



# Archdiocese of Birmingham

## Section 48 Inspection Report

### SS Peter and Paul Catholic Primary School

Kingsbury Road, Erdington, Birmingham B24 9ND

Inspection dates: 5<sup>th</sup> February 2018  
Lead Inspector: Rose Brookes

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**OVERALL EFFECTIVENESS:** **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

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*Overall effectiveness at previous inspection:* *Outstanding*

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good Catholic school because:

- The pupils, staff and governors engage well with the school's mission statement.
- The pupils' behaviour is exemplary. They have an ability to listen, give thanks, forgive and be forgiven. Their conduct and attitudes continually reflect the mission of the school.
- Pupils can access learning effectively because teachers plan a variety of tasks that match their needs.
- Pupils enjoy their Religious Education lessons and their written work is of a high standard.
- Throughout the school, there has been a successful focus on ensuring that pupils have a very good knowledge of the Bible.
- The school has developed the pupils' ability to plan and lead acts of collective worship.
- All pupils conduct themselves with extreme reverence and respect in Church at Mass and during class assemblies.
- Pupils have a good knowledge and understanding of prayer.

It is not yet outstanding because:

- The leadership of Catholic Life, Religious Education and Collective Worship needs to be more significantly contributed to by all leaders and especially governors.
- Governors are not sufficiently involved in the formal monitoring and evaluation of Catholic Life, Religious Education and Collective Worship.

- Teaching in upper key stage 2 needs to consistently allow pupils to reflect on and empathise with their own and others' views, beliefs and values.

## FULL REPORT

### What does the school need to do to improve further?

- Share the leadership responsibility for Catholic Life, Religious Education and Collective worship among all leaders and governors. This should focus on systematic monitoring and evaluation, which should inform improving provision and outcomes for all pupils.
- Governors need to formally record evaluations of Catholic Life, Religious Education and Collective Worship. This will enable more effective monitoring and evaluation.
- Teaching in upper key stage 2 needs to consistently allow pupils to reflect on and empathise with their own and others' views, beliefs and values. Pupils in this key stage also need to be given regular opportunities to apply their Religious Education knowledge to their everyday lives.

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	<b>Good</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>Good</b>
The quality of provision for the Catholic Life of the school.	<b>Good</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School.	<b>Good</b>

### The extent to which pupils contribute to and benefit from the Catholic Life of the school.

#### The quality of provision for the Catholic Life of the school.

- The quality of the Catholic Life of the school is good.
- SS Peter and Paul is a happy school where Catholic Life is confidently led by the headteacher and experienced Religious Education subject leader. Staff, children, parents and governors participate well in the Catholic Life and mission of the school.
- Pupils, staff and governors are familiar with the recently revised mission statement, *We live and learn in the light of Christ*. As a result, pupils speak eloquently about the meaning of discipleship in their everyday lives.
- The Gospel values are lived out through relationships in the school. The school's pupils and staff are deeply respectful and value themselves and others, this includes those from other faiths and cultures. They know that they are made in the image and likeness of God.
- Pupils' behaviour is exemplary. They have an ability to listen, give thanks, forgive and be forgiven. Their conduct and attitudes continually reflect the mission of the school.
- Pupils respect the Catholic tradition of the school. They are involved with parish and diocesan celebrations.
- Pupils understand the importance of service and respond readily to the needs of others. They are regularly and actively involved in activities linked with CAFOD and

a range of other charity initiatives. Pupils use their gifts and talents to serve the local and wider Catholic community. For example, Year 6 sing at Christmas time to the elderly in the parish, support *John Taylor Hospice* in Erdington and collect gifts for the *NSPCC* at Christmas.

- The school's ethos is based around the *Catholic Schools' Pupil Profile (CSPP)* and British Values. Each half-term the school focuses on a different pair of virtues from the CSPP. As a result, the staff and pupils bear witness to these virtues in the consideration and care they have for each other in the school community.
- Pupils fulfil roles of responsibility around the school, supporting staff and other pupils as playground buddies, class monitors, school council, faith ambassadors, play leaders and altar servers. This demonstrates their devotion to serving others and the mission of the school.
- Children can make suggestions of how to respond to the *Wednesday Word* and take responsibility for promoting this at home. This gives families the opportunity to share gospel readings at home.
- During the inspection, Year 6 pupils spoke with enthusiasm about how, in Year 5, they had taken part in an Alton Castle retreat with pupils from a neighbouring Catholic primary school. This year, the two schools are planning to meet and write to each other. They will then share experiences and knowledge about Confirmation. Consequently, pupils are learning to grow in faith with another Catholic community.
- A group of faith ambassadors has been set up in the school since September 2017. In a brief time, this chaplaincy group has achieved a great deal. Guided by the Religious Education subject leader, it has made prayer bags for every class and ensured that these are regularly used by all families. It has run a rosary club, monitored sacred areas and evaluated school Masses. Pupils speak passionately about their plans for future Catholic Life projects. This group has enabled pupils to creatively lead the Catholic Life of the school.
- The school holds an annual vocations week. The impact of this is that pupils have a good understanding of what vocation means in their lives and in the lives of others.
- Pupils have an age appropriate understanding of what a loving relationship is and follow the diocesan approved relationship and sex education programme, *All That I am*.

### **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School.**

- The promotion, monitoring and evaluation of the Catholic Life of the school is good.
- The Religious Education subject leader has led whole staff training meetings to improve understanding of Catholic Life. Over the last two years, more formal procedures have been implemented to assist in the monitoring and evaluation of Catholic Life. As a result, all staff have a deeper understanding of Catholic Life in the school.
- Although the Religious Education subject leader, supported by the headteacher, is experienced and fulfils her role, there is a need to share the responsibility for Catholic Life, Religious Education and Collective worship amongst all leaders and governors. This will help to develop more systematic monitoring and evaluating, to improve provision for the pupils and to raise standards further.
- The monitoring and evaluation of Catholic Life is done through observation, learning walks, book scrutiny, learning journal scrutiny and professional conversations with staff and pupils. Parents have also evaluated Catholic Life. Although governors have attended events promoting the Catholic Life and they have discussed it at governor's meetings, they have not formally recorded evaluations of Catholic Life.

This would lead to a more effective method for monitoring and evaluating the Catholic Life across the school.

- The school is actively engaged in ways to formally collaborate with other Catholic schools following diocesan advice.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>Good</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>Good</b>
The quality of teaching, learning and assessment in Religious Education.	<b>Good</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	<b>Good</b>

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- The RE curriculum is based on the diocesan scheme, *'Learning and Growing as the People of God,'* and follows its recommendations in terms of planning and assessment.
- The teaching of Religious Education is good overall with some outstanding elements. However, there is also a minority of teaching that needs to consistently allow pupils to reflect on and empathise with others' views, beliefs and values. Upper key stage two pupils need more opportunities to apply their knowledge in Religious Education to their everyday lives.
- During the inspection, an excellent teaching partnership was seen between a teaching assistant and a teacher, the skills of both members of staff complemented each other and raised teachings standards. As a result, the pupils were highly motivated and enjoyed the variety of teaching styles.
- Pupils can access learning effectively because teachers plan tasks that are differentiated to match their needs. They apply themselves well and co-operate willingly with each other when working collaboratively. Pupils with learning needs are well supported by teaching assistants.
- The prayer focus for each class is updated regularly according to the liturgical season. Prayer focus tables during lessons help with the 'Gather, Listen, Respond and Go Forth' structure to the school's lessons. This means that pupils are engaged in their learning. They work collaboratively and learn how to pray together during Religious Education lessons in a variety of ways.
- Pupils written Religious Education work is of a high standard. It is well presented and includes an exciting variety of activities.
- Well documented learning journals from each class show that pupils have used a good range of art and drama and different forms of prayer to enable enjoyable and effective learning in Religious Education.
- The pupils are well prepared for the sacraments of first Holy Communion and Confirmation.
- Pupils learn about other faiths, and as a result they have a respect for people from other cultures and faiths.

- The school has identified that pupils enter the reception class with low levels of knowledge and understanding of the Catholic faith. However, by the end of foundation stage most are working at or above expected levels.
- The inspectors agree with the school's judgement that average attainment continues to be at least good and for many pupils it is above age-related expectations. By the end of both key stages, most groups of pupils make at least satisfactory or better progress. However, the progress of pupils with special educational needs is not as rapid as that of other pupils.
- Throughout the school, there has been a focus on ensuring that pupils have a very good knowledge of the Bible. As a result, good Bible referencing is seen in most lessons, there is a progression of age appropriate skills and pupils are able to speak knowledgeably about the Old and New Testament.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education.**

- The Religious Education curriculum meets all the requirements of the *Bishops' Conference*.
- Religious Education receives the correct amount of weekly taught curriculum time.
- Standards of Religious Education are monitored and evaluated by the headteacher and Religious Education subject leader and they are often reported to and discussed with governors. However, governors' monitoring of Religious Education needs to be formally recorded, so that proposed actions can impact on raising standards.
- All school staff have a Religious Education focused target as part of the performance management review process. This ensures that teachers continually receive a high standard of professional development for Religious Education.
- The headteacher guides and challenges class teachers as they discuss and analyse Religious Education data for individuals, groups, and classes at termly pupil progress meetings. As a result, pupils' progress across the school is consistently good.
- The Religious Education subject leader has provided very good support for all teachers who have recently started teaching different year groups and for newly qualified teachers. The impact of this continual professional development is that all teachers have good Religious Education subject knowledge.
- A high proportion of teachers have the Catholic Certificate in Religious Studies. This ensures that they have good knowledge of the Catholic faith and how to teach it.

**COLLECTIVE WORSHIP**

The quality of Collective Worship.	<b>Good</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>Outstanding</b>
The quality of Collective Worship provided by the school.	<b>Outstanding</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	<b>Good</b>

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

**The quality of Collective Worship provided by the School.**

- Children take part in collective acts of worship within their classroom and year groups. All children throughout the school are given the opportunity to participate in

Mass, class assemblies and play a part in Easter and Christmas celebrations. The impact of this is that the pupils are confident and proud of their faith and gain confidence in talking about and acting out their faith daily.

- The school has focused on developing pupils' ability to plan and lead acts of Collective Worship. During the inspection, groups of Year 6 pupils confidently planned and led worship across the school in all year groups. As a result, younger pupils are also learning how to confidently lead prayer.
- Collective Worship is engaging. All pupils respond thoughtfully; they listen with integrity and respect for each other and their faith. They express their views and beliefs with confidence.
- All pupils conduct themselves with extreme reverence and respect in church at Mass and during class assemblies. The school has worked hard to ensure that all pupils know the responses to the Mass. The impact of this is that all pupils answer the responses and greet the Gospel reverently.
- During a whole school Mass in church, all pupils sang beautifully, and a group of pupils, led by a teacher, accompanied the hymns with guitars.
- During the inspection, the headteacher led whole school Collective Worship about the Sunday Gospel. Pupils answered questions well, sang joyfully and every pupil was extremely respectful. This weekly event allows all pupils to reflect on the Sunday Gospel.
- Pupils take it in turns to take a prayer bag home. As a result, useful links are made between home, and school and families are given the opportunity to pray together.
- Year 6 pupils are prayer partners for Year 3 pupils. This enables both sacramental classes to reflect and share their experiences in these special years.
- Pupils have a good knowledge of traditional prayer. Each year group know and can recite age appropriate prayers. Pupils also know that prayer has different forms: adoration, forgiveness, petition and praise.
- Almost all pupils have an excellent knowledge of the Church's liturgical year. During the inspection, pupils were able to explain the meaning of the different liturgical colours. When interviewed, Year 2 pupils had a thorough understanding of the important events and symbolism linked to the Church's liturgical year.
- All classes have a prayer area which provides the focus for class prayer. Pupils also act as prayer leaders during their class daily worship.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.**

- The Religious Education subject leader has implemented a very effective feedback system to monitor and evaluate the Collective Worship in classes, assemblies and Masses which involves several stakeholders including children, parents, parishioners and staff.
- Feedback shows that these stakeholders enjoy Collective Worship and it enables them to pray and grow as a Catholic school and parish community. One parent said how the school and parish Masses had helped her child through a family bereavement.
- Although governors attend the school Masses and liturgical celebrations, they have not formally monitored Collective Worship.

## SCHOOL DETAILS

Unique reference number	103454
Local authority	Birmingham
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	4-11 years
Gender of pupils	Mixed
Number of pupils on roll	208
Appropriate authority	The governing body
Chair	Mrs Reibina McGlinchey
Headteacher	Mr Neil Porter
Telephone number	01216756028
Website address	www.ssptrpl.bham.sch.uk
Email address	enquiry@ssptrpl.bham.sch.uk
Date of previous inspection	February 2013

## INFORMATION ABOUT THIS SCHOOL

- SS Peter and Paul's is a one-form entry, over-subscribed Catholic primary school serving the parish of SS Peter and Paul, Pye Hayes, Birmingham.
- The percentage of Catholic pupils is currently 99%.
- The percentage of disadvantaged pupils is significantly below the national average.
- The percentage of pupils with special educational needs or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is below national expectations.
- There have been significant changes in staffing since the last inspection. A new headteacher, deputy headteacher, Religious Education subject leader, parish priest and six new teachers have been appointed. A new senior leadership team structure has also been established.

## INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Rose Brookes and Marie Conway.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All these lesson observations were conducted jointly with senior leaders.

- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the vice-chair and two foundation governors, the Catholic Life link governor, who is also the parish priest, the headteacher, the Religious Education subject leader and the deputy head.
- The inspectors attended a whole school Mass, a whole school assembly and class Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.