



INSPECTION REPORT

School: St Peter and St Paul RC Primary School
Address: Pilkington Street. Bolton BL3 6HP
Telephone: 01204 333030
e-mail address: tarkowskip@sspp.bolton.sch.uk
URN: 105225

Headteacher: Philomena Tarkowski
Chair of Governors: Neville Speakes

Canonical Inspection under Canon 806 on behalf of the Diocese of Salford
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: Wednesday 18th April 2012
Date of previous inspection: November 2008
Reporting Inspector: Sr Judith Russi SSMN

Information about the school

(In consultation with the Diocesan Director of Education, it was agreed that although this Inspection fell outside of the pilot scheme time frame, it was in the best interests of the future development of the school that a direct link be made between the 5WS Inspection process and findings of the Inspection under the following categories).

St Peter and St Paul's RC Primary School is an average sized primary school with 227 on role. 60% of pupils are boys. 65% of pupils are baptised Roman Catholic with 85% of pupils being Christian. 15% of pupils are mainly Hindu with six families being Muslim. The school welcomes a wide range of pupils for a variety of ethnic minority groups. These include many pupils from a well-established mixed Asian community and more recently pupils from Africa and Eastern Europe. There are a significant number of pupils from families of asylum seekers and refugees. These pupils have a wide variety of needs. The proportion of pupils with learning difficulties and/or other disabilities is above average. The school holds the Investors in People, the Activemark awards and Healthy Schools award. School received The International School Award in September 2011 in recognition of their work to instil a global dimension into the learning experiences of the children.

Overall Effectiveness

Grade 2

Capacity for sustained improvement

Grade 2

The school has made good and in some cases outstanding progress. The leadership of the school is now well placed to reach outstanding in all areas.

The Governing Body and Senior Leadership Team have a clear vision of where they need to go and how to achieve this. The governors are fully supportive and act as critical friends to the school. Their frequent and positive presence in the school is a strength.

The Catholic life of the school permeates every aspect of the life and learning within the school community. The close relationships between home, school, parishes and community are enabling the school to continue to improve.

The schools development plan identifies all the issues for improvement and the school is addressing them effectively.

What the school needs to do to improve further

1. Continue to develop assessment for learning in RE to include:
 - more focused individual pupil targets identifying clear steps for improvement.
 - revisiting the marking policy to ensure diagnostic marking is in place and in line with pupil targets.

2. Share the good practice of higher order questioning skills evident in some lessons across all key stages in order to:
 - offer greater challenge
 - further develop critical thinking skills.
3. Continue to develop the very good Chaplaincy provision to include a higher level of pupil responsibility and leadership.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

Grade 2

Pupils across all Key Stages are encouraged to reflect on the Mission Statement. They frequently referred to the fact that 'Together in God's love we learn, we share, we pray, we care'. There is a pride and confidence across the school in being part of God's diverse family where each one is valued and respected. Pupils are encouraged to reach out to those in need through a series of activities such as CAFOD, Mary's Meals and Caritas Salford.

EYFS pupils demonstrated an exceptionally high level of confidence in leading a whole school act of worship and were able to lead the celebration, articulate their prayers, clearly and unaided.

Key Stage 1 and 2 pupils were keen to share their experiences of celebrations, prayer tables, prayers and demonstrated a good level of pupil centred participation.

Learning in Religious Education across the school was found to be mainly good with some outstanding features. EYFS pupils had a good subject knowledge and confidently identified the story line behind their picture sequences. The introduction of more challenging key words would have improved pupil learning further. In Key Stage 1 pupils were encouraged to be creative, independent learners and had a good scriptural background knowledge. The very able pupils required greater challenge. In key Stage 2 pupil's knowledge of the scriptural texts was often outstanding and would have benefitted more by being less directed in their learning, whilst being encouraged to think independently. The pupil's ability to work together in pairs and groups was outstanding.

Pupil progress is good overall. Those with special needs are very well supported and challenged.

Pupil behaviour is exemplary-the inclusion of all pupils is central to the shared vision.

How effective the provision is for Catholic Education

Grade 2

The Way, The Truth and The Life scheme is being introduced throughout and is well supplemented by a range of appropriate resources to meet the diverse nature of the school. The challenges facing the school due to the significant number of families of other faiths and Christian denominations has resulted in an inspirational approach of integrating learning, worship, sacramental development and festivals at all levels. Parish catechists support teachers in school and actively engage in both the planning and delivery of RE. Parents of other faiths are an important resource and are very comfortable in being fully involved in leading the community's celebrations at key festival times. Hindu parents spoke of their willingness and joy at being included in the learning and spiritual life of the school. They valued the fact that prayer is central and that the sacramental preparation programmes, acts of worship and liturgies offered appropriate opportunities for inclusion of all children and their families.

The importance of religious education was evident from pupils, teachers and most parents. Many pupils demonstrated a high level of prior knowledge and were able to make links with their learning and their daily lives. The good and in some instances outstanding questioning by teachers, resulted in pupils showing a readiness for a greater emphasis on AT11 orientated teaching which calls for the application of doctrine and teaching to daily life.

Assessment of RE has been identified as a key area for ongoing development by the school. Assessment is in place and teachers are now well placed to introduce specific individual targets for each child ensuring that those with a high level of prior learning are sufficiently challenged and that each child can clearly identify their next steps for learning.

Behaviour for learning was found to be outstanding with all classes using the 'Think, Pair, Share' technique very effectively. There is a calm and focus atmosphere throughout. Pupil's spiritual, moral, social and cultural education was found to be outstanding. Pupils spoke of their love of learning, joy at finding out new things and 'We love all our subjects because this is God's world' (Year 3 pupil). In response to the question 'What do you think is the best thing about your school?' the overriding response was 'We are family'.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School with reference to the 5WS Review and Evaluation criteria:

Word: 2

Witness: 1

Welcome: 1

Worship: 1

Welfare: 1

The Catholic life of the school is outstanding. The Governors, Head teacher and SLT have a passion for the school which drives their well articulated vision for the future. Their readiness to find solutions to the many challenges facing them is inspirational.

The outstanding Catholic life of the school as seen through its welcome, witness, worship and welfare of all the community is inspirational. The leadership of the school is not afraid to innovate and take appropriate risks in order to ensure a high level of social cohesion within a very diverse community. The school has recently built in the necessary leadership capacity to drive the pupils learning from good with outstanding features, to overall outstanding in the coming year.

Community cohesion is outstanding. The schools Learning Platform is fully accessible to all either in school or from home. This supports and furthers home school links and communication. The provision of a homework club also enables those children from challenging circumstances to do their homework in an atmosphere suited to good learning. Governors are attached to individual classes as well as subject areas and are frequently in the school.

The school has close links with Bolton University and all year groups access the coaching provided by the students. The school reaches out to parents through adult learning provided by the community college. This has led to significant numbers of pupils using University facilities and PGCE students working closely with the school.

RE is currently led by the head teacher who recognises the need to prepare and delegate this to another member of staff. All pupils receive 10% taught curriculum time in RE. Pupils' progress is broadly in line with literacy. Systems are in place for monitoring and evaluating pupil progress. The leadership team have identified this as a key area for whole school development to insure a more robust evidence base which will further inform teachers planning and drive up standards across all Key Stages.

Chaplaincy is provided by Fr Haugh the Parish Priest and Fr McNamara (retired). The school has dedicated an area for catechists and is considering a further development for lay and pupil leadership in Chaplaincy.

The leadership team identify the school as being 'A beacon of hope' for their many disadvantaged families and pupils. Discussions with pupils and parents clearly supported this judgement.