



## Catholic Schools Inspectorate inspection report for **St Peter's Catholic Primary School**

URN: 125714

Carried out on behalf of the Right Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 18<sup>th</sup> January 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	2
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- Christ is at the heart of St Peter's. There is a strong sense of community, evident in the mission of the school, the quality of relationships and the culture of welcome.
- Leaders and governors have a clear understanding of the mission of the school and view this as a core responsibility. They are well regarded as models of Catholic leadership.
- Pupils understand the distinctive Catholic identity and mission of the school and actively participate in this. They are happy, confident and feel secure.
- Monitoring is effective in religious education resulting in good outcomes for pupils.
- Pupils respond reverently to prayer and liturgy and behaviour in all year groups is of the highest standard.

What the school needs to improve:

- Ensure that greater depth and effective questioning is planned into religious education lessons to enable pupils to extend their understanding.
- Provide greater challenge in religious education lessons to ensure that increased progress is made for all groups of pupils.
- Provide pupils with more opportunities to reflect deeply on prayer and liturgy and articulate ways in which this experience shapes how they think and can lead them to action.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

2

### Provision

The quality of provision for the Catholic life and mission of the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2



Pupils value the distinctive Catholic identity of the school and they willingly participate in the Catholic life and mission of the school, expressing that 'Jesus is at the heart of everything we do'. A focus on the school mission over recent years including an annual mission day, has meant that pupils have a deeper understanding of the mission of the school and readily live this out. Pupils recognise that they have a vocation in life and are 'called by God to do something special'. They are happy, responsive and talk gladly about how their teachers are kind and help them in everything they do. Pupils show love and respect for those around them and their behaviour is exceptionally good. Prayer leads have been established and pupils value the school's chaplaincy provision. They actively participate in liturgy and other opportunities provided by the school and are committed to their role. The distinctive, attractive environment reflects the school's mission and enhances the Catholic life and mission of the school. Communal and classroom displays celebrate pupil's contribution to the Catholic life of the school and reflects recent work that has been done regarding Catholic social teaching.

The gospel values and virtues are at the heart of the school and are known and lived. These have a visible impact on the life of the school and there is a strong sense of community. Staff are positive and committed role models, who along with pupils, readily take part in those activities which reflect the school's Catholic life. Through their relationships with each other and the love and care they show for pupils, staff bear witness to the mission of the school. Collections for CAFOD, harvest and community litter picking demonstrate the school's commitment to putting faith into action. Shared mission books exemplify the wide range of opportunities available to pupils and staff, which further enhance the Catholic life and mission of the school. World debate books provide scope for discussion and strengthen the moral development of pupils and staff. Through pupil and governor

comments, 'Other Faiths Week' and evidence in shared mission books, it is clear to see that the school values those from other traditions and faith backgrounds. The provision for relationships, sex and health education meets both statutory and diocesan requirements.

The head teacher is ambitious and has a clear understanding of the strengths and areas for development of the school. She is committed and driven to implementing rapid and planned improvements, that will better provision and standards for all. A recent change in reporting has resulted in governors been more fully informed about progress towards key priorities. Leaders and governors ensure that there is a consistent approach and are fully involved in monitoring, analysis and self-evaluation, leading to effective developments that reinforce the Catholic life and mission of the school. Governors have a good strategic vision and are well-organised and conscientious in their role. A recent governor audit of Catholic life, shows that they are skilled at effectively identifying areas of further improvement and are ready to challenge and support, where necessary, to improve outcomes. Leaders are keen to make sure that Catholic teaching is at the core of teaching and learning and this can be seen through the development of the new curriculum, which has been designed and is being rolled out in upper key stage two. Leaders and governors seek to work with the local parish and sacramental programmes are carefully thought out and planned for. Parents are complementary of the school and supportive of its mission. One parent commented that 'the learning is creative and inspiring and helps my child to develop their own joyful expression of faith'. The school promotes the Bishop's vision and fully responds to diocesan policies. Policies and procedures are deliberately developed to ensure that all staff understand the school's vision and as a result, there is consistency across the school.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils are confident in their knowledge and understanding of religious education and make good contributions during lessons, showing an awareness of key concepts. Pupils concentrate well and are keen to develop their religious literacy skills and become competent learners. They are able to work independently and show signs of emerging individuality. Although pupils are attentive in lessons, their engagement lessens, when the main teaching and learning point is too long. Teachers often do not allocate adequate time, in order to give pupils more opportunity to record their work and extend their written outcomes. Pupils are articulate when it comes to answering questions regarding key concepts and scripture. However, questioning is not always planned to develop pupils' thinking and understanding further and there are few opportunities for pupils to generate their own questions related to their learning. Deeper questioning, would develop pupils' thinking skills and improve outcomes and progress. Pupils' work in books is well presented and they understand how well they are doing in religious education and what they need to do to improve. This is as a result of specific actions the school has recently adopted to improve its feedback and marking policy.

Observations and evidence show that pupils make at least average progress against the planned curriculum for each year. Data is analysed and class and group outcomes are reported to class teachers. The school would benefit from closer tracking, analysis and evaluation of data, including attainment over time, in order to identify where greater support is needed and to make comparisons. The programme for religious education 'Learning and Growing as People of God' is taught over a two-year cycle. Teaching is secure across the school and teachers are clear about how pupils learn, appropriate to the phase they are teaching. Lessons include a range of creative opportunities, particularly evident in the early years, where continuous provision activities are stimulating and imaginative. Teachers provide pupils with feedback, which ensures pupils

understand what they need to do to progress in their learning. Planned activities need to be monitored carefully though, to ensure that pupils of all abilities are being challenged in their learning. In lessons, there is the effective deployment of other adults and utilisation of good quality resources, which optimise learning for most pupils, including those with special educational needs and disabilities. Considerable work done has been done around Bible stories. As a result, pupils' knowledge of scripture has greatly improved.

Leaders and governors ensure that religious education programmes and resources deliver the curriculum aims set out in the Religious Education Directory. They ensure that policy is consistent and that monitoring and evaluation is carried out, in order to improve provision and outcomes. Governors would benefit from receiving information regarding pupil performance though, so that they have a better understand of attainment and progress in religious education. The religious education lead and head teacher have a good understanding of the teaching and learning across the school. They are very responsive to the needs of staff and provide informal, regular support when it is required. This, alongside internal training for staff, ensures that improvements are swift. Staff value this support, which helps them to improve their pedagogical knowledge in religious education. Leaders and governors ensure that they listen to and act upon feedback from pupils and parents. The school has already put in place an action to ensure that parents are more fully informed about what their child is learning and their outcomes in religious education.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2

Pupils recognise the variety of ways to pray that are part of the Catholic tradition and respond well to the experiences of liturgy and worship offered by the school. Pupils are reverent during class liturgy and assembly, listening attentively and making an active contribution. Hymn practice is an uplifting experience and pupils sing with great enthusiasm, confidence and skill. Occasions for prayer and reflection are provided, but pupils need to be able to articulate how and why we are called to put our faith in action. Pupils' knowledge of the liturgical year is secure and they understand how these seasons influence the prayer life of the school and help them to grow deeper in the faith. Shared mission books effectively illustrate the range of prayer and liturgy linked to the liturgical year experiences offered. Pupils enjoy opportunities to prepare and lead acts of worship, using the liturgy template of 'gather, listen, respond and go forth'. Furthermore, they are fully involved in the self-evaluation of the class liturgy they have planned.

Appropriately planned prayer and liturgy are central to the life of the school and form part of routine gatherings. Staff speak confidently about how the centrality of worship and prayer have a positive impact on pupils and the school community. The experience of living in a prayerful and faithful community supports the moral and spiritual development of pupils. Staff have a good understanding of the structure of liturgy; planning assemblies effectively and assisting pupils to plan and lead class prayer. Seasonally appropriate scripture passages are chosen and the message of deliberately selected scripture is explained well by staff. Senior leaders and staff are models of good practice to pupils, as participants in and leaders of prayer and liturgy. Staff appreciate the importance of spiritual formation and are all committed to leading staff prayer. The school provides well-cared for prayer spaces within classrooms and elsewhere and uses thoughtful liturgical resources to enhance prayer and worship.

Leaders, including governors, regularly review the quality and impact of prayer and liturgy, as part of the school's cycle of monitoring, self-evaluation and improvement. School policy and a carefully thought-out liturgy and worship timetable, supports the moral and spiritual development of pupils and staff and ensures consistency. Leaders have a secure understanding of different ways to pray, which is relevant to the school community and reflected in the high-quality planning of worship. Diocesan training, at every level, is accessed and resources are used to improve prayer and liturgy provision. In-school coaching is provided for staff by the subject lead and head teacher, including the modelling of prayer services, in order to demonstrate high quality provision. The monitoring and evaluation of collective worship by leaders is comprehensive and effective. Leaders offer regular opportunities for the professional development of all staff, which incorporates liturgical formation. In holding leaders to account, another detailed monitoring audit is planned by governors in the summer term to maintain high-quality provision for Collective Worship. Parents are supportive towards the school and they value highly the contribution it makes to the spiritual formation of their children.

## Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	125714
Full postal address of the school	Augusta Place, Lemington Spa, CV32 5EL
School phone number	01926 427497
Name of head teacher or principal	Tess Sharman
Chair of governing board	Miriam O'Gorman-Brown and Chris Elmore
School Website	<a href="https://www.st-peters.catholic.warwickshire.co.uk">https://www.st-peters.catholic.warwickshire.co.uk</a>
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11 years
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	18 <sup>th</sup> -19 <sup>th</sup> November 2015
Previous denominational inspection grade	2

## The inspection team

Melanie Elliott	Lead inspector
Tara Davies	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

