



Archdiocese of Birmingham

Section 48 Inspection

SAINT PETER'S CATHOLIC FIRST SCHOOL (ACADEMY) **Part of the Our Lady of Lourdes Catholic Multi-Academy** **Company**

Rock Hill, Bromsgrove, Worcestershire, B61 7LH

Inspection date	22 nd & 23 rd March 2017
Reporting Inspector	Sister Susan Collins

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Academy
Age range of pupils	4-9 years
Number on roll	267
Appropriate authority	Board of Directors
Chair of Academy	Mrs Bernadette Mackie
Telephone number	01527 831872
E-mail address	office@st-petersrc.worcs.sch.uk
Date of previous inspection	March 2012
DFE School Number	885/3310
Unique Reference Number	141066

Headteacher	Mrs Catherine Clubley
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Previous inspection:	Good
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This inspection:	Good
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Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across 3 RE lessons to evaluate the quality of teaching, learning and assessment. All of these lessons were conducted jointly with senior leaders.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair and vice chair of the academy committee, the headteacher and the RE subject leader and parish priest. The vice chair is also the RE link governor.
- The inspector attended a whole school Mass and assembly, undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, RAISEonline, the development plan, RE action plan and teachers' planning.

Information about the school

- St Peter's is a two form entry first school in Bromsgrove. The school is situated next to the church in the parish of St Peter's in Bromsgrove.
- The number of pupils who come from ethnic minority backgrounds is below the national average.
- The percentage of Catholic pupils is currently 44%.
- The number of disadvantaged pupils is below the national average.
- The number of special educational needs and disabilities (SEND) pupils is below the national average.
- Attainment on entry is below typical and this is reflected in the RE baseline where pupils enter school with limited knowledge of the signs and symbols of the Catholic faith.
- The school became an academy in July 2014. The RE subject leader was appointed in January 2015 and was on maternity leave from September 2015 to April 2016. The deputy head teacher, who was previously the RE subject lead, effectively covered her leadership role during her absence.

Main Findings

- The headteacher, her deputy, the RE subject leader and RE link academy representative are a dedicated team focused on the Catholic life of the school. They share their faith in a tangible way so that the rest of the staff support them in their drive to do the very best for the pupils in their care.
- Pupils engage whole heartedly in a range of opportunities for collective worship. They care for each other and are well behaved.
- Pupils make good progress in RE as a result of good or better teaching over time and the careful analysis of performance data.

- St Peter's school provides a loving, caring and secure family atmosphere where relationships are exemplary.
- The leaders of the school and the governors are aware of the strengths and areas of development for the school in relation to its Catholic life, collective worship and RE.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- The provision and outcomes for pupils in respect of Catholic life, collective worship, spiritual, moral and vocational development is good.
- Senior leaders promote the Catholic ethos in many ways and it is obvious that St Peter's is a Catholic school from the moment you enter it.
- Pupils value and participate well in the Catholic life of the school.
- The school uses many informal observations of Catholic life and is now introducing more effective formal processes to monitor the Catholic life of the school and will be able to evaluate the impact over time. The headteacher and Deputy Headteacher undertook an audit of Catholic Life in January of this year; the headteacher, RE link governor and the RE subject leader undertook monitoring of the school buildings including the physical signs of a Catholic school in March. As a result of carrying out these audits, they have identified three main areas for development: to develop a prayer garden, review the school mission and to update school signage at the entrance of the school.
- Prayer areas in all classrooms reflect the liturgical season. The subject leaders have monitored these areas and given good advice to staff on how to improve them. Prayers that the pupils say through the day are displayed in each classroom throughout every liturgical season. Lenten promises were displayed and during an observation in Reception, a number of pupils went to their prayer area and wrote their own prayers.
- School leaders and staff have worked hard to ensure that the Catholicity of the school is evident in the school environment. The school motto is well displayed and the pupils are able to reflect on its meaning. The school mission is currently displayed but is having little impact on the pupils. Senior leaders are aware that the mission needs to be reviewed so that the pupils can understand it and live by it.
- Pupils' response to and participation in collective worship is good with some outstanding elements. They show respect and reverence, and are keen to take on key roles and sing hymns joyfully. The newly formed liturgical group are having some input into the hymns that are being chosen for collective worship. They are also planning a retreat in school, following a prayer retreat they attended with the Worcestershire schools' cluster. The school plans to give all pupils the opportunity to plan and lead worship on a regular basis.
- Collective worship is currently being monitored and it has shown that all staff now use the structure of gathering, listening, responding and mission or going forth in their assemblies.
- The Catholic Schools' Pupil Profile has been introduced through a cycle of assemblies. The school is planning to re-focus on the profile and is introducing new award certificates related to the appropriate values and virtues, so they will be promoted in line with diocesan expectations.
- The school encourages pupil leadership through a variety of responsibilities including: play leaders; buddies for reading and maths, to develop their awareness of Christian service and vocation.
- The behaviour of the pupils both in the classroom and on the playground is outstanding. Pupils, adults and visitors are treated with great respect.

- The school is trying to strengthen their families' understanding of the Catholic character of the school by sending home prayer bags and with the introduction of the Wednesday Word.
- Links with the parish community are strong and the school is constantly looking at ways of strengthening these links even further. The parish priest appreciates the work of the staff and the help they generously give to the parish. Parish catechists work with the school to prepare the pupils for their First Holy Communion. A CAFOD representative from the parish led an assembly for the pupils and how they can 'live simply.'

LEADERSHIP

Leadership of Catholic life and Collective Worship

- Leadership of Catholic life and collective worship is good with some outstanding elements.
- The headteacher has a clear understanding of her role in the leadership of Catholic life of the school and is fully supported by her senior leaders and governors. She is committed to ensuring that the pupils have a rich and meaningful experience of the Catholic life, which helps each child come to know and live their lives according to the teachings of Jesus.
- Senior leaders are committed to the further development of staff both personally and professionally. The RE subject leaders regularly meets with staff; in the next cycle of appraisal it is planned for all staff, not just senior leaders, to have a performance management target linked to the Catholic mission of the school.
- The school works closely with other schools in the academy and in the Worcestershire Catholic Partnership to share good practice.
- Governors are involved in monitoring the Catholic life and collective worship of the school in many informal ways and have begun to be more involved in formal processes.
- Senior leaders provide governors with regular formal and informal reports on the Catholic life and collective worship. These reports are informative and aid the governors in their discussions about the school's strengths and areas for improvement.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- Evidence seen during the inspection validates the school judgement that religious education for provision and outcomes for pupils is good.
- Leadership of RE is good with some outstanding features and is moving rapidly towards outstanding.
- Monitoring of RE within the school is given a high profile. Leaders have monitored the provision and outcomes for RE through a range of activities including monitoring planning, work scrutiny, lesson observations, learning walks and pupil interviews.
- Staff are given individual feedback after monitoring has taken place and this provides them with invaluable support. Key messages are shared with all staff and the RE subject leader analyses the findings and then devises an action sheet which outlines clearly actions to be taken. Teachers feel well supported by the subject leaders. Action is taken promptly where improvement is needed. 'I can' statements are used in every lesson so that the pupils know how to be successful.

- All teaching observed was good or better and this reflects the school's own judgements. Pupils value the reflective and spiritual environment that is established from the outset of the lesson. Lessons are well planned and the pupils are actively involved in their learning.
- Questioning of pupils during lessons is a strong feature of teaching and this enables pupils to link their learning in RE to their everyday lives.
- Planning is good across the school and in line with diocesan expectations. It is detailed, takes account of previous learning and includes a range of activities for the pupils to undertake. The Deputy-head, previously RE leader, introduced a colour key for lesson planning to enable staff to focus on ensuring that a range of teaching styles and strategies are covered during a unit of lessons. Pupils enjoy being taught in different ways and appreciate all their RE lessons. This can be seen in lesson observations and interviews; pupils are keen to learn and are able to work collaboratively and independently.
- Marking and feedback is in line with other core subjects, however the effective model set by the RE subject leader needs to be adopted by the rest of the staff so that all marking gives the pupils meaningful feedback and the opportunity to extend their learning.
- Pupils are well supported by teaching assistants who demonstrate good subject knowledge and effectively support learning.
- Assessment procedures in RE have improved since the last inspection; tracking of pupil performance is embedded and trends and cohort data have been analysed. The school has identified that the attainment of pupil premium children in Key Stage 1 needs to be raised.
- On entry, knowledge of the Faith is limited but by the end of Key Stage 1, the pupils have made good progress and continue this through to the end of Year 4.
- All staff attend appropriate courses and meetings held by the diocesan RE department and within the MAC to ensure that all staff are up to date with trends and expectations. The school also provides its own staff training; last September staff had the opportunity to visit St Peter's Church. The feedback from staff about this was positive, reporting how they deepened their understanding about the church building and the significance of liturgical celebrations that take place there.
- The RE link governor is well informed and has taken part in the ethos learning walks and a work scrutiny. She reports her findings to the local academy committee which, in turn, reports back to the board of directors. These reports give the governors a clear understanding of strengths and areas for development in the teaching of RE.
- The RE curriculum is broad and balanced, thoughtfully planned with clear links to the *Curriculum Directory* and the diocesan programme, *Learning and Growing as the People of God*, and is accessible to all. It provides well for pupils' spiritual and moral development. Opportunities for vocational development across the school will further develop pupils' understanding of vocation.
- The school plans to extend the curriculum in the summer term to re-introduce a focus on other faiths and cultures so that pupils' awareness of other religions can be developed.
- The school improvement plan is very focused on specific areas of Catholic life and RE and these have had a positive impact on improving provision and outcomes for pupils.
- Governors fulfil their statutory and canonical responsibilities well in regards to RE.

Recommendations

In order to improve, the school should:

- Develop opportunities for pupil led collective worship and pupils' contribution to school self-evaluation of Catholic life, collective worship and RE.
- Review the school's mission so that all pupils can understand and live it.
- Develop and adapt the curriculum for RE to ensure a greater awareness of other faiths and cultures in line with diocesan expectations.
- Promote the Catholic Schools' Pupil Profile to ensure that pupils of all ages can articulate its meaning about how they can live by it in their daily lives.