



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

KIRKBY

Inspection Date	Wednesday 1 February 2012
Inspectors	Mrs Marie Connolly Mrs Sheila Callaghan Mr Michael Halford
Unique Reference Number	104479
Inspection carried out under Section 48 of the Education Act 2005	

Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	293
Chair of Governors	Mr George MacKenzie
Head teacher	Mrs Joanna Mousley
School address	Moorfield Tower Hill, Kirkby, Liverpool L33 1DZ
Telephone number	0151 548 6890
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Date of last inspection	19 June 2007

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about the school

Saints Peter and Paul is a larger than average sized Catholic Primary School situated in Kirkby, Merseyside serving the Tower Hill area of Kirkby. There are 293 children on roll of whom 242 are baptised Catholic, 49 come from other Christian denominations. There are 2 children from other faith or religious traditions. There are 13 teachers 12 of whom teach Religious Education. Eleven are Catholic. Four teachers have a suitable qualification in Religious Education. Another member of staff is currently undertaking the Catholic Certificate in Religious Studies. Since the last inspection a new headteacher and Religious Education co-ordinator have been appointed. The Chair of Governors has remained in post. The parish priest has become the link governor for Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

2

Main Findings:-

This is a good and improving school in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. This ensures that the Catholic values of love, care respect, justice and mutual respect permeate every aspect of school life and every individual's uniqueness is celebrated. Under the new leadership the school is systematically addressing previous areas for development and has identified other areas. Self evaluation is honest and broadly matches the judgements made in this report. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. This is largely due to the care and encouragement shown by staff to their individual needs and the outstanding contribution made by the learning mentor. The leadership and coordinator are fully committed to improvement and communicate their expectations to staff and Governors in order to secure this. Monitoring of various aspects of Religious Education needs to be more rigorous as outlined in this report. Staff are affirmed and supported. Teachers are provided with regular In-service to support their ongoing development. Realistic and challenging plans stem from the analysis obtained through some recent monitoring and assessment. These and the findings of this inspection will continue to be used to ensure outcomes improve further. There is an openness to embracing new initiatives and challenges.

Overall the school has good capacity for sustained improvement.

What the school needs to do to improve further

- Raise the quality of Religious Education further by:
 - monitoring timetables to ensure the allocated time for Religious Education is appropriately allocated over the week;
 - monitoring planning to ensure that it is undertaken consistently throughout the school. It should include -
 - 10% of curriculum time,
 - Dates, group and support,
 - Driver words that are being used when planning differentiated tasks;
 - monitoring plenary sessions to ensure they all reflect how the learning objective for the lesson has been met and enable pupils to self evaluate their learning;
 - monitoring children's workbooks to ensure quality and quantity of work included reflects the excellent teaching and learning observed on the day of inspection and the children's formal assessments.

- Implement any ongoing areas for development as outlined in the school's development plan by:
 - reporting tracking and analysis back to relevant bodies;
 - continuing moderation of children's work;
 - continuing to provide opportunities for children to plan and deliver Collective Worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have a very limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is broadly average but improving and children make good progress in relation to their starting points and capabilities. Analysis of assessments undertaken has begun to provide evidence of pupils' generally attaining the appropriate level for their age and stage of development in each key stage. More evidence of children's work needs to be recorded in workbooks and class portfolios. There is no significant difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. Pupils are becoming increasingly more literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are starting to become more aware of the demands of religious commitment in everyday life. Monitoring of workbooks and the detailed analysis of assessment outcomes will ensure information is available to target any underachievement. Pupils are encouraged to work independently and collaboratively. Pupils showed enthusiasm for and some great enjoyment of their learning in Religious Education. Pupils' behaviour overall is outstanding. Children have a real sense of belonging to the school community and value and respect others as modelled by all adults in the school. The Mission Statement is clearly lived out on a daily basis and owned by the children through their simplified version. Excellent support is provided by the learning mentor. Pupils feel that adults and children listen to one another which helps makes them feel cared for if they have worries in school or at home. Pupils are encouraged to take on roles of responsibility in the school for example school council. Children are well behaved. Because of the exceptionally high standard of care pupils have a good sense of right and wrong and apply this in their personal relationships. They appreciate that good behaviour is an expectation and treat others with respect. They are quick to praise each other. Positive attitudes in pupils are fostered in numerous ways and many initiatives help support this. Pupils show consideration and care for others both in school and the wider community and take an increasing responsibility for themselves and their actions. This is evident in their many charitable fundraising events and also their work with other local schools and links abroad.

Children are good in responding to and participating in the schools Collective Worship. They are developing their understanding of the religious seasons and feasts. They show a readiness to reflect on and celebrate their lived experiences through music and drama, participating at liturgical events. The parish priest encourages their involvement in regular class masses when parents and parishioners are invited.

They are keen to participate in acts of worship for example by reading, or using objects symbolically. They sing joyfully, act with reverence and join in traditional and community prayers appropriately. All show respect. Pupils' knowledge of prayer and liturgy is increasing. They are becoming more familiar with a variety of prayer styles. They are learning to appreciate and are open to the Word of God in the scriptures using some creative ways to explore it and recognising its relevance today.

Children have been encouraged to become more confident in preparing and leading worship from their earliest years. Teachers guide children when they plan acts of worship to ensure opportunities are given for personal reflection and stillness and the full active participation of all.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	3
<ul style="list-style-type: none"> the quality of pupils' learning and their progress in Religious Education 	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	2

How effective the provision is for Catholic Education

The quality of teaching overall is good in ensuring that pupils are interested and engaged and make good progress. The teaching observed on the day of inspection overall was outstanding. Planning needs to be undertaken consistently throughout the school and teachers need to ensure both the quality and quantity of pupils work is recorded. Teachers have begun to take into account pupils' prior learning. Differentiated tasks have started to be employed but must be indicated when planning and should also take into consideration the 'driver words'. Teachers must ensure the work planned consolidates, builds and extends on pupils knowledge and understanding. The majority of teachers ensure pupils are aware of the learning objectives and outcomes. These must be re-visited in the plenary session and pupils provided with opportunities to evaluate their learning. Teachers provide opportunities for pupils to work independently and collaboratively. Some highly creative and imaginative teaching and learning strategies were seen being employed on the day of inspection. When this happens pupils show real enjoyment of their work. Monitoring of teaching, planning and workbooks will indicate where this happens and this good practice should be shared to ensure even greater consistency in teaching, and use of these creative strategies throughout the school. Time management is effective. The school is well resourced. Teachers ensure that resources are used efficiently to challenge and stimulate learning i.e. God's Story, Church's Story CD Roms, Power Point presentations etc. Good use is being made of ICT in some classrooms. Sharing this will further enhance teaching throughout the school. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. marking, rewards and positively affirming pupils throughout lessons. Teaching assistants provide

outstanding support and have excellent relationships with those children who need their support most.

The assessment of pupils work in Religious Education is good and improving. The school is very good at implementing assessment strategies. Assessment information has started to be recorded fully and accurately on the attainment record of all pupils. Teachers will now be able to identify how well pupils are achieving and use this information to differentiate appropriately and tackle any underachievement and further challenge those of higher ability. Teachers need to provide pupils with greater opportunities to evaluate their own work particularly during plenary sessions. This is undertaken in some classes. Assessment information is collated by the subject leader and school leadership and will be shared with all concerned e.g. teachers, governors and parents. Achievement and effort are celebrated regularly.

The curriculum is good in meeting pupils' needs. The school using the Here I Am programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. The 10% total curriculum time allocated to Religious Education needs to be identified on timetables. The leadership should ensure the allocated time for Religious Education is appropriately allocated over the week. Some imaginative and well planned strategies capitalise on expertise within and beyond the school enriching pupils learning. Use of the interactive whiteboard, links to other subjects e.g. art, music, drama etc and differentiation needs to be evidenced in planning. Working groups, support and the date work is to be covered should also be annotated consistently throughout all planning. Parents are informed of the Religious Education topics to be covered and are consulted depending on the topic being covered. The school implements new curriculum developments as appropriate. The Religious Education curriculum provides many opportunities for nurturing pupils' spiritual and moral development. Teachers handle sensitive issues with great compassion and care for the children. They enable children to deepen their own understanding and explore differences in belief and practice to their own. This work is promoting respect in school and beyond.

The Collective Worship provided is good in reflecting the Catholic character of the school. It takes into account the variety of Faith backgrounds among the pupils. Collective Worship plays an important part in meeting the Spiritual needs of all. Key seasons of the Church's year are celebrated and other festivals and feasts. A prayerful atmosphere is created to ensure all gather respectfully. Creativity in presentation enables children engage with the theme, readings and prayers. Opportunities to enable the full, active and conscious participation of all those present and enable personal response should be identified in planning. Children are enabled to pray formally and informally. Signing to accompany their singing of hymns is very moving and shows children's understanding and respect. The coordinator has encouraged staff to develop their skills in planning and leading Collective Worship, making use of the materials recently provided by the Archdiocese. This has started to be passed on to pupils and needs to be encouraged and developed further to ensure children's understanding. Opportunities are provided regularly for parents, carers, parishioners and

governors to participate in masses and other celebrations. These are well supported and appreciated.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	2

How effective leaders and managers are in developing the Catholic Life of the school

Leaders and managers are good in promoting and developing the Catholic life of the school and show a real commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement and the children's mission and motto '*Preparing our children with love, care and respect*'. All who form part of the school community were involved in the development of the Mission Statement. Its aims direct and guide every aspect of school life. The parish priest has recently been appointed link governor for Religious Education. A range of opportunities for Spiritual and Moral development are provided for staff and pupils' e.g. links with the parish and local community throughout each year- harvest, Christmas Easter etc. Pupils have a keen awareness of their need for outreach and support many local, national and international charities first hand and through fundraising e.g. links with Namibia and Uganda, Jeans for Genes, Nugent Care and Marie Curie to name but a few. The school is also working toward 'Fairtrade' status. Parents and the Parish Priest are fulsome in their praise of the schools commitment to its Catholic Mission.

Leaders and managers monitor the progress of all pupils and the quality of teaching and learning. This must be more rigorous to ensure that the outstanding teaching observed on the day of the inspection is maintained and evidenced in planning and children's workbooks. Monitoring of planning must ensure that differentiation of work is indicated when appropriate, thereby meeting the learning needs of all. Plenary sessions should include pupils self evaluation of learning. The school has begun to use data to evaluate performance, celebrate, and plan future improvements and the school continues to improve. Targets, timescales and clear lines of accountability have been identified. Key areas for development are being and will continue to be tackled systematically.

The Religious Education Coordinator is well supported by the leadership of the school. Clear documentation is available to guide and direct all staff in the delivery of the subject. Governors are outstanding in fulfilling their responsibilities. The Chair of Governors and leadership team are effectively helping to shape the direction of the school through setting priorities for improvement, monitoring and evaluating the impact of outcomes. They are well organised and fully involved in evaluating the Catholic life of the school. With the help of and information provided by the coordinator they have some understanding of practise and achievement in Religious Education. This will

improve when attainment tracking is shared with them fully. Their relationships with staff are constructive, challenging and supportive.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are extremely positive and caring relationships at every level within the school. Care and respect are key strengths of the school. Leaders and managers facilitate pupils' involvement in service to the parish, local and wider communities, e.g. performing in local residential homes at Christmas. Outstanding links are fostered through the learning mentor who helps promote positive relationships between the school home and community by talking with parents and outside agencies about areas of mutual concern. Parents are consulted regularly and involved in a variety of ways in the life of the school. The use of the 'Here I am' programme promotes community cohesion. Children have studied the work of CAFOD and use materials to support their work e.g. during Lent. Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently and look at how others make sense of the world, and explore differences in belief and practice to their own. A visiting speaker from the Jewish faith tradition is to be invited to support the children's work. This will help them deepen their understanding. It would be good to visit some places of worship for other religious traditions to further enhance this work.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	2