-ordinator and senior leadership team have excellent evaluation strategies which accurately identify the school's main strengths and areas for improvement. They have a strong sense of commitment towards improvement. Professional development for staff in RE has a high priority. Teaching across the school contributes very effectively to the pupils' spiritual and moral development. The School Improvement Plan provides clear direction for the work and future developments in RE. The head teacher is passionate about the school and is ably supported by the deputy. Together they have a clear vision and sense of direction and understanding of what is required to bring about improvement and they share this with staff. Their dedication and commitment are instrumental in the drive to provide high quality teaching and learning in Religious Education.

The governing body fulfils its role well with regard to Religious Education and offers both challenge and support. They ensure that all statutory and canonical responsibilities are very well met.

<ul style="list-style-type: none">• How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils	1
<ul style="list-style-type: none">• How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	2