



DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: St Peter's Catholic Primary School
Address: St Peter's Way
Noctorum
Wirral
CH43 9QR

Tel No: 0151 677 8438

URN: 105069

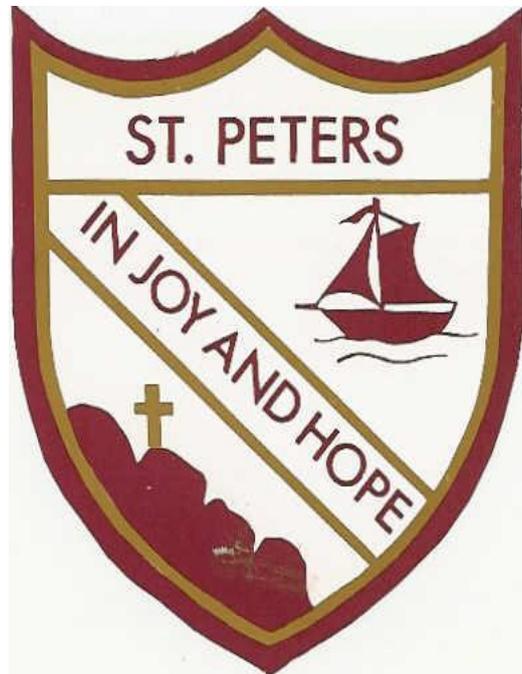
Headteacher: Mrs J Farrelly

Chair of Governors: Mrs H Robinson

Date of Inspection: 22 March 2017

Inspectors: Mrs E Inman
Mr K Toms

In Joy and Hope



In Joy we live together

In Hope we build for the

Future

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	14	13	14	17	20	21	20	18	137
Catholics on roll	8	7	6	12	9	16	14	16	88
Other Christian denomination	2	0	3	0	4	4	6	2	21
Other faith background	1	1	1	2	1	0	0	0	6
No stated religious affiliation	3	5	4	3	6	1	0	0	22
Number of learners from ethnic groups	1	3	1	3	0	0	3	2	13
Total on SEN Register	0	3	6	5	9	8	8	8	47
Total with Statements of SEN					2 pfa*			1 pfa*	
FSM	0	6	4	4	7	7	6	3	37

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.34			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Peter's Parish	110
St Paul's Parish	16
St Joseph's Parish	1
St Michael and all Angels	6
St Anne's Parish	4

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Anselm's	2
Upton Convent	1
St John Plessington	6

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week	1	2	2	2	2	2	2	2	15

STAFFING	
Full-time teachers	7
Part-time teachers	3
Total full-time equivalent	8.5
Support assistants	5
Percentage of Catholic teachers f.t.e.	41%
How many teachers teach RE (P) f.t.e.	8
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	1

NAME OF SCHOOL	
Published admission number	137
Number of classes	8
Average class size KS1	15
Average class size KS2	20

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2015/2016	Current financial year 2016/2017	Next financial year 2017/2018
RE	4058	7208	5000
English	1920	3077	3000
Mathematics	4064	3814	3000
Science	200	500	1000

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate	Judgement
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OUTCOMES FOR PUPILS	2
<p>Outcomes for pupils are good. There is an active School Council which incorporates Mini Vinnies into its remit. School Councillors are elected by their peers from Year 1 to Year 6. They were clear about the difference in these roles saying that, "The School Council is responsible for talking about what we want to change in school and Mini Vinnies chooses who we raise money for and how." They are learning to articulate what makes their Catholic school unique. Pupils were very friendly and talked about welcoming all children whatever their faith background. Inclusion is a key strength of the school.</p> <p>Pupils make good progress in Religious Education from fairly low starting points on entry into school. Most pupils achieve expected levels by the end of each Key Stage. Leaders are rigorous in pursuit of tracking progress, ensuring consistency in their assessment of pupils' work. St Peter's Catholic Primary School is very inclusive and every endeavour is made to meet the needs of every individual child. A programme of mentoring and support has been put in place in all classes where lower attainment and under achievement has been identified. There has been a measurable impact of this initiative in one class particularly where all pupils are now on track to attain expected levels in Religious Education. Pupils who do not attain expected levels tend to be those who have profound Special Educational Needs and Disabilities and often transfer to specialist provision at the end of their primary school years.</p> <p>There was a limited range and variety of work evident in pupils' books, particularly in the older classes, but leaders are aware of this and teachers are working to implement techniques learned at Diocesan training for Creative Religious Education.</p> <p>The school is proud of the progress it has made in encouraging pupil involvement in planning and preparation for Collective Acts of Worship since the last Section 48 inspection. A significant strength is the use of dance in worship. Liturgical dance as a form of worship is recognised within the school's wider faith community as a particular strength of the school and is greatly appreciated by the parish. The dance reflection on the Gospel seen on the day of inspection was very powerful and of high quality. Pupils are generally attentive and reverent; appropriate, unobtrusive support is given to those who have particular difficulty at such times of quiet, prayerful reflection.</p>	

LEADERS AND MANAGERS	1
<p>The school is privileged to be led by a head teacher who is passionate about her vocation to ensure high quality pastoral care for the entire community, the best Catholic educational experience for her pupils and excellent academic outcomes in Religious Education. She is well supported by an enthusiastic governing body who know their school well and are very clear about the way forward following a period of significant staffing changes within the school and the challenges of ensuring excellence. The committed Religious Education subject leader works tirelessly to support her newly appointed colleagues and is very clear about priorities to bring about continued improvement in teaching and learning and in the Catholic life of the school. She reports to governors. There is a robust system in place for monitoring and evaluating Religious Education and worship; next steps are clearly identified and rigorously pursued.</p> <p>Leaders and managers are committed to ensuring appropriate Continuing Professional Development for all staff. Staff are released to attend Diocesan training courses, including Creative Assessment of Religious Education. Teachers demonstrate their commitment to the faith life of the school by attending Foundations in Faith training and the Catholic Certificate of Religious Studies in their own time. Appropriate, targeted training is offered within school through planned staff meetings. The school moderates pupils' work regularly in order to assure the quality of assessment information.</p>	

There are very strong links with the parish. The commitment of the head teacher, newly appointed deputy head teacher and RE leader in attending the parish Sunday Mass in term time and leading liturgy for the children is much appreciated. Governors are rooted in the community and are keen to promote the Catholic mission of the school. They are keen to encourage more parents to engage in the Catholic life of the school. Inclusion is at the heart of their mission, not just to the Catholic community but to the wider society. They are very well aware of the challenges currently facing Catholic education.

PROVISION	2
<p>There have been a significant number of staff changes in the last two years as teachers have been promoted to leadership positions in other schools. These changes have presented challenges to St Peter's Catholic Primary School in ensuring that all teachers have sufficient knowledge of the Catholic Religious Education curriculum. The dedication of the new teachers to developing their subject knowledge and expertise is to be commended, as is the commitment of senior leaders, including the Religious Education subject leader to modelling good practice through team teaching and supporting planning and assessment. The school tries to ensure that, for example, Year 3 sacramental preparation and Year 6 are taught by a practising Catholic teacher. All lessons seen on the day of the inspection were judged to be at least good, with some having elements of outstanding practice. Evidence from pupils' work, and from the lessons seen, suggests that differentiation is achieved by outcome and support. In the best lessons seen, good questioning techniques were used by teachers, enabling pupils to expand their responses and deepen their knowledge and understanding by the quality of their following questions. Pupils were supported with other techniques, such as 'hot seating' and 'sage on the stage' where pupils take on the role of a character in scripture and answer questions from their peers also enriched the learning experience. In these classes, teachers' marking ensures that pupils know how well they are doing and what they must do to improve. In the best examples, comments relate to pupils' developing knowledge of scripture and how this supports their answers. Teachers are keen to share the best practice and to learn from each other, increasing the repertoire of teaching styles used in Religious Education to include collaborative learning and the use of technology in the many forms already available within school to engage pupils and to enhance and accelerate learning in Religious Education. Relationships within school are very positive, encouraging and strong. Support staff make a considerable, positive contribution to the quality of lessons and pupils benefit from their input.</p> <p>The school is aware that at least 10% of curriculum time is dedicated to curriculum Religious Education, spread through the week, in order to comply with Diocesan requirements.</p> <p>In the last two years there has been a focus on developing class collective worship in order to support teachers new to the school and new to Catholic education. All classes have access to boxes of resources which support Collective Worship, as recommended by the Diocese. A focal point for prayer was evident in each classroom. There were examples of high quality display and focal points for prayer.</p>	

OVERALL EFFECTIVENESS	2
<p>St Peter's is a good Catholic Primary School which is weathering a period of change well. Leaders, governors and staff are well aware of the current challenges of training staff new to Catholic education. They work collaboratively with commitment and ambition to ensure that pupils achieve well and attain high standards. Leaders show a tremendous sense of care for all children and all staff. The community genuinely lives out our Catholic faith in joy and in hope.</p> <p>What the school could do to improve further</p> <ul style="list-style-type: none"> • Continue to support staff new to Catholic education. • Support, encourage and enable pupils to articulate the distinctive nature of their Catholic school more clearly. 	

Parents' Questionnaires
20 Parents returned questionnaires

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	9	11			
2	I am happy with the values and attitudes that the school teaches	9	11			
3	I am made to feel welcome in school	12	8			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	8	10	1		1
5	The school gives me a clear understanding of what is taught in Religious Education	9	6	3		2
6	The school enables my children to achieve a good standard of work in Religious Education	8	11			1
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	9	7	3		1

Pupil Questionnaires (Year 2)

		Yes	Sometimes	No
1	I like being at this school.	11	2	1
2	I learn new things in Religious Education lessons.	10	3	1
3	I enjoy learning about Jesus and how to live as His friend.	7	4	3
4	I have to work hard.	13	1	
5	My teacher helps me when I get stuck so I can make my work better.	10	4	
6	My teacher listens to me.	8	6	
7	When I am unhappy there is always an adult I can talk to.	11	2	1
8	I get praise when I do my best.	12	2	
9	Other children are kind and behave well	4	9	1
10	I am happy on the playground.	11	3	
11	I am allowed to help in class and around school.	11	2	1
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	12	2	1

Pupil Questionnaires (Year 6)

		Yes	Sometimes	No
1	Do you like being at this school?	6	9	2
2	Do you find out new things in Religious Education lessons?	14	2	1
3	Are your Religious Education lessons interesting?	7	8	2
4	Do you get help when you are stuck?	9	8	
5	Do you have to work hard?	15	2	
6	Do teachers show you how to make your work better?	11	6	
7	Do other children behave well?		14	3
8	Are teachers fair to you?	13	4	
9	Do teachers listen to your ideas?	10	7	
10	Are you given responsibility?	12	5	
11	Do you enjoy your times of prayer together?	9	6	2