

## DIOCESAN INSPECTION REPORT

# St Peter's Catholic Academy

(Part of Nicholas Postgate Catholic Academy Trust), Normanby Road, South Bank, Middlesbrough, TS6 6SP

School Unique Reference Number: **140751**

<b>Inspection dates:</b>	25 – 26 March 2020
<b>Lead inspector:</b>	Meg Baines
<b>Team inspector:</b>	Lucy Collins

<b>Overall effectiveness</b>	Previous inspection:	Select Previous OE Judgement	1
	This inspection:	<b>Select OE Judgement</b>	<b>3</b>
<b>Catholic Life:</b>		Select CL Judgement	3
<b>Collective Worship:</b>		Select CW Judgement	3
<b>Religious Education:</b>		Select RE Judgement	3

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Peter's Catholic Academy is a Catholic school which requires improvement because:

- Following a period of drought, there is now an emerging Catholic character which manifests itself in the warm welcome given to visitors and the good relationships between the school and the community it serves. There is a developing mission which is underpinned by a commitment by leaders to serve the pupils and the community. Strong leadership for Catholic Life is moving the school forward, ensuring faith is now at the heart of all they do.
- Teaching of Religious Education (RE) at St Peter's benefits from strong departmental leadership and good practice, at its best employing a variety of techniques to engage pupils. This approach is beginning to reap rewards. The department as a whole embodies Gospel values and is committed to restorative justice in and out of the classroom.
- Chaplaincy in school is highly regarded by everyone. A wealth of new initiatives are currently being introduced. Pupils are beginning to respond well to them. Through hard work and dedication to the school by the lay chaplain the prayer life at school is beginning to flourish.
- Leaders and governors are modelling the standards expected of leaders in Catholic education. Through their relentless efforts to bring about change they are inspiring both teachers and pupils to be the best version of themselves. Support, clerical expertise and advice from the Trust and link Governor are highly valued by all.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Peter's is a smaller than average secondary academy and is part of the Nicholas Postgate Catholic Academy Trust. Pupils from 11-16 are drawn from a narrow local area where there are high levels of social and economic deprivation. A high proportion of pupils are in receipt of free school meals (31%) and a larger proportion (52%) receive pupil premium. A higher than average number of pupils have additional needs (36%). The national average is 14%. 26 pupils have Education Health Care Plans.
- Pupil profile is predominantly White British with a small proportion having English as a second language. There are 525 pupils on roll. 46% are baptised Catholics.
- There are 33 full time staff of which 7 are Catholic. There is one full time RE teacher, 2 part time RE teachers and 1 member of SLT RE teacher.
- Academic performance is below the national average, however this is an improving figure. In summer 2019 St Peter's Progress 8 score (0.51) was the highest across the secondary schools in NPCAT
- Following a number of years where Catholic Life and Chaplaincy were not the focus at school, the newly formed senior leadership team, which includes a leader of Catholic Life and the recently appointed lay chaplain, is already beginning to make an impact.
- While the last S48 full inspection was deemed to be outstanding, it was not considered to be a reliable benchmark by the interim inspectors who found that the school required improvement.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue developing the Catholic Life of the school by:
  - Clarifying the Catholic Life evaluation process and revisiting the Diocesan Self-evaluation Document (DSEF)
  - Garnering expertise and the support of the Trust in order to create a formal Catholic Life strategy which should include a dedicated Catholic Life 'Continuous Professional Development' programme.
- Improve outcomes and engagement of pupils in RE lessons by:
  - Continuing the drive to develop teaching and learning strategies across the department.
  - Sharing /modelling the excellent practice that already exists.
  - Ensuring that feedback and marking are consistently applied and that planning is thorough, making use of the expertise available to develop more effective methods of differentiation and assessment.
- Increase and develop pupil participation and confidence in preparing and leading Collective Worship by:
  - Continuing to develop the good work already begun in order to create a culture of prayer and worship in school life.
  - Seeking innovative ways to develop the culture of prayer and worship across the school day.
  - Creating a variety of opportunities for pupils to develop their own prayer life and for them to share, plan and lead Acts of Collective Worship.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

3

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school requires improvement.**

- Pupils are beginning to appreciate and value the Catholic Life in school. The creation of a new mission statement is well underway and will form the basis for the drive to develop this area further. Some pupils show respect for others and for themselves, recognising that they are made in the image of God.
- The behaviour of some pupils requires improvement. Those spoken to showed a good understanding of the need to forgive and be forgiven, while some found it difficult to articulate what it means to belong to a community which is Catholic.
- A number of pupils are actively involved in promoting the Catholic Life of the school through their support of activities such as the Lourdes Pilgrimage and other charity work. This is in the early stages of being developed and can be detected in a variety of new initiatives in school.
- Pupils value the school's chaplaincy provision, however only a small number are directly involved. A small chaplaincy team, "the chaplets" works with the Lay Chaplain. The school has plans to develop this area and there was evidence (green shoots) of this happening.
- Pastoral care is good. Pupils are happy to make use of the effective pastoral systems put in place. During the inspection a pupil suffered a bereavement. Highly effective support systems swung into action demonstrating the genuine care staff have for their pupils.
- Pupil groups spoken to demonstrated an understanding of what it means to have a vocation and the importance of using their gifts in the service of others.
- A minority of pupils value and respect the Catholic traditions of the school and its links with the parishes and communities it serves. Consequently only a small number of pupils are involved with parish or diocesan celebrations and activities.

**The quality of provision for the Catholic Life of the school is good.**

- The current school mission statement does not express effectively the real mission of the school. It has little relevance to the school as it is today. Staff have begun work to involve pupils and key staff to develop a genuine mission statement which will have meaning for everyone at St Peter's school. The seeds of the new mission statement were seen.
- There is a strong sense of community in and around school. Staff spoken to showed their commitment

to driving up standards of behaviour and encourage respect for all. Most staff are committed to the Church's mission participating, when offered, in retreats and Continual Professional Development (CPD) on Catholic Life. A fuller programme is being developed. A relatively small number of staff are baptised Catholics. There is a strong supportive feel within school for all the community.

- St Peter's has a rich history of Catholic Life and prayer which in recent years had lost its way. The teams recently put in place are beginning to re-establish that connection with prayer and their faith. This can be seen in a growing body of evidence which includes the school's commitment to joining the pilgrimage to Lourdes this year, collecting for food banks and other local charities including Zoe's Place. This is also found across the curriculum where committed Catholics and Christians approach their subjects evincing Gospel values and working hard as role models for the pupils.
- Staff promote high standards of behaviour and this is beginning to impact on the pupil body. When asked about what is good about St Peter's one pupil offered, 'It is good that you get to see the head teacher, he is always around school which is different and good'.
- The school has put in place opportunities for the moral and spiritual development of most staff. This is on-going. Staff say they are lucky to have a member of the clergy working in school with them on a daily basis and they value his support.
- The chaplaincy provision, although part time, is highly effective in helping to develop the Catholic Life of the school and promises much. Good relationships between the Catholic Life Lead and the lay chaplain are providing the force behind the development of Catholic Life at St Peter's.
- There are very good policies for pastoral care and in practice this is a strength of the school. Pupils know who to go to if they need help or support. With high proportions of the pupil body requiring special educational and pastoral needs there is a need and clear commitment to ensuring the most vulnerable and needy are catered for through policy and practice.
- The school's Pastoral Social Health education (PSHE) and Relationships and Sex Education (RSE) programmes are taught by form tutors. They reflect Catholic teachings and are currently under review.

#### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.**

- All leaders and governors model gospel values and visibly demonstrate a commitment to the mission of the Church. The recently appointed leader of Catholic Life is part of the senior leadership team. This demonstrates the school's desire to see Catholic Life as a focus and shows that it is now firmly on 'the agenda' at St Peter's.
- A newly written Diocesan review highlights the emergence of Catholic Life in the school. This document marks the beginning of the school's journey to re-establish a thriving Catholic community. This is a large task given the lack of focus for a number of years. Senior leaders are working hard to engage all staff and pupils. Leaders for both Catholic Life and chaplaincy are working closely together to this end and it is beginning to reap rewards, particularly in key stage 3.
- The development of a focussed Continuous Professional Development (CPD) Programme will be fundamental to the success of developing Catholic Life at St Peter's.
- A small number of parents spoken to say that the school engages well with them and that they understand the school's mission in its broadest terms. A new mission statement is currently under review.
- The middle leaders at St Peter's describe the school as having a family feel. They say everyone is known to them, thus underpinning the Catholic Life of the school through the school family. This is evidenced in experiences such as serving pancakes on Shrove Tuesday.

- Leaders at St Peter's are ambitious for the Catholic Life of their school. Governors make efforts to support the Catholic Life, for example through monitoring it and the recent appointment of a Catholic Life leader. They were not fully involved in the DSEF process. Greater support for this team at this early stage is needed. Catholic Life is an area where their expertise and challenge would benefit the school.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship requires improvement.**

- Some pupils take part in the regular prayer life offered by the school, though not always readily or with any great enthusiasm. With the exception of the beautiful Ash Wednesday service during which a selection of pupils were fully engaged, a willingness to join in and pray or engage with community prayer was not seen. Some classroom liturgies offered little in the way of reflection and it was felt that pupils and staff were, 'going through the motions' rather than pausing for meaningful, spiritual engagement with God or with their faith.
- Historically and to some extent currently pupils have rarely prepared or lead Acts of Worship. Things are changing and while there is still an over reliance on adults to lead and plan, where adult led worship was seen it was very good and modelled Gospel values. The school is moving towards a greater involvement of pupils in this area. An example being the 'Chaplets' a small chaplaincy group who assist the lay chaplain in her work.
- Pupils questioned showed a limited understanding of the Church's liturgical year. Some understood and could articulate knowledge of its seasons and feasts.
- A basic approach to prayer and a prayer life was noted, but this is a starting point. While it had become the norm not to pray in a meaningful way at St Peter's, the emerging prayer life is appreciated by many and is beginning to have an impact on the school community. Indeed middle leaders expressed the view that "the culture is changing".
- In its early stages the very existence of and access to a prayer life is already beginning to manifest itself. While limited it is still bearing fruit and the flame described by the lay chaplain that is still burning is beginning to warm the community at St Peter's.

#### **The quality of provision for Collective Worship is good.**

- Collective Worship is now part of everyday life at St Peter's. While not fully embraced by everyone in the community it exists for those who wish to participate. Planned themes reflect the Church's liturgical year and the Catholic nature of the school. In the entrance hall a model with appropriate coloured vestments was observed. Overnight the colours were changed as we began the season of Lent. Ashes were distributed on Ash Wednesday.
- Thoughtful and purposeful Acts of Collective Worship are encouraged and supported by a part time lay chaplain and by a member of the school community who is also a priest. He celebrates Mass regularly for a variety of groups. Staff spoke very highly about chaplaincy provision and the impact it is beginning to

have on the school. They are grateful for what they described as a culture change.

- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts. They work hard to try to ensure this awareness is disseminated through worship and prayer.
- Further work on involving pupils from across the age groups in planning and preparing Acts of Collective Worship is needed. Staff accept the responsibility for leading prayer and do involve pupils in its delivery, for example reading the prayer and Gospel extracts. The school is currently focussing on years 7 and 8 and encouraging them to plan and prepare. Staff bring a wealth of experience to this role.
- Parents and other adults are invited to whole school events. Response to invitations is mostly good. The lay chaplain and Catholic Life lead are engaging with the newly appointed parish priest and hope to develop this relationship.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.**

- Leaders know how to plan effectively and deliver high quality Collective Worship. Their expertise is beginning to impact further across the school where their influence is beginning to be felt.
- Leaders and governors have an excellent understanding of the Church's liturgical year, as demonstrated by the artefacts and vestments in the chapel and entrance hall which reflect the current season of Lent. This enlivens the faith life of school and acts as a focal point for conversations for all.
- The leaders for Collective Worship are outstanding role models of good practice for staff and pupils alike. The lay chaplain herself embodies best of practice and is highly valued.
- Leaders plan for staff to receive liturgical formation. This occurs most usually on CPD days and begins when staff join the school with a faith based induction programme, led by the Catholic Life leader. Support is given for the delivery of Collective Worship and its planning. This is limited currently and under review.
- Leaders and governors review Collective Worship as part of their evaluation. The appointment of a lay chaplain came out of their focussed review in this area. The Trust's Catholic Life link is highly supportive and effectively challenges the school on its provision. He reviews and records the progress of Collective Worship in school. He reports this to the board who review Collective Worship as part of their self-evaluation processes.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education requires improvement.**

- Progress in Religious Education (RE) provides an improving picture. Some pupils, from their varied starting points, make fair progress.
- Most pupils, including those with additional needs, are making some progress. They enter school with a variety of experiences of RE teaching. Over a third did not attend a Catholic primary school, so starting points are very varied. The need for differentiated work is therefore essential.
- Some pupils, relative to their age and ability, are able to make use of their knowledge, understanding and skills to reflect albeit in a limited way about the demands of religious commitment in everyday life. A number showed limited interest in engaging with the subject.
- Where pupil motivation in classes was good they showed engagement and a willingness to learn and in some lessons enjoyment. In others pupils worked less well, showing limited interest and little enjoyment in their RE lesson. Behaviour in these lessons was poor and in some cases disruptive of learning by others.
- Attainment as indicated by teacher assessment and public exams requires improvement. Progress is difficult to gauge as last year only a very small proportion of the cohort was entered for the GCSE. No previous data for two year groups in key stage 3 was available, however pupil data in the current academic year suggests an improving picture when compared with data for the subject English.
- Assessment and tracking of progress and attainment are in the early stages of development. The marking policy is not sufficiently adhered to and does not include consistent and high quality feedback for pupils. The quality of pupils' work in books shows little or no differentiated work. Assessment and differentiation require improvement.

#### **The quality of teaching and assessment in Religious Education is good.**

- The department is well led and staff plan well. A lack of creativity around differentiation and focussed, formative feedback is hampering progress. Some outstanding teaching was seen, however a number of lessons also required improvement. The practice of one plan fits all is not appropriate for the groups seen.
- Most teachers were secure in their subject knowledge and have a good understanding of how pupils learn. Behaviour for learning was in some instances poor and this distracted from the learning that should have been taking place. Where exceptional practice was seen the teachers employed a range of strategies including collaborative work to motivate and engage the pupils. Progress was seen in these lessons.
- In some lessons pupils were encouraged to evaluate their own work. This is an area for focus for the



subject lead. In general the use of assessment and tracking of progress is not fully uniform or embedded.

- Teachers manage time well and lessons are planned to ensure the curriculum is covered. Where teaching was good or better the pace and energy generated led to good outcomes for pupils and engagement with the subject.
- Some teachers were highly effective in their questioning techniques employing these throughout to recap previous knowledge, adapt and explain the tasks.
- A very effective use of other teachers was seen. The pastoral protocol was deployed a number of times and the use of sanctions when lessons were being disrupted was fairly effective and understood by the pupils. This was more effective in some lessons than others. A lack of differentiated material and creativity in delivery and resources denied access to the topic for many in these lessons.
- The subject lead has high expectations and communicates them well to his team. He is line managed by an RE teaching member of the Senior Leadership Team who shares his desire to raise standards in the quality in teaching, learning and assessment in RE. This drive is beginning to bear fruit.

#### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- The leaders and governors have ensured that the RE curriculum meets the requirements of the Bishops' Conference and that all year groups have at least 10% curriculum time.
- Leaders and governors assure that RE has parity with other subjects in terms of resources, staffing, accommodation and professional development. Recently the school became more outward facing, embracing all that the diocese and more recently the Nicholas Postgate Catholic Trust have to offer in terms of CPD and support. This is beginning to have an impact on outcomes across all areas of school life.
- All additional requirements of the Bishop regarding RE curriculum are fully implemented.
- Leaders' and governors' evaluation of RE is not sufficiently robust. The current assessment of progress is an area for development and is not closely monitored by the governors. The RE department is therefore not strategically well directed.
- The curriculum leader for RE has a clear vision for teaching and learning in his department. His expertise in delivering high quality teaching and learning across the department is very good. The challenge is to roll this out across all key stages while supporting staff to be aligned to his vision of delivery and practice.
- As yet leaders and governors are not fully ensuring that RE is sufficiently planned to meet the needs of the different groups of pupils across school. A scrutiny of lessons and work in books highlighted a need for greater differentiation and coherent planning.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****3****CATHOLIC LIFE:****3**

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

3

The quality of provision for the Catholic Life of the school.

2

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**COLLECTIVE WORSHIP:****3**

How well pupils respond to and participate in the school's Collective Worship.

3

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

**RELIGIOUS EDUCATION:****3**

How well pupils achieve and enjoy their learning in Religious Education.

3

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

## SCHOOL DETAILS

<b>School name</b>	St Peter's Catholic Academy
<b>Unique reference number</b>	140751
<b>Local authority</b>	Middlesbrough
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs N Jamalizadeh
<b>Acting head teacher</b>	Mr N Skerry
<b>Date of previous school inspection</b>	April 2015
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