



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PETER & ST. PAUL CATHOLIC PRIMARY SCHOOL

ST. HELENS

Tuesday 22 January 2008

Inspectors Rev. D. Melly Mr. M. Halford

URN 104810

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic Primary
Age range of pupils	4 -11
Number on roll	283
Chair of governors	Fr. K. O'Brien
School address	Derwent Road, Haresfinch, St Helens, WA11 9AT.
Telephone number	01744 678640
Fax number	01744 678642
E-mail address	Kevin.reid@sthelens.org.uk
Date of last inspection	13 January 2004
Headteacher	Mr. K. Reid

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

St. Peter & St. Paul School is a smaller than average primary school. It is situated in Haresfinch and serves the parishes of St. Peter & St. Paul and St. Patrick. It is part of the St. Helens Local Authority. The catchment area is mixed in terms of its social and economic profile. There are 184 learners on role of whom 149 are baptised Catholics, 35 come from other Christian denominations and there are no learners from an *Other Faith* tradition. The number of learners eligible for free school meals is below average. There are 8 members of staff who teach Religious Education 3 of who have a Religious Education qualification and one is in the process of obtaining the *Catholic Certificate in Religious Studies*.

Key for inspection grades

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

© 2008 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness of the school

St. Peter & St. Paul is a good Catholic school with many outstanding features. It is, as the Mission Statement says, an open, welcoming, Christ centred community where all are enabled to achieve their potential, working in partnership with the homes, the parish and the wider community. A very strong Catholic ethos is certainly evident in the positive climate, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are good overall. Learners achieve well and make good progress. Teaching is good overall. Assessment is in place and is well developed. The curriculum planning is very good and thorough and results in an effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher, and senior management team, have a clear understanding of the school's strengths and a vision of how to meet development needs.

Grade: 2

Improvement since the last inspection

Following the last Section 23 Inspection in January 2004 the school has taken effective steps to involve all that are part of the life of the school in a process leading to the development of the new Mission Statement together with its aims and practical objectives. Effective steps have been taken to reintroduce whole school assemblies, special celebrations and hymn practices. All staff now take turns in leading Collective Worship. Regular newsletters are sent to the homes keeping parents informed about Religious Education with suggestions for involvement. There are interactive white boards in the school hall and in all classes, which are very well used. Relationships with the parish and the wider community have been substantially developed

Grade: 1

Capacity to improve

The school's self-evaluation is accurate and comprehensive though at times self-effacing. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity and eagerness for further improvement.

Grade: 1

What the school should do to improve further

- Continue to implement the targets set out in the school self-evaluation document and development plan.

Achievement and standards

Learners' attainment on entry to the school is lower than that typically expected of children of their age. Learners make good progress in the school and by Year 6 meet or exceed the expectations of the *Here I Am* programme. Standards in Religious Education overall are good. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make very good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through assessment. The development of this work is a priority for the school. Learners' work is always marked with positive comments that affirm and challenge and learners appreciate how they might further improve. The learning objective is frequently used as a tool in the marking process to encourage further development. Learners are very confident and articulate in discussion. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles. The structured monitoring processes and procedures, which are in place, are outstanding. They support the good quality teaching and learning in the school.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy work. They have a good understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They have a very good sense of right and wrong, which is supported by the effective house system, which is in place and is the focus of many of the activities and positive reward systems in the school. The Gospel values of love, respect, honesty, truth, justice tolerance and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other.

Grade: 2

Quality of Provision for Religious Education

Teaching and learning

The quality of provision for Religious Education is good. Teaching is good overall with three examples of outstanding teaching being observed. Teachers are secure in their knowledge and understanding of the *Here I Am*

programme and this is reflected in their thorough planning and delivery of the topics. *Here I Am* is very well used. There are examples of extremely enthusiastic teaching, which show creativity and imagination. This challenges the learners and enables them to respond enthusiastically and helps the learners to work well both independently and collaboratively. Outstanding use is made of information communication technology, particularly power point presentations, which are suitably, linked to the *Here I Am* programme. Question and answer techniques are extremely good. Learners are certainly challenged and respond well. The learners' listening skills are obviously very well developed. Good use is also made of role-play and hot-seating. Cross-curricular links have also been well developed. Children's behaviour and relationships are outstanding in all lessons. Learners are obviously valued in class. They are listened to and treated with respect not just by the teachers and support staff but also by their peers and affirmation is used to great effect. The tasks observed on the day are challenging, interesting and differentiated, catering well for the wide spectrum of learning abilities in the school. Because of this approach the children are able to learn and make progress. There is very good structure to the lessons, which, together with the diligence of the teachers, helps learners stay focussed. Monitoring of teaching and learning through observation of planning, lessons and learners' workbooks has been put in place and is very thorough. Where observed, very effective use is made of teaching assistants throughout lessons. The learning objective is shared at the beginning of most of the lessons and is revisited. Evidence of this is also to be found in some of the workbooks. This helps maintain the sharp focus of the lesson. Learners' work is regularly assessed and records are effectively kept in portfolios.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. Newsletters are sent to the homes regularly with an outline of the religious topics to be covered and suggestions for involvement. There was plenty evidence of this involvement during lessons with artefacts brought in from home for the current topic. Parents are also invited to attend school Masses, assemblies and special celebrations. The leadership team is keen not only to reach out to the homes and the parish but also to the wider community in order that they might bring the love of God to all. The school also reports on progress in Religious Education.

Grade: 2

Curriculum

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school 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. Of the total curriculum time approximately 10% is allocated to Religious Education, which is a requirement of the Bishops of England and Wales. Very strong links are

made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development.

Grade: 2

Leadership and Management

Religious Education

The leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. The headteacher, leadership team and the Religious Education coordinator are extremely committed. They are making an outstanding contribution in leading and supporting staff and have a clear vision for the further development of the school. The Religious Education coordinator shows enthusiasm for her role and is obviously very committed to raising standards. An excellent handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, workbooks, teaching and learning is in place and is outstanding. A process of assessment is also in place and is very effective. Three of the eight staff teaching Religious Education has a suitable qualification and one teacher is in the process of obtaining the *Catholic Certificate in Religious Studies*. All staff are encouraged to obtain the certificate as part of their professional development. Teaching assistants are very effectively deployed. The subject leader attends coordinators' meetings and information is disseminated to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. Religious Education is well funded and money has obviously been well spent. The headteacher and Religious Education coordinator keep governors informed on matters relating to Religious Education. Governors discharge their responsibilities most effectively. The parish priest, who is also the chair of governors, is a very valued member of the community and his contribution to the life of the school is greatly appreciated. All the governors are very involved in the life of the school and are not only supportive but also challenging.

Grade: 1

Catholic Life of the School

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement, which is well known by all. St. Peter & St. Paul is a school in which the Gospel spirit of love, respect, tolerance and understanding permeates every aspect of its life and work. The learners are obviously valued and respected. This helps them to be confident and happy. An outstanding Mission Statement, which expresses the philosophy of education in this Catholic school, is in place. Aims, flowing from the Mission Statement with objectives showing how the aims are to be

achieved, are also in place. All who form the school community were involved in the development of the Mission Statement, which is at the heart of all that is done in the school.

Grade: 1

Collective Worship

The quality of Collective Worship overall is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, phase or whole school gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship include music/song to create an atmosphere, a focus for worship with lighted candles, flowers and appropriate artefacts. Prayer both formal and informal is also a feature. There is also time for personal reflection, which is well used. Hymns are sung very enthusiastically. The learners and staff present responded well. Excellent use is made of power point presentations. Focus tables and displays in each classroom and throughout the school are colourful, attractive and well presented, expressing well the topic of celebration. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

Grade: 1

Community Cohesion

The school's leadership and management in promoting community cohesion are outstanding. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Parents and carers are very involved in decision-making and in the life of the school. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism and Islam. All show a concern for the well being of those less fortunate than themselves in their support of CAFOD, Nugent Care, Shelter, Willowbrook Hospice, Operation Christmas Child, and Harvest parcels to the local community.

Grade 1