



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PETER'S CATHOLIC PRIMARY SCHOOL

WARRINGTON

Inspection Date Tuesday 18th June 2013

Inspectors Miss Julie Lockett Mrs Angela Williams

Unique Reference Number 111370

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 210

Chair of Governors Mrs Valerie McCowan

Headteacher Mrs Helen Lea

School address Hillock Lane,
Woolston,
Warrington,
Cheshire,
WA1 4PQ

Telephone number 01925 815314

E-mail address stpeters_primary@warrington.gov.uk

Date of last inspection 9th April 2008

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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 this school

- St Peter's school is a smaller than average sized Catholic Primary School situated in Woolston, Warrington serving the parish of St Peter's and St Michael's.
- There are 210 children on roll of whom 144 are baptised Catholic, 61 come from other Christian denominations, and 5 from other faith or religious traditions
- There are 8 teachers of whom 8 teach Religious Education and 4 have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection there is a new headteacher and deputy headteacher who is also the Religious Education subject leader. There is also a new Chair of Governors.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

© 2013 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:

St. Peter's Catholic Primary School is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils live out the school's Mission Statement and understand the part they play within it.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are actively involved in developing the Catholic character of the school.
- Pupils' behaviour is outstanding. They have an excellent sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- Pupils are actively encouraged to reflect on moral dilemmas and know the importance of fair play. Pupils take responsibility for their own behaviour enriched through events such as Anti-Bullying Week and Olympic Values.
- Pupils are encouraged to take on roles of responsibility in the school e.g. through the school and eco council, sports crew and play leaders.
- Each pupil is aware of their responsibility towards others through the schools' 'Team Points' rewards.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for a variety of charities such as CAFOD, Nugent Care and St Rocco's Hospice.
- Pupils benefit from participation in residentials to the Conway Centre and Beeston and there are regular educational visits throughout the school.
- Year 6 pupils attend planned retreat days to Cardinal Newman High School. They also have had excellent opportunities to reflect on their faith with the Animate Youth Ministry Team.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- St. Peter's is an inclusive school. Pupils show respect and understanding of other faiths and religions.
- Pupils at St Peter's praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- The school proudly records all lived experiences into 'Year books'. They reveal outstanding evidence of how pupils contribute to and benefit from the Catholic life of St. Peter's school.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- The Foundation Stage portfolio shows excellent analysis of formative and summative assessments linked to Religious Education.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage.
- There are realistic expectations for pupils and the school ensures they are securing the lower attainment targets as *Come and See* is embedded throughout the school.
- Strengthening the use of driver words to differentiate and challenge will continue to develop content for higher levels of attainment.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They act with reverence and are keen to participate in a variety of gatherings.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the Scriptures.
- Pupils are becoming more confident in developing ways to prepare, lead and evaluate their worship.
- Pupils are very proud of their leading and planning of Collective Worship. They are encouraged and supported to participate.
- Developing more gradual steps across the school in preparing and leading worship will continue to build on the practice demonstrated by pupils.
- Pupils demonstrated how joyfully they sing on the day of inspection. Older pupils sing harmoniously and enrich the school community regularly.
- Pupils reflect in silence and join in community prayers appropriately and with confidence.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display outstanding subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.

- In an outstanding lesson observation a previous pupil of St Peter's, who volunteered with a youth group in Lourdes, inspired and stimulated discussion to aid pupils' understanding of pilgrimages to Lourdes.
- This lesson among many in the school was lively, challenging and focused.
- Prior learning is evident throughout the school. Pupils are expected to respond to a high level of questioning using their knowledge and understanding. Key vocabulary is used highly effectively.
- Quality display areas support pupils' learning. In one classroom an outstanding topic display was an integral part of each lesson supporting pupils' assessment of their own learning. This outstanding practice should now be shared across the school.
- Effort and achievement at all stages of learning is celebrated.
- In the Foundation Stage, themes are reinforced through appropriate continuous provision. There is outstanding evidence of how Religious Education is promoting and developing many early skills.
- Teaching Assistants provide outstanding care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Good quality resources are used within lessons and teachers use Information Communication Technology to maximise learning, for example, I-pads were used to record pupils' role play.
- Planning is annotated and detailed and show good evaluations.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- When planning consistent use of the driver words will emphasise differentiation and extend and challenge pupils learning further.
- Pupils are given ample opportunities to discuss their work and sharing learning objectives with pupils was used effectively in lessons observed.
- Assessment for learning was used appropriately and effectively throughout the school.
- Pupils are informed of their progress and how to improve both orally and at times through marking. Marking shows positive, affirming understanding of the learning focuses.
- There is good practice evolving for developmental marking for Religious Education using the driver words. Pupils' work is presented to a high standard.
- The school has assessment strategies in place which provide excellent detailed information on the achievement of all the pupils.
- The school tracks the achievement of all the pupils. Teachers are able to identify how well pupils are working and tackle underachievement.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.

- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- St. Peter's ensures that there is variety and innovation in the way they present the curriculum. For example through the arts, their school environment and planned themed weeks throughout the year.
- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation.
- Enrichment activities such as the wide variety of after school clubs, competitions, visits and visitors to school have a positive impact on the curriculum.
- The school has a variety of excellent links with a cluster of schools in the surrounding area. These links support Religious Education, for example, an arts network and a variety of in-service provision for staff.
- Children have explored the beliefs and values of other faiths and religions. Judaism is taught each year along with either Hinduism or Islam. This helps to promote tolerance and respect for those who think differently.
- St Peter's welcomes visitors from other faith backgrounds. The Islamic Society and visits to a Hindu temple give support and first hand experiences for pupils.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and is inclusive to all pupils at St. Peter's.
- Collective Worship has a high profile and is central to the life of the school. The schools' year books celebrate how embedded worship is in the everyday life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- The school provides many opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Staff regularly take part in *Come and See for Yourself* reflections.
- The teachers provide appropriate resources and opportunities to help pupils acquire the skills necessary to plan, lead and participate in Collective Worship.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. For example, there are regular end of topic *Rejoice* celebrations of the Come and See programme and the school holds regular class and whole school masses.
- St Peter's has links with a local Church of England school to celebrate Christian Unity each year.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct

and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.

- The Mission Statement is reviewed regularly and is due for a full review this year to include new senior leadership and parents to the school.
- The Headteacher provides focused leadership and lives out her vision creating a loving and hard working community, ensuring all reach their full potential.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document is accurate and managed excellently. It provides strong evidence of the schools monitoring, searching analysis and self challenge. It is a true reflection of the outstanding Catholic Life of the school.
- Analysis of the Self Evaluation Document provides a basis to celebrate the school's strengths and outlines areas for development. This is also provided through detailed action planning.
- Governors have an outstanding knowledge of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Governors are regularly updated and have attend training regarding Catholic life and Religious Education.
- Governors take pride in the schools' very close and well established links with the parish community and move the school forward encouraging a '*genuine faith journey.*'
- The Parish priest is a central part of the school family. He is fully supportive, for example, visiting school regularly and celebrating masses with the school community for liturgical occasions throughout the year, regarding school worship as an '*uplifting experience.*'
- There are excellent home, school, and parish links through the support for the *With You Always* Sacramental programme.
- There is an active parish, parent and teacher association within the school.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Many opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. This is reflected and presented beautifully in the annual school life books.
- There are positive relationships at every level within the school.
- Senior leaders recognise the importance of attending training for their own spirituality, enabling them to inspire and lead staff in regular spiritual and moral training.
- The school provides a variety of quality induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers and a suitable policy is in place.
- Prayer, worship and the liturgical life of the school is inclusive to all within the school community.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. the Wednesday Word, regular newsletters, the school website and views and concerns are shared through a parents' forum.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.

- The subject leader is new to the role and she is successfully continuing and building on previous outstanding practice, managing and leading Religious Education. She shows great commitment in her role and introduces new initiatives when appropriate.
- She is accurate in her review of strengths and areas for development for Religious Education.
- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication with the headteacher, staff, parents and governors is effective.
- The Self Evaluation document is rigorous in identifying targets, timescales and lines of accountability.
- The Religious Education governor is outstanding in his passion and commitment to St Peter's. He is proactive in challenging Religious Education at the school and has regular meetings with the subject leader to ensure a productive working partnership.
- Detailed documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good and outstanding practice is shared and celebrated.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Achievement and effort at St Peter's is always celebrated.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.

What the school needs to do to improve further?

- Continue to implement the Self Evaluation Document using the guidance given in this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
---	---

OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
