



Ss Peter & Paul Catholic Primary School

URN: 146298

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

31 January-1 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

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

- Excellent pastoral care ensures that school community members feel welcomed and supported.
- Strong relationships allow pupils and their families to feel valued and cared for as individuals.
- Catholic virtues are integral to the school's work and underpin how leaders, staff, and pupils interact.
- Pupils enjoy their religious education lessons; they are engaged and enthusiastic about their learning.
- Pupils in Key Stage 2 enjoy leading prayer and liturgy sessions for their peers and do this with reverence and confidence.

What the school needs to improve

- Develop the evaluation cycle in religious education to ensure monitoring is used effectively to drive continuous improvement.
- Ensure that religious education planning is based on previous learning, allowing all pupils to progress well, including those with higher prior attainment.
- Provide opportunities to pray in various ways, including silence, reflection, using music and developing pupils' knowledge of traditional prayers.

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

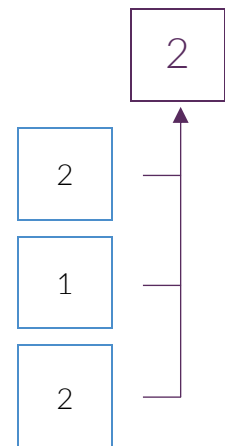
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils understand the school's mission statement, 'We live and learn in the light of Christ'. They know this guides the school's work, and some use the mission statement's principles to support their views and actions. For example, one pupil told inspectors that the mission means 'Everything we do in school is to make God proud'. Subsequently, some pupils are beginning to accept their responsibility to use their faith in action to support others for the common good. This is particularly evident in the newly formed Minnie Vinnies pupil group, who understand that their motto of 'See, think, do' helps them make a difference. Some pupils articulate that their school is committed to following Jesus and what this means for them about following the teachings of Christ in their own lives; however, pupils do not yet take a leading role in enacting this. Pupils demonstrate respect for themselves and each other, so behaviour is good across the school.

Staff are highly committed to the school's mission and act as exemplary role models to pupils. This is seen through their relationships with each other and the families they serve. Staff describe the school as 'Welcoming and supportive' and are rightly proud of the care it provides for the community. Relationships across the school are consistently caring and joyful, based upon leaders' unwavering view that everyone is valued for their individuality. Everyone is generously welcomed to the school, resulting in parents who appreciate the support they receive, which is given regardless of their background or circumstances. They describe the school as 'A special place to be part of'. This generates a powerful sense of community because leaders work tirelessly to ensure that it is there to support all its pupils and their families through excellent pastoral care. The care the school provides for its families is based upon its superb witness to Catholic virtues, which are promoted through activities such as assemblies and wristbands that

are awarded to pupils to celebrate seeing the virtues in action. Because of this work, pupils have a very strong sense of the virtues and demonstrate compassion and love towards each other. The school's environment effectively witnesses its Catholic identity through murals, paintings, and the prayer garden, which is currently being regenerated as part of its work towards Cafod's *LiveSimply Award*.

Governors are passionate about their mission to be guardians of the school's Catholic life and are ambitious in ensuring that Christ remains at the heart of their work. They describe the role of the school as 'Giving the children the tools they need to be witnesses of God'. Consequently, the decisions they make clearly reflect the school's Catholic mission. Catholic social teaching takes priority at the school, and leaders and governors are committed to ensuring that the school considers its responsibilities about meeting the needs of the most vulnerable. The school has identified 'faith' as one of its key curriculum drivers and, as such, has considered how faith might be seen across the curriculum. However, work on ensuring that the curriculum is seen through a Catholic lens continues and is not yet fully embedded. Leaders and governors evaluate the school's Catholic life and mission, but pupils' involvement is limited. Currently, pupils and staff do not work together to identify areas for development, check the impact of their actions, or use monitoring to drive school improvement.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

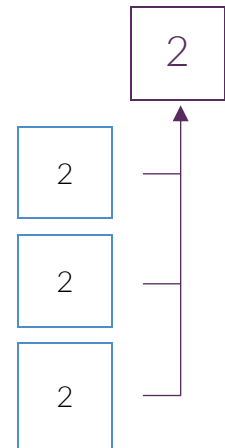
How well pupils achieve and enjoy their learning in religious education

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 enjoy their religious education lessons; therefore, most pupils demonstrate engagement and enthusiasm in their learning. Consequently, behaviour in classes is good. Learners can recall previous knowledge because of appropriate review activities at the beginning of lessons. However, the challenge across year groups is not well structured enough in all topics, resulting in variable levels of pupil progress. Therefore, pupils with higher prior attainment do not always make the progress they are capable of; they are not given the independence required to demonstrate the full extent of their knowledge and understanding. Pupils are well-motivated in religious education lessons as they know their work is valued and celebrated.

Teachers' subject knowledge is generally strong, so they use questioning within religious education lessons to ascertain the level of pupils' understanding. However, opportunities are missed to use questioning to adapt explanations or tasks to maximise learning for all pupils. Teachers are committed to the value of religious education and give time for reflection, which gives pupils time to develop morally and spiritually by thinking about what they have learned. This often involves thinking about personal responses to Bible stories or learning about their views and thoughts. While teachers plan to meet the requirements of the diocesan scheme of work, they do not always ensure that tasks are planned based on pupils' prior attainment. This means that teachers' expectations for pupils are not always sufficiently high enough concerning their independent work. Pupils experience a range of tasks in religious education lessons, including drama and art, which they enjoy. However, these are sometimes heavily scaffolded, and there are limited opportunities for pupils to express their learning with creativity and individuality. When given a chance to do so, pupils can reflect well in their religious education lessons, especially when they are asked to think more deeply about what they have learned and what it means to them through 'exit tickets'. Pupils understand how well they have achieved in a

lesson because of the feedback they are given. However, they cannot clearly articulate what they need to do to improve their achievements.

Leaders and governors regard staff training highly, resulting in staff who feel that they benefit from the professional development they receive from external courses and the religious education subject leader. They appreciate the support they receive, which has a beneficial impact on their practice. Religious education is a priority for leaders and governors, as seen through the time and resources given to the subject. Monitoring teaching and learning within the subject allows leaders and governors to identify some main strengths and areas for development; however, the monitoring cycle does not always allow for specific improvements to be checked for impact following implementation to drive continuous improvement. Leaders have recently started work to ensure that teachers understand precisely what is required in the curriculum in each year group to ensure that all pupils' needs are met, including those with special education needs or disabilities and those with higher prior attainment. However, it is too soon to see the impact of this on pupils' written work. Leaders ensure that pupils benefit from a range of opportunities which enrich the curriculum, including visiting St Chad's Cathedral.

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

2

Leadership

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

2

2

Pupils participate well in prayer because it is central and routine to daily life in the school. Pupils have an age-appropriate understanding of the different seasons within the Church's liturgical year and know how this will change the prayer area in their classroom. For example, young pupils understand that the colour will change to purple during the upcoming season of Lent. Pupils realise that scripture is integral to prayer and liturgy and respond thoughtfully to what they hear. A strength of worship is the confidence and enjoyment with which pupils lead prayer and liturgy for their peers; this is especially evident in Key Stage 2, where pupils undertake ministries willingly and enjoy leading their peers in worship. They know that prayer can happen anywhere and that they can pray where there are special places in school. They enjoy writing their own bidding prayers for school Mass. Still, they are less confident and experienced when accessing and leading a more comprehensive range of prayer opportunities such as silence, meditation, music, reflection, and more traditional Catholic prayers. Pupils are excited to put their prayer experiences into action through their weekly 'mini missions', which they are enthusiastic to complete.

Prayer is central to the school's running and happens daily through timetabled sessions of prayer and liturgy and known daily prayers. For example, senior leaders lead a gospel liturgy for pupils each Monday, focusing on the gospel's message from the preceding Sunday. Through such opportunities, leaders act as role models for staff and pupils as leaders of prayer and liturgy. This contributes to the staff's confidence in working with pupils, enabling them to lead their own sessions of prayer and liturgy. Good quality resources, such as 'TenTen' and 'The Wednesday Word', support prayer and liturgy throughout the school. Time and resources have been allocated to create spaces conducive to prayer around the school, including the 'Mary corridor' and the prayer garden, which is being rejuvenated. Families appreciate the

opportunities they are given to join in with the school's prayer life through activities such as 'RE workshops' and weekend Masses in the parish church led by the pupils. Parents say the school 'Enlightens the whole family and our religious journey'.

The school calendar is organised to account for important times in the liturgical year, and leaders and governors rightly prioritise Mass, which is celebrated fortnightly in school. It is evident that key staff understand pupils' different levels of participation as they progress through the school, and this expertise is shared with staff to ensure appropriate expectations. The impact of prayer and liturgy is monitored and evaluated in various ways. For example, pupils evaluate sessions led by their peers and provide feedback for improvement. They have also asked parishioners about their views of Sunday Mass in which pupils are involved. Similarly, senior leaders provide feedback to each other following gospel assemblies to ensure that ideas are regularly sought. However, the school does not always ensure feedback is acted upon to ensure continuous improvement. Consequently, the strategic basis for school improvement in this area is not always clear.

Information about the school

Full name of school	Ss Peter & Paul Catholic Primary School
School unique reference number (URN)	146298
School DfE Number (LAESTAB)	3303362
Full postal address of the school	Kingsbury Road, Erdington, Birmingham, B24 9ND
School phone number	0121 675 6028
Headteacher	Neil Porter
Chair of governing board	Maria Stirrop
School Website	www.ssptrpl.net
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St John Paul II Multi Academy Company
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2018
Previous denominational inspection grade	2

The inspection team

Michelle Walsh
Nichola Damms

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