



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SAINTS PETER AND PAUL CATHOLIC COLLEGE

WIDNES

Inspection Date Wednesday 9 January 2013

Inspectors Deacon Paul Mannings Mrs. Elizabeth Dolan

Unique Reference Number 111457

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

Type of School Catholic voluntary-aided, mixed comprehensive

Age range of pupils 11-18

Number on roll 1,509

Chair of Governor Mr. James Wilson

Headteacher Mrs. Wendy White

School address Highfield Road
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Date of last inspection Wednesday 20 January 2010

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

- Saints Peter and Paul is a voluntary-aided, 11-18, mixed comprehensive in the Halton Authority.
- The majority of pupils are drawn from associated Catholic primary schools in the pastoral area. A small number are drawn from the wider community.
- There are 1,509 pupils on roll of whom 78.5% are baptised Catholic, with 12.5% from other Christian denominations, and 0.06% from other faith or religious traditions.
- There are 105 teaching staff of whom 57% are Catholic.
- The Religious Education department has nine core and one part time member (in addition to other subjects and/or responsibilities).
- The college curriculum team leader for Religious Education was appointed since the last inspection.
- The headteacher has been in post since September 2012.

Key for inspection grades

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

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Overall effectiveness:

Saints Peter and Paul College provides good 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 pupils contribute to and benefit from the Catholic life of the school is good.
- Pupils show good knowledge and understanding of the school's Mission Statement. They actively fulfil its aims. This is evident through their contribution in class and beyond, to wide ranging projects and initiatives that serve the common good. The Mission Statement aims were used as a focus on the completion of the recent Section 48 pupil questionnaires. This will be a valuable dimension in the imminent review of the Mission Statement.
- Pupils are keen to articulate how the recent Mission Week has been relevant in enriching their school's Catholic life. They are proud of their school and refer to it as 'a good place to attend'.
- A specific strength of the school is the climate of mutual respect between pupils and staff. This echoes the Mission to 'always behave in a way which respects the dignity of each person'.
- Pupils are encouraged to reflect and inquire in Religious Education. They question issues freely and with confidence. They can apply their knowledge and understanding to daily life in school and at home.
- Pupils also express their own beliefs or world views with confidence. They are considerate and respectful of the views of each other.
- Behaviour of pupils in and out of class is good. Elements are outstanding.

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

- Pupils show good levels of achievement and attainment in Religious Education. This is due to the maintained focus on improving the quality of learning.
- In Key Stage 3 accurate use of baseline assessment and subsequent tracking has enabled a continued rise in pupils making three or four levels of progress. Scrutiny of pupils' performance directs challenging targets for improvement. Consequently achievement at the end of Year 9 is broadly in line with most other core curriculum areas.
- In Key Stage 4 performance at GCSE has continued to improve with 61% achieving A* - C in 2012. This was an increase of 16% on the previous year. The target for 2013 is 70% with a reduction in the rate of girls outperforming boys.
- In Key Stage 5, at A2, achievement is judged as good or better by the ALPS (Advanced Level Performance System) criteria. At AS level achievement is below average. Consequently strategies are in place for improvement.
- Pupils' learning overall is good, which indicates the majority are making levels of progress from Year 7 that are matched to their age and ability.
- Effective learning strategies enable pupils to apply themselves conscientiously to tasks whether independently or collaboratively.
- The majority of pupils are keen to achieve. This is a result of the continued raising of the profile of Religious Education.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- Pupils are happy to be part of daily Collective Worship.
- They act with reverence, listening attentively and responding when invited.
- Pupils value opportunities for prayer and reflection. They are appreciative of facilities for quiet and personal space particularly the Emmaus Room.
- They are open to the Word expressed and presented effectively within meaningful resources.
- Pupils appreciate the rising scope for their active participation in planning and leading of Collective Worship in form groups. This is good in year group and whole school liturgical celebrations.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- Continued improvement is evident through a rise in outstanding elements. These include high quality planning, opportunities for group and independent learning, together with challenging pace and progress.
- Good teaching is enabling continued improvement in learning in each Key Stage.
- Teaching is well structured, challenging and creative. Consequently pupils are motivated to learn and enjoy their work.
- Teachers have good subject knowledge. They are committed to maximising opportunities in all stages of learning.
- Pupils are encouraged to make full use of prior learning.
- Good differentiation supports individual progress through teaching that includes pupil participation in all activities. They are well encouraged by a learning environment that is accessible and purposeful.
- Good assessment is guiding pupils' progress. There is a clear policy on assessment with specific sections on assessment for learning, oral and written feedback.
- Scrutiny of pupils' written work reveals diagnostic and formative commentary. There is target setting, well-embedded levelling (in Key Stage 3) and peer assessment. Pupils have an accurate record of tasks completed together with their level of achievement on the Teacher Assessed Task pro-forma/
- In Key Stage 4 and beyond marking and annotation is strictly in-line with GCSE and AS/A2 criteria. Thorough marking and commentary challenges pupils to identify areas for improvement.
- Pupils are encouraged to take pride in presentation.
- Written work is challenging.
- Pupils have opportunities for reflection. They are encouraged to question, discuss and provide feedback. This contributes significantly to their growing personal confidence and contribution to the school's Catholic life.
- Teachers are skilled in celebrating pupils' achievement and moving progress.

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 continues to develop through innovative and planned content that is faithful to Church teaching and so fully in line with the requirements of the Religious Education Curriculum Directory (2012).
- The time allocation in each Key Stage fulfils diocesan and national requirements.

- In Key Stage 3 the process of Research, Revelation and Response provides pupils with the key skills to develop their knowledge and understanding to the standard required for GCSE which is undertaken from Year 9. In the Sixth Form the rate of uptake for AS and A2 is increasing. Accredited general Religious Education is well-established through meaningful content and assessment.
- The curriculum is personalised to meet the needs of all pupils.
- Consequently the quality of the content contributes to the motivation of pupils and the continued improvement in learning and teaching.
- The curriculum impacts strongly on pupils' spiritual and moral development.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Daily prayer opportunities for staff and pupils ensure high profile Collective Worship.
- Themes and resources are of a high quality and efficiently deployed amongst staff.
- The content reflects and supports well the school's Catholic life.
- The provision and growth in opportunities for pupils' leadership and participation is a school identified priority.
- Staff training is also available. This will further benefit from a system for the thorough monitoring of provision. This too is a school identified priority. This will both identify good practice that can be shared, together with any needs for assistance.
- The process should also ensure resources are being used to maximum effect. Again, in this area, good practice can be shared.

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 good in promoting and developing the Catholic life of the school and show good understanding of and commitment to the Mission of the Church.
- The headteacher provides clear direction through the Mission Statement which is underpinned by the strategies for development expressed in the Section 48 Self Evaluation. This process is to include a community review of the Mission Statement. Continued enrichment of spiritual and moral development remains an ongoing priority.
- The headteacher is ably assisted in this task by committed and informed governors and members of senior leadership. Together they articulate the schools distinctive Catholic mission.
- The school lay – chaplain continues to make a maximum impact in realising the Catholic life specifically through the co-ordination of school and local community links. There is an inclusive chaplaincy focus on the needs of pupils and staff.

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 provide good monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils. With reference to Religious Education the Section 48 Self Evaluation clearly identifies the areas for improvement and plans to implement progress.
- The Section 48 Self Evaluation provides a concise analysis of departmental strengths and areas for continued development.

- In the last inspection progress was evident specifically in the raised profile of Religious Education amongst pupils, together with the beginnings of tangible improvement in achievement and attainment.
- This has continued to be enriched through incisive and inspirational line management of both senior leadership and the curriculum team leader. Together they have continued to enable departmental staff to work as a cohesive team. Consequently there is a departmental shared sense of commitment, confidence in their skills and an enthusiasm for continued professional development.
- Pupils in turn are continuing to benefit from challenging assessment founded on solid evidence and data.

What the school needs to do to improve further:

- Continue to move Religious Education toward outstanding by:
 - meticulous usage of the Section 48 Self Evaluation to direct progress in sharing good practice in learning and teaching so as to maintain rising achievement by the end of Key Stages 3 and 4;
 - further enrichment of the team mission and purpose amongst staff in the department;
 - maintaining the current high levels of parental and pupil satisfaction with Religious Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
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	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	2

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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

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