



# Archdiocese of Birmingham

## INSPECTION REPORT

### SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Arkle Drive, Walsgrave, Coventry, CV2 2EU

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Inspection dates 20<sup>th</sup> – 21<sup>st</sup> May 2015  
Reporting Inspector Mrs Mary Baines

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	4 – 11 years
Number on roll	199
Appropriate authority	The Governing Body
Chair of Governors	Mrs Patricia Garner
Telephone number	02476 615 665
E-mail address	admin@ss-peter-paul.coventry.sch.uk
Date of previous inspection	May 2010
DFE School Number	3415
Unique Reference Number	103717
Headteacher	Mr Kevin Shakespeare
Previous inspection:	2
This inspection:	2

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DIOCESAN EDUCATION SERVICE



## Evidence

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 3 full RE lessons with the headteacher.
- The inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time.
- Meetings were held with the parish priest, chair of governors, and staff.
- The inspector observed a Mass, a key stage assembly and two prayer services. She undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school, and pupils' behaviour.
- Other documents such as RAISEonline, the development plan, teachers' planning, and learning journals were read alongside the self evaluation.

## Information about the school

- SS Peter and Paul is a smaller than average Catholic primary school and is the second school serving the parish of St Patrick in Coventry.
- Walsgrave is an area of mixed housing with families from a range of socio-economic backgrounds.
- The number of Catholic pupils is currently 77%.
- The proportion of ethnic minority pupils is well above average with significant numbers from Black African and Filipino groups.
- The number of pupils eligible for free school meals is above the national average; there are no pupils with statements of special needs; 16% have special needs and/or disabilities.
- Attainment on entry is below the national average overall.

## Main Findings

- SS Peter and Paul School accurately judges itself to be good in terms of worship, Catholic life and RE. This judgement is soundly based on clear and reliable evidence from a thorough self-evaluation process. The school is successful in its endeavours to provide a high quality Catholic education for all pupils.
- Strong and committed leadership of the school by a team of evaluative and reflective practitioners who share a deep personal faith is a strength and ensures good outcomes for pupils' spiritual and moral development, progress and attainment in RE.
- In line with whole school improvement, planning for RE is based on a systematic programme of monitoring and evaluation. Despite the pressure on the school to achieve 'good' at the next Ofsted leaders and managers have continued to prioritise RE and Catholic life through carefully monitored actions intertwined with the school action plan.

- The new headteacher has ensured, through a period of change, a real sense of team work and collective responsibility. This spiritual bond has enabled a positive engagement with the community.
- All classroom work is closely monitored and evaluated by the excellent RE leader. Staff receive very good support and feedback in all aspects of RE and Catholic Life.
- The RE curriculum is comprehensive and well planned, it has clear links to the Curriculum Directory, to the diocesan scheme 'Learning and Growing as the People of God,' and pupils' spiritual, moral and vocational development.

## **School self evaluation**

### **Catholic Life and Collective Worship**

- Monitoring and evaluation of the Catholic life and worship in the school is very good. There is a robust process of monitoring and evaluation of the Catholic life and worship which celebrates success and also identifies development needs. The monitoring activities such as pupil voice, questionnaires, parent meetings, celebration books and learning walks, are carried out regularly by senior leaders, governors, staff and parish priest so that all can share in the spiritual journey and accomplishments of the pupils.
- The new headteacher, RE team and governing body are totally committed in their drive to improve and maintain the Catholic life of the school and to the wider Catholic community as evidenced by the fact that they are becoming part of a Multi Academy Company, incorporating eight local Catholic schools.
- School improvement planning is informed by an effective monitoring and evaluation strategy. The senior leadership team have established a system of evaluating the Catholic life of the school and the impact it has on the pupils and on the development of their faith. The information they gather is used to inform future planning.
- There are numerous opportunities for shared prayer and collective worship within the school and parish. These include Masses, sacramental celebrations, Lenten services, assemblies and phase prayer services. A past teacher of the school leads the Rosary during May. Together these ensure that pupils grow in their knowledge and practice of prayer and learn how it can impact on their lives.
- The children are fully involved in preparing and delivering liturgies and they participate fully in the Mass. Staff and parish priest work closely with the pupils to achieve meaningful services.
- There is regular home/school communication giving key religious information and keeps parents up to date with all areas of school life and invites them to express their views: the results are collated and analysed.
- There is clear guidance for staff about prayer and liturgy. There are a wealth of religious displays and artefacts around the school which clearly identify this as a Catholic school and give all stakeholders opportunities for personal and group reflection.
- The school curriculum is under constant scrutiny; it is relevant and wide ranging and equips the pupils for their spiritual, moral and vocational development.

## Governance

- There is strong, effective governance at the school which holds the leadership to account in a variety of ways both formally and informally.
- The governors and parish priest are instrumental in the development of strong spiritual direction. They visit the school regularly and their guidance, evaluations and constructive criticism is welcomed by the headteacher and senior leadership team. They are reliable friends of the school.
- The headteacher reports regularly to the governors, both formally in meetings and also informally during visits to school. This enables the governors to sustain their knowledge and judgements through a balance of support and challenge.
- The governors and headteacher are aware of their responsibilities regarding recruitment and retention of practising Catholic staff and have been successful in recent senior appointments. The governors and headteacher are aware of the need to encourage the staff to obtain the Catholic Certificate in Religious Studies.
- The governors fulfil their statutory responsibilities and ensure that they are well informed about all aspects of school life.
- The chair of governors visits regularly and therefore is fully informed about and familiar with the day to day life of the school. This ensures that the governors are in a position to make accurate judgments about ethos and Catholic life.
- Governors are fully involved in school improvement planning. They take part in setting priorities, agreeing time frames and monitoring the planning cycle to ensure successful outcomes and progress.
- The governors have recently been successful in recruiting a Catholic headteacher and deputy headteacher who have a strong personal faith and life witness.

## Religious Education

- The school's judgement that teaching, learning and assessment in RE are good is accurate and is validated by effective monitoring and evaluation which ensures that progress, learning and attainment is good and better.
- The headteacher has taken on the role RE leader, with the deputy headteacher, leads the staff to ensure consistency, differentiation and high quality teaching.
- Thorough, regular monitoring takes place according to the cycle. This includes lesson observations, book scrutinies, learning walks, planning scrutiny and pupil voice interviews. These all support the judgement that teaching is good or better and the judgement was validated during the inspection.
- Detailed pupil tracking is carried out three times a year in line with diocesan assessment focus. Evidence is gathered of work exemplars from each unit, which are analysed and attainment recorded.
- Sacramental preparation is carried out by Catholic teachers, parish catechists and the parish priest in conjunction with the other parish school and caters for parents and families in a very detailed programme. Other teachers, including those who are not Catholics, are supportive of the process.
- Careful analysis of data, beginning with baseline assessments and continuing until the end of Key Stage 2, ensures the continuity and progression of all pupils, and also identifies learning needs of individual children.

- The curriculum is carefully planned and linked to the Curriculum Directory. It is reviewed annually to ensure that all units are structured around the life and teachings of Jesus Christ and the Catholic Church.
- The pupils have a great pride in their school. They understand their faith, the mission of the school and do their utmost to carry it out in all areas of school life.

### **Overall effectiveness of the school<sup>1</sup>**

- Attainment on entry is low but all pupils make excellent progress.
- The standards and achievement at SS Peter and Paul School are good or better with the majority of pupils working at or above diocesan expectations by the end of Key Stage 2. There is no significant pattern of any underachievement.
- All teaching is at least good and some is outstanding in RE where expert knowledge and innovative methods are in place. Teaching is well supported by good quality in-service training and excellent resources in use throughout the school.
- A variety of assessments is used to inform future planning, to support learning and to plan future teaching priorities.
- There are secure tracking systems in place which are in line with other subject areas. Marking has been a key focus for the school and is now very thorough. The pupils are well supported and guided by appropriate gap tasks to further their learning.
- The RE curriculum, which takes up 10% of curriculum time, is based on 'Learning and growing as people of God' follows the Archdiocesan guidelines and follows the Curriculum Directory.
- The excellent relationships between all stake holders foster an outstanding school ethos and learning environment.
- Long and medium term planning lead to the effective delivery of the RE curriculum as well as enabling opportunities to develop, enrich and enhance the children's knowledge and experience, such as visits to places of worship, to shrines and places of religious interest.
- Family life and sex education is delivered in line with the teachings of the Church through the 'All That I Am' programme. There are plans to develop this further with the input of 'Life' organisation and other suitable material.
- The pupils and staff benefit from high quality collective worship which the children are now confident in leading.
- Collective worship is further enhanced by the outstanding musical provision which enables a large number of children to take part instrumentally in Mass and other services.
- Sacramental programmes are firmly embedded in the life of the school and parish. They are well established and ensure good outcomes for the children and their families.
- Strong links exist between the school and parish and the parish priest says Mass in school regularly.
- There are excellent relationships in school, the children respect each other and treat each other with kindness and in a caring way. They follow the school rules and are learning to be young people who have a conscience, are just and fair in their

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<sup>1</sup> As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

dealings with others. They have a true sense of reconciliation in the way that Jesus teaches.

- Community cohesion is promoted in a variety of ways through displays, charitable involvement and seasonal events, both locally, nationally and internationally.
- The children have a good understanding and knowledge of the Bible especially the New Testament. They speak with confidence and insight about the faith.
- The mission statement is known by all and is the basis for all that happens at the school.

### **Recommendations**

The school should:

- involve all governors, as far as possible, in a structured, formal timetable of monitoring and evaluation for the Catholic life of the school and RE;
- consider extending the headteacher's spiritual objective for performance management to all staff so as to ensure a deep and corporate commitment to its implementation;
- in order to meet Diocesan requirements, ensure a clear focus on assessment term by term.