



# Archdiocese of Birmingham

## Section 48 Inspection Report

### SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Part of the Romero Catholic Academy  
Arkle Drive, Walsgrave, Coventry, CV2 2EF

Inspection dates:

25-26 November 2021

Lead Inspector:

Rebecca Nash

---

#### OVERALL EFFECTIVENESS:

**Good**

Catholic Life:

Outstanding

Religious Education:

Requires Improvement

Collective Worship:

Good

---

*Overall effectiveness at previous inspection:*

*Good*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- School leaders and governors are passionate and committed in the way they promote the Catholic Life of the school. The mission statement 'Learning and loving on our journey with Jesus' is truly at the heart of the school and is relevant and reflected in all aspects of school life.
- The principal is a dedicated and effective Catholic school leader. She has a strong and purposeful vision for the Catholic Life of the school. She takes a hands-on approach to ensuring the highest standards of Catholic Life and upholds this mission.
- The worship and prayer life of the school is led well. Pupils respond with respect, reverence and devotion and all adults set a positive example.

It is not yet Outstanding because:

- Leaders' and governors' self-evaluation of Religious Education requires improvement because it does not yet consistently impact classroom provision.
- Pupils' planning and leading of Collective Worship is not yet embedded.
- The quality of teaching of Religious Education is sometimes less than good.
- The requirements of the Bishops' Conference of England and Wales in relation to Religious Education are not fully met.
- The additional requirements of the Archbishop of Birmingham relating to Religious Education are not fully met.

## FULL REPORT

### What does the school need to do to improve further?

- Establish a rigorous monitoring and evaluation system for Religious Education which focuses on measuring the impact of actions taken, to enable the school to challenge itself.
- Involve pupils more systematically in the monitoring and evaluation of Collective Worship so that they can help to lead planned improvements themselves.
- Increase the proportion of consistently good teaching in Religious Education, supported by the continuing professional development of staff.
- Ensure that all pupils receive a religious education that constitutes 10% of the taught week.
- Provide two discrete Religious Education lessons in every classroom during the taught week.

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Outstanding
The quality of provision for the Catholic Life of the school	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Outstanding

### CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

### CL2 The quality of provision for the Catholic Life of the school

- Pupils have an in-depth knowledge and understanding of the school's mission statement, which enables them to be fully 'Learning and loving on our journey with Jesus.' This is because of the excellent example that is set for them by the staff of SS Peter and Paul. All the school community were involved in revising the school's vision and aims and so consequently, all have ownership of what the school is aiming to achieve. Staff say, 'It's in everything we do.'
- Pupils and staff can articulate the one school rule, 'Be the person God wants you to be.' Pupils' deep understanding of the mission statement and one school rule is reflective in their kind and thoughtful behaviour throughout the school day. Pupils are extremely well behaved, kind, and polite towards everyone they meet and towards each other. They are excellent ambassadors for the school and its mission, and they make a significant contribution to the harmonious learning environment.
- All staff care deeply for the pupils. From the earliest years, pupils know that they can trust all members of the school community. This enables all pupils to be confident and happy in a close-knit school community.

- Leaders and staff are relentlessly focused on ensuring every child and family is well supported and cared for, as demonstrated by the appointment of a child and family liaison officer, who is a real asset to the school, supporting families and providing excellent pastoral support. Consequently, pupils and their parents feel valued and well looked after by the school, which is a thriving happy, respectful, and tolerant community.
- Staff are fully committed to the Catholic Life and mission of the school. They place high priority on being living witnesses of the Gospel which is reflected in their strong dedication to the school and its aims.
- The school's physical environment is meticulously well maintained and provides a peaceful and spiritual space to learn and work in. There are many attractive religious displays throughout the school that invite thought and reflection. The Catholic School Pupil Profile is prominent and is on display in all of the classrooms, where the current virtues for the half term are displayed.
- Pupils respond very positively indeed to the school's chaplaincy provision. The parish priest is valued and respected and, together with the senior leadership team, is actively identifying ways in which the school and parish can encourage parents to bring their children to the celebration of Mass more regularly.
- The parish priest is deeply committed to the school and celebrates Mass each fortnight in school. He also makes regular visits to the classrooms to support the teaching of Religious Education, to hear confessions, and he supports the delivery of sacramental preparation. The children and staff know and understand how he helps to bring them closer to God.
- Pupils are fully aware of their responsibilities as members of a Catholic community. They are proud of their school and enjoy the opportunities the school provides to develop and enrich their spiritual, moral, and ethical development.
- The school uses the TenTen 'Life to the Full' programme to deliver relationships, sex, and health education. The school has appropriately recognised the need to embed this programme across the school and evaluate the impact of the programme. Pupils already show that they have a clear understanding of loving relationships, which is firmly rooted in the teachings of Christ and His Church.
- Charitable outreach work is evident and alive at SS Peter and Paul. Pupils have a real desire to make a positive contribution and are aware of the needs of others locally and globally. Fundraising activities have included Father Hudson's Society, Myton Hospice and Brain Tumour Awareness. Pupil leaders organised a harvest collection which was donated to both the homeless within the parish and a local care home. They have also given their time to visit the local residential home for the elderly. Staff have donated towards the 'Helping Hands' project to support the homeless and the school was recognised in the local media for its kindness to NHS workers during lockdown, sending gifts and cards to staff and patients.
- The growing in faith together (GIFT) team enhance the Catholic Life of the school. They lead morning prayer on a daily basis and are actively involved in enriching projects across the academic year. They have carried out litter picking in the local community, focused on climate change, and have organised a Christmas card competition. They have also supported various charities with their fundraising efforts. As a consequence, they have a secure understanding of how to act upon the principles of Catholic social teaching.

- The school council recently received the 'Coventry Peace Award' and is proud of the recognition received as a result of hard work, planning and involvement.
- The school provides many opportunities for pupils to learn about other faiths and cultures. Visits to places of worship are a planned feature of the curriculum and the school environment reflects this work. Pupils in Year 4 talked positively of a visit to a local faith school. Pupils value this and feel that it helps to deepen the strong 'family' culture of the school in an atmosphere of mutual respect and tolerance.
- The school has devised plans for developing pupils' understanding of vocation. The parish priest is a frequent visitor and Year 6 pupils have received a visit from a religious sister who talked about vocation. This helped to strengthen the pupils' understanding of vocation, as well as contributing to their faith and spiritual development.

### **CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school**

- The principal, leadership team and governors are dedicated and inspirational Catholic leaders. They are highly regarded by the community at SS Peter and Paul, who know that Catholic Life is a core leadership responsibility. As a result of this strong leadership, all staff are highly motivated to help the pupils thrive in a respectful, tolerant, and loving community.
- Leaders have an accurate and up-to-date understanding of standards in Catholic Life. They respond to any areas they identify for further development and ensure that effective action is taken. The positive relationships that exist between staff and leaders help to ensure that improvements are made whenever they are identified. Leaders are aware that formalising the record keeping of some aspects of Catholic Life monitoring is an area that could be developed more at the school.
- Staff and governors of the school are deeply committed to its Catholic Life. They take part wholeheartedly in Romero Catholic Academy retreats and staff enjoy being part of a wider Catholic community which clearly impacts positively on the Catholic Life of the school. There is a definite sense of 'togetherness' within the multi academy company (MAC). All staff set a very positive example through their kind and supportive care for the pupils and each other.
- The parish priest commented upon how the principal has 'brought the community together with her strong faith commitment her own personal witness to faith.'
- Strategies to involve parents in Catholic Life are successful and the school and parish work together to promote attendance at Mass. Parents praise the level of communication that exists between school, home, and parish.
- Parents are very happy with the school's leadership, as demonstrated through their responses to surveys and questionnaires. One parent commented on the distance and time she has to take to get to the school each day because 'My children love it here.' There is a sincere and overwhelming admiration from parents for the way in which staff go 'above and beyond' to meet the needs of their children.
- The governors are visible within the school community. They have attended relevant diocesan training and have a clear understanding of what an 'outstanding' Catholic

school looks like. Their commitment to the life of the school is evident in their attendance at meetings. Governors are very ambitious for the Catholic Life of the school, and they make an excellent contribution towards it.

- Leaders ensure that the school is compliant with the archbishop's decisions relating to Catholic Life. As a result, pupils experience the Catholic School Pupil Profile in their experience of school life.
- Leaders, supported by the staff, are very skilled at upholding the strong and distinctively Catholic culture of the school whilst ensuring the school is inclusive and accessible to the entire community. The strength of this work is reflected in the very harmonious community that thrives at the school.

## RELIGIOUS EDUCATION

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

### RE1 How well pupils achieve and enjoy their learning in Religious Education

### RE2 The quality of teaching, learning and assessment in Religious Education

- Some pupils make good progress across all key stages. Pupils enter school knowing very little about the Catholic faith but when they leave, they are working in line with or above expected levels. Pupils with English as an additional language (EAL) achieve well and make good progress in line with their peers.
- Leaders have identified the need to embed assessment processes for all learners, but especially disadvantaged pupils, as an area for development.
- Work in pupils' exercise books and learning observed during the inspection demonstrates little adaption of tasks to meet the needs of all pupils, which subsequently does not narrow the gap swiftly. The school has identified that the number of boys working at or above the expected standard is lower when compared to the girls. Observations of learning during the inspection did not show how this gap was being narrowed or overcome by teachers.
- Inspectors observed consistently good questioning of pupils by teachers in most lessons. Staff have established positive relationships with pupils and pupils' behaviour in lessons is exemplary.
- Feedback in Religious Education follows the school's policy. Pupils' achievement and effort are often celebrated in class and during achievement assemblies.
- A school-wide focus on getting pupils to reflect on learning from religion (AT2) is evident in books. As a result, they are religiously literate and engaged young people.
- Greater focus needs to be placed on ensuring teachers routinely assess pupils during lessons to inform future planning, particularly so that more able learners are consistently challenged at a high enough level through the tasks set. The pupils told

inspectors that they enjoy their Religious Education lessons but would like 'more challenge in these lessons. The work is too easy.'

- Most pupils are engaged in their learning and show interest and enthusiasm. There are no disruptions to learning because behaviour is managed effectively and well. As a result, pupils concentrate well and are willing to respond to questions.
- The quality of pupils' current work both in class and in written work requires improvement. Pupils with special education needs or disability (SEND) need to have their work scaffolded consistently so that they can fully access the intended learning outcomes.
- The majority of pupils' work is neatly and carefully presented but there is scope for further improvements to be made in some classes.
- Pupils' attainment in Religious Education is at least in line with other core subjects.
- Teachers' secure subject knowledge is a strength because it enables them to fascinate pupils and stimulate very mature and thoughtful responses from all age groups. For example, in one lesson, the teacher helped the pupils to identify the significance of the number '3' in the Bible, with pupils referring to the story of Esther, the Resurrection of Jesus and Peter's denial of Christ. There is, however, too much emphasis on teacher-talk and a lack of pace in lessons which results in limited opportunities for some pupils when they come to write in their books.
- The planning of Religious Education is clearly evident, though more frequent opportunities for independent work need to be provided. Furthermore, the need to nurture pupils' independence extends to their skillsets; for example, as pupils progress through the school, they need to become more autonomous in their use of the Bible.
- The school makes effective use of its resources and other adults are deployed well in that they follow the direction of teachers; however, their impact is limited due to there being no variations in activities for different groups of pupils.

### **RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education**

- Leaders follow the *Learning and Growing as the People of God* curriculum, as directed by the Archbishop of Birmingham. The requirement for two separate Religious Education lessons to feature on classroom timetables is not being met, as lessons are blocked into single sessions, and the positioning of Religious Education on the timetable does not give this subject area the status it commands.
- Leaders do not ensure that the required amount of time is allocated to the teaching of Religious Education, as directed by the Bishops' Conference of England and Wales.
- Religious Education is fully comparable to other core subjects in terms of resourcing and continuing professional development of staff. Governors ensure that the subject has a budget that enables the subject to be well resourced.
- Leaders' and governors' self-evaluation of Religious Education requires improvement. Governors said they 'had sight' of the self-evaluation document, however, a lack of frequent monitoring, analysis and self-challenge has resulted in its impact being limited.
- The subject leader for Religious Education has a vision for teaching and learning and displays a good level of expertise in securing it. However, she has not always been afforded sufficient management time to effectively monitor Religious Education lessons or books. This has resulted in a lack of knowledge and understanding surrounding the quality of teaching and learning in Religious Education in the school.



- The monitoring procedures for Religious Education are not rigorous or robust enough. There is little evidence of the impact of any monitoring activities. As a result of this, standards of learning and teaching in Religious Education require improvement. Whilst the pandemic has inevitably imposed restrictions on leaders' ability to frequently monitor, they must ensure that all monitoring activities are sufficiently rigorous in order to enhance the pupils' experience of Religious Education.
- Leaders and governors need to ensure that the needs of all learners are met appropriately in both teachers' planning and teaching.

## COLLECTIVE WORSHIP

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

### **CW1 How well pupils respond to and participate in the school's Collective Worship**

### **CW2 The quality of Collective Worship provided by the school**

- Collective Worship is at the heart of the school and praying together is part of the daily experience for all pupils and staff. The GIFT team plays an active daily role in leading morning prayer across KS2.
- Leaders use a range of strategies to deliver Collective Worship including the use of video clips, spontaneous prayer, traditional prayer, meditation, silent prayer as well as the use of a wide range of liturgical music. As a result, the high standards set by leaders is imitated and followed by other staff when they organise Masses and liturgies.
- Pupils act with reverence and are keen to join in Collective Worship. They sing and respond to prayers with confidence.
- Pupils read at Mass and are sometimes involved in writing bidding prayers. Pupils regularly prepare and lead Collective Worship but would like more opportunities to do this across the school.
- Pupils use a variety of approaches to prayer: formal and informal, private, and communal; they are encouraged to be still and to listen to God. They value and understand the role of this wide range of approaches to prayer. They understand that prayer 'brings them closer to God' and can explain that they have lots of opportunities to pray inside and outside school. During the inspection, the GIFT team spoke about opportunities for pupils to pray the Rosary throughout May and October. They spoke with excitement about the residential retreats to Alton Castle, attending a retreat with other GIFT teams from the Romero MAC and said they are very keen to resurrect their involvement in planning and leading Collective Worship and are excited about the prospect of doing this.

- Chaplaincy provision is strong. The parish priest is very supportive and attends school regularly to celebrate Mass, and to support teaching and learning. He also supports the sacramental programmes. The parish priest works in partnership with the school to ensure that the Mass is relevant and engaging for the pupils and the entire community.
- The chaplaincy team is an active group within the school. Members have trained other pupils and have led Collective Worship in the hall. Expanding their monitoring role will help to involve pupils even more fully in the monitoring and evaluation of Collective Worship.
- Collective Worship is given a high priority in terms of planning and resourcing, which results in engaging opportunities for prayer. Prayer and liturgy would further benefit from pupils' involvement in its evaluation.
- Staff have a good understanding of the Church's liturgical year and ensure pupils are familiar with its themes, consequently, they have good experiences of the Church's liturgical life. This is because the subject leader for Religious Education has high expectations, she shares the liturgical calendar with all staff, so that they are confident in supporting pupils to use it when planning their own prayers and acts of worship.
- All staff give Collective Worship the highest possible status and are very positive role models for the pupils. This is evident in the prayerful and uplifting atmosphere that abounds in all acts of Collective Worship and the obvious reverence and respect shown by adults and pupils alike.
- Collective Worship is used at key points throughout the year to further strengthen and develop pupils' relationship with God. Pupils have participated in a Reconciliation week, Adoration during Advent and Lent and have focused on prayer during events such as climate change (during COP26).
- During lockdowns caused by the pandemic, Collective Worship remained a high priority and pupils took part in daily worship. Virtual weekly well-being assemblies were recorded and shared with the school community. These were led by staff and the chair of the local academy committee.
- During the inspection, pupils prayed with reverence during silent prayer and reflection time in the principal's assembly and prayed spontaneously during a teacher-led act of Collective Worship.
- Pupils have a well-developed sense of respect for those of other faiths. This is evidenced in the school environment and the visits the pupils have been able to attend. Pupils show reverence and respect, and this is clearly evident in the way pupils prepare and participate in the prayerful and liturgical life of the school.

### **CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship**

- Leaders know how to plan and deliver high quality Collective Worship. They are very good models of good practice for staff and pupils. This was evident during the inspection in whole school and teacher-led collective worship.



- Collective Worship is well organised and planned by the principal and subject leader for Religious Education. There is a wide variety of Collective Worship opportunities planned throughout the year.
- Prayer and liturgy always have a clear message and purpose. Themes for Masses and assemblies reflect the liturgical calendar and ensure pupils have a good understanding of the Church's key seasons and feasts.
- School leaders monitor and evaluate Collective Worship and provide feedback as necessary. Leaders recognise they could develop even more bespoke monitoring systems that will help the school to continually improve the Collective Worship provision.
- The prayer life of the school is superbly evident within the school environment. A ribbon prayer wall in the hall and prayer stations throughout the school in addition to an outside mountain created as part of the Calvary Cross contribute effectively to pupils acts of voluntary prayer.
- The principal is a very visible leader of Collective Worship and acts as a very positive role model. She has an in-depth knowledge and understanding of the community she serves and works with great sensitivity to ensure that the Collective Worship provided by all is relevant, accessible, and engaging.
- The school works thoughtfully to involve families in the prayer life of the school. For example, during lockdown pupil and their families were engaged in purposeful daily Collective Worship through song, reflections, and scripture. The response of families was very positive indeed and is a testament to the care and effort put in by the school.
- The spiritual formation of governors, staff and leaders is given very high status. Regular retreat days for staff, governors, leaders, and the parish priest are a planned feature of the school and MAC's action plans.
- Leaders and governors ensure that the school is fully compliant with the additional requirements of the Archbishop of Birmingham.

**SCHOOL DETAILS**

Unique reference number	142217
Local authority	Coventry
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Academy
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	198
Appropriate authority	The board of directors
Chair	Brendan Fawcett
Headteacher	Lorraine Stanton
Telephone number	02476 615665
Website address	<a href="http://www.sspeterandpaulcoventry.co.uk">www.sspeterandpaulcoventry.co.uk</a>
Email address	<a href="mailto:admin.sspp@romeromac.com">admin.sspp@romeromac.com</a>
Date of previous inspection	20-21 May 2015

**INFORMATION ABOUT THIS SCHOOL**

- SS Peter and Paul Catholic Primary School is a smaller than average primary school that serves the parish of St Patrick's in Coventry.
- The percentage of Catholic pupils is currently 61%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- Since the last inspection the school has converted to an academy and joined The Romero Catholic Academy. A new principal has been appointed and a new subject leader for Religious Education. There have also been changes to the composition of the local governing body with the appointment of two new parent governors and a foundation governor.

**INFORMATION ABOUT THIS INSPECTION**

- The inspection was carried out by two Diocesan Inspectors: Rebecca Nash and Christine Finnegan.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.

- Meetings were held with members of the governing body, the parish priest, the Catholic senior executive leader, the principal, the Religious Education subject leader, teaching staff, support staff, pupils, and parents.
- The inspectors attended class-based and whole school Collective Worship and undertook lesson observations and learning walks to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the RE action plan, teachers' planning and Religious Education exercise books.