
The Diocese of Hallam Section 48 Report

The Catholic Life of the School and Religious Education

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St Peter's Catholic Primary SCHOOL

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| School URN | 106760 |
| Name of Chair of Governors | Paul Coddington (Acting) |
| Name of Head teacher | Paul Storey |
| Date of inspection | 17 October 2013 |
| Section 48 Inspector | Barbara Jarrett |

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Peter's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

St Peter's is one of the first Catholic Primary schools to be set up in Doncaster and the school moved to its current site in 1970.

St Peter's Catholic Primary School serves the two parishes of St Peter-in-Chains, Doncaster and St Paul's Cantley. The school does not share a site with either church but is a short walk from St Peter-in-Chains and the school tries to visit the church with pupils as often as possible.

It is smaller than the average primary school and this is the result of a decision by the governors to reduce the admission number, following the Diocesan Review of Catholic schools in Doncaster. As a result of this, the school classrooms are spacious and there are dedicated spaces for ICT, art and other curriculum areas.

The majority of children come from Catholic backgrounds. However a number of parents from other Faith backgrounds chose to send their children to St Peter's and the school welcomes this cultural diversity.

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| Type of School | Voluntary Aided Catholic Primary |
| Age profile of students | 4-11 |
| Number on roll | 204 |
| Number of students on Special Needs and Disabilities Register | 25 |
| Number of students with a Statement of Special Educational Needs | 1 |
| Number of Catholics on roll | 139 |
| Number of Other Christian Denominations | 28 |
| Number of other Faiths | 26 |
| No religious affiliation | 13 |
| School Address | Sandy Lane, Doncaster, DN4 5EP |
| Telephone Number | 01302 369143 |
| Fax Number | 01302 739413 |
| Email | admin@stpeter.doncaster.sch.uk |
| School Website | https://stpeter-doncaster.frogprimary.com |

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

OVERALL EFFECTIVENESS:

2

How effective the school is in providing Catholic Education.

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OUTCOMES FOR PUPILS

How good outcomes are for pupils, taking into account variations between groups.

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| 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 schools' Collective Worship | 2 |

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

- The mission statement is "Grow Gently in the love of God" and this is modelled in the care the staff show for the children. Behaviour is very good and pupils reflect the caring attitude of the staff in their own lives. They respond fully to the opportunities given to them to show support and kindness to others. This is exemplified by the very effective buddy system in place: the children in year 6 take responsibility for a child who is entering reception. Close links are formed in this way and both parties benefit from this arrangement.
- The school supports many charities and the response from the whole school community is good.
- Class liturgies are prepared and led by children using the range of resources available in each classroom and these religious artefacts are treated with great respect.
- The School Council has representatives from each class and pupils talk enthusiastically of the work they do to support the school. Staff and children are proud of the Catholic ethos of their school.
- The school runs a Rainbows group and this supports vulnerable children in the school

How well pupils achieve and enjoy their learning in Religious Education is good

- By the time the children leave at the end of Year 6 standards have been high and in line with those for literacy. The school is changing assessment processes to ensure that judgements are linked to the new criteria for religious education to maintain this level of achievement in the future.
- Parents say children often do homework for Religious Education which is above and beyond that set by the class teachers. They are keen to improve their knowledge, understanding and skills.
- Children apply themselves diligently during lessons and listen attentively. They genuinely try their best and standards of behaviour are exemplary.

How well pupils respond to and participate in the schools' Collective Worship is good

- In all Collective Worship observed, children participated with reverence and respect. They join in singing and are able to reflect in silence, when appropriate.
- The range of liturgical celebrations ensures the children are aware of the religious seasons and feasts of the church.
- Use of the Come and See Catholic Programme is encouraging the pupils' knowledge and understanding of scripture. The school is working to embed this more fully in non Eucharistic liturgy throughout the school.
- Children join in the prayers of the Church and are given opportunities for spontaneous prayer. They say they enjoy this.
- There is a small chapel in the school and the children particularly enjoy opportunities to use this area for worship and reflection. The school is seeking to develop the use of this area further.
- The school curriculum ensures that children know about other faiths and respect the beliefs of others.

PROVISION

How effective the provision is for Catholic Education

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|-----------------------------------------------------------------------------------|---|
| The quality of teaching and how purposeful learning is in Religious Education. | 3 |
| The extent to which the Religious Education curriculum promotes pupils' learning. | 2 |
| The quality of Collective Worship provided by the school. | 2 |

The Quality of teaching and how purposeful learning is in Religious Education require improvement

- All teachers use the Catholic Programme Come and See. This is the second year of implementation and members of staff are becoming more confident using these materials. The school uses a common planning framework which ensures the learning objectives for each lesson are clear.
- In most lessons the teachers use visual resources, including ICT to enhance the learning of the children effectively.

- In the best lessons teachers are creative in the way in which they deliver the programme, for example through the use of drama and this leads to good participation and learning within the lesson. These teachers' use of effective questioning leads children to develop their thinking about religious education. However in some lessons the teachers spent too long talking and do not give enough opportunities for children to actively engage in the lesson.
- There was evidence that expectations in some lessons are not high enough and the children in these classes are given low level tasks to complete which do not match their abilities. The marking is inconsistent with some supporting the children in improving their work in Religious Education. At the top end of the school children show they are working at an appropriate level for their age and ability.
- All children behave well in lessons. They concentrate well when working independently and are keen to do well.
- Additional adults are effectively deployed to support children's progress and the children clearly enjoyed working with them.

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

- The school devotes 10% of curriculum time to the teaching of Religious Education, in line with the requirements of the Bishops' Conference.
- The school has worked hard to implement the Come and See programme for teaching Religious Education, and is working with a partner Catholic primary school to develop this work further.
- The school's enhances the teaching of Religious Education with a wide range of activities which enrich learning for the children and contribute well to their spiritual and moral development. These activities include visits to the local Catholic Church and the Holocaust Centre, a residential visit to Lindisfarne and a retreat day.
- The school gives a high priority to the teaching of other Faiths and ensures that this area of the curriculum is well resourced, in order to meet the needs of all its pupils.

The quality of Collective Worship provided by the school is good

- Collective Worship is given a high profile in the school. Liturgies mark the celebrations and feasts of the Church and there is an extensive range of opportunities given.
- A variety of formal and informal opportunities for daily prayer were observed during the inspection. Members of staff are skilled in creating an appropriate atmosphere of reverence and stillness, through effective use of music, candles and other resources to act as a focus for the children during collective worship.

- Attendance at liturgical celebrations by parents from all backgrounds is good, and they say they value and enjoy these experiences. They talked with enthusiasm about their children’s participation in these events.
- Opportunities are used to support the prayer life of the children at home with newsletters and the very popular travelling crib which is sent round the families during Advent and forms a focus for prayer and devotion.

LEADERS AND MANAGERS

How effective the provision is for Catholic education

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| 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 for improvement to outcomes for pupils. | 2 |

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 is good

- The commitment of all those in leadership roles, including governors, headteacher and Religious Education subject leader to promoting the Catholic Life of the school was evident throughout the inspection. There is a shared vision for the school which clearly articulated their vision for the future development of the school.
- Governors are proactive in fulfilling their roles in monitoring and improving the Catholic life of the school. They know the school’s strengths and areas for development well.
- There is an action plan which identifies clearly further improvements the school wishes to make. This is based on a clear evaluation of last year’s plan and involves leaders at all levels. Areas covered by this plan include improving links between the school and the two parishes, which is made difficult by their distance from the school, and making the importance of scripture more visible in the school.
- Although the opportunities for spiritual and moral development in the wider curriculum are already good, school leaders constantly strive to improve these further. For example the school has formed links with a smaller Catholic primary school to enable their pupils to join, and benefit from, the long running residential visit to Lindisfarne.
- Pupils can talk about how the school’s ethos based on shared beliefs in Christian values by all members of the school community.

- Parents are pleased with the quality of the children’s experience of Religious Education in the school.

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

- The school has systems in place for tracking, monitoring and evaluation of the impact of the teaching and learning in Religious Education. These have been effective in identifying where improvements in teaching and learning should be made, and the school has included these in the development plan.
- Strategies are in place to raise the standards of teaching to the level of the best practice in the school. This has had some impact on outcomes for pupils. However, school managers need to ensure that the improvements brought about through this support and training is consistent throughout the school
- The school improvement plan identifies appropriate targets and shows a clear time line for implementing these.
- The school has identified some issues with assessment and has a clear action plan to ensure that they are able to use effectively the new diocesan assessment materials in order to be more accurate with levels awarded. This includes working with other schools to moderate work

This final section draws together all the evidence and judgements made in the preceding sections

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 2 |
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The overall effectiveness of St Peter’s Catholic Primary School is good.

- The school lives out its Mission Statement “Grow gently in the love of God” in all its work. This has a very positive impact on relationships in the school. Mutual respect and care between staff and pupils is evident and the parents value this.
- In classes where teaching is most effective standards in Religious Education are good. This means that children leave the school with a sound basis for the next steps in their education.
- Children are proud of their school and feel safe and secure

- Opportunities for Collective Worship are good and children respond well to these.
- Leaders and managers constantly seek to improve provision and are able to identify strengths and areas for improvement and put plans in place to address these
- Leaders and managers are aware of the necessity of bringing all teaching to the standard of the best and have put support and training in place for this purpose. This has not yet ensured that the quality of teaching overall can be judged to be good.
- The school has long standing assessment procedures in place and this shows the priority given to Religious Education in the school. However the school is working to ensure that its judgements provide an accurate picture of the attainment of the children.