



Catholic Schools Inspectorate inspection report for **St Peter's Catholic Primary School**

URN: 104234

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 16-17 February 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The head teacher, senior leadership team, staff and governors have a clear, Christ-centred vision and are committed to promoting the school's mission. The school is, therefore, a joyful community, evident in the strong relationships at all levels.
- Teachers' high level of subject knowledge leads to pupils demonstrating good progress in religious education lessons.
- Teachers use excellent questioning skills that deepen pupils' understanding of religious education.
- Pupils respond reverently to prayer and worship in an authentic, heartfelt, and enthusiastic manner.

- Behaviour across the school is exemplary.

What the school needs to improve:

- Provide opportunities for leaders of all subjects to work together so that the whole curriculum is taught through a Catholic lens.
- Ensure pupils confidently articulate what they have learned in relationship and health education (RHE) lessons.
- Ensure that leaders' and governors' self-evaluation of religious education demonstrates forensic monitoring, searching analysis, and self-challenge.

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:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2

A warm and welcoming Catholic culture at St Peter's is underpinned by the mission statement, *'Learning together, Loving God, Becoming the best I can.'* This is well-understood, lived, and loved by the entire community. Pupils know they are cared for and loved by God; consequently, pupils clearly express the importance of respecting each other. This is clear in their excellent behaviour, respectful care for one another, and practical concern for those in need. Pupils have a well-developed sense of respect for other faiths. Because of the example set by staff and the priority leaders place on Catholic Social Teaching, pupils are empowered to take a role in actively seeking opportunities to live out the Catholic faith in a meaningful way that impacts others; for example, food bank collections and harvest donations to benefit those in the local area. Consequently, pupils are committed to following Jesus' example and living out gospel values, contributing to their moral development.

Pastoral care is compelling; the chaplaincy provision reinforces this by strongly impacting pupils' development. Pupils are active in their roles and are proud of their responsibilities which they carry out with sincerity and confidence. The Word of God is central to the school's life, seen in prayer, liturgy, and lessons. As a result, pupils recognise its importance in their everyday lives and live out the mission as a child of God. Staff are positive role models and witnesses to the faith. The support received by the parish priest is strong, appreciated and valued by all within the school community. The school recognises the need to involve more families in the life of the parish as part of its service to the Church. RHE meets statutory and diocesan requirements; however, leaders do not yet ensure that pupils can confidently articulate what they have learned in these lessons. The school's physical environment

promotes the school's Catholic identity through engaging displays and religious artefacts; these stimulate a love of God, one another, and learning. Images of St Peter are well utilised inside and outside; pupils can speak articulately about their patron saint.

Governors' high expectations and aspirations are reflected in the quality of the school's lived-out Catholic life and mission. They are passionate about exercising their duties as guardians of St Peter's Catholic life and mission, which is given a high priority. They are integral in 'growing the seed' and ensuring Christ is at the very centre of the school, which is their core ambition. Governors know the school well and offer appropriate challenges and support, ensuring that developments are well-targeted and lead to further improvements. Communication within the school community is now a strength, improving since the arrival of the new head teacher. Leaders and governors are passionate that they are seen as positive role models and witnesses to the faith. Currently, subject leaders do not work together to ensure the whole curriculum is taught through a Catholic lens, which must now be prioritised to further build on the recent work relating to Catholic Social Teaching. High regard is given to staff's well-being; they value the approachability of school leaders who offer good pastoral care. Leaders are conscientious about ensuring staff receive high-quality training so that the Catholic life and mission of the school are consistently strong. The school engages positively with the diocese, and staff regularly attend training and support meetings. Parents and carers are overwhelmingly positive about the school and are very supportive of its work.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2



Pupils enjoy their religious education lessons and are motivated to do their best, 'My religious education lessons bring me closer to God.' Pupils talk articulately about their prior learning in religious education and connect it with their current learning. Their contributions to discussions and teachers' questioning extend their learning; consequently, pupils progress well against the curriculum. 'Teachers help us to deep dive into our thinking, not with snorkels but with oxygen tanks.' Behaviour in lessons is exemplary, with all pupils on task and actively engaged in their learning. High behaviour expectations result in pupils demonstrating kindness and encouragement to one another. Presentation of work in books is inconsistent across the school and does not always reflect the high levels of engagement and interest shown by pupils in oral work. Pupils enjoy discussing their learning and can articulate their knowledge using age-appropriate specialist vocabulary. In Year 4, pupils could talk about the 'I am' sayings of Jesus clearly and confidently; for example, one pupil explained, 'Jesus is the resurrection and the life. He sacrificed his life for us so we could have life through him.' Most pupils know how well they are doing and have a general idea of how to improve their work; however, some struggle to explain how to make further progress because the feedback they receive does not always make this explicit. Pupils' religious education attainment is comparable to that in other core subjects.

Teachers and support staff pose challenging questions which engage and maximise learning for all pupils; they target questions to the needs of specific pupils and provide an appropriate level of challenge. As a result, pupils think more deeply and respond more fully. Vocabulary is challenging and supports the development of religious literacy. Well-chosen resources support engagement, participation, and scaffold learning. Other adults are effectively used, as

are good-quality resources, optimising learning for pupils. Teachers engage, inspire, and motivate pupils in their lessons, resulting in pupils who are developing secure knowledge and skills appropriate to their year group. Lessons are well-planned and provide many creative opportunities to engage pupils. Teachers understand the impact religious education has on pupils' moral and spiritual development, but insufficient time is given for deeper reflection in lessons. Pupils require more reflection time before moving on to the next lesson to know how the scripture message is important to their lives. Pupils' efforts and work are regularly celebrated during lessons and assembly, increasing pupil motivation. Teachers are confident in deploying their subject knowledge.

Leaders and governors ensure that religious education is comparable to other core subjects regarding resourcing, staffing, and accommodation. Leaders ensure that the curriculum for religious education meets the requirements of the *Religious Education Curriculum Directory* and that all classes cover the required content. Leaders and governors ensure that religious education meets the needs of different groups of pupils; they have recognised a disparity between the achievement of boys and girls and must continue to take action to address it. Leaders and governors have a vision for improving religious education, and their self-evaluation helps inform this; however, the findings of monitoring and analysis do not indicate that they are forensically rigorous enough or demonstrate searching analysis and self-challenge to bring about further improvement. The subject leader, alongside the head teacher, provides support for all staff, which contributes towards improving the quality of teaching and learning. The subject leader is dedicated to enhancing and sustaining the quality of religious education but requires sufficient leadership time to fulfil this role.

Collective worship

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

Collective worship key judgement grade:.....

2

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

2

Leadership

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

2



Prayer and liturgy are central to life at St Peter's and praying together is part of the daily rhythm and pattern for all pupils and staff. Pupils' attitudes towards worship are reverent and positive. Pupils enjoy the varied opportunities to participate in prayer and enjoy using Scripture, music and quiet time for reflection leading to opportunities for spontaneous prayer. They show high reverence and respect and participate wholeheartedly by joining in with responses and singing willingly. Pupils are attentive and respectful when listening to the parish priest in Mass and enjoy the opportunities to evaluate the quality of prayer and liturgy they have planned. Pupils have a good knowledge and understanding of the liturgical year. Pupils can write their own intercessions and read these collectively as a class during Mass, leading to increased participation, confidence, and engagement. A strong focus is placed on how prayer and liturgy influence the broader life of the school. Whilst pupils have strong knowledge about St Peter, there is a lack of knowledge about their class saints.

Prayer is at the heart of the daily routines at St Peter's. As a result, pupils experience a naturally embedded rhythm of worship, which celebrates significant moments in the school's life and the Church's liturgical calendar; Mass is held weekly. Pupils know many traditional prayers and responses, consistently taught throughout the school. Scripture is used well throughout the school: passages used in worship are always well selected and seasonally relevant, which helps pupils to engage. Most staff are good role models; they consistently and accurately model the correct gestures and participate well. Prayer and liturgy are well planned and prepared by staff, facilitating pupils' involvement and leadership. Pupils in Key Stage 2 are more confident in taking the lead and planning their prayer and liturgy than in Key Stage 1. The school marks significant occasions through prayer, such as the death of Queen Elizabeth II and St Peter's

feast day each year. Space is used well to enhance the spirituality of extended prayer sessions, which often take place outside or creatively in the classroom.

Clear expectations regarding the progression of the planning and delivery of prayer are in place and are set out in policy. This is followed by all staff, providing pupils with the skills they need to lead age-appropriate and engaging worship. Pupils are clear about the structure of prayer and can clearly describe the different components of gathering, listening, responding, and going forth. Staff speak confidently about how prayer and liturgy are central to the school's life and positively impact the school community. Leaders and governors have planned the school's calendar and timetable to include opportunities to celebrate Mass regularly and to observe key times in the liturgical year. Sacramental preparation is provided by the school and is positively evaluated by parents. Holy Days of Obligation are kept, and whole school Masses are celebrated. The head teacher is an excellent role model of prayer for her staff and pupils because she demonstrates the highest standards. Staff have benefitted from diocesan training, in-house support, and a staff retreat to Alton Castle and would welcome further help in delivering consistently high-quality prayer and liturgy. Leaders and governors monitor and evaluate prayer and liturgy through visits and observations; consequently, they know the school's strengths and areas for development.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	104234
Full postal address of the school	Lichfield Road, Bloxwich, Walsall, WS3 3LY
School phone number	01922 710872
Name of head teacher or principal	Heather Taylor
Chair of governing board	Adrian Mealey
School Website	https://www.st-peters.walsall.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	November 2015
Previous denominational inspection grade	2

The inspection team

Rebecca Nash

Lead inspector

Vivien McDonald

Team inspector

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