



Archdiocese of Birmingham

Section 48 Inspection

St PETER'S CATHOLIC ACADEMY

Part of the Newman Catholic Collegiate Multi-Academy Company

Waterloo Road, Cobridge, Stoke on Trent, ST6 3HL

Inspection date	5 th & 6 th December 2016
Reporting Inspector	Mrs Maureen O'Leary
Inspection carried out under Section 48 of the Education Act 2005	

Type of School	Academy
Age range of pupils	3-11 years
Number on roll	241 pupils
Appropriate authority	Board of Directors
Chair of academy committee	Mr Glen Hassall
Telephone number	01782 235040
E-mail address	stpeter@stpetersnewman.co.uk
Date of previous inspection	8 th & 9 th November 2011
DFE School Number	8613402
Unique Reference Number	140150

Principal	Mrs Rossanna Snee
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Previous inspection:	1
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This inspection:	2
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Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across 4 RE lessons to evaluate the quality of teaching, learning and assessment. All of these observations were conducted jointly with senior leaders.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of the academy committee and one other academy committee member, the principal, the subject leader, the parish priest and with parents and parishioners.
- The inspector attended a whole school Mass and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' achievement and progress, RAISEonline, the development plan, teachers' planning, and learning journals.

Information about the school

- St Peter's Catholic Academy serves the parish of St Joseph's Burslem in the north of Stoke-on-Trent.
- The number of Catholic pupils is currently 24%.
- The percentage of disadvantaged pupils attending the school is above the national average.
- The percentage of pupils with special educational needs and disabilities (SEND) is broadly in line with the national average.
- Attainment on entry is well below the national average.
- The vast majority of pupils have English as an additional language.
- The majority of pupils are from Pakistan and Bangladeshi backgrounds. There is a growing number of pupils attending the school from a Polish background.
- Since the last inspection the school has become an academy as part of the Newman Catholic Collegiate Multi-Academy Company (MAC). A new principal was appointed in September 2016.

Main Findings

- Led by the faith model of the newly appointed principal, St Peter's Academy provides a strong Catholic environment for all its pupils to grow in their faith and in their love of others, as one family.
- All stakeholders; pupils, staff, academy committee members and parents, cherish and support the Catholic values and mission of the school.
- Pupils and staff engage devoutly in worship and ensure it is a fundamental part of each school day. Prayer and the celebration of the Eucharist sustain the school community in its mission to know and love God.
- All pupils readily take on responsibilities in the Catholic life and collective worship of the school and some pupils take on leadership roles. All pupils now need to have the opportunity to lead in these areas of school life.

- Religious education is led and managed with skill and dedication by the RE subject lead and principal.
- Pupils at St Peter's receive an outstanding religious education and consequently they make outstanding progress in this area of school life.
- The school's leadership have a good understanding of the school's strengths and areas for development in relation to the Catholic life and collective worship of the school. Their understanding of the strengths and areas of development in RE is outstanding.
- The academy committee members of the school are deeply committed to the mission of the school. They provide support and challenge to the principal. They have a good oversight of RE, the Catholic life and collective worship of the school. The understanding of the academy committee members about the formal monitoring and evaluation of the school now needs to become more rigorous and searching.
- Pupils recognise different forms of prayer but their thorough knowledge of traditional prayers requires development.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- The Catholic life and collective worship of the school are good with some outstanding features. The spiritual and moral development of pupils is outstanding. The vocational development of pupils is good.
- Since the last inspection the school has developed a range of opportunities for some pupils to plan and lead their own liturgies and assemblies. Older children have written bidding prayers and assembly parts, lead prayers in mass, acted as monitors to support during mass and as altar servers. Experienced altar servers have also trained new altar servers.
- Pupils, of all ages, now need to be given more opportunities to prepare and lead worship with confidence and enthusiasm in a variety of settings.
- Pupils are keen to be involved in a variety of activities to promote the Catholic life of the school, these include the recently formed Good Samaritan Charity fund raising group, and the established school council, peer mediation and school monitors. These roles reflect the pupils' excellent moral sense that we are called to serve one another, or as one child explained, to be more like Jesus.
- The school directly promotes Christian values through the Catholic Schools' Pupil Profile and Values verses Violence programme. Consequently, the pupils have a profound understanding of what is right and wrong and how this impacts on their daily lives and behaviour.
- The inclusive philosophy and the ability to support pupils of different faiths, while still maintaining a strong Catholic ethos, is an outstanding feature of the school. The school truly lives out its mission statement, 'Together, One Family, One Community in Christ'. One pupil expressed this fact eloquently, 'You get to build your faith as a family.'
- All staff at the school have developed excellent relationships with pupils that are both affirming and aspirational. Pupils are made to feel valued as the person they are but challenged to be the person God wants them to be. Pupils and parents acknowledge and prize this aspect of school life at St Peter's. As a direct result of this nurturing culture pupils display excellent behaviour at all times.

- Weekly mass, inclusive of all pupils, and celebrated by the school's chaplain, ensures that the Eucharist is at the heart of the school community. All pupils, both Catholic and those of other faiths or none, welcome and benefit from this celebration believing that the 'Holy Spirit comes down and rests upon us.'
- The school provides an environment that is rich in Catholic symbols and artefacts. Every classroom and area of the school has a prayer focus that reflects the liturgical season. As a result, pupils are familiar and comfortable with moments of prayer and reflection throughout the school day.
- Pupils have a good sense of the liturgical seasons and key feasts of the Church's year.
- Pupils have regular experience of different forms of prayer and know some commonly used traditional prayers but their knowledge does not meet diocesan expectations. An audit of pupils' knowledge of traditional prayers should be carried out and any gaps in knowledge addressed.
- There are strong links between the school and the parish. The school's chaplain is appreciative of the school's efforts to improve attendance at Sunday mass.
- Although pupils' understanding about vocational development and their knowledge about other faiths are presently being taught adequately, the school has accurately identified the need to improve both of these areas to an outstanding standard.
- At present some pupils are involved in the evaluation of the Catholic life and collective worship of the school. This involvement should now become more regular and widespread throughout the school.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- The leadership of Catholic life and collective worship is good with some outstanding features.
- The principal, senior leadership team and academy committee members are all deeply committed to the Catholic mission of the school. They provide excellent faith models for pupils and staff to aspire to.
- Leaders seek to ensure the strong Catholicity of the school by conducting all appointments to the school in accordance with diocesan guidelines.
- All staff are thoroughly inducted into the Catholic life of the school. Adequate time and resources are allocated to the induction programme of staff newly appointed to Catholic schools. As a result, all staff have both the skills and confidence to support the Catholic life and collective worship of the school. This is a key strength of the school.
- Academy committee members ensure that the performance management procedures of the school reflect the Catholic values and mission of the school.
- The principal and senior leadership team conduct a range of monitoring and evaluation activities about Catholic life and collective worship which allows the school to identify its strengths and areas for development.
- The school's chaplain has recently been appointed as the RE link academy committee member and this role is currently being developed.

- Although academy committee members have a general understanding of the school's strengths and areas for development, the school has accurately identified that this knowledge needs to be improved.
- The leadership of the academy has a very good working partnership within the Newman Catholic Collegiate and the local authority. The school has taken part in joint MAC staff training, a Year 6 secondary transition programme and international visits to schools. All these initiatives have contributed to improved outcomes for pupils' academic and personal development.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- The leadership, provision and outcomes for religious education are all outstanding.
- Leaders have ensured that recommendations about RE from the previous inspection have been fully addressed.
- All pupils, especially higher ability pupils, are challenged and extended in their thinking about religion and in their learning from religion. This is a key feature of RE throughout the school. As a result pupils are able to ask and answer questions about religion in an insightful and personal manner.
- The RE subject lead, who is part of the senior leadership team, is rigorous and analytical in her monitoring and evaluation of RE. All monitoring is accurately evaluated and directly informs improvement planning. This has contributed to the maintenance of outstanding RE provision, even though diocesan expectations have increased since the last inspection.
- Monitoring is fed back directly to class teachers in a timely manner so that it can immediately impact on teaching and learning.
- Academy committee members have a good oversight of Religious Education in general but are not fully informed of all the excellent monitoring and evaluation that is undertaken. Consequently, their knowledge of the strengths and areas for development in RE is not as robust as it could possibly be.
- The RE subject lead provides excellent support for all staff to improve their teaching of RE. Consequently, staff are skilled and confident in their teaching pedagogy.
- Lessons are very well planned to meet the needs of all pupils; activities are imaginatively adapted to suit pupils of different abilities. As a result, pupils are highly motivated and engaged, and genuinely enjoy their RE lessons.
- Excellent links are made in RE lessons to the ways pupils can apply their understanding of the Faith to their own lives. Regular reference to the Catholic Schools' Pupil Profile values and virtues is made during RE lessons. Pupils in Year 4 were articulate in describing both Joseph and Abraham as being intentional in their actions.
- Teachers' questioning of pupils is constantly used creatively to assess knowledge, to deepen thinking and to challenge ideas. This high quality questioning has encouraged pupils to become reflective and enquiring, giving them the confidence to ask such questions as, *'Why didn't he (Zechariah) believe God if he was a man of faith?'*

- Teaching assistants provide excellent support for pupils of all abilities but especially less able pupils. Their strong subject knowledge coupled with their nurturing but aspirational teaching style enables all pupils to make outstanding progress.
- Very good use is made of developmental marking and oral feedback to pupils. Pupils respond positively to this challenging feedback which contributes well to their progress in RE.
- Assessment procedures are used very effectively to identify gaps in learning for individual pupils and groups of learners. The school has accurately identified some pupils with SEND and some disadvantaged pupils as requiring extra support to achieve age related expectations. Assessment information is used by teachers to inform teaching and learning.
- Currently, assessment data is analysed by the RE subject lead. However, in accordance with recent diocesan recommendations, she now has processes in place to train class teachers to carry out this analysis for themselves.
- Pupils' progress in RE within and between key stages is outstanding.
- Academy committee members fulfil their canonical and statutory duties well in regards to RE.
- Relationships and Sex Education is taught in an age appropriate way, sensitive to the cultural backgrounds of the pupils, and in accordance with the teachings of the Catholic Church.

Recommendations

In order to improve the school should:

- Ensure that all pupils have a very good knowledge of traditional prayers appropriate for their age.
- Provide pupils of all ages with opportunities to prepare and lead worship with confidence and enthusiasm in a variety of settings.
- Ensure that self-evaluation of all aspects of the Catholic life and collective worship within the school is a coherent reflection of rigorous monitoring, searching analysis and self-challenge, and that it directly involves both pupils and academy committee members.
- Enhance the provision for pupils to learn about their own vocational development.