



Catholic Schools Inspectorate inspection report for
St Peter's Catholic Academy

URN: 140150

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

Date: 22-23 March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- A vibrant and inclusive culture of welcome extends to families, parishioners, and the wider community.
- Teachers know the specific needs of their pupils and plan religious education lessons that optimise learning for all.
- The religious education curriculum is made universally accessible through deploying highly effective resources and the expert skills of teaching assistants, who adapt and break down learning for those with special educational needs and disabilities (SEND).
- Leaders are superb role models to the community; they model exceptionally high standards, which other staff and pupils enthusiastically aspire to achieve.

- The dynamic synergy between academy leaders, local governors and the collegiate ensures that the academy's strengths are widely celebrated and shared with other schools and that improvement plans are rapidly and securely realised.

What the school needs to improve:

- Embed, deepen, and celebrate the connections already identified between each subject area and the principles of Catholic Social Teaching.
- Adapt the role of prayer in religious education lessons so that opportunities for spiritual and moral development profoundly impact pupils.
- Develop a clear and comprehensive strategy for building pupils' skills in leading prayer and liturgy.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



The academy's high-impact mission, 'Together, one family, one community in Christ', is universally understood, cherished, and lived out by the entire community. Consequently, all pupils speak about how they are creations of God, deserving of equal treatment and love. This sincere belief results in pupils who are exceptionally happy and confident. Because of a prevalent, joyous culture of welcome that embraces this diverse community, pupils show the deepest levels of respect towards one another, speaking of 'differences that don't matter'. The subsequent behaviour of pupils is excellent. God's word is the heartbeat of life at St Peter's. Because of its prominence, pupils are confident in discussing what they learn from Jesus in the Gospels. They aspire to be like Him and emulate His values in their own lives. They especially relish the many opportunities to enact their responsibility to live out the principles of Catholic Social Teaching, for example, by contributing to the parish foodbank, donating clothes to a local clothing bank, and installing recycling points around the site. Pupils clearly articulate the theology that underpins their actions in assemblies they lead for their peers.

Because of the importance placed on the academy's virtues, the relationships between staff and pupils are excellent. Based on a deep sense of respect for one another, St Peter's is a Christ-centred community. The school goes the extra mile to welcome families warmly; for example, by providing bagels and milk for those unable to have breakfast before arriving each morning. Parents' support of the academy is overwhelmingly positive. One parent commented, 'It doesn't matter who you are, or what your background is, we are loved here, and we love the school back'. This sentiment is expressed by numerous parents. Staff proudly celebrate the academy's Catholic identity through immaculately presented and engaging displays. The prayer garden and prayer wall are both located prominently outside the school so that all visitors immediately experience the academy's distinctively Catholic ethos as soon as they arrive – and they are invited to contribute their written

prayers. A beautiful chapel, in which the Blessed Sacrament is reserved, is located in the centre of the site so that Jesus is physically at the academy's heart. This is particularly special as the parish church is beyond safe walking distance for pupils. The highest level of pastoral care is provided to the community; for example, leaders have engaged the services of an expert pastoral support worker who, through the 'Sparkles' initiative, organises English language classes for parents, helps them to apply for places at the academy for their children, and supports them to complete job applications.

Governors and leaders clearly articulate the Church's educational mission passionately and zealously. It is fundamental to their work and fuels every aspect; they inspire and energise everybody. They are receptive to the feedback they receive from colleagues and, as such, have a dynamic working relationship with them. The academy primarily serves the parish through the monthly Family Mass, for which pupils confidently undertake ministries, including by providing liturgical music. The executive principal is also a parish committee member. Parishioners visit the school for prayer and liturgy and also visit classrooms to help bring the Catholic faith alive to pupils through talks and practical activities. Leaders work hard and effectively to ensure the entire curriculum is delivered through a Catholic lens by utilising papal teachings. However, teachers have yet to exploit specific examples of Catholic Social Teachings fully. Regular monitoring, focussed on findings, subsequent actions, and analysis of their impact, sustain a continual and thriving development of Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Within the planned curriculum, pupils know more, do more, and remember more superbly well. They routinely recall and visit prior learning and can articulate themselves very clearly when discussing what they have learnt. They use technical vocabulary efficiently, accurately, and fluently. Pupils make effortless multiple links between the *Catholic Schools Pupil Profile* and their learning to discuss how they can put faith into practice; for example, in one lesson, a pupil explained that they could be 'learned' by recalling subject knowledge but that they also need to be 'wise' in using this knowledge to make Christ-like choices. Because they actively enjoy their learning, pupils concentrate exceptionally well in lessons and are highly motivated to make progress. Their work is always very well-presented and fully completed; pupils are proud of what they achieve and have a detailed understanding of what they need to do to make further progress. This is because of how teachers give feedback and use success criteria in lessons.

Teachers are highly skilled in teaching religious education. They have high expectations for the subject, which are communicated through their secure subject knowledge and the confidence with which they impart it. Consequently, pupils are fully aware of the importance of religious education at St Peter's. Teachers are experts in designing lessons to enable pupils to achieve their full potential. All pupils are challenged to attain the more demanding learning objectives, regardless of their previous achievements, and are effectively supported. Learning is maximised for all pupils through the questions they are challenged with. Teachers always require pupils to demonstrate a deeper understanding that builds upon prior learning. Teachers are proficient in taking pupils' answers and reshaping and adapting their explanations to resolve misconceptions. Pupils' spiritual and moral development is a priority in religious education lessons. However, the impact of these prayerful moments is not always

optimised because they are not closely linked to learning as a matter of routine. Teachers plan various learning tasks, ensuring pupils can consistently demonstrate their knowledge and understanding fully. Resources, including the Bible, are very well used. Through adaptations to tasks and teachers' explanations, teaching assistants are experts in supporting pupil progress, regardless of their prior attainment.

Governors and leaders place the highest priority on religious education and work tirelessly to realise strategic improvements. There is a synergy between well-targeted improvement planning at all levels, from collegiate plans to termly academy-level strategies, thereby ensuring continual improvements to outcomes are made. The subject leader is an outstanding practitioner. She is inspiring in her vision and in the support she offers to colleagues, who respect her deeply. Her immediate response to the monitoring findings is impressive. Because actions that improve outcomes are implemented swiftly, teachers are highly motivated to engage in reflective practice frequently. She collaborates with senior leaders and other schools in the collegiate to provide training and to share best practices. Opportunities for pupils to visit local places of worship stopped due to the pandemic. However, other curriculum enrichment opportunities, such as inviting parents, the parish priest, and parishioners into lessons, provide experiential learning to enhance lessons, thereby further engaging pupils. Leaders' self-evaluation of religious education is frequent and rigorous, resulting in an immediate high impact. Transparent reporting and dialogue systems are in place so that information that leads to strategic actions feeds from grassroots to the board of directors through highly ambitious local governors. A deeply committed governor provides a supportive link between the subject leader and the local governing body.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

Pupils respond fantastically to prayer. They sing enthusiastically, confidently respond to liturgy, and demonstrate a great capacity to pray in various ways, always showing deep, conscious, and active participation. All pupils have a very secure understanding of the Church's liturgical year. The youngest pupils can articulate the themes of the key seasons and feasts, which deepen as they progress through the academy. They actively participate in various creative prayers, demonstrating their understanding of the Church's cycle of prayer; for example, 'we made clay wreaths to pray for Jesus' second coming during Advent.' Pupils in Key Stage 2 have an excellent understanding of why the themes of their prayers change at key times of the year. All pupils regularly lead prayer in their own and other classrooms, writing a variety of their own prayers. They evaluate the quality of their prayers and can speak with clarity as to how they wish to improve their liturgical prayer in the future. Pupils are acutely aware of the impact prayer has on their lives and can make several links between their experiences of life and the prayers spoken. Members of the Good Samaritan Group are proud of how prayers about almsgiving during Lent have inspired them to lead the academy's involvement in the diocesan Good Shepherd Appeal. In the early years foundation stage, teachers use repetition exceptionally well to enable children to learn simple prayers and to understand why these prayers are said. As children progress through the academy, their knowledge of Catholic prayers and their purpose improves significantly.

Prayer and liturgy are central to the daily function of the school. All key gatherings and events are centred upon the Word of God. Consequently, pupils, parents and parishioners are frequently gathered to celebrate moments of joy together in faith. Staff have an excellent understanding of the diverse context they work within, taking to heart leaders' mantra that

'We believe that collective worship should take into account the religious and educational needs of all who share in it', making appropriate and effective provisions to do this. Staff are models of excellent practice. They are confident in participating in singing, in responding, and gestures, demonstrating the highest of standards to all pupils. Because of this, pupils similarly take part with enthusiasm. Art, drama, and prayer aids are used during prayer and liturgy to enhance the quality of worship. Excellent use of liturgical music transforms classrooms and creates a beautiful sense of wonder and awe. All prayer areas are kept immaculately because pupils enjoy monitoring them; they are always liturgically relevant, well cared for and exhibit valuable resources. Increasingly effective parish links are evident in the parishioners' donations of furniture and prayer aids for the chapel.

The academy's prayer policy is regularly reviewed and very well-formulated; staff find it accessible and valuable because it details leaders' expectations daily, each week and during specific liturgical seasons. Although pupils are competent leaders of prayer by the time they leave St Peter's, leaders have not yet mapped out a clear strategy for building up these skills as pupils move through the academy, meaning current approaches to achieving this are varied. The provision of training for staff is outstanding. There is exceptionally effective weekly formation for staff, which helps them understand the importance of prayer and liturgy and subsequently to aspire towards high standards in their provision. All senior leaders are inspirational witnesses to the Catholic faith and are generously supported with resources and strategy by governors, directors, and the Catholic senior executive leader.

Information about the school

Full name of school	St Peter's Catholic Academy
School unique reference number (URN)	140150
Full postal address of the school	Waterloo Road, Cobridge, Stoke-on-Trent, ST6 3HL
School phone number	01782 235040
Name of head teacher or principal	Rossanna Snee
Chair of governing board	Gillian Meller
School Website	https://www.stpetersnewman.co.uk
Multi-academy trust or company (if applicable)	The Newman Catholic Collegiate
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	December 2016
Previous denominational inspection grade	2

The inspection team

Ben McArdle

Lead inspector

Steph McLoughlin

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