

DIOCESE OF **Hexham & Newcastle**
DEPARTMENT FOR EDUCATION



S48 Report

**SS Peter and Paul RC Primary School
Olive Street,
South Shields,
Tyne and Wear,
NE33 4RD**

URN 108717

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: SS Peter and Paul RC Primary School

Address: Olive Street,
South Shields,
Tyne and Wear,
NE33 4RD

Telephone Number: 0191 4552862

Email address: info@sspeterpaul.s-tyneside.sch.uk

School URN: 108717

Headteacher: Mr Ken Devlin

Chair of Governors: Mr Tom Fennelly

Lead Inspector: Mrs Angela Boyle

Date of Inspection 15-16 January 2013

INFORMATION ABOUT THE SCHOOL

SS Peter and Paul is an average sized primary school serving an area of social deprivation. The proportion of pupils known to be eligible for pupil premium is above average. The proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils from minority ethnic backgrounds and the number of pupils who speak English as an additional language is below average. The school extends its services by providing a breakfast club.

There have been significant changes in staffing over the past two years.

Pupil Catchment

Number of pupils on roll:	233
Planned Admission Number of Pupils:	30
Percentage of pupils baptised RC:	35%
Percentage of pupils from other Christian denominations:	29%
Percentage of pupils from other World Faiths:	2%
Percentage of pupils with no religious affiliation:	34%
Percentage of pupils from ethnic groups:	8%
Percentage of pupils with special needs:	24%

Staffing

Full time teachers:	9
Part time teachers:	0
Percentage of Catholic teachers:	90%
Percentage of teachers with CCRS:	80% 20% on CCRS

Percentage of learning time given to Religious Education

FS	10
Year 1	10
Year 2	10
Year 3	10
Year 4	10
Year 5	10
Year 6	10

Parishes served by the school

SS Peter and Paul, Tyne Dock

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

- SS Peter and Paul's is a good Catholic school with some outstanding features. There is a total commitment to upholding the strong, caring inclusive ethos that fosters the excellent relationships which exist between the home, school and parish family. The Catholic Life of the school is outstanding; Collective Worship is good as is the overall provision for Religious Education.
- Religious Education is good. Learning and progress are at least good in each key stage. Teaching and assessment are good and effective in ensuring pupils learn well. The Religious Education curriculum is adapted well to meet pupils' needs and self-evaluation by leaders and managers impacts positively on provision and outcomes.
- The Catholic Life of the school is outstanding. SS Peter and Paul is a widely diverse community where all are treated with high levels of respect. The well-being and personal development of each pupil is at the heart of the school's vision and is reflected in the strong sense of pastoral care. Pupils are keen to participate in the varied opportunities provided to contribute to the Catholic Life of the school and benefit greatly from them. Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils.
- The quality of Collective Worship is good and pupils' response to and participation in Collective Worship is good. The school provides a rich variety of opportunities for the pupils to pray together in classes, in phases and as a whole school. Collective Worship has been well developed and pupils are able to experience very different styles of prayer and take part in the planning and delivery of these. Leaders and managers' promotion, monitoring and evaluation of the provision of Collective Worship are good.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Develop further the effectiveness of the learning process in Religious Education by:
 - always giving pupils high quality feedback so that they know how to improve their work
 - ensuring pupils respond to the guidance and marking they receive
 - embedding 'I can' statements and ensuring pupils' skills in self-assessment are further developed.

- Continue to develop pupils' skills in preparing and leading acts of Collective Worship by:
 - ensuring there is a systematic progression of skills in planning worship across the school.

- Evaluate the Catholic Life of the school more systematically by:
 - Developing more formal and rigorous monitoring systems

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

2

Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They take full advantage of the many opportunities the school provides. They express their gratitude for the support offered by staff and can articulate how they are being helped to become better people. Pupils are proud of their school. They value and respect the Catholic tradition and its links with the parish community. The pupils understand the importance of key liturgical celebrations both in school and in the parish throughout the year. They have an excellent grasp of what it means to belong to a Catholic school community, clearly articulating gospel values. They take their responsibilities seriously, seeing their roles in pastoral care groups as important because it is about looking after others. They demonstrate a deep understanding of how important it is to forgive and be forgiven, take responsibility for their actions and are quick to congratulate others. Pupils are reflective, can discuss their own faith and spirituality with confidence and are respectful of those with beliefs different to their own. Pupils have a strong sense of social justice and concern for others beyond the school; they initiate fundraising for numerous charities and can discuss the impact of their efforts. Pupil behaviour is exemplary.

The quality of provision for the Catholic Life of the school is outstanding. The high quality of the headteacher's leadership, together with very good support from the deputy headteacher and governors are major factors in the continuing development of the Catholic Life of the school. SS Peter and Paul's is a welcoming friendly community with a strong family ethos, there is a strong sense of belonging, all are respected and pupils flourish. The school provides the highest levels of pastoral support to pupils and there is an explicit commitment to the most vulnerable and needy. All staff are involved in nurturing and living out the school's mission, 'Together with the Spirit we will create an oasis where every child matters', and are fully committed to implementing it across the whole curriculum. Excellent relationships and close cooperation of the whole school team are key strengths of the school. The learning environment reflects the school's Catholic character through displays, artefacts and the creation of sacred spaces around the school; it is a prayerful, joyful community. Effective staff training including a commitment to all staff achieving Catholic Certificate in Religious Studies (CCRS) supports commitment to Catholic principles and values and develops subject knowledge. The physical resources of the school are used very well to help achieve priorities set.

The leadership and management of the Catholic Life of the school are good. School

leadership is deeply committed to the church's mission in education. All leaders and managers including the governing body are highly ambitious for the Catholic Life of the school and lead by example. SS Peter and Paul is a very inclusive and welcoming community where the Gospel message is seen in action. Leaders provide a clear direction for the Catholic Life of the school which is a priority, along with the spiritual and moral development of pupils. Effective systems for the monitoring and evaluation of the Catholic Life of the school are in place which are clearly linked to school improvement and subsequently outcomes for pupils; however, these need to be further embedded. High quality staff training including a commitment to all staff achieving CCRS supports commitment to Catholic principles and values and develops subject knowledge. The school has very successful strategies for engaging with parents and carers; they have a clear understanding of the school's mission and are highly supportive of it. Governors make a significant contribution to the Catholic Life of the school. They are passionate about the school's mission in Tyne Dock and have an excellent grasp of the challenges faced by the school. They make informed decisions which determine the direction of the Catholic Life of the school and are involved in setting appropriate priorities for improvement.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

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

2

- The quality of provision for Collective Worship

2

- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

SS Peter and Paul's is a prayerful community where pupils' response to and participation in Collective Worship is good. Pupils act with reverence and respect and are keen to participate in liturgies and worship and are at ease when praying with their school and parish community. All pupils, from the youngest in nursery to pupils in year six sing enthusiastically and join in prayers with confidence. Pupils are developing a good awareness of a variety of styles and forms of prayer, they know traditional prayers appropriate to their age and their liturgical formation is developing well. They understand that there are different forms of liturgies and have a good understanding of the Church's liturgical year. Pupils eagerly lead prayers in class, school liturgies and Eucharistic celebrations in Church. With support pupils are becoming skilled in the use of scripture and religious artefacts, hymns and other forms of prayer however they are not yet fully competent in planning and preparing worship independently. Pupils speak of feeling calm, safe and closer to God following Collective Worship. Collective Worship contributes positively to the spiritual and moral development of the pupils.

The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of the pupils are well met. It is central to the life of the school and well resourced. A regular rhythm of prayer is built into the daily life of the school and an established pattern of opportunities are offered for the school community to gather for prayer, reflection and liturgy. Parents, parishioners and governors are invited to share the spiritual life of the school. They appreciate and take full advantage of the many opportunities offered by the school to be involved in worship. Parents describe a packed church and being particularly moved by the '1000 Lights' liturgy during Advent. Staff are skilled in planning and leading worship and actively encourage pupils to write prayers and they lead worship with increasing confidence. Many pupils can plan, prepare and lead acts of worship but this has yet to become firmly embedded throughout the school. Acts of Worship are appropriate to the age and needs of the pupils with themes based upon the scheme of work topic and the liturgical calendar; they are responsive to the diversity of the pupils. Staff regularly review and plan improvements to the school's provision for Collective Worship.

Leaders and managers' promotion, monitoring and evaluation of the provision for Collective Worship is good. Leaders and managers plan and deliver quality experiences of Collective Worship. They have an excellent understanding of the Church's liturgical year, its seasons, rites and symbols and use a range of artefacts, symbols and Information and Communications Technology effectively to deepen pupils' appreciation, knowledge and understanding. Leaders have a clear vision for its development, which is understood and supported by the entire school community. Leaders model good practice in Collective Worship in school and continually support

staff in their spiritual and liturgical understanding. As a result of staff training and a focused drive to enhance the prayer and liturgical life of the school, improvements have been made over time. This has led to enrichment in liturgies and Collective Worship. The monitoring and evaluation of Collective Worship is a priority in the regular review of school performance. Leaders seek the views of pupils, staff and parents regarding the quality of worship in school and respond to feedback appropriately. The school ensures that pupils have good sacramental preparation in accordance with diocesan policy.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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 monitor and evaluate the provision for Religious Education

2

2

2

Pupils demonstrate passion and commitment to learning. They have very positive attitudes, concentrate well and seek to do their best. They clearly articulate their enjoyment of and interest in Religious Education lessons. Pupils enter the early years foundation stage with abilities and skills which are well below those typical for their age. By the end of key stage one (KS1) standards in Religious Education are at least in line with diocesan averages and in 2012 were well above. By the end of key stage two (KS2) standards are also at least in line with diocesan averages and mirror attainment in KS1. A small minority achieve higher levels in both key stages. Progress is consistent and sustained and there has been a rising trend over the last three years. Systems are in place to evaluate the progress of different groups of learners. Inspection findings show little variation between boys and girls, and Catholics and those other than Catholic. Pupils with special educational needs and/or disabilities make very good progress because their needs are accurately identified and support is adapted to meet them. Across the school, pupils are acquiring knowledge, understanding and skills appropriate to their age as well as developing their ability to reflect on meaning. They are able to interpret different sources of information and symbols, pupils talk confidently about their work in Religious Education and their personal beliefs.

The quality of teaching and learning in Religious Education is good overall with some outstanding teaching observed during the inspection. A wide variety of teaching strategies, good questioning skills, clear explanations and well paced lessons ensure that pupils are interested in and enjoy their learning and make good progress. Teachers demonstrate strong subject knowledge and plan lessons which build upon prior learning. Good use is made of Information and Communications Technology which inspires and promotes confident learners. Creative activities engage and motivate pupils and facilitate a high level of enjoyment. Other faiths are taught well and opportunities are provided to visit places of worship of other faiths which enriches the curriculum. Support staff are effectively deployed and less able pupils are supported well in their learning. Effective assessment systems are in place and monitoring is securing improvement. Assessments are regular and systematic and both internal and external moderation shows leveling is accurate. Teachers mark work regularly using Religious Education level descriptors. Marking guidance and feedback given to pupils is always positive and supportive. However, written feedback to improve learning is not consistent across the school and pupils are not given time to respond to questions asked and advice given. Pupils are involved in self assessment and some can speak of targets and 'I can' statements but again this is not consistent. The school recognises that pupils' skills in self-assessment need to be developed further.

The monitoring and evaluation of the provision for Religious Education is good. The commitment of the Religious Education coordinator has had a significant impact on raising standards in Religious Education. The robust systems which are now in place and the dedication of the whole staff team are having a measurable impact on standards. Leaders have an accurate picture of the school's strengths and areas for development. All staff are kept informed about priorities identified from a range of systematic monitoring activities undertaken to evaluate the provision. Detailed and well targeted plans are in place and strategies to effect improvement are implemented very effectively, resulting in improving outcomes for all pupils. Following a long period of stability, the school has recently experienced significant disruption in staffing; the impact of this on curriculum Religious Education has been well managed. The Religious Education curriculum is thoughtfully designed to meet pupils' needs and fulfils the requirements of the Bishops' Conference well. A range of enrichment activities are offered to promote pupils learning. Governors make regular visits to the school; they understand the school's performance in Religious Education and know what needs to be done to raise standards. They are involved in monitoring and evaluation activities and are extremely supportive but also challenging in their approach.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

2

CATHOLIC LIFE

1

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP

2

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

2

The quality of provision for Collective Worship

2

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

2

RELIGIOUS EDUCATION

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	2	1
Collective Worship	2	2	2	2
Religious Education	2	2	2	2
	2	2	2	2