



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

HARESFINCH

Inspection Date	1 October 2014
Inspectors	Mrs. Denise Hegarty, Mr. Dave Williams
Unique Reference Number	104810
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	205
Chair of Governors	Rev. Fr. Kevan O'Brien
Headteacher	Mr. Kevin Reid
School address	Derwent Road Haresfinch St. Helens WA11 8AT
Telephone number	01744 678670
E-mail address	stpeterpaul@sthelens.org.uk
Date of last inspection	22 January 2008

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Ss Peter and Paul School is a smaller than average-sized Catholic Primary School situated in Haresfinch in the St. Helens district of the Archdiocese.
- Most of the pupils attending the school belong to the parish of Ss Peter and Paul, Haresfinch, but a significant number of pupils come from other local parishes including St. Patrick's, St. Helens.
- There are 204 children on roll of whom 148 are baptised Catholic and 40 pupils are from other Christian denominations. Sixteen children have no Religious Affiliation.
- There are 10 teachers at the school of whom 7 are Catholic. Seven teachers teach Religious Education and 4 have a suitable qualification in Religious Education.
- The headteacher was in post at the time of the last inspection, but the Religious Education co-ordination team members are new to their posts.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

Ss Peter and Paul's is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils understand the school's Mission Statement and know the part they play within it. They have translated it to ensure they fully understand it and can access it at their own level. Representatives were involved in its review and evaluation. The Christian values identified within the statement reflect in the children's behaviour and attitudes.
- Pupils have an excellent sense of belonging to this school community and value and respect others. They show care and consideration to peers, staff and visitors.
- They are encouraged to take on roles of responsibility in the school and wider community through their work as school councillors and playground buddies which they undertake proudly. Within these roles, they learn organisational skills, the importance of co-operating with each other and caring for the younger pupils.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of the needs of those less fortunate than themselves. They have a strong commitment to the common good in their own community and are passionate about the needs of those who are less fortunate than themselves. They take an active part in leading events to raise money for local and international charities e.g. CAFOD, Willowbrook Hospice and a variety of cancer charities.
- Pupils in Year 6 have the opportunity to participate in residential trips to Kingswood, Colomendy Activity Centre. Experiences like this impact greatly on the pupils' social and moral development as they develop self-confidence, and understand the value and importance of teamwork and communication skills.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. They support each other and willingly forgive those who upset them.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils encouraging them to respect the dignity of all and enabling them to grow in esteem and confidence.
- Pupils are quick to recognise the achievements of others especially at their Good News assemblies when children are nominated for rewards for kindness and consideration. They praise and acknowledge the contributions they make.
- They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local communities and the immediate neighbourhood served by the school e.g. by zumba dancing to raise money for Macmillan nurses and to the wider community e.g. by making cards to send to children in El Salvador.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They enjoy participating in a variety of extra-curricular activities and after school clubs e.g. sport, music and drama. Through them, they learn the values of commitment, sportsmanship and taking responsibility.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Islam within the curriculum. They are aware that spiritual values and religious beliefs are important to people.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith. They make excellent progress in relation to their starting points and capabilities.
- Analysis of assessments undertaken provides evidence of pupils generally attaining at least the appropriate level for their age and stage of development in each key stage with some exceeding the level. Overall, standards in Religious Education are high.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- Children learn from and about Religious Education and are keen to do so. They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their attentiveness, enthusiasm, positive attitude, active participation and excellent behaviour. They particularly enjoy the use of Information and Communication Technology in their lessons.
- Pupils are encouraged to work independently and collaboratively. They co-operate extremely well with each other in group work and in paired activities. Across the school, children value each others' views and opinions.
- Children take pride in their work and present it well. Extended writing of various types in Year 6 is of a particularly high quality.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. At interview with inspectors and senior leaders, pupils indicated that they thoroughly enjoy their work and gain much from it.
- They really appreciate their 'Good News' celebration assemblies and receiving rewards and certificates for Religious Education, particularly as their names are inserted in the school newsletter.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, enjoyment and enthusiasm for all aspects. They appreciate the variety of opportunities they are given.
- Pupils sing joyfully and excitedly, reflect in silence and join in community prayers appropriately and with confidence.
- They act with reverence and respect at all times and are keen to participate in a variety of gatherings – key stage, whole school and class based.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles. They pray confidently at key times during the day.
- They appreciate and are open to the Word of God in the Scriptures. They listen attentively and show reverence and esteem.
- Pupils are developing a deeper awareness of the importance of silence and reflection and of how this helps them to engage with the presence of God.
- Their liturgical skills are very well developed and they have a clear understanding of the structure of worship.
- Pupils happily take the initiative in leading Collective Worship from their earliest years. They are confident in planning, creating and delivering it in an age appropriate manner.

- Pupils have a good understanding of the Church's liturgical year and are able to prepare Collective Worship which reflects this understanding.
- They are able to create a suitable atmosphere through the use of prayer focuses, religious artefacts, music and silence.
- Collective Worship makes a significant contribution to pupils' spiritual and moral development as they relate so well to each other, form close relationships and talk freely about the people and events they want to pray for.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is highly effective in enthusing pupils and ensures that they enjoy their work and learn extremely well. As a result, almost all pupils are making rapid progress.
- Teachers have high expectations of pupils in terms of work, attitude and behaviour. They provide learning environments conducive to learning.
- On the whole, teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. They are hard working and highly committed to providing the best for their classes.
- They take into account pupils' prior learning and ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding. Differentiation is in a variety of forms – by question, outcome, support, task and resource.
- Teachers provide opportunities for pupils to work independently and collaboratively and often make excellent use of paired / shared discussions.
- Excellent use is made of time and resources including other adults and Information and Communication Technology to maximise learning and to create a positive, reflective atmosphere for children to learn. The additional adults in the classroom provide great support and challenge for the pupils.
- Teachers use excellent questioning techniques to ascertain what the children have learned, assess whether they have understood and move learning to the next level.
- They provide opportunities for pupils to work independently and collaboratively and make good use of talking partners to share ideas etc.
- A variety of learning styles are catered for and children are given a balance of drama, art, reflection, written work etc.
- Pupils are often informed of their progress and how to improve both orally and through thorough marking.
- Their views are regularly sought and considered. Teachers appreciate the contributions pupils make and use praise well to boost confidence and esteem.
- Displays in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection. Driver words from the Levels of Attainment are regularly displayed to ensure the children and staff members are aware of the levels required and are working within them.
- Effort and achievement are celebrated through marking, verbal encouragement, in 'Good News' assemblies and end of topic celebrations.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement and progress of all pupils.
- The assessment of pupils' work in Religious Education is outstanding. Teachers use their assessments very well to inform future planning, tackle underachievement and ensure challenge.

- 'Assessment for Learning' strategies are generally used effectively across the school. This helps children understand where they need to go next and how best to get there. These strategies should be deployed more consistently across the school to move learning forward especially during plenary sessions.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- Religious Education is clearly seen as the core curriculum subject in this school and is under the same scrutiny and level of moderation as other core subjects. It has a high profile in the life of the school and has a profound impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations.
- The school using the '*Come and See*' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. The use of the programme is now fully embedded and used effectively throughout the school.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- The consistent use of '*Come and See for Yourself*' sessions during staff meetings improves teachers' knowledge and understanding of the themes.
- Outstanding planning ensures full coverage of the Religious Education programme. It is differentiated, evaluated and customised to meet the needs of groups and individuals. Imaginative and well planned strategies are deployed to enrich learning.
- A generous budget is allocated for the subject. The school implements new curriculum developments as appropriate and purchases suitable resources to enhance the curriculum.
- Vibrant displays in classrooms and around the school are linked to the curriculum and celebrate work.
- A wide range of extra-curricular activities, enhance and support learning. These promote respect for the gifts and talents of each individual and help to raise self esteem.
- Enrichment activities such as art, music and Information and Communication Technology also have a positive impact on the curriculum by sustaining and boosting the children's enjoyment and development.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Pupils are able to relate the teachings of Jesus to their everyday lives and reach out to the needs of others e.g. through the work of Missio, the Catholic Mission Charity and CAFOD.
- Children have explored the beliefs, teachings and values of the Jewish faith. One other religion is studied each year on a rota basis. A member of the Jewish faith visited the school to share aspects of his faith with the children. This all helps to promote tolerance and respect for those who think differently and so children can celebrate the diverse world in which they live and engage easily with people from different ethnic, religious and cultural backgrounds.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of backgrounds among the pupils.

- Collective Worship is central to the life of the school and plays a key element in meeting the spiritual needs of all.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. They, in turn, provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children.
- Collective Worship is well-planned and adults demonstrate that they are good role models for pupils to emulate.
- A Collective Worship calendar is provided with themes set out which take into account relevant celebrations, times of the Church's year and other events.
- An excellent Collective Worship policy with clear guidelines and directions is in place and in line with Archdiocesan requirements. This is updated regularly.
- Collective Worship is well-planned by staff and pupils. It demonstrates a clear understanding of the liturgical structure. A plethora of photographic evidence indicates the variety of opportunities that are provided.
- The school has purchased a variety of resources for worship which are used effectively. The children and staff create visual displays for worship with a variety of artefacts etc. as focal areas for contemplation and reflection. There is also a wonderful devotional area that can be seen on entry into the school, constructed by the whole community that evokes a sense of awe and wonder.
- Provision for worship is enhanced through the use of music and Information and Communications Technology. This captures children's attention and increases their involvement. Regular hymn practise enables children to be familiar with a range of songs and hymns and encourages them to sing joyfully in praise of God.
- Opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the '*Come and See*' programme and the Church's liturgical year. End of topic celebrations and Masses are well-supported by parents.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They show an excellent understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. It is displayed throughout the school and used on documentation.
- This is an inclusive, welcoming and Christ-centred community where all members work in partnership for the good of all.

- A caring ethos pervades the school and there is a tangible sense of community spirit. Relationships across the board are outstanding enabling both children and adults to flourish within a nurturing environment. Everything that happens in school is in the best interests of the children and has Christ at the heart.
- Opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school. Members of staff are all proud to be part of this close community and are very supportive of the school's leadership team.
- Leaders, governors and managers are highly skilled in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements and do so in an outstanding manner.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. Staff and pupils are well trained to deliver quality worship. An excellent, up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils such as the use of '*Come and See for Yourself*' and the prayer life of the school. Such opportunities enable reflection and contemplation.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- All members of the community are encouraged to be alert to the needs of others and to seek justice for all within and beyond the local community.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements. An annual audit is undertaken to ensure a suitable budget is provided to enhance provision.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It is detailed, kept up to date and gives an accurate picture of the Catholic life and work of the school. The action plans that emanate from self evaluation are shared and monitored at meetings of governors. Leaders are successful in addressing the areas identified for improvement. It is clear that they know the school very well and understand the way forward for the future.
- Their self evaluation process provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. In-service sessions at LACE. are well-attended and most teachers have the *Catholic Certificate in Religious Studies*. Newly qualified teachers and teachers new to the school receive good induction to support their work.
- The quality of Collective Worship is a priority for the school. An up to date policy and guidelines for its implementation are in place as are excellent spiritual and moral guidelines. These are all reviewed regularly by the Governing Body.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Adults cultivate an attitude of respect for each other.
- There are very positive relationships at every level within the school and excellent links with the parish community.
- The school facilitates the Archdiocesan sacramental preparation programme, '*With You Always*' well.
- Parents are consulted regularly, involved in a variety of ways in the life of the school and kept well-informed about the Catholic life through newsletters. The school works closely with the Parent Teachers' Association to raise funds.

- Collectively, the governors fulfil their responsibilities outstandingly. They have a wide range of knowledge and expertise. Consequently, all governors have a clear understanding of the school's Catholic life and mission and do their best to promote and improve it. They have effectively helped to shape the direction of the school through their involvement in the school's self-evaluation and their commitment to recruiting suitable staff willing to promote the ethos of a Catholic school. They regularly attend liturgical celebrations with the school community throughout the year.
- The parish priest, who is also the chair of governors, is a regular visitor.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in Ss Peter and Paul's school. Staff believe it is more than a lesson, but central to the life of the school.
- A generous budget is provided to improve resources enhance provision for the subject and for the general Catholic life of the school. Suitable resources are purchased and deployed to enhance the subject.
- Ten percent quality time is dedicated to teaching the subject in all year groups.
- There is a robust programme for the monitoring and evaluation cycle. Teaching and learning, planning, work and assessments are monitored with appropriate feedback and support given as necessary. Good practice is celebrated and shared. Data gleaned is used effectively to evaluate the schools performance and plan for future improvements.
- Continuing professional development opportunities are provided for all and additional support and induction given to new or inexperienced staff members.
- Staff meetings are held as appropriate for moderating assessments and disseminating any new information for staff. Co-ordinators willingly give their time and expertise to support colleagues as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are familiar with and secure in their levelling of work.
- The school's rigorous systems provide accurate and up to date information about both achievement and progress for all groups of learners. Assessments are regular and systematic across the school and both internal and externally moderated assessments show levelling is accurate.
- Assessment information is then collated and tracked by the co-ordinators and shared with leaders, governors and staff.
- The subject leaders are outstanding in guiding Religious Education. They show great commitment and introduce new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Curriculum outlines are provided for parents and newsletters inform them how they can support their children's learning.
- Parents receive informative annual reports on progress and are kept further informed through verbal reports on Parents' Evenings.
- Governors are kept very well-informed by the head teacher and co-ordinators. They are interested and proactively involved. The subject is always reported on at governors' termly meetings. Progress in Religious Education is shared with the governors so that standards can be monitored by them and they can challenge the school to improve. They visit the school regularly and conduct learning walks with the headteacher.

- The school is well supported by chair of governors in his capacity as parish priest. He is well known by the children and willingly gives time to support the subject when called upon. He has meets regularly with the headteacher and subject co-ordinator and often visits classes informally to monitor provision and celebrate work.
- Achievement and effort are celebrated especially at the weekly Good News assemblies which are much enjoyed by pupils.

What the school needs to do to improve further?

- Improve communication with parents, carers and the local community by:
 - updating the school website to include curriculum information, parents letters etc.
- Revise the school's Mission Statement by:
 - making the statement more succinct, easier to remember and so become immediately accessible to all.
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- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - moderating the effectiveness of marking;
 - encouraging parents and carers to be more involved in the school's Collective Worship;
 - organising a retreat day for staff and governors to reflect on spirituality and faith;
 - raising the profile of environmental issues within the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

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

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is Outstanding, Grade 2: Good, Grade 3: Requires Improvement and Grade 4: Inadequate
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