

St Peter's Catholic Primary School

URN: 105069

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

15–16 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- 'In Joy we live together and in Hope we build for the future'; joy permeates everyone and everything at St Peter's Catholic Primary School, encouraging and supporting all to be the very best they can be.
- Pastoral care for all is outstanding and those with the greatest need are valued for the richness they bring to the community.
- Through focused planning, leaders and governors ensure that all experiences are relevant, meaning pupils connect to them in a very authentic way.
- The inspirational subject leadership of religious education enables all staff to deliver high quality, engaging and enjoyable lessons and so pupils achieve high standards.

- The celebration of all prayer and liturgy is joyful, reverent and respectful of Catholic traditions and ensures all within the community benefit from the high quality provision.

What the school needs to improve

- Leaders and governors should now increase the range of opportunities available to families to fully engage in the prayer life of their children.
- Leaders and governors should ensure that they evaluate the quality and impact of prayer and liturgy, taking into account pupils' evaluations, and build this into the school's self-evaluation cycle.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

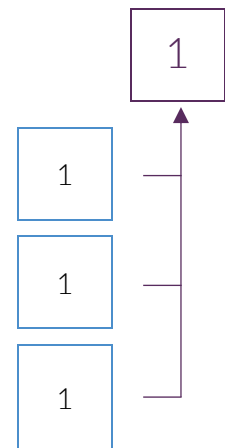
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



St Peter's Catholic Primary School is an outstanding school, loved by the whole community, where joy and warmth permeate daily life for all those who work and learn there. Pupils know and love their school's mission statement, 'In joy we live together and in hope we build for the future', and they can articulate with confidence what the school's mission statement means to them. Pupils understand that they are unique individuals, that they are part of God's family and so they are happy, confident, and secure in all that they do. Pupils participate in all aspects of the Catholic life and mission of the school with exuberance, including the very active Mini Vinnies group. Through the school's well embedded Catholic social teaching curriculum, pupils are clear about their responsibilities to the world God has given them and they have been actively involved in supporting many local and global charities including raising significant funds. They have a good understanding of why they should do this, with one pupil commenting, 'as Catholics we want to help people, it means you follow in Jesus' footsteps.' Behaviour is exemplary in all aspects of school life and pupils show respect for diversity and embrace difference.

The very hard-working and multi-talented staff are fully committed to the school's vision and mission. They say, 'we understand that this mission is not constrained to the walls of the building and believe strongly in working with our wider parish family and community.' Staff are excellent role models to all within the community and they regularly go the extra mile to support the wider school community. Families appreciate their endeavours and parents say, 'I have been impressed by the strong family ethos of this school, nurturing to both the child and the parents.' The school exudes warmth and welcome, celebrating and welcoming all no matter their need as an enrichment to the school community. Pastoral care is outstanding, with exceptional specialist staff who ensure that the needs of all pupils are prioritised, including the provision of free pantry

hampers and free extra-curricular activities. The school's environment, enriched by beautiful displays promoting joy, positivity, and the sense that Christ is at the heart of everything, fully support the school's distinctive Catholic identity. RSHE is well embedded in the school's curriculum and resources are used very effectively to support pupils' development.

Leaders and governors are dedicated to, and passionate about, the development of the Catholic life and mission of St. Peter's and they are inspiring role models, ensuring that Christ is always at the heart of school life. Led by a visionary head teacher, who is committed to providing an oasis of calm within the school, they are highly ambitious and ensure that they promote the bishop's vision for the diocese and support all diocesan initiatives. Leaders and governors work very hard to engage with parents who are in turn highly supportive of the school. Relationships are flourishing as a result. Partnership with the parish is strong and school benefits from the support of very dedicated members of the clergy who regularly visit and care for the whole community. All leaders and governors have been fully involved in the self-evaluation of the Catholic life and mission and know the school well. They ensure that staff training is well planned, effective and supports staff's professional development and their well-being. The school is blessed to be supported by very knowledgeable and dedicated governors who are heavily invested in building for the future of this community. Governors relish their involvement. They say, 'this is the most wonderful place to be involved in.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

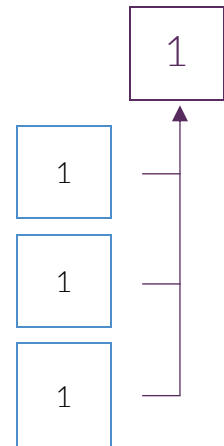
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils have very good knowledge and understanding in religious education and through excellent practices of recap and the use of quizzes at the start of lessons, they are supported to know more, remember more and therefore make consistently good progress. Pupils of all abilities are supported effectively to ensure they can access the curriculum and make appropriate progress. Pupils are becoming more religiously literate, and ask insightful questions and reflect spiritually. They speak with confidence about what they have learnt in their lessons, particularly about the life of St Peter and the importance of his example in their lives. Pupils love their religious education lessons and enjoy challenging work, including the opportunity to reflect on difficult topics such as the Trinity, using appropriate vocabulary in their responses. They work independently, concentrate well in all their lessons and the content of their work is usually of a very good standard. More attention now needs to be given to the presentation of their work to ensure it is of the same standard. Through the school's marking and feedback practices, pupils are developing a good understanding of what they can do and what they need to do to improve. Pupils achieve at least average attainment when compared with other core curriculum subjects.

As a result of an inspiring, yet relatively inexperienced subject lead, who has been well supported in her development by the head teacher, teachers are very confident in their delivery of religious education. Teachers have an excellent subject knowledge and have high expectations of their pupils who understand this and respond with enthusiasm. Behaviour for learning is outstanding. All relationships between pupils and adults are warm and affirming. Staff planning is thorough and adapted to ensure all can access lessons with any misconceptions addressed. Teachers and support staff work seamlessly together and are very effectively deployed to support all pupils. The recent integration of new pupils with significant needs has been exceptional. Teachers' questioning and confident use of recap and recall strategies ensure pupils can consolidate and

extend their learning. Teachers delight in their pupils' successes. This is clearly demonstrated when pupils with significant need respond independently and successfully to questions posed by the teacher. This is celebrated by teacher and pupils alike. Teachers ensure that lessons are enriched by a wide variety of tasks and creativity and pupils enjoy such enrichment with one pupil commenting after a drama activity, 'I loved that!'

Leaders and governors ensure that provision for religious education fully reflects the requirements of the *Religious Education Curriculum Directory*, that religious education has full parity with other core curriculum subjects and resources are prioritised appropriately. Leaders have worked hard to make connections between religious education and other curriculum subjects, ensuring that religious education is relevant to all pupils. The subject leader for religious education, supported by a very effective senior leadership team, is outstanding. She is accurate in her evaluation of the school's provision and is secure in her understanding of how to develop the subject further. Leaders and governors work very effectively with partner schools in the strong Catholic schools' cluster to the benefit of all. Leaders and governors are committed to supporting all staff in their professional development and a significant number of staff have gained, or are studying for, a religious education qualification. As a result of a wide range of monitoring practices and accurate self-evaluation, the highly effective governors know St. Peter's well. They are very focused in their action planning and have a clear vision for this outstanding school's continuing development.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils participate wholeheartedly in all experiences of prayer and liturgy provided by St. Peter's, and it was a privilege to witness their reverence, joyful singing, and enthusiastic participation at the whole school Mass celebrated during the inspection. Their confidence in undertaking pupil ministries and familiarity with their faith's traditions demonstrate how meaningful and significant their faith is becoming to them. Pupils are supported well to understand the Church's liturgical year with the school's well-planned liturgical calendar and rota of prayer and liturgy. Pupils understand the importance of scripture, music, and reflection within such experiences. They enjoy their opportunities to pray and reflect and they recognise how important prayer is to their everyday lives. Older pupils comment, 'we build a closer relationship with God' and younger pupils say, 'we be friends with Jesus.' Pupils can work well collaboratively, with increasing confidence and independence appropriate to their age, to plan and lead prayer and are becoming more confident in evaluating what they have done.

Prayer and liturgy are central to everyday life at St. Peter's School with well-established daily prayer routines and a well-planned calendar of liturgies agreed between school and parish, including weekly opportunities to attend Mass. Staff, pupils, parents, and governors value these opportunities to gather in prayer and recognise how they help them to feel part of the family of St Peter's. All staff are confident in supporting pupils to plan and lead thoughtful experiences of prayer and liturgy, and senior staff, including the subject lead, are exemplary models of such practice. All experiences of prayer and liturgy are carefully planned, and seasonally appropriate. Scripture underpins all such experiences helping pupils to recognise the sacredness of the Bible. Staff's complementary skills are used to enhance the prayer life of the school with staff sharing their talents to enrich provision. All spaces within the school building are used imaginatively to extend opportunities for prayer and quiet reflection, including the school hall where a pictorial

liturgical calendar, created by staff and pupils, is displayed and updated annually. All classrooms, though relatively small, have prayer areas with appropriate colours to mark the Church's seasons but greater thought needs to be given to their status within the classroom. School has worked hard to engage families in the wider prayer life of the school but recognises the need to be more creative in its approach to ensure more active participation.

The school's policy on prayer and liturgy is well written and regularly reviewed to ensure it is fit for purpose. It is used well by all staff to ensure there is a consistency of provision in prayer and liturgy. Policy and practice are well embedded in the prayer life of the school with progression made clear so that by the end of Key Stage 2 pupils can plan and lead prayer and liturgy independently. Leaders and governors, supported by dedicated parish clergy have compiled a comprehensive liturgical calendar that ensures the school community has regular opportunities to celebrate together. Resources are prioritised to provide opportunities for staff and pupils to enjoy days of retreat and to ensure that continuing professional development for all staff is available. The school's monitoring and evaluation processes are strategic and focused on continuous school improvement, however pupils' evaluations should now be considered and built into the school's self-evaluation cycle. Leaders and governors are highly skilled with a thorough knowledge of Catholic traditions and have a clear vision for prayer and liturgy within the school and as a result provision is outstanding.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	105069
School DfE Number (LAESTAB)	3443322
Full postal address of the school	St Peter's Catholic Primary School, St Peter's Way, Noctorum, Prenton, CH43 9QR
School phone number	01516778438
Headteacher	Sarah Parry
Chair of Governors/Trustees	Helen Collinson
School Website	www.stpeterscatholicprimary.eschools.co.uk/web
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	22 March 2017
Previous denominational inspection grade	2

The inspection team

Roisin Moores
Emily Cahill

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement