



Saints Peter & Paul Catholic Primary School

URN: 104479

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

24–25 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

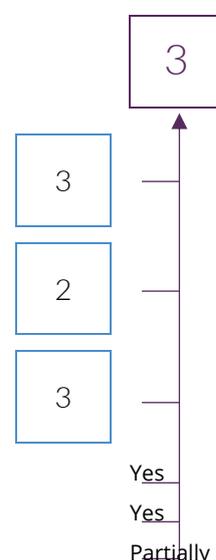
Collective worship (p.7)

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

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



What the school does well

- There is a strong sense of community within school. Staff support each other and serve their community well.
- Governors have an accurate insight into the school and help to build links between school and parish.
- Teachers are skilled at questioning pupils within lessons to keep engagement, interest and pace of lessons.
- Teaching assistants are well deployed in lessons and in prayer and liturgy.
- In religious education pupils work in books is of a high standard proving they have a sense of pride in their work.

What the school needs to improve

- Senior leaders should work closely with the governors in promoting the Catholic identity of the school, ensuring religious education is at the core, with Christ at the heart of school life.
- Accurately self-evaluate the school's current provision in all three inspection areas and keep documentation updated, including the Catholic self-evaluation document.
- Pupils should be given opportunities to be fully active in school life. They need to be given areas of responsibility including their preparation and leadership of prayer and liturgy.

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

Pupil outcomes

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

3

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

3

3

The pupils at Saints Peter and Paul know the mission of the school as being about 'love, care and respect' and they explain how people are expected to, "Follow in Jesus' footsteps because we are Catholic." The pupils know they are cared for and have a trusted adult they can turn to for support when needed. The pupils are happy, confident and feel secure. They show respect to children of other faiths and those who are new to school. Their behaviour in class and around school is to be commended. The pupils have good manners and show courtesy to others. They have a clear sense of right and wrong and know that everyone should be treated equally. However, pupils' sense of personal responsibility is currently underdeveloped. There is very little opportunity for them to have roles or positions of leadership. There is a school council which is inactive. Some year six pupils are play buddies but this is not a regular activity. Catholic social teaching has only just been introduced to the pupils in key stage two. Pupils know they are invited to make donations when there is a cake sale or non-uniform day but those interviewed could not explain the purpose of this or where their offerings are sent.

Although the mission statement of 'love, care and respect' is seemingly interwoven into school life, is known and by pupils and staff, it lacks depth and meaning to the whole community. That said, staff singularly are living out the mission daily and actively seek opportunities to help vulnerable children and their families at times of crisis, for example providing gas and electric cards, food hampers at Christmas and making home visits to improve attendance. The sense of community within the staff team is a strength. Many staff have served the school and community for many years and as a result know the families well. Staff provide supportive pastoral care which is continuous throughout the day. This includes provision for the most vulnerable pupils through emotional literacy support and messy play. The social, moral, spiritual

and cultural aspect of Catholic life is evidenced through photographs in pupils' books and on social media. Many of the shared displays in corridors are focused on reading. Some displays evidence gospel values that can be extrapolated from the books that have been read in class. The curriculum for relationships, sex and health education meets diocesan requirement but is inconsistent in policy and approach. Pupils found it difficult to remember prior learning due to the timetabling of relationships, sex and health education which is only taught in the summer term.

The Catholic life and mission of the school needs to be reviewed and improved upon to ensure impact. School leaders clearly value their mission, but it lacks depth and impact. The school does work to bring God into the lives of the pupils. The parish priest is a regular visitor to school and there is a plan for Mass to be celebrated within the school hall at key times of the year. Parents report that they would like Mass to be in church and for the school to be involved in the sacraments. Governors are ambitious for the school and are proactive. They have a clear insight into what is going well and have identified areas for development. They offer support and advice which accurately reflect where improvements are needed. Governors keep Christ at the heart of school life and make decisions based on pupils' needs. For this reason, governance is a strength of the school. However, the Catholic self-evaluation document is inaccurate in many areas and does not mirror the link governor report. Information relating to Catholic life on the school website is limited and some policies are not published on the site.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

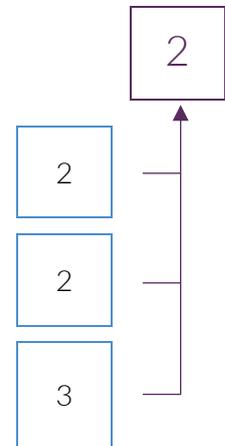
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils are developing a secure knowledge of religious education. They are making progress in their learning which is evident in their books. They use religious vocabulary in the correct context during discussion. One pupil said that religious education is, “Not like a normal lesson, it makes you feel happy.” Pupils display a good level of independence and concentration in lessons. Pupils with special educational needs are well supported. Pupils’ books are very well presented and show pride in their work. Their work shows a level of individuality with some creativity. However, creativity in lessons could be improved further with supplementary evidence being provided. Pupils know how well they have done in each piece of work because of a clear marking policy in place that is understood by all. However, pupils do not always know how to improve as next steps and driver words are not evidenced or used in lessons. Pupils are enthusiastic when responding to questions in lessons. They remain engaged in their tasks throughout the time given. Pupils in the early years benefit from positive engagement with parents which helps develop a sense of wonder and awe.

Teachers are confident and display good subject knowledge of the religious education curriculum. They understand how pupils learn and skilful use of questioning challenges pupils to think with depth and to explain in more detail thus increasing their levels of understanding. This use of questioning also helps to ensure pace in lessons and maintain the engagement and interest of the pupils. Teachers have not as yet started using the *Religious Education Directory* but clear plans are in place to embark on this process in the next academic year. Most teachers allowed for reflection time in lessons. Pupils were able to consider their ideas before being allowed to keenly share them with the rest of the class. The teaching assistants are well deployed and fully contribute to the provision of religious education. Work is differentiated to match ability of pupils. Pupils engage well due to the clarity of explanation and effective modelling by

the teacher. Consequently, the pupils are well supported to understand the task being completed; yet the absence of driver words in lessons results in lack of challenge in independent work.

Come and See is currently being used for planning, teaching and learning. However, religious education is not timetabled well over the course of a week for many of the classes. Therefore, religious education does not have full parity with other core subjects in terms of curriculum allocation. The subject leader for religious education has recently been appointed to the position on an interim basis. She displays enthusiasm, determination and passion for the subject. She has potential to drive the subject forward over time but has only been in role for a number of weeks. The link governor for religious education is proactive and supportive in his role. He creates links between school and parish. He is honest and fair in his subject reports and has a secure understanding of the expectations required. A schedule for monitoring and evaluation is in place and followed. Monitoring and evaluation would be more impactful if it was robust and in line with archdiocesan protocol and expectations. This will help the school keep up to date with changes and updates in practice. Continued professional development has recently been accessed by the subject leader. Staff report that further training opportunities would be beneficial to help their sharing of good practice.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

3

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

3

3

Pupils speak positively about the provision of prayer and liturgy and recognise that it is a special time that, "Brings us closer to God," and that it, 'Cheers you up and helps people to feel calm.'" It is evident that prayer and liturgy happens every day as the routine is well established. Certain roles are given to pupils during prayer and liturgy such as reading scripture, lighting a candle or switching on the music. However, pupils are not given the opportunity to plan and deliver their own prayer and liturgy, consequently they lack the skills and confidence to be fully involved. The expected sequence of gather, listen, respond and go forth is followed. When gathered together pupils behave in a respectful and reverent manner. The pupils observe prayerful silence and join in with communal prayers. Daily prayer is embedded in the life of the school with each class having a morning prayer, lunchtime prayer and end of day prayer. However, pupils are not as confident when using traditional Catholic prayers. Some pupils recognised the cyclical nature of the liturgical year but struggled to explain the celebrations using the correct religious vocabulary.

Prayer and liturgy is embedded into the routine of school life. Planning for prayer and liturgy ensures staff have a shared theme across the whole school for each week. Staff ensure there is a 'go forth' message which allows the theme to be continued throughout the week. The display in the entrance area reflects the weekly theme. Adults are role models for pupils when engaged in worship. Relevant scripture is used and is at the heart of prayer and liturgy but can be too lengthy for the age and stage of the pupils. The pupils would benefit from having time to reflect on the Word of God with a focus on key words or phrases. Music is used to enhance the experience of prayer and liturgy and the pupils enjoy this. Each classroom has a designated space for prayer and liturgy which is well resourced and aesthetically appealing and inviting to the observe. Each class creates a calm and prayerful atmosphere which is sustained throughout

the prayer time in most classes. Pupils were not given opportunity for spontaneous prayer. Prayer during worship often took the 'repeat each line after me' approach.

School has a policy for prayer and liturgy but its content is not reflective of current practice. The policy needs to be reviewed and updated to become fully compliant with current archdiocesan guidelines and thereby a useful document for staff to utilise. Leaders need to ensure the timetabling of prayer and liturgy is at different times across the week in every class. Pupils have limited leadership opportunities and there is very little opportunity for them to fully experience awe and wonder. Catholic social teaching has only just been introduced to the pupils, and only to those in key stage two. A schedule for monitoring and evaluation is being followed. Continued professional development needs to be planned according to feedback from monitoring activities and should be focused on areas for improvement. A review of expectations and sharing good practice in prayer and liturgy would be beneficial. School leaders ensure key celebrations in the liturgical year are being acknowledged.

Information about the school

Full name of school	Saints Peter and Paul Catholic Primary School
School unique reference number (URN)	104479
School DfE Number (LAESTAB)	3403356
Full postal address of the school	Saints Peter & Paul Catholic Primary School, Moorfield, Tower Hill, Kirkby, Liverpool, L33 1DZ
School phone number	01514778205
Headteacher	Joanna Mousley
Chair of Governors	George MacKenzie
School Website	www.saintspeterandpaulcps.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	7 th February 2017
Previous denominational inspection grade	Good

The inspection team

Lyn Rawlinson
Cathie Williams

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