



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Peter's Catholic Primary School,
Lytham**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Peter's Catholic Primary School

Address: Norfolk Road
Lytham
FY8 4JG

Email Address: head@st-peters-pri.lancs.sch.uk

School URN: 119628

Headteacher: Mrs Angela Heyes

Chair of Governors: Mr Ian Gili-Ross

Lead Inspector: Mrs Jacqueline Hampson

Team Inspector: Mrs Rachel Ballard

Date of Inspection: 30th November 2017

INFORMATION ABOUT THE SCHOOL

St Peter's Catholic Primary School is an average sized primary school in Lytham, in the Diocese of Lancaster. The school serves the parishes of St Peter's in Lytham and St Joseph's in Ansdell.

All pupils are of White British heritage. A very small number of pupils are in receipt of Pupil Premium. The proportion of pupils with special educational needs is lower than the national average. Since the last inspection, a new headteacher has been appointed.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	30	30	31	29	34	28	212
Catholics on roll	22	28	28	27	25	30	26	188
Other Christian denomination	2	1	2	4	4	4	2	19
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	4	0	0	0	0	0	0	4
No of learners from ethnic groups	3	2	1	2	1	3	2	14
Total on SEN Register	2	1	1	1	2	4	2	13
Total with Statements of SEN	2	0	0	1	1	1	0	5

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	6.88			

PARISHES SERVED BY THE SCHOOL

Name of Parish	No of Pupils
St Peter's Church Lytham	134
St Joseph's Church Ansdell	60

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6
Total teaching time (Hours)	5	5	5	6	6	6	6
% of teaching time	25%	25%	25%	25%	25%	25%	25%

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6
Total teaching time (Hours)	4	4	4	5	5	5	5
% of teaching time	20%	20%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	7
Part-time teachers	3
Total full-time equivalent (FTE)	9.2
Classroom Support assistants	11
Percentage of Catholic teachers FTE	80%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	7
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION
Published admission number
Number of classes
Average class size KS1
Average class size KS2

EXPENDITURE (£)	Last financial year 2016	Current financial year 2017	Next financial year 2018
Total expenditure on teaching and learning resources	£10000	£10000	£9000
RE Curriculum allowance from above	£800	£650	£500
English Curriculum allowance from above	£1000	£1000	£800
Total CPD budget	£3500	£3500	£2500
RE allocation for CPD +LDE through SLA with Diocese – provided additional to standard offer	£200	£200	£200

How the school has developed since the last inspection
<p>At the last inspection all aspects were judged outstanding. Since then the governors have appointed a new headteacher. She has worked with staff and governors to drive improvements so that the Catholic Life of the school remains a priority. She has also reviewed the RE curriculum, so that it fully meets the requirements of the Religious Education Curriculum Directory (RECD).</p> <p>The school has addressed all priorities for improvement from the last inspection and has been particularly successful in enhancing opportunities for worship, both in and outside school.</p> <p>Due to the long term absence of the RE subject leader the headteacher has taken on this role. She is being supported in this by other members of staff, including the deputy head.</p> <p>The school engages well with the Diocesan Education Service and with their family of Catholic schools.</p> <p>There is excellent capacity for improvement.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Peter's is a very good Catholic school, where the dedication and drive of all staff, leaders and managers ensures this truly is a 'faith filled school.'

The Catholic identity of the school is very strong. The school's Mission Statement and Gospel values are displayed around the school. Pupils, staff and governors speak openly and confidently about their faith.

Pupils have very positive attitudes to learning, enjoy coming to school and are very proud of it. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they hear the Gospel through the use of the Wednesday Word and appreciate silent time in liturgies for their own intentions. They pray for people who have passed away, the sick and those less fortunate. They enjoy fundraising for those in need and talk enthusiastically about the work they do to support Neema School in Kenya. Pupil participation in, and leadership of, the prayer and liturgical life of the school is excellent.

The headteacher and governors ensure there is a clear, shared vision, understood by all. The Mission Statement was recently reviewed by staff and leaders, including governors, to ensure that the children of St Peter's can flourish both in faith and academically.

Governors and school leaders are totally committed to the Church's Mission in education. They ensure that faith permeates every interaction in school, so that the fullness of life in Christ is promoted for all members of the school community.

Due to the commitment and drive of the headteacher and governing body, there are good opportunities for staff to access high quality professional development opportunities. As a result, seven of the eight teachers currently teaching RE have gained the Catholic Certificate in Religious Studies (CCRS).

Outcomes for pupils are good in curriculum RE. Pupils talk with confidence about their RE lessons and can reflect on their learning.

Teaching is good overall and is effective in engaging pupils. Teachers' planning

ensures good coverage of the RECD, but there is less evidence of teachers using the levels of attainment to plan for progression or differentiation. There are examples of high quality marking in some year groups, but this is not yet consistent across the whole school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Share the best practice in marking across the whole school, so that all pupils can see how well they have done and what they need to do to improve further.
- Ensure all teachers use the levels of attainment in RE to plan for differentiation and progression for all groups of pupils.
- Work with a Diocesan Leader of Education at internal moderation meetings, to ensure all judgements on pupil attainment are secure.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

1

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic Life of the school.

The pupils value their St Peter's virtues and strive to receive recognition in assemblies by being awarded a certificate for respect. The pupils are focused on these virtues and work hard to demonstrate them in all they do around school. The Wednesday Word is well established and the pupils use this for planning their own prayer and liturgies. The outdoor environment is used effectively to enhance the prayer life of the pupils and they enjoy using this. At the time of the inspection this was being prepared for Advent liturgies where pupils could act out the journey to Bethlehem and hear the Nativity of Jesus.

In Year 3 pupils led their own worship on 'friendships', which was done with a high level of reverence and respect. The whole class moved silently and respectfully to the carpet area and remained silent for their peers to start with the Sign of the Cross. The pupils were able to pray and reflect and think about what Jesus is teaching them through the Gospel.

During inspection in Early Years the teacher was very skilled at leading the pupils in being reflective. They listened to the Gospel and were able to give the appropriate responses. The teacher led the children in prayer and they bowed their heads to show they were ready to pray. She asked questions of the pupils to help deepen their understanding and this was done sensitively to ensure that all of the pupils' responses were valued.

The school judges that the leadership and management of the Catholic Life of the school are outstanding and inspection confirms this.

The governors provide exceptional support and challenge to the school. Along with the headteacher, they are a source of inspiration for the whole school community. The promotion of Catholic values and principles by leaders and managers is outstanding. The recent focus on 'Vision and Mission' at governing body meetings has ensured that Gospel values underpin all work of the governors and guides them in appointing staff, evaluating the work of the school and ensuring the best possible outcomes for children.

For example, one governor spoke of monitoring undertaken to ensure that the whole curriculum, including science and environmental studies, promotes Gospel values and enables faith to permeate all that the pupils do.

All staff and governing body meetings begin with a Scripture reading, reflection and prayer. Staff and governors value this and say it helps them 'make Christ real and present to each other, the parish and the wider community.'

Governors are fully involved in the day to day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies.

The headteacher's passion for this Catholic community inspires all those who work in school, so that Christ is present in every personal interaction.

The quality of provision for the Catholic Life of the school is outstanding. The governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. As a result, seven of the eight teachers who teach curriculum RE have gained the Catholic Certificate in Religious Studies (CCRS). Good use is made of training and support from the Diocesan Education Service. The headteacher recognises this can be further developed to include the Diocesan Leader of Education at internal moderation meetings.

During inspection, an Act of Worship for upper Key Stage Two was carefully planned and led by the headteacher. Pupils were supported in recognising the relationship between faith and action, when reflecting on what Advent means for us all. They showed high levels of reverence and respect.

Through the commitment of all those in school to its Catholic Mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a call to Jesus, to do kind and charitable works, helping those in need.

The pupils at St Peter's care deeply for others and have organised and supported many opportunities to raise money for various causes. The pupils spoke about their fundraising efforts for their linked school Neema, in Kenya. They support local charities such as, a local Children's centre, Brian House and Donna's Dream House. The pupils are very much aware that they are doing God's important work in helping others and they do so enthusiastically.

All staff in school work hard to ensure there are extremely close links between the school and home. For example, each year during Advent, the travelling crib visits the homes of children, encouraging them to reflect on how they are preparing for Christmas and enabling them to share Christ's message of hope with their families.

The chair of the Parish Council is a governor in school. She works with the headteacher and other members of staff to ensure excellent school/parish links. For example, the children lead monthly family Masses in church. These are well-

attended by families from the school. Recently the children were asked to design a logo for this family Mass and a member of the parish chose the winner.

The school's learning mentor makes an outstanding contribution to the Catholic Life of the school. She provides pastoral support for many pupils in school and uses Scripture to support those who come to her with worries. Children can take a small laminated card home with them, with a scripture reading to guide them. She is also a source of spiritual support for members of staff.

The learning mentor has developed the school's wooded area, which is used for quiet prayer as well as liturgies during the year, for example Advent and Lent. She is passionate about 'bringing children closer to God through nature'.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2
2
2

The extent to which pupils enjoy and achieve in Religious Education is good.

Pupils enjoy RE and have extremely positive attitudes towards their learning. They are enthusiastic and are able to remain on task when working independently. During inspection pupils spoke of their enjoyment of learning about the Catholic faith and the religious beliefs of others in particular their learning from their visit to a local Mosque. They also enjoy learning about different characters from the bible and about the life of Jesus. The older pupils talked confidently about parables and how these help us to reflect upon our actions towards others.

Children generally enter the school with average starting points in curriculum RE. Throughout the Early Years, good teaching and tracking of pupil progress mean that the vast majority of children make good progress.

Monitoring of pupil progress continues in Key Stages One and Two. There is a new tracking system in place which is enabling leaders to monitor the progress of individuals and groups of pupils. This data shows that, over the last three years standards of attainment in RE are high across the school, with almost all pupils at the end of Key Stage Two achieving Level 4 and a proportion judged as working beyond Level 4. However, this was not always confirmed by the standard of work that inspectors observed in pupils' books or in lessons observed.

Monitoring and evaluation procedures of RE are good. Leaders, including governors, have completed the Human Relationships and Sex Education (HRSE) audit. They are now monitoring how the curriculum is being taught.

Staff receive good support from the headteacher who is currently leading RE in the absence of the RE leader. She supports in the delivery, resourcing and assessment of curriculum RE. There is a portfolio of moderated work which shows the school has engaged in the Diocesan external moderation. Some of the moderation records for the higher levels were not available.

The quality of provision in Religious Education is good. Teachers use the Religious Education Curriculum Directory (RECD) and 'Caritas in Action' to plan RE lessons. There is evidence that teachers plan for a range of activities, including role play and hot seating.

During inspection, pupils in Reception were learning about Advent. The pupils could demonstrate a good understanding with responses such as 'being ready' and they had remembered from a previous liturgy that to 'stay awake' was important. The teacher ensured that the pupils were gaining an understanding of getting ready for the birth of Jesus. They were introduced to an Advent wreath and discussed some of the symbols of the wreath. This was followed up by a group activity, where pupils added their own words such as love and joy to their wreath.

In a lesson observed in Key Stage One the pupils were learning about being sorry when making the wrong choices. The teacher used the story of Jonah to relate to the children's own experiences of being wrong. There were lots of opportunities for the children to talk to each other and share. Throughout the lesson the teacher stopped to check the pupils' understanding and to share why this is important to us.

In a lesson observed in upper Key Stage Two, pupils were learning that the prophets spoke about the coming of God. They were asked to read from Scripture and identify how it made them feel. Some children were able to make connections to other passages.

All pupils remained on task throughout and demonstrated good attitudes to learning.

Marking is not yet consistent across the school. Where it is more effective, pupils receive feedback on how well they have done and are guided on how to improve. This best practice should be shared across the whole school, so that all pupils are able to continually improve their work and make progress in RE.

The majority of parents are supportive of the school. Some parents would like to know more about the RE curriculum, in particular how well their child is progressing.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	2	2	2