



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SAINTS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

KIRKBY

Tuesday 19 June 2007

Inspectors Rev. Desmond Seddon Mrs. Linda Caswell

URN 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	319
Acting Chair of Governors	Mr. George McKenzie
School address	Moorfield, Tower Hill, Kirkby, Liverpool, L33 1DZ.
Telephone number	0151 548 6890
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Date of last inspection	27 November 2001
Head teacher	Mr. Joe White

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.

Description of the school

Saints Peter and Paul's is an above average sized Catholic primary school that serves the Tower Hill area of Kirkby. The school itself is served by the Knowsley Local Authority. This is an area of significant social and economic hardship. The proportion of children eligible for free school meals is well above the average for most primary schools. The proportion of children with learning difficulties and/or disabilities is also high. There are currently 319 children on roll including nursery of whom 262 are baptised Catholics. There are 57 from other Christian denominations and no children from *Other Faith* traditions. The majority of learners come from a white British background. There are 13 teachers teaching Religious Education of whom 10 are Catholic and 7 have a Religious Education qualification. The Religious Education coordinator is a part-time member of staff having stepped down recently as deputy headteacher.

Key for inspection grades

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

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Overall effectiveness of the school

Saints Peter and Paul's school is a good Catholic school. It is an inclusive community, underpinned by a strong Catholic ethos, which establishes a positive climate for work. The gospel values of consideration, care and courtesy underpin the work of the school. Good relationships have been established by working closely with both home, the parish, and the wider community. Standards are satisfactory. Learners make satisfactory progress by the end of Key Stage 2. Overall, teaching is good. Assessment has been started but requires further development. The curriculum planning is very varied. Learners' behaviour is good. The provision for learners' spiritual and moral development is good. Both curriculum Religious Education and Collective Worship make a good contribution to this development. The coordinator is good in supporting staff in regard to Religious Education.

Grade: 2

Improvement since the last inspection

Following the last inspection in November 2001 the school has made progress in implementing issues that were identified. More work still has to be undertaken regarding the development of assessment.

Grade: 3

Capacity to improve

The school's self-evaluation is good. The judgements made in this document sometimes overestimate the judgements made in this report. The school's self-evaluation needs to be undertaken annually. Identification of its own areas for development and the strategies planned to address them as well as the areas for development identified in this report should be included. The leadership has an understanding of what needs to be developed, and openness to change. There is good capacity for further improvement as shown by the commitment to Religious Education and related whole school issues by all.

Grade: 1

What the school should do to improve further

- Ensure the areas identified in the school's own self-evaluation and the areas outlined in this report are implemented particularly with regard to planning, assessment, monitoring and in-service for *Here I Am* and the review of Religious Education timetables.

Achievement and standards

Learners' attainment on entry to the school is below average with a large number of all learners having some additional needs. Learners make satisfactory progress in the school. Standards in Religious Education overall are satisfactory, according to their age and stage of development. There is no significant difference in performance by learners of different gender. Learners with special needs make satisfactory progress in Religious Education with the help provided by excellent teaching assistants and some differentiation of tasks to meet their needs. The school checks on the progress made by assessment. All children show enthusiasm towards their work. Greater consistency will be ensured throughout the school by using the information gathered through the monitoring of planning, teaching and learning and scrutiny of the formal assessments made each term.

Catholic beliefs and values are at the heart of learners' spiritual and moral development. Children have a good understanding of the life and teaching of Jesus. Many strategies are used to enable them to apply this teaching to their own lives and experiences. The work undertaken on *Other Faiths* has helped the learners understand how others make sense of the world in which we live. The behaviour of children throughout the school is good. Children have a good sense of right and wrong. The school provides good opportunities for their spiritual and moral development. The children make a good contribution to the school and wider community.

Grade: 3

Quality of Provision for Religious Education

Teaching and learning

Overall the quality of teaching in Religious Education is good. The learning needs of children are addressed through the use of some creative and imaginative teaching and learning strategies. These should be further developed for all stages of the seven-fold process. The teaching is enthusiastic which helps learners engage with the material presented and thoroughly enjoy their lessons. Good use is made of the information communications technology. Well-prepared resources enhanced the delivery of lessons. Teachers make use of excellent teaching assistants to support those learners with additional learning needs. Some use is made of differentiated tasks. Teaching assistants are used to teach whole Religious Education lessons. This practice needs to be reviewed.

Planning needs to be more consistent. The day and date work is to be covered, groupings, support and resources all need to be included. Each stage of the seven-fold process should be planned for in advance.

The lessons observed had mostly good pace and timing, which maintained the interest and concentration of learners and kept them on task and

focussed. All teachers ensure that learners understand the purpose of the lesson by sharing the learning objective. This is then be re-visited during the plenary session. Learners' religious literacy would be enhanced by greater use of the key words for each topic. Assessment of learners' work has begun and needs to be further developed. All staff needs to be provided with in-service to support the planning and delivery of *Here I Am*. This in-service and the ongoing monitoring of planning, teaching and learning will further improve progress and standards in Religious Education and ensure even greater consistency in teaching throughout the school.

Parents and carers are enabled to become involved in their children's Religious Education by the provision of regular curriculum newsletters and curriculum evenings informing them of what is to be covered. A vast number of initiatives are in place to ensure parents feel welcome and enabled to play an active part in the life of the school e.g. the Little Saints activities and Sure Start rooms.

Grade: 2

Curriculum

The Religious Education curriculum is good in meeting the needs and interests of learners. 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 diocesan requirements. The curriculum time allocated to Religious Education varies and does not reach 10% of time as required by the Bishops of England and Wales. The leadership of the school needs to ensure suitable positioning of Religious Education on timetables. Curriculum outlines are provided for parents. Good links are made with home and parish. The way in which the school reaches out to support the local and wider community is good. Overall the Religious Education curriculum makes a good contribution to learners' spiritual and moral development.

Grade: 2

Leadership and Management

Religious Education

Leadership and management in raising achievement and supporting all learners in Religious Education is satisfactory. There is a need to clarify the vision for the subject within the mission of the school with a focus on raising standards. The coordinator provides effective and efficient support to staff and has shared all recent initiatives with them. She fulfils her role with enthusiasm and commitment. Good documentation guides and directs all staff in their delivery of the subject. The subject leader attends coordinators'

meetings and information is disseminated to all staff during staff meetings or in-service time. Performance in Religious Education needs to be monitored. The ongoing scrutiny of planning, workbooks and teaching and learning and effective use of the findings will enable greater consistency and raise standards further. Saints Peter and Paul's is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Of the 13 staff teaching Religious Education 7 have a suitable qualification. Priorities for the subject are identified and targets set. The school is making some use of interactive white boards using materials teachers have created themselves. This should be developed further with the CD Rom for *God's Story* and *The Church's Story*. The provision and use of interactive resources is an area of ongoing development. The headteacher keeps governors informed on matters relating to Religious Education. They discharge their responsibilities appropriately. Governors are fully involved in the life of the school. They visit school for a variety of purposes and recognise the school as community serving the wider community.

Grade: 3

Catholic Life of the School

The leadership and management in developing the Catholic life of the school through the Mission Statement are good. Saints Peter and Paul's is a place in which the gospel spirit of consideration, care and courtesy permeates the school's life and work. Relationships are good. The school has a clear sense of its mission in reaching out to those less fortunate than itself. Learners support a variety of local, national and international charities both by becoming better informed and by raising funds and resources. The Mission Statement is displayed around the school. It directs and guides school life. All who form part of the school community should review the present school Mission Statement using appropriate language and develop specific aims and practical objectives flowing from the Mission Statement. The children are supported in various ways. The Rainbows programme which helps children who have suffered a loss is excellent in the number of children being helped. This is indicative of the school's support for all the children and shows how the mission is lived out daily. This would also affirm everyone's contribution to the school's mission.

Grade: 2

Collective Worship

The quality of Collective Worship is satisfactory. The school provides Collective Worship in a variety of ways for each child daily. Throughout the year Collective Worship provides a variety of experiences for learners. This fulfils government and Archdiocesan guidance. A policy that states the nature and purpose of Collective Worship has been produced. Guidelines that support the planning and delivery of Collective Worship wherever and whenever it takes place should be produced and included in this policy. Collective Worship stimulates reflection on spiritual and moral issues and on

personal beliefs. The leadership team should monitor the planning and delivery of Collective Worship throughout the school to enable good practice to be shared.

Creativity is used to support learners' ongoing spiritual and moral development during acts of Collective Worship e.g. use of different types of prayer, music and symbol. There is effective use of the chapel and there is a voluntary group of children involved with various activities including the Rosary Club.

Grade: 3

