



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST PETER'S CATHOLIC PRIMARY SCHOOL

WARRINGTON

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| Inspection Date | 9 May 2018 |
| Inspectors | Rev D Melly Mrs M Buckley |
| Unique Reference Number | 111370 |

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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| Type of School | Catholic Primary |
| Age range of pupils | 4 - 11 |
| Number on roll | 218 |
| Chair of Governors | Mrs V McCowan |
| Headteacher | Mrs. H Lea |
| School address | Hillock Lane Woolston, Warrington Cheshire WA1 4PQ |
| Telephone number | 01925 815314 |
| E-mail address | stpeters_primary_head@warrington.gov.uk |
| Date of last inspection | 18 June 2013 |

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

- St Peter's is a smaller than average sized Catholic Primary School situated in Woolston and mainly serving the parish of St. Peter's.
- There are 218 children on roll of whom 172 are baptised Catholic, 34 come from other Christian denominations, and 9 from other faith or religious traditions. 3 pupils have no religious affiliation.
- There are eight teachers in the school. Seven are baptised Catholic. Seven teach Religious Education. Three teachers have a suitable qualification in Religious Education. Three teachers are currently undertaking the Catholic Certificate in Religious Studies and two teachers are starting the course in September.
- Since the last inspection four new teachers have been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

At Peter's School is Outstanding in providing Catholic Education.

CATHOLIC LIFE

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 truly appreciate, value and actively participate in the Catholic Life at St Peter's. They know, own and live out their Mission Statement and let their light shine. They are confident in discussing what it means to them. They know it is a calling to live out the Gospel values in their daily lives as friends and followers of Jesus. They are always part of the biannual review.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. They have an outstanding understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming part of a very active school council, monitors, Sports Crew, Junior Road Safety Officers and CAPA play leaders. Upper Key Stage 2 act as E-safety officers and attend meetings with the ICT Subject Leader to promote and raise awareness of staying safe on line. Children in Year 6 act as Special Friends for children in Early Years Foundation Stage.
- They take a leading role in those activities which promote the schools Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, St Joseph's Welfare, Rotary Shoe Box Appeal and St Rocco's Hospice. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of after school clubs. Each year the school takes part in the 'Young Voices' concert held in Manchester providing the children with a memorable and exciting opportunity to sing as part of an 8,000 strong choir. Gospel singing is taught in Year 5 providing the children with the valuable opportunity to perform as a group in front of an audience at Parr Hall and at Liverpool Cathedral. The experience of the Gospel singing on the day was powerful and exhilarating. The school supports outdoor educational visits; Year 4, 5, and 6 have residential trips to Beeston, Conway Centre in Anglesey and London respectively.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, are experiencing relationships and sex education within the context of a Christian understanding. A Journey in Love has recently replaced 'All that I Am'. There is very good evidence of this work in well presented floor books.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. The Friday awards celebration are a key part of recognising this.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and

diocesan celebrations and activities, irrespective of their own faith commitments. Pupils have attended the Metropolitan Cathedral of Christ The King.

- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, with its strap line '*Let your light shine*', together with the aims and objectives are a clear and inspiring expression of the educational mission of the Church. It underpins everything that is done in school and is regarded by all as the spine which runs through every aspect of school life at Peter's.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such as; Caring for each other and those less fortunate in our world. They participate in the Come and See for Yourself reflections before each topic. The Head and Deputy attend the Spirituality residential provided by the Christian Education Department.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The meeting with the Chair and the link Religious Education Governor began with a prayer led by the latter who is very involved in the life of the school. He and all the governors are seen as a real blessing from God. The school is a supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus', tasteful religious artefacts and sacred spaces all create an overwhelming yet calm ambience which exudes St Peter's Catholicity and ethos.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and the dignity of every human person. Laudate Si has obviously well received in the school.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as attendance at Archdiocesan in-service days, Disability Awareness Days, Fair trade fortnight and pursuit of the Catholic Certificate for Religious Studies etc.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. Children recognise and value the support staff give them. The children said how approachable and helpful the staff are.
- The school is equally attentive to the pastoral needs of members of staff and the head ensures that every member's needs are understood and catered for. All staff look out for each other and for the children.
- All the relevant documentation is in place and the school has made a commitment to undertake training and purchase relevant resources to support Relationships and Sex Education alongside Personal, Social and Health Education.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership team is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. The leadership team and governors have undertaken a range of training and in-service opportunities offered by the Archdiocese including Relationships and Sex Education. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has highly successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, regular newsletters, tweets and a very comprehensive website. The aim of the school in this area is to eventually go paperless. Views of parents are sought via questionnaires and the parents forum which is held once a term. There is a very active parent, teachers and friends association. As a result, parents and carers have a thorough understanding of the school's mission and are highly supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. The governors are obviously passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. The chair and RE link governor are active members of the parish of St. Peter's and, together with other governors, ensure that the home, school and parish links are well maintained.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the vision for the Archdiocese throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in the school. They are well supported in this by the parents.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make very good progress in each key stage, with many achieving outstanding progress.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Lessons are planned accordingly, and teaching assistants are used to great effect to enable this to happen.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to

think ethically and theologically. Pupils especially in Year 6 were highly articulate and knowledgeable. They are fully aware of the demands of religious commitment in everyday life.

- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and what they need to do to improve. They can fully articulate how they have made progress.
- Pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils obviously enjoy Religious Education and they are rarely off task.
- Pupils' attainment, as indicated by teacher assessment, is outstanding. Pupils achieve above average attainment using Archdiocesan data. Pupils have an individual assessment book which moves with them throughout the school.
- The quality of pupils' current work, both in class and in written work, is outstanding and pupils demonstrate great pride in their work.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
 - Teachers are effective in planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result, most teaching is outstanding, and teaching is never less than good. Great use is made of the driver words in lessons, on the working walls and in the work books
 - Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make outstanding progress.
 - Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work, talking partners, conscience alley etc. Consequently, pupils are highly motivated and sustain high levels of concentration.
 - Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their progress and provides them with a high level of confidence in making further improvements.
 - All teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
 - Teachers carefully observe and skilfully question during lessons to adapt tasks and explanations, thus maximising learning for every pupil.
 - High quality resources such as interaction with the Come and See website, God's and Church's Story and visual and audio media are used effectively.
 - Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
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- During lessons high quality verbal feedback is frequent, leading to high levels of engagement, interest, achievement and progress. Pupils are given the opportunity to respond in a systematic and planned way, which ensures pupils understand what they need to do to improve.
 - Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. This is a real strength of the school. Relationships at every level are strong.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education. Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends all Archdiocesan in-service training and meets together with a cluster of other schools, both in Warrington and LACE to support delivery, monitoring and evaluation of the subject.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented, the latest being the introduction of Journey in Love.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education. There is a link governor for Religious Education and all governors have undertaken training to support their strategic role.
- The Religious Education coordinator has a high level of expertise. Her enthusiasm and commitment to this role are obvious and will continue drive forward the subject.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

COLLECTIVE WORSHIP

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

- Pupils' response to and participation in the school's Collective Worship is outstanding.
- Acts of Collective Worship engage pupils' interest and inspire in them deep thought and heartfelt response. Listening to the children it is obvious that there is a genuine enthusiasm for Collective Worship.
- Pupils readily take the initiative in leading worship, displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Pupils regularly evaluate their Acts of Collective Worship.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability they prepare focal areas and lead acts of Collective Worship which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- 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, irrespective of ability or faith

background. They have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff. It was wonderful when asked before the meeting with the Chair and Religious Education link governor if we could start with a prayer. This was led by the link governor who, like all the governors, are very involved in the life of the school. All the governors are seen as a real blessing from God.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- Staff are highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned, in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good. There are also very close links with other schools in the area.
- The parish priest, who is on sick leave at the moment, has always been a regular visitor to the school. He presides at Masses and celebrations throughout the school and liturgical year and his contribution to the life of the school is greatly appreciated.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship. Many governors attend the Friday whole school Collective Worship and celebration assembly.
- Leaders have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship. An excellent Collective Worship Policy is in place.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular reviews of school performance.

What the school needs to do to improve further

- Continue to develop and implement the areas for development identified in the SED especially the great work that has begun on Journey in Love.
- Continue the great work being done for the provision of the Catholic Life of the school.
- Developing a deeper understanding of the scripture used and how it related to modern day life.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 1 |
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CATHOLIC LIFE

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| 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

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| How well pupils achieve and enjoy their learning in Religious Education | 1 |
| The quality of teaching, learning and assessment in Religious Education | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

COLLECTIVE WORSHIP

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|---|---|
| How well pupils respond to and participate in the school's Collective Worship | 1 |
| The quality of Collective Worship provided by the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

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