



Catholic Schools Inspectorate inspection report for SS Peter & Paul Catholic Primary School

URN: 124375

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

Date: 1-2 December 2022

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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

- Support for the most vulnerable pupils and families is of high quality.
- Catholic Social Teaching across the school has resulted in pupils clearly understanding their duty to those in need and the environment.
- Celebration of pupils' achievements in books and assemblies makes the pupils feel very special.
- 'I wonder' questions in religious education enable pupils to reflect deeply.

What the school needs to improve:

- Provide chaplaincy opportunities to pupils.
- In religious education, establish consistency in the provision of challenging questioning and well-planned tasks that match each pupil's needs; ensure teachers' assessment of all pupils, especially those working at a greater depth, is accurate.
- Strive to provide opportunities for the Sacrament of Reconciliation for pupils at key times of the liturgical year.

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



Pupils understand the mission of the school well. They live out their mission daily and recognise the distinctiveness of their school. They know that they are unique, that everyone is different, and that it is essential to respect all. Catholic Social Teaching is strong; pupils clearly understand the need to look after the most vulnerable. They have a sense of duty to help others and are actively engaged in helping those in need through their support for charities such as Children in Need, foodbank, and the NSPCC. Pupils show great respect for each other and adults. Pupil leadership opportunities include lead learners, ministers of faith, school council, eco committee and 'special friends' – where Y6 pupils are partnered with a Reception child from the beginning of their school journey. There is no chaplaincy provision at present.

This is an inclusive school where the educational mission of the Church is fully embraced in the way that all are welcome, especially those with additional needs. The school knows its families well and seeks to provide for their needs in various ways, including a nurture group and a sensory area. Staff are fully supportive of the Catholic life and mission. Parents agree that this is a joyful and supportive school community. The staff provide good role models for pupils, and relationships are strong, resulting in pupils feeling secure and that they belong. Everyone is welcomed and embraced into school life; pupils of other faiths and religions are encouraged to share their faith practices, beliefs, and traditions with their peers. Displays around the school show its commitment to Catholic Social Teaching; for example, the 'Inspire' day, where parents and pupils looked at God's creation and how to care for it. Relationships, sex, and health education (RSHE) is taught throughout the school and is rooted in the teaching of the Church.

There is a strong commitment from all leaders and governors to the school's Catholic life and mission. The governors' Catholic life committee ensures that the school's Catholic identity is at the heart of all policies. There are good links with the local parish groups, coming into assemblies to

talk to the pupils about their work, for example, Friends of the Holy Land. The school works closely in partnership with other local Catholic schools. Catholic Social Teaching is taught in discreet lessons to enable pupils and staff to thoroughly understand the different aspects and embed them in their learning. As a result of this, staff are beginning to make connections with parts of the broader curriculum. All parents are welcomed into the school; they are invited to join Masses, services, and assemblies and to volunteer in the school and events such as the Inspire day. There is a staff well-being group, and staff feel supported by leaders and governors; they appreciate this. Leaders show respect for the dignity of all the staff team. The school undertakes to monitor the Catholic life of the school regularly and includes actions towards targets in an action plan. There are opportunities for staff training, including those provided by the archdiocese and the local partnership, as well as in-house. Staff evaluate the school's Catholic life, which subsequently feeds into the school development plan. New staff and governors have an effective induction into the Catholic life of the school through school training with the head teacher and training offered by the archdiocese.

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

Pupil outcomes in religious education are good, higher than in English and maths, as is progress for most, including pupils with special educational needs and disabilities (SEND). Pupils are beginning to develop their religious literacy, supported by a focus on specialist vocabulary. In some lessons, pupils are not always given enough time to express their knowledge and understanding, though their recall of knowledge is generally good. The use of 'I wonder' questions allows pupils to show deep thinking and curiosity. Pupils enjoy challenge in religious education; some rise to this and work quietly and independently in lessons, though this resilience is inconsistent across the school. Support for those with SEND is a strength of the school; they are well-supported to access the curriculum and record their learning differently. On occasion, the pace of lessons is too slow to enable those working at greater depth to be appropriately challenged and moved on to the next step in their learning. Pupils' enjoyment and engagement are at their highest when teachers make learning come alive through the creative use of Bible passages. Across the school, artwork by famous painters is used to enrich lessons and is well used to inspire 'I wonder' questions. Pupils enjoy various tasks set by the teachers, including drama, music, art, role play, and written work. However, some tasks set by teachers are not always appropriate for the age and level of the pupils. Pupils' behaviour in lessons is mostly good; they listen well to adults and each other. Pupils are clear when they have achieved well because effective feedback is given by the teacher, which enables them to improve their learning.

Teachers' subject knowledge is good, with some using questions to deepen pupils' learning and good pace in most lessons, and their planning is linked to current assessment for most pupils. However, planning to extend knowledge and skills for those working at greater depth is inconsistent. There are links to prior learning across the school, helping pupils to access new learning. Teacher questioning is adapted well for most of the class, especially those with additional needs. However, the provision of challenge through questioning is better in some classrooms than

in others. Teachers' feedback in books often celebrates their learning and is greatly appreciated by pupils. Staff are clear of their duty to help pupils' spiritual and moral development through religious education. Resources used in the classroom, particularly those made by the teacher, are well thought through and appropriate to support pupils with specific needs. Some teaching assistants are highly effective in recording pupils' work, encouraging, praising, and questioning to extend learning.

The school meets statutory requirements using the diocesan strategy, and 10% of curriculum time is timetabled for religious education, fulfilling the bishops' expectations. There are effective training opportunities for all staff from external sources and the subject leader. Religious education is the focus of regular staff meetings. The subject leader monitors teaching and learning through various monitoring activities; where support is needed, it is implemented to ensure standards are maintained and improved. Plenty of enrichment opportunities are offered to the pupils, including whole school retreats, visits to places of worship of other religions, and visitors. Leaders and governors clearly know where the school is in relation to religious education standards and what they need to do next to improve. Leaders must ensure that they follow up on the feedback given to staff to achieve more consistent outcomes throughout the school.

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

Pupils participate in prayer and liturgy with reverence and respect. They are keen to join in with singing and prayer and respond to questions when asked. They sit quietly and listen carefully. Pupils with additional needs are supported well, so they access worship alongside all pupils. Pupils are made to feel special in celebration assemblies: not just receiving certificates but receiving high praise from their teachers, raising their self-esteem. Pupils know the liturgical cycle and that the Church uses colours to show the different times of the year. They know there are times of the year when specific prayers and services are appropriate, for example, the Stations of the Cross during Lent and praying the Rosary during May and October. The ministers of faith have worked with those from other Catholic schools to prepare and lead a liturgy that was recorded and used at the beginning of a training day. Some pupils can plan and lead prayer and liturgy in class and for the whole school; a planning grid is used to support this. Pupils can read, serve and write bidding prayers for the fortnightly Mass in the parish church and also for the regular Sunday service that they organise. Pupils recognise their duty to pray for others in need and recently asked to follow up their prayers for the people of Ukraine with a Peace Day in school to raise money for a charity collecting for their needs.

Prayer and liturgy are central to school life, and pupils participate fully. There is a progression of traditional prayers taught across the classes. Prayer and liturgy are planned each term according to the Church's cycle of seasons and feasts and are closely mapped to the school's values and virtues. Senior leaders model good practice for staff to follow, who subsequently model good practice for pupils. Staff are confident and capable of supporting pupils to plan and lead prayer and worship. Stations of the Cross, organised by the pupils who write their own pieces and choose artefacts for each station, is highly anticipated and enjoyed by all. There are prayer spaces in each classroom with Bibles and statues prominently displayed. In the nursery, there are age-appropriate prayer aids

on display, and children recognise that this is a place to join hands together. Parents are invited to be involved in the school's prayer life, as are parishioners.

A school policy on prayer and liturgy and effective planning is in place to ensure that the liturgy is regular and varied throughout the year. Children start from the earliest age to participate in prayer by choosing a prayer or an artefact for the prayer focus in class, beginning to plan worship using a planning grid before becoming confident to design and deliver worship to the whole school. The school participates in Mass in the parish church fortnightly and on Holy Days of Obligation. However, there is only a limited opportunity for some pupils to receive the Sacrament of Reconciliation during Lent. There are effective training opportunities for staff to develop their skills in prayer leadership. There are opportunities for pupils to experience different types of prayer, including singing, music, reflecting, and silent meditation. Prayer and liturgy are well planned across the school so that the youngest pupils can build on their knowledge of different prayers as they progress through the school. Following monitoring and evaluation of the school's prayer life, areas for development are included in an action plan.

Information about the school

Full name of school	SS Peter & Paul Catholic Primary School
School unique reference number (URN)	124375
Full postal address of the school	Dimbles Hill, Lichfield, WS13 7NH
School phone number	01543 226 090
Name of head teacher or principal	Claire Faulkner
Chair of governing board	Anne Thompson
School Website	https://www.sspeterandpaul.org.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	2 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	April 2016
Previous denominational inspection grade	2

The inspection team

Dawn Summers-Breeze

Lead inspector

Kerry Cox

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