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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

St Mary's and St Peter's CATHOLIC PRIMARY SCHOOL
Upper Nidd Street, Bradford BD3 9ND

School URN

107329

Date of Inspection and OE
grade

18th & 19th July 2016
Good

E-mail address

Office@stpeters.bradford.sch.uk

Chair of Governors

Mr Anthony Carroll

Headteacher

Mrs Julie Holland

RE Subject Leader

Mrs Julie Holland

Date and grade of last S48
inspection

4th & 5th July 2011 Grade 2

Section 48 Inspector/s

Mrs Diane Todd

INSPECTION JUDGEMENTS

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

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

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

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a GOOD Catholic Primary School.

- St Mary's and St Peter's is a good school that is representative and inclusive of the local community. Pupils, parents and staff appreciate the 'family feel' and warmth of this school. All members of the school community live out the school motto 'In God We Love, Laugh and Learn'
- The parish priest summed up the school very well 'St Mary's and St Peter's is a very special school, the harmonious coexisting of Christian and non-Christian is very impressive. This spiritual harmony manifests itself in every aspect of school life.'
- Although there have been significant staff changes, including internal appointments of a head teacher and deputy head teacher, and the external recruitment of a number of teachers, including three NQTs, there is a strong Catholic ethos embedded throughout the school.
- Pupils' behaviour is excellent and they have a good understanding of right and wrong and treat others with a high level of respect. They are confident and ready to express their own views, knowing that they are in a safe and secure environment where their voices are heard.
- Collective Worship (CW) is well planned for and is highly regarded by parents. However, pupil-led worship is still in its infancy and requires further development.
- Pupils are proud of their Catholic school; they act with reverence and join in well with many traditional prayers of the church. Staff act as good role models for the pupils, joining in with lively whole school worship in a joyful and faith filled manner. They ensure that regular prayers are said throughout each day.
- Governors are very active in school, often joining the school community for worship as well as working alongside staff within the classroom. This ensures they have a real understanding of the areas of strength and any areas for development

- Outcomes across school vary considerably, with pupils in the younger year groups making rapid progress. This progress slows down in the middle years and reaches broadly average levels by the end of Key Stage 2.
- The school uses The Way the Truth and the Life (TWTL) as the basis of their RE curriculum. This is supported by various other resources and provision is good overall. However, individual lessons and tasks do not always move the children's learning forward at a good rate.
- Teaching requires improvement in some areas but provision overall is often good and never inadequate.
- The enthusiastic children regularly bring their own context and religious backgrounds into lessons. Teachers need to become more skilled at 'channelling' and assessing this learning.
- Relationships are strong between staff, staff and pupils, and pupil to pupil. There is also a strong relationship between the school and the highly regarded parish priest.
- Partnerships are very strong. For example, the Headteacher, who is new to headship, is well supported by two experienced Headteachers through the Bradford Catholic Partnership of Schools (CSP). 'The One World, One God' project which schools have worked on together has given the pupils a sense of themselves as 'stewards' of the earth, charged with finding social justice for all.
- Leadership and Management are not outstanding, as not enough progress has been made against the recommendations previously identified in 2011. Detailed and focussed action planning is now required.
- The school's RE Curriculum meets Bishops' Conference requirements.
- Governors have ensured that all canonical and statutory responsibilities are fulfilled.
- The school's capacity for sustained improvement is now good. Detailed and focussed action planning should lead to rapid progress in areas identified for improvement.

What the school needs to do to improve further.

- Review the Catholic Mission with all stakeholders to ensure that the school moves forward with confidence and a renewed mission involving the whole school community.
- Strengthen teaching and learning to ensure that it is consistently good with aspects of outstanding by:
 - more careful planning of the curriculum, to closely match pupils' starting points and prior learning;
 - ensuring assessment opportunities are formative as well as summative so that pupils' understanding is captured correctly and assessment becomes increasingly accurate and informs future plans.

Information about this inspection

The Inspection of St Mary's and St Peter's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which any key issues for action identified in the previous section 48 RE Inspection have been addressed;
- The extent to which pupils contribute to and benefit from the Catholic Life of the school;
- How well pupils achieve and enjoy their learning in Religious Education (RE);
- How well pupils respond to and participate in the school's Collective Worship (CW);
- The quality of teaching and how purposeful learning is in RE;
- The extent to which the RE Curriculum promotes pupils' learning;
- The quality of CW;
- The accuracy of the school's self-evaluation system;
- The school's partnership activities – including home/school/parish links

The inspection was carried out by one inspector over one and a half days.

- A sample of 6 RE lessons and 3 acts of CW were observed including a whole school CW.
- Meetings were held with the Headteacher, staff, governors, parents, pupils, and the school council.
- A range of the school's monitoring and assessment documentation, including pupils' workbooks, were scrutinized.

Information about this Catholic school

- St Mary's and St Peter's is a one form entry Catholic Primary school, with a nursery class. The school serves the Parish of St Mary and educates children from 3-11 years old.
- The school has a Pupil Admission Number (PAN) of 30. There are 239 pupils on roll of whom 19% are of the Catholic faith. The school community is diverse and is continually changing.
- Pupil mobility is above average. The number of pupils joining the school at times other than in Reception is high and significant numbers do not complete their primary age schooling at St Mary's and St Peter's.
- St Mary's and St Peter's serves a vibrant, multi-ethnic community. The percentage of pupils whose first language is not believed to be English is 76%, which is significantly above the national average.
- The proportion of pupils with special educational needs and/or disabilities is above average at 26%.
- The percentage of pupils who are eligible for Pupil Premium is above national average at 42%.
- St Mary's and St Peter's is a member of the Catholic Schools Partnership, a Teaching School Alliance of Bradford and Keighley.
- Since the previous S48 inspection, (July 2011) a number of changes have taken place, including the retirement of the Headteacher/RE subject leader, internal appointments of a new Headteacher and Deputy Headteacher. At the time of inspection, the school was in the process of assigning a new RE coordinator to work alongside the Headteacher who is currently carrying out the role.
- There are 10 full-time equivalent teachers. One staff member has the CCRS. The percentage of Catholic teachers is high at 70%.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are GOOD.

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.	3
How well pupils respond to and participate in the school's Collective Worship.	2

- Pupils are reflective and enquiring. They are very proud of their Catholic school. "We are different to other schools because we learn about religion, particularly the Catholic faith."
- Pupils speak enthusiastically about fundraising and realise that they have a 'duty' to look after those in need. "We also do lots of fundraising. It is a lot of fun for us and it helps people who do not have as much or are sick."
- A number of pupils serve on the altar at Sunday Mass. Some families have been baptised after being introduced to the Catholic faith through their child's attendance at the school.
- Pupils are not able to articulate the school motto; although it is evident that it is lived out, by the way pupils treat one another and the staff.
- There is little recorded evidence that the school mission or vision have been considered explicitly in recent years. However, strong relationships and initiatives such as the 'Buddy' system meant tangible physical evidence of the school motto being lived is evident.
- Pupils have an excellent understanding of different faiths. They show respect and tolerance of different viewpoints, ensuring everyone feels valued and understood.
- Parents speak very highly of the inclusive nature of the school because people of all backgrounds are welcomed.
- Pupils take pride in their RE work; it is usually well presented.
- Excellent progress can be seen in the books of the youngest children and in those at the end of Key Stage 2.
- Progress slows in the middle of the school and not enough pupils make two or three levels of progress.
- Although the school provides CPD for all staff and a number of staff meetings are dedicated to the moderation of assessment in RE, this area still requires improvement.
- Changes in staffing and a lack of expertise means that confidence and accuracy have not been built up or sustained overtime. Much of the teaching, along with tasks set, have resulted in broadly average levels being achieved.
- Pupils' knowledge, although sometimes strong, is not captured in class work. Additionally, not enough differentiation is planned to support those pupils who are at either the upper or lower end of the ability range.
- Pupils do respond to the well-embedded marking policy. When marking is at its best, comments and next steps are insightful leading to responses from pupils that further their learning. This excellent practice now needs to become consistent across the school.
- Pupils' behaviour is very good - they are attentive and engaged. When lessons are less than good, pupils appear passive.

- Pupils participate in CW with reverence and respect. They are invited to “join your hands or put your hands comfortably” or “put your hands in a praying way” and no child is expected to act in a manner contrary to their beliefs.
- Prayers are said throughout the day. The children respond to the ‘mission’ they are set at the end of a CW. They are taught the Sign of the Cross in the younger years as well as traditional prayers such as the Our Father. Pupils say they enjoy prayers and singing hymns.
- Pupil-led worship is evident but is at an early stage. The youngest pupils enjoy setting up the focal point and know why they have a candle: ‘Jesus is the light’. Older pupils can write their own prayers and can lead others in a collective act of worship, modelled by staff and supported by appropriate resources.
- Throughout school, pupils have prayer journals that they use during RE lessons and can refer back to when planning their own CW. The pupils see these as precious: ‘they are bright and colourful and we like writing prayers in them’.

The provision for Catholic Education is GOOD.

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

- Teaching is mainly good but lacks consistency across year groups. A range of teaching styles is used, along with appropriate technology. In the strongest lessons, this maximises learning and interests the pupils.
- Due to high expectations in the younger year groups, children make a very good start. However, progress slows in the middle of school due to the lack of pace in some lessons.
- When lessons require improvement teachers subject knowledge is not strong and inhibits pupils’ progress, especially that of the most able.
- When lessons are strong, questioning builds pupils’ concentration, motivation and deeper understanding. How some teachers capture this, or how less able children are supported through discussions, requires improvement.
- Carefully matched tasks that allow pupils to show their knowledge and understanding in RE are sometimes evident.
- Differentiation through input, for example using ‘guided talk’ with a teaching assistant, is sometimes used effectively. However, greater recognition should be given to the pupils’ starting points and prior learning. For example, some pupils show great understanding and knowledge but the pace of learning for them can be slow.
- Pupils new to the school and less able pupils should be recognised and given pre-teaching or tasks that have more scaffolding so that they can access the learning and improve more rapidly.
- Marking and feedback has improved rapidly and is now of a good standard. Further work is now required on the assessment tasks set. These need to be considered carefully at the planning stage to ensure they are capturing pupils’ understanding and skills accurately.
- Summative and formative assessment are not always used effectively to plan the next steps in learning meaning that the progress of the most able can be slow in the middle years.

- The school uses the diocesan recommended scheme, The Way, The Truth and The Life (TWTL). In the strongest lessons, this is added to and adapted.
- Teaching is inclusive; children of all faiths know their contributions are valued. When learning about world faiths, pupils of that faith are encouraged to bring their own context and prior learning to lessons and be the expert.
- The curriculum, based on TWTL, provides good opportunity for Social, Moral, Spiritual and cultural development. The traditions of the faith and the liturgical seasons are well taught.
- All classrooms have a focal point for CW. CW is regularly planned for and the children know many traditional prayers. Younger pupils are encouraged to set up the worship table for classroom worship and many read simple prayers.
- Mass is celebrated in school and the liturgical seasons are always marked with some whole school CW, as well as Key Stage and class based worship. The parish priest intends to introduce a more regular rota for Key Stage 2 children to attend class masses in the church.
- Parents and governors are invited to whole school celebrations and many take up the opportunity to attend. School is very effective at promoting relationships with God and the liturgical life of the church, whilst acknowledging and celebrating difference in this multi-faith community.
- In a very effective CW, the children were passing around a pebble and saying a prayer. One child finished their prayer with the words “Lord in your mercy”, the rest of the class joined in with “Hear our prayer”.
- Pupils in KS1 have many opportunities to contribute to CW in the classroom. For example, they choose objects for the worship table, make up their own prayers and say many traditional prayers of the church; this good practice needs to be developed further with older pupils. They should be given the opportunity to plan and deliver worship to the class or Key Stage.
- Each week begins with a whole school CW, where the gospel from the previous Sunday is shared. Each class is given an ethos statement to live by and this is prominently displayed in every classroom. Teachers often refer back to the ‘message’ of the week in their daily teaching.

The Leadership and Management are GOOD.

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- The new leadership team have the expertise and commitment to rapidly improve outcomes for pupils. The school is well led by deeply committed governors, leaders and managers. All share the same vision for the school, talk about this with passion and implement it in the daily life of the school.
- Leaders have an accurate understanding of strengths and weaknesses and plans are in place to move the school closer to an outstanding grade.
- Partnerships are strong. For example, the school gains a great deal from its work with the Bradford Catholic Partnership. The One God One World initiative was highly successful and gave pupils and staff the opportunity to see themselves as a part of a wider Catholic Community. The local interfaith partnership allows pupils to visit places of worship together as a group so that they can better understand their peers and the wider community.

- Governors have availed themselves of training through the Bradford Catholic Partnership of Schools (CSP). Due to this high quality training, the governing body feel better able and equipped to challenge the senior leadership of the school.
- The CSP provides an excellent source of training and support for RE and the Catholic Life of the school. RE and the Catholic Life of the school are regular items addressed through staff meetings and internal training. At least one training day per year is devoted to the Catholic Life of the school or RE.
- Staff at all levels in their careers are supported through the CSP and the associated teaching school. This facilitates the sharing of good and outstanding practice across a range of settings.
- The RE budget is in line with other core curriculum areas.
- RE and the Catholic Life of the school is included in every Headteacher's report.
- The committed parish priest is an active participant in governing body meetings. He has worked closely with staff to review the school's collective worship policy. Plans next term include KS2 year groups attending Mass in church on a half-termly rota.
- The recently appointed Headteacher is also the RE co-ordinator, although highly committed and effective this year, not much progress is evident against the recommendations set out in the 2011 S48 report. Careful action planning is now required to ensure robust and rapid improvements are made against the previous and current recommendations.
- The school has capacity for rapid and sustained improvement. This capacity will be strengthened further with the employment of a new RE co-ordinator.
- The school is highly regarded by parents. Parents talk about the inclusive nature of the school. The children are encouraged to "be kind and charitable". Staff are very approachable and there is always a presence at the school gate. Parents reported that staff know "each and every parent by their face".
- The school's leaders and managers fulfil all canonical and statutory duties.