



Archdiocese of Birmingham

Section 48 Monitoring Visit

SS PETER & PAUL CATHOLIC PRIMARY SCHOOL

Dimbles Hill, Lichfield, Staffordshire, WS13 7NH

Inspection date 28th April 2016
Reporting Inspector Debbie Huxtable

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	2 – 11 years
Number on roll	116
Appropriate authority	The Governing Body
Chair of Governors	Mr Keith Ash
Telephone number	01543 510748
E-mail address	headteacher@st-peter-st-paul.staffs.sch.uk
Date of previous inspection	November 2011
DFE School Number	860 3484
Unique Reference Number	124375
Headteacher	Mrs Claire Faulkner
Previous inspection:	1
This inspection:	2

DIOCESAN EDUCATION SERVICE





April 2016

Diocesan Education Service,
Don Bosco House,
Coventry Road,
Coleshill,
B46 3EA

Mrs Claire Faulkner
Headteacher
SS Peter & Paul Catholic Primary School
Dimbles Hill
Lichfield
WS13 7NH

Dear Mrs Faulkner

Section 48 Monitoring Inspection

Thank you for the very warm welcome you, your governors, pupils and staff gave to me when I inspected your school on Thursday 28th April 2016 and for the information you provided both before and during the inspection. In particular I would like to express my gratitude to the parish priest and governor for being so generous with their time.

The inspection was a “light touch” monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school’s self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, I interviewed senior leaders, a school governor, the parish priest, the subject leader for RE, other teachers and a group of pupils. I attended a whole school Mass in the church, observed 2 lessons with the headteacher and deputy headteacher and conducted a brief learning walk of other classes as well as looked at pupils’ written work.

Catholic Life

In its self-evaluation the school judges Catholic life to be outstanding and evidence gathered at the monitoring visit showed that SS Peter & Paul Catholic Primary School has a strong Catholic ethos. Pupils, staff, governors and parents are all proud of their Catholic school and even young pupils are able to articulate why they value their school and try to live out the message of the Gospel in their daily lives. Governors and the parish priest regularly visit school and provide challenge and support so that together as a community, they can develop a shared understanding of Catholic life and the mission of the school. Governors currently audit and evaluate some aspects of Catholic life and the RE link governor and the headteacher provide feedback to the governing body. However, though the Catholic life of the school is strong, the procedures for auditing and planning for improvement in this area are not sufficiently planned, systematic and robust. The school’s recent initiative to form a Catholic life committee will quickly address this and be able to lead, provide a clear focus and identify actions for improvement. Governors and leadership are committed to developing these processes to reflect the growing needs of the school and include RE objectives in the appraisal of the headteacher and all teaching staff to ensure this. The school development plan identifies targets for RE and collective worship and governors see RE as a key area for development.

Pupils are well behaved and respectful during collective worship particularly during the celebration of Mass in the parish church where they respond with reverence and enthusiasm to the liturgy. Good use of drama during the Mass is clearly a regular feature of the Masses celebrated three times each half term and pupils eagerly take responsibility to write prayers, join in songs and fully engage in the Mass responses. The school has recently increased the number of Masses that the children attend and are hoping to increase this further anticipating that a more regular celebration of the Eucharist will become a weekly feature, central to school life. The headteacher reported that this is in direct response to the feedback gathered from parishioners, staff, governors and the children themselves. Other evidence gathered during the visit, shows that children lead and take part in a variety of liturgies, spontaneous



prayers, assemblies and class prayers and that the development of Year 6 pupils as Ministers of Faith and their links with the reception class, has had a significant impact on the sharing of collective worship in the school. The outcome of this is that the school has successfully addressed the issues identified in the last inspection.

Pupils' charitable activities are seen and understood by pupils as their responsibility to help others and during discussions they were able to reflect on how this relates to their own actions and daily lives. As one pupil expressed, "This school teaches me to follow in the footsteps of Jesus even though I'm not a Catholic." Values education is very strong feature of the school and is a corner stone on which children's knowledge, skills and faith are pinned. Pupils understand that school is a place of forgiveness and every child spoken to during the visit, was able to explain what this meant to them in their daily lives. This is a result of good planning and delivery of values education by the RE Leader and senior leaders, and is also evident in displays around the school and in pupils' books. The school continues to provide a variety of spiritual experiences to deepen the pupils' faith and further develop their personal spirituality such as retreat days, visiting musicians, and visits to retreat centres and places of worship. All of which contributes to and impacts on the dynamic Catholic ethos of the school where fewer than half of pupils are baptised Catholics.

Religious Education

The school self-evaluation judges RE as good, including the impact of teaching, assessment and the curriculum and evidence gathered during the visit shows this to be an accurate judgement. Lesson observations and planning show that staff work hard to set work to match the needs and abilities of the pupils; this was evident in the ability of pupils to articulate complex ideas in discussions. Standards in RE books are in line with expectations of the curriculum although this is not always reflected in the presentation of pupils' work and senior leaders have been working to improve this area. Pupils come into school with few religious experiences but the strong practice in the Reception class where they quickly develop key vocabulary and learn about the signs and symbols of the faith gives a strong foundation on which other classes are then able to build. EAL pupils are well supported both during lessons and through pre-teaching and are making better progress due the extra provision in place of a Polish speaking teaching assistant. Where teaching is good, children enjoy their RE lessons and staff work hard to make lessons interesting and to provide a variety of activities to stimulate learning. Some pupils are able to articulate complex views and ideas but where pupils are more passive in lessons, they are not appropriately challenged by differentiated, higher order questioning that expands and extends their thinking. Pupils mostly know how to improve their written work and marking and feedback in the books show staff using developmental marking strategies. In most classes there was evidence that children are given an opportunity to respond to the teacher and that the responses are of a high quality and again acknowledged by the teachers. The curriculum is tightly based on the diocesan scheme "Living and Growing as the People of God" but has been supplemented by some work to develop the pupils understanding of other faiths as identified in the last RE inspection. In a "Faith Week" in the autumn term each class studies one of the major religions of the world in depth. This is then built on in the spring term with displays around the school and there are plans for some classes to visit places of worship in the summer term. Although this is an improvement since the last inspection there still needs to be greater links to other parts of the curriculum so that knowledge and skills learned can become more meaningful and so embedded into the children's learning.

The quality of teaching and learning is monitored through a whole school plan and includes lesson observations, work trawls and pupil interviews. Outcomes of the monitoring are feedback as whole school issues and to staff as individuals where appropriate. Support is targeted through staff meetings, courses and to individuals to bring about improvement. Monitoring does take place the RE subject leader and headteacher agree there would be greater impact if it took place more frequently and this as an area they could bring in line with other core subjects.

The subject leader has a clear understanding of how to raise standards and is using assessment and moderation as a key tool to set targets as well as challenge and support staff. Processes for assessment of attainment are in place and all staff complete end of unit assessments which feed into future planning as well as providing evidence for judgements on pupils learning. This now includes analysis of data for vulnerable groups including EAL pupils. However, the interpretation of assessment data over time is problematic for the school as pupil numbers dictate that there are split classes which change each year and this is coupled with a high level of mobility. This means that it is very difficult to compare years and look for trends over time. Despite these difficulties the next step for the school will be to provide analysis



of key data to governors on a regular basis so that they have a more in depth knowledge of standards across school and the impact that teaching is making.

SS Peter & Paul Catholic Primary School is a school where all members of the community are proud of its Catholicity and strive to deepen and develop its key characteristics. The strength of the Catholic ethos is evident to all visitors to the school and families and children share in this as they try to follow the teachings of the gospels in their daily lives.

In order to support the further development I would recommend that the school should:

- develop a regular and robust timetable of audit and review of the Catholic life of the school that identifies strengths and areas for development
- develop teaching strategies that offer greater challenge to pupils through differentiated higher order questioning to expand and extend pupils' thinking.

Yours sincerely

Debbie Huxtable
Diocesan Inspector