



**DENOMINATIONAL INSPECTION
REPORT**
(Under Section 48 of the Education Act 2005)

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION**

School: St. Peter's Catholic Primary School

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School URN: 120211

Headteacher: Mr Andrew Monaghan

Chair of Governors: Mr Jim Connolly

Inspectors: Mrs Anita Blake

Mrs Anne Recchia

Date of Inspection: 15 January 2014

INTRODUCTION

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 in accordance with the Diocese of Nottingham Schedule for Section 48 Inspections. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 7 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including the school improvement plan, governors' minutes, assessment tracking information for Religious Education, records of in-service training, monitoring of Religious Education and Acts of Collective Worship. Inspectors also examined the work in pupils' Religious Education books.

INFORMATION ABOUT THE SCHOOL

St. Peter's Catholic Primary School is a smaller than average sized primary school situated in Hinckley, Leicestershire. There are 207 pupils on roll of which 54% are baptised Catholic, 32% are from other Christian denominations and 3% are from other world faiths. The remaining 11% of pupils have no religious affiliation. The school serves the parish of St. Peter's Hinckley. The school has recently appointed a new headteacher who has been in post since September 2013.

The proportion of pupils for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is well below average as is the proportion of pupils with English as an additional language. The proportion of pupils supported by school action plus or with a statement of special educational needs is lower than the national average.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

- St. Peter's is a good Catholic school. It is a very welcoming community that has a strong ethos rooted in Catholic values and these permeate all aspects of school life. The newly appointed headteacher is already making an impact on the school and works closely with the subject leader for Religious Education and governors to ensure that the school's shared mission, vision and aims are driven forward. Although the priorities from the last inspection have not been met fully, in-roads have been made to address them.
- The Catholic Life of the school is good overall with outstanding quality for the provision of this aspect of its mission. Excellent relationships at all levels are a strength of the school. Pupils are keen to participate in a variety of opportunities provided to contribute to the Catholic Life of the school and benefit from them. This is not yet outstanding because the monitoring of this area is yet to impact significantly on future planning.
- The quality of Collective Worship is good and pupils' response to and participation in Collective Worship is good. This is not yet outstanding because pupils across the school are not yet sufficiently skilled in planning and preparing worship.
- Religious Education is good. Learning and progress are at least good in each key stage. Outcomes at the end of Key Stage 2 are outstanding. Teaching and assessment are good and are effective in ensuring that pupils learn well. Assessment is used by all teachers to measure progress but activities are not always sufficiently challenging to enable pupils in all ability groups to make as much progress as possible.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop opportunities for all stakeholders to become more involved in the systematic and planned monitoring and evaluation of the Catholic Life of the school so that there is an increased sense of ownership in plans for improvement by all members of the school community.
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- Develop the skills of pupils from an early age to plan and lead Acts of Collective Worship.
 - Further embed the use of the ‘Let us Pray’ resource consistently across all year groups.
 - Further develop opportunities for staff to develop their own liturgical skills and knowledge in order to support pupils in their liturgical development.
 - Further develop the use of different prayer styles.
- Develop an incisive and rigorous strategic overview of the analysis of assessment data in Religious Education which includes clear analysis and evaluation of the impact of any interventions to support the learning and progress of pupils in all ability groups throughout the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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| <ul style="list-style-type: none"> ▪ The extent to which pupils contribute to and benefit from the Catholic Life of the school. | 2 |
| <ul style="list-style-type: none"> ▪ The quality of provision for the Catholic Life of the school. | 1 |
| <ul style="list-style-type: none"> ▪ How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. | 2 |

Pupils at St. Peter’s appreciate being a part of the Catholic community; they are proud of the school’s religious identity and value and respect its strong Catholic traditions. There are strong links with the parish fostered actively by the school and the parish priest. Pupils are regularly involved with parish and diocesan celebrations and activities throughout the liturgical year. They are aware of what it means to have a vocation and how this manifests itself in the service of others. Through their behaviour and positive relationships, pupils are involved in shaping the ethos and mission of the school. However, they do not yet have sufficient involvement in the school’s overall evaluation of its Catholic Life and the planning of improvements to it. Pupils now need to be given the opportunities and the skills to take a lead in promoting the Catholic Life of the school and not rely too heavily on adult led initiatives. The behaviour of almost all pupils is exemplary; they show consideration to one another, appreciate the need to forgive and be forgiven when relationships break down and understand right from wrong. They have a strong sense of justice for all and respond well to charitable campaigns, understanding their own rights and the rights of others. Pupils understand that religious beliefs and spiritual values are important to many people. They enjoy finding out about the religious lives of others and show care and respect for visitors to the school who are from other faiths.

The leadership team and staff work creatively to provide a rich vibrant environment where the religious identity and mission of the school is strong and immediately evident. Chaplaincy is provided by the parish priest who is a valued member of the school community and who is loved and respected by pupils. Pastoral care of pupils and staff is

outstanding and as a result, there is a tangible sense of community evident in the strong relationships, supportive culture and high morale. Personal, Health and Social Education and Sex and Relationships Education policies and programmes are well established in the school - these support and celebrate Catholic teachings and principles.

The headteacher, senior leaders and governors are deeply committed to the Catholic Life of the school. Staff are very supportive of the school’s mission and are well motivated and enthusiastic. The headteacher has only been in post for a very short time but is keen to harness this enthusiasm in a constructive and planned way. He has already begun to update the school improvement plan to include realistic targets and actions that will bring about further improvements to the Catholic Life of the school. Currently, the monitoring of this aspect of the school is limited and is often informal. There now needs to be a more coherent and consistent approach to this which includes all stakeholders. In this way, the impact of the Catholic Life of the school on staff and pupils can be identified and further improvements can be systematically planned for, monitored and evaluated. The school works effectively with parents who value its work and its distinctive ethos. Governors communicate high expectations to the senior leadership team and staff. They are well informed, supportive and not afraid to challenge the headteacher on matters relating to the Catholic Life of the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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Pupils act with reverence and respect during Acts of Collective Worship and are keen to participate. Almost all pupils are able to reflect in silence, join in community prayers, both formal and informal and sing joyfully. During the inspection, some pupils were able to use signing to engage with the singing, enabling some of the youngest pupils to participate more fully in the worship. Mass is seen as an important part of pupils’ lives and is regularly celebrated in school. Pupils take an active role in preparing prayers for the liturgy, reading scripture and assisting the priest. They understand, appropriate to their age and ability, the difference between Eucharistic and non-Eucharistic liturgies and have a good understanding of religious seasons and feasts. They are aware of, and many can articulate, the importance of prayer and worship and the impact that it has on their lives. Some pupils keep prayer journals to record prayers and intentions, this good practice now needs to be shared and used more consistently across the school.

Staff have a generally good level of understanding and are skilled in helping pupils to participate actively in Acts of Collective Worship. However, more emphasis should now be

placed on developing the liturgical skills of pupils who are keen to take a lead in planning, preparing and leading their own Acts of Worship. The introduction of the 'Let us Pray' resource and the purchase of additional artefacts and resources for worship have begun this process. These now need to be used consistently throughout the school to ensure that pupils develop liturgical skills from an early age and become increasingly confident to plan and lead worship with little or no adult support.

Staff and pupils pray together regularly and prayer is part of almost all school celebrations. It is part of the daily experience for pupils and they see this as a distinctive part of the school's ethos. Collective Worship contributes very positively to the spiritual and moral development of all pupils. Parents are regularly invited to attend and participate in Eucharistic and non-Eucharistic celebrations and are supported by both the parish and the school during their child's sacramental preparation.

School leaders and the parish priest know how to plan and deliver good quality Acts of Collective Worship that engage pupils, are responsive to their needs and follow both the Catholic tradition and the liturgical year. Since the last inspection, in-service training has enabled staff to develop the prayer life of the school and pupils' spirituality. Whole school initiatives such as 'The Labyrinth Day' and the introduction of 'Godly Play' have had a positive impact on pupils' spiritual and moral development. The monitoring and evaluation of Collective Worship by pupils, staff and governors does have an impact on planning but now needs to be more rigorous and evaluative so that a clear picture of the school's strengths and areas for development can be identified, leading to further improvements in this area.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers (including governors) monitor and evaluate the provision for Religious Education.

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Pupils enjoy Religious Education and are keen to do well. They have positive attitudes towards the subject and speak enthusiastically about their learning. They work with concentration and during the observed lessons, there was very little disruption. They articulate their understanding of important values such as forgiveness; values that they have learnt about in Religious Education lessons and put into practice in school life. Behaviour for learning is good and pupils demonstrate resilience when facing challenges in Religious Education. From an average starting point, where pupils enter the school with some knowledge of the Catholic faith, they make good progress in the Foundation Stage and across Key Stage 1. They achieve standards which are at least in line with diocesan averages and a small number of pupils exceed these. By the end of Key Stage 2, an overwhelming majority of pupils achieve the expected level of attainment and a large number exceed expectations - this indicates good progress in Key Stage 2. Achievement at the end of Key Stage 2 is outstanding due to the quality of teaching throughout the key stage which is at

least good with some outstanding features. To achieve outstanding progress over time, assessment should be consistently used in order to plan activities that match and challenge all ability groups. Where outstanding teaching is established, pupils are provided with opportunities to ask deeper questions, they are given time to reflect on their learning and opportunities to evaluate sources, analysing the impact on their own lives. Such teaching is not consistently embedded throughout the school and so pupil achievement is not maximised fully.

Teaching is good overall with some elements of outstanding teaching observed during the inspection. Teachers have secure subject knowledge and are enthusiastic about the subject and the impact it has on pupils. Lessons are well planned with a range of resources used to promote learning. Teachers used timely interventions to address misunderstandings and, in some cases, to extend learning. Some marking and feedback was good, however pupils did not consistently respond to teacher comments in order to enhance their learning. Pupils responded to questions during lessons with enthusiasm and knowledge that indicated good previous learning. However, some tasks were not sufficiently challenging and, as a result, did not move learning forward at a brisk enough pace. This resulted in some pupils lingering too long on work that was not sufficiently challenging when assessment data indicated that they were able to achieve at a higher level. Accurate use of assessment should inform planning and the setting of appropriate tasks for all ability groups. This would ensure that learning is consistently extended or consolidated.

The leadership and management of Religious Education is good. The headteacher and the subject leader for Religious Education use a range of monitoring activities including lesson observations, work and planning scrutiny and pupil questionnaires. These activities provide them with an accurate picture of the school's strengths and areas for development. Moderation of pupil outcomes has taken place with a neighbouring school and this has served to confirm the school's judgements. Staff are provided with feedback from the monitoring activities and these are beginning to have an impact on their planning. Further development of the analysis of data would ensure that targets for development are more accurate and finely tuned for pupils' individual needs. An incisive and rigorous strategic overview of the analysis of assessment data in Religious Education which includes clear analysis and evaluation of the impact of any interventions to support the learning and progress of pupils in all ability groups throughout the school now needs to be developed. The governing body fulfils its role well with regard to support and challenge for the headteacher and the subject leader for Religious Education. However, the school does not currently meet the Bishops' Conference of England and Wales requirement that 10% of weekly curriculum time (not including collective worship), is dedicated to the study of curriculum Religious Education - this must be addressed as a matter of urgency.

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy. The school will receive a monitoring visit within twelve months.

