



St Peter's RC Primary School

Dryden Road, Low Fell, Gateshead, NE9 5TU

School Unique Reference Number: **108385**

Inspection dates:	18 – 19 May 2017
Lead inspector:	Mary Tate

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Peter's RC Primary School is an outstanding Catholic school because:

- It is a very welcoming, family community where there is a tangible sense of well-being and personal development of each child at the heart of its mission
- The Catholic Life of St Peter's is outstanding. Governors, senior leaders and staff have a shared vision of the Catholic mission and ethos of the school. This mission is lived out daily by both staff and pupils providing the whole community with opportunities to develop and grow in faith together.
- Collective Worship is outstanding because it is central to the life of the school. Staff and pupils plan and lead high quality acts of worship where all pupils act with deep reverence and respect.
- Religious Education is outstanding. Leaders and staff know their pupils well. They provide teaching and learning outcomes that engage and enthuse pupils ensuring progress and achievement is at the highest level.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- This is an average-sized primary school serving the parish of St Peter's, Low Fell.
- Almost all pupils are of White British backgrounds. There are few pupils from minority ethnic groups.
- 98% of pupils are baptised Roman Catholics.
- The school is heavily oversubscribed and pupil mobility is low.
- The proportion of pupils with special educational needs is below the national average.
- The proportion of pupils known to be eligible for support through pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children from service families.
- The school provides a breakfast club each morning.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop Religious Education by:
 - Continuing to embed the good practice in moderation and assessment to ensure consistency across the whole school, ensuring that all pupils make good and accelerated progress.

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.

- The mission statement; 'As children of God we are loved, we are called and we are inspired', is central to the life of the school and is understood and fully embraced by all pupils in their daily school life. Pupils feel valued and confidently express their views. Their behaviour is exemplary.
- Pupils, staff, parents and governors are rightly proud of their school. Pupils are taught a sense of responsibility and benefit greatly from the experiences offered. Mini Vinnies are a vibrant and thriving group in school, leading others in thinking of others. One member was justifiably proud of their mission to 'turn concern into action'.
- Pupils have a deep sense of belonging to the school family and thrive in a well established pastoral house system. Pupils of all ages come together to reflect on Gospel themes and share concerns. Staff, parents and governors speak about the importance of this nurturing environment where pupils can contribute to the Catholic Life of the school from a very early age.
- The school is inclusive and has embraced the whole family as part of the school community. 'When we welcome the child, we welcome the family', is lived out by all. All pupils demonstrate a good understanding of how they live their lives and how they treat others and are very aware that respect is earned through actions and is to be valued.
- Pupils talk with pride about the various charity work the school supports; from local charities, such as Joe's Place to CAFOD World Gifts. One pupil commented that it made them feel proud to know that although they were only a child, they could make a definite difference.

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

- The school's mission statement is embraced and lived out by all. The school's Catholic character is reflected in the high quality and welcoming displays around school from the entrance area, on corridors and in classrooms.

- Excellent relationships exist within the school community with all stakeholders fully committed to making the school the best that it can be. Staff, governors, parents and pupils are all encouraged to be involved in school life and communication is seen by all as a strength of the school.
- The Religious Education team, led by the headteacher, is committed in their vision to ensure Catholic Life is given the highest priority in all areas of school provision and improvement.
- Clear policies and procedures are in place which are carefully planned to reflect the Catholic Life of the school for both pupils and staff. They provide high levels of support for pupils, staff and the wider community.
- Relationships and Sex Education (RSE) is taught throughout the school at age appropriate levels and it is in line with the teachings of the Catholic faith.
- The behaviour of pupils in and around the school is exemplary. Personal responsibility is encouraged through a culture of respect, praise, rewards and choices, whilst encouraging reconciliation.

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

- The headteacher, Religious Education leader and school chaplain make up the Religious Education team. Together, they are deeply committed to the Church's mission in education and have a clear understanding of and vision of Catholic education. They are highly respected by the whole school community.
- Leaders ensure that Catholic Life is given the highest priority by ensuring opportunities and celebrations are planned across the year, which promote pupils' spiritual and moral development.
- Governors and the parish priest make a significant contribution to the Catholic Life of the school. They are highly visible in the school community and passionate about the school's mission. They consistently communicate high expectations, providing appropriate challenge and support.
- The school has very successful strategies for engaging parents and carers, regularly seeking their views. Parents feel that the Catholic ethos is strong and they are very supportive of it. One parent commented that they felt the school gave their child a strong moral grounding and taught children to be good people.
- Leaders, including governors, know their school well and conduct a range of monitoring activities. They are regular visitors to school and joined together with the staff for a day of retreat on Holy Island in October 2016.

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.

- St Peter's is a prayerful community where worship is a regular and meaningful part of the day. All pupils are enthusiastic in their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering and prayerful reflection. One pupil commented that they felt joyful when they pray together as a group.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. Year six pupils act as student chaplains and lead a voluntary liturgy before school each week. During the inspection, they confidently led a liturgy around the theme of equality, creating an atmosphere of reverence and respect among younger pupils.
- Pastoral groups are a strength of the school; pupils pray together each week and reflect on statements of belief and gospel messages.
- From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

The school has fully embraced the year of Oscar Romero and pupils talk knowledgeably about his life and his legacy.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to school life. From their earliest days, pupils are taught how to create an atmosphere for prayer, and praying together is a key part of the daily experience for staff and pupils.
- Older pupils regularly lead liturgy and support younger pupils within pastoral groups and at prayer sessions across the week such as voluntary prayer and rosary club.

- Pupils, parents and staff speak positively about and embrace the experiences offered. One parent added that prayer came so naturally to their child.
- There is a palpable sense that this is a Christ centred, praying community and there are many and varied opportunities for its pupils to develop their spirituality.
- The Collective Worship policy provides a clear structure for staff to ensure there are a variety of opportunities for staff and pupils to pray together regularly.
- The school marks the beginning of a pupil's journey in the school with a 'Beginner's Mass' each September to welcome the family to St Peter's.
- The Religious Education team have an excellent understanding of the church's liturgical heritage, its rites and seasons and are passionate about ensuring pupils experience is of the highest quality. As a result, provision for Collective Worship is outstanding

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

- Leaders have a well-developed knowledge of Collective Worship and set a high standard in school with well-planned liturgical experiences. They ensure that their expert knowledge of how to plan and deliver worship is shared not only with staff but with pupils.
- They lead by example ensuring that pupils and staff develop a thorough appreciation of the rites, symbols, traditions and seasons of the Church's year. The school have recently embraced the Year of Mercy and this year have the year of Oscar Romero as a central theme.
- The school actively seeks the views of pupils, staff and parents and responds readily to feedback in a systematic and thorough way. Governors and staff speak proudly about seeing the school community as constantly evolving and building on existing strengths and practices.
- Parents appreciate the welcoming and family community the school offers when they are invited to join in acts of worship in school and in church. One parent commented that they appreciate and are impressed by the balance between reflection and celebration in school led worship.
- Sacramental preparation follows diocesan guidelines and almost all pupils in year four make their First Holy Communion each year.

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.

- Pupils participate fully in their Religious Education lessons because teachers plan creative tasks using a range of teaching strategies to engage and enthuse them. As a result, pupils concentrate well and behaviour for learning is outstanding.
- Religious Education is at the heart of the school curriculum. It is taught both discretely and in a cross-curricular way. Pupils acquire knowledge quickly and in depth, linking their learning in Religious Education to other subjects. They can interpret sources and symbols, to understand nuance and subtlety enabling them to reflect on their learning. The vast majority of pupils engage with religious ideas and integrate them into their daily lives.
- Pupils talk confidently about their levels and attainment in Religious Education because 'teachers talk to us about our lessons'. Teachers' marking and feedback is of good quality and pupils are routinely given opportunities to reflect and respond.
- Teachers have high expectations of their pupils; they know them well and have an accurate understanding of their starting points based on prior learning. Work is differentiated and tasks are well-matched to pupils' age and ability.
- There are no perceivable differences between different groups of pupils. As a result, all pupils are making good progress and attainment is in line with diocesan averages. For some pupils, this is above.

The quality of teaching and assessment in Religious Education is outstanding.

- Teaching and assessment is outstanding and as a result, all pupils are making good or better progress. Teachers plan lessons well. Because of increasingly accurate assessment, they differentiate their lessons and are highly effective in meeting the needs of all pupils, including those who have special educational needs.
- Teachers have very high expectations of work and behaviour which are communicated effectively to pupils. They are also knowledgeable and confident in their teaching and use a wide range of resources creatively, ensuring that children are highly engaged and motivated in their learning.
- The thorough checking of pupils' understanding throughout the lesson to identify misconceptions, challenge thinking or provide feedback, maximised learning in lessons. Achievement is regularly celebrated in lessons.

- Marking and feedback are high quality and pupils regularly respond to feedback which enables their good progress.
- Work is moderated in school and within the diocese. There is a rigorous tracking system which informs planning and ensures that pupils are continually challenged.
- Experienced and very skilled teaching assistants make a positive contribution to pupils' learning both in and out of lessons. They support pupils across the school and help increase pupils' understanding and skills.

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

- The leadership and management of Religious Education is outstanding. The Religious Education team, made up of the headteacher, the school chaplain and the Religious Education coordinator provides strong and effective leadership. They are ambitious for the school and have the professional drive to ensure Religious Education continually moves forward.
- Staff and governors are well informed about the school's strengths and further areas for development. Self-evaluation is outstanding because the leaders use a range of strategies effectively to rigorously monitor and evaluate provision and outcomes in Religious Education. The evaluation of this monitoring provides a well targeted, strategic plan for improvement which results in continual improvement in outcomes.
- Governors are regular visitors to the school and provide appropriate support and challenge to the headteacher and senior leadership team. One governor commented that the strength of the school is that they are continually looking at ways to improve and always open to change.
- Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school; it is well resourced and contributes very effectively to the pupils' spiritual and moral development.
- Sacramental preparation is outstanding, is given a high priority by the school and is in line with diocesan policy.

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.

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

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COLLECTIVE WORSHIP:**1**

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

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The quality of provision for Collective Worship.

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

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RELIGIOUS EDUCATION:**1**

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

1

The quality of teaching and assessment in Religious Education.

1

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

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SCHOOL DETAILS

School name	St Peter's RC Primary School
Unique reference number	108385
Local authority	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese 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.	
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Choose School Leadership Type	Mrs Lisa Stokoe
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