



St. Peter's RC Primary

North Leas, Scarborough, North Yorkshire, YO12 6LX

School Unique Reference Number: **121656**

Inspection dates:	06 - 07 December 2018
Lead inspector:	Mrs Meg Baines
Team inspector:	Mrs Lucy Collins-Younger

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St. Peter's RC Primary is an outstanding Catholic school because:

- The headteacher, governors, teachers and support staff exude a charisma imbuing all they do with Christ's love and demonstrating a joy of learning. A tangible ethos is evident which allows staff and pupils to feel self-assured, to work hard and to be happy. There is a warm and authentic welcome extended to all who visit the school.
- Outstanding teaching has resulted in excellent outcomes for pupils. Expectations are high. Teachers and teaching assistants ask challenging questions that make pupils think deeply about their learning. Pupils respond well and make very good progress.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. They are well prepared to become good citizens. The chaplaincy team's contribution to the life of the school is outstanding. Pupils say they enjoy school and feel safe there. They behave extremely well around the school and in class behaviour for learning is outstanding. Pupils treat adults and each other with respect.
- A well-planned curriculum makes a very good contribution to pupils' learning. Exciting and challenging tasks motivate and engage the pupils well. Systems to check the quality of teaching and pupils' progress are thorough.
- A thorough professional development programme for staff has resulted in outstanding teaching and pupil progress.
- The provision in the early years is outstanding. Children from a large group of feeder nursery schools make very good progress as a result of this teaching and outstanding leadership.
- Governors have an accurate view of the school. As a result, they have challenged leaders well and the overall effectiveness of the school has greatly improved.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St. Peter's RC Primary School is an over-subscribed one form entry school on the outskirts of Scarborough. It serves the parishes of St. Joseph's, St. Peter's and St. Edward's and has an excellent reputation in the parishes and local community. There are currently 217 pupils on roll, 71% of whom are baptised Catholics. Housed on a purpose-built site the school is planning to expand with the development of its own nursery provision. It currently draws from 17 feeder nurseries.
- There are 8 full time and 1 part time members of teaching staff, 66% of whom are Catholic. The remainder are from other Christian denominations. 77% of support staff are Catholic. There have been a number of changes to staff since the last inspection.
- This is an ethnically diverse school. About 25% of pupils come from families which speak English as an additional language, however the proportion of pupil premium pupils remains below the national average.
- The school actively supports charities at home and abroad, working regularly with local care homes as well as Eagle House in Uganda.
- St. Peter's Primary has strong links with the Catholic secondary school in Scarborough and with St. Joseph's church which is very close in proximity to the school. Excellent links with all three Catholic parishes are fostered by the Clergy and a highly effective chaplaincy team and governing body.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further enable all groups to access the RE curriculum by:
 - Ensuring that attainment descriptors in all books are consistently used and include key vocabulary, terms and scripture references
 - Embedding fine-tuned differentiation.
- Fully embed monitoring and evaluation of the highly effective chaplaincy team to ensure continued development of Collective Worship by:
 - The governors taking strategic oversight of this role.
 - Reporting outcomes of monitoring to the governing body.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- Almost all pupils at St Peter's have contributed to or have been involved in the evolution of the school's mission, encouraged by their mission. All pupils know how the mission statement relates to themselves in their own lives. They live the mission by being involved in the planning of events for charity and in the way they treat each other. They are kind and caring towards each other. An example of this caring is the 'Buddy system' which was seen in the classroom and Collective Worship and at play over the two days of the inspection. The pupils visit local care homes and are encouraged to engage with residents and the wider community. Through AgeUK pupils have elderly pen-pals.
- Pupils eagerly embrace the Catholic Life of the school, talking passionately about taking leading roles in the activities which demonstrate the Catholic Life of the school such as charitable works and service to others in the parish church and local community. Pupils' behaviour is outstanding.
- Evidence of everyday kindnesses demonstrate that St Peter's school is a caring and inclusive school which provides well for the pupils and staff in its care, ensuring personal support is available if needed. All the school community know who to go to in order to seek help and support. This is an area which is sensitively handled and highly developed.
- The older pupils worked together to develop their three core values; Hunger, Humility and Happiness. Pupils regularly review Collective Worship, suggesting improvements, for example inviting parents and including dance in their activities. The headteacher meets with the house captains and vice captains to discuss and review the Catholic Life of the school. Outcomes from such meetings include the instigation of 'Saint of the week', letter to governors asking for a tuck shop which would raise funds for Eagle House Orphanage and school in Uganda.
- Year 4 led an initiative to collect household and nursery items for a Syrian refugee family who had moved to Scarborough. Pupils and staff offer their help and free time in the service of others. A large number of charitable works and events occur throughout the school year. These include fundraising for CAFOD, Children in Need and AGE UK They make gifts by filling shoe boxes for sea-farers in Teesport. There is also an international dimension to the charitable work in school. For a number of years the school has supported Eagle House School and orphanage in Uganda. They help host visitors from Uganda known as The Pearl of Africa Choir in their fund raising tours.
- Staff and pupils have a high regard for each other and see their multi-racial make-up as a very positive thing. Pupils talk easily about integration and harmony in school. The behaviour of pupils is excellent. They are full of life and alert to the needs of others, responding well to calls on their time and generosity. Pupils are proud of their religious identity and happily express their beliefs.

The quality of provision for the Catholic Life of the school is outstanding.

- A clear and inspiring mission statement created by the school community expresses the educational mission of the school. All the school community value the Catholic nature of the school and are committed to implementing the mission of the school. Examples of this include the excellent variety of prayer and the strong personal relationships, inclusivity and tolerance, all of which inculcate a feeling of security and ensure that St. Peter's is a safe place to learn and grow.
- The highly effective chaplaincy team is made up of five local parishioners and is co-ordinated by a lay chaplain together with the curriculum lead and the local clergy. There is currently no role on this team for a governor, although governors are highly involved with the Catholic Life of the school. Such a large team would benefit from leadership and guidance at governor level. The chaplaincy provision is a corner stone of the Catholic Life of the school, is understood by all the community and is highly valued by all.
- This is a joyful community. This strong sense of community is expressed daily in their prayer and singing. The pupils relish their connection with their faith and are not shy about sharing their thoughts. In response to the question, 'Why are we lighting a candle on our wreath?' the pupils replied as one, 'Because Jesus is the light of the world'. Another offered, "When someone new comes we teach them our prayers, it makes them feel welcome".
- The school is a warm and welcoming place with visible outward signs of Catholicity everywhere promoting the Catholic character of the school. Following an Early Years lesson on Advent the children made a stable in their outside space complete with a manger. They dressed as shepherds and sheep and acted out the nativity story confidently and emphatically.
- Pupils have been encouraged to develop an outward looking attitude to the environment and in particular to global issues. For example one pupil raised funds to save sea turtles in Malta. The school is generally eco-friendly and dedicates time to working on the local beach (they call it "beach school") to raise awareness of environmental issues and their role as stewards of God's creation. Such activities provide opportunities for discussion about a range of moral issues as well as looking at the sanctity of life and affording moments of alternative spiritual development for staff and pupils.
- The chaplaincy provided by the school is exemplary and both supports and promotes the Catholic Life of the school. This team meets monthly together with school house captains and the clergy to plan events.
- Strong chaplaincy links with St Augustine's school exist. Pupils from St Augustine's and their lay chaplain lead Infant Club where they work, play and pray with the younger pupils.
- Structures for pastoral support of both pupils and staff are in place. Governors ensure that all policies are Catholic in nature and reflect the Bishops' Conference and guidance. Pastoral programmes on Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) also follow these guidelines. These subjects are planned for and delivered by class teachers and celebrate the teachings of the Catholic Church.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders and managers at St Peter's school are deeply committed to the church's mission in education. The headteacher is quietly charismatic and his genuine, gentle approach to leadership is based on his style of humbly leading by example, following Christ's example to love one another and putting the pupils at the centre of life at St. Peter's. This is proving a very effective management style and his desire to make pupils feel safe and loved and then they will be happy learners is also proving effective. Staff have responded well to the change in culture and leadership and appreciate being given a level of autonomy in the classroom which allows for personal growth. Staff quote: "All our ideas are considered and many of them taken up".
- The provision for Catholic Life is given the highest priority. All staff have been encouraged to access training with the Diocese and the head has liaised with other local Catholic heads. The Religious Education (RE) coordinator along with staff meet regularly with three other co-ordinators in order to moderate their RE work. Her strong leadership is matched by her energy and enthusiasm for her role. The school is committed to offering high quality continuous professional development (CPD) both in and out of school. Staff have taken a lead role in such events. As an example of their faith in action two members of the senior leadership team have been working with other schools in order help them raise their standards. Staff follow an induction programme when they join the school.
- The school's DSEF (Diocesan self-evaluation document) is an accurate reflection of where the school is in terms of attainment, progress, RE and Catholic Life. It reflects the priority the school gives to Catholic Life. Governors monitor effectively the Catholic Life, posing challenge and setting high standards for the whole school community.
- Parents are highly supportive of the school in a recent parental survey 99% of responses indicated that they agree that the school offers a distinctively Catholic education. With 100% saying that the school promotes strong partnerships with parents. This reflects the successful strategies the school has for engaging with parents, especially the most vulnerable and those who would not otherwise engage. A number of parents wrote to the inspection team expressing in ringing terms their praise of the Catholic nature of the school and all it does for their children. In a recent survey one parent wrote, "I think that St. Peter's do a fantastic job for religious education and catholic life with very little (if any) criticism, proud and happy".
- The governing body is ambitious for the school. It sets challenges for the headteacher but is also highly supportive and has a visible presence in school. Governors make a highly significant contribution to the Catholic Life of the school by giving of their time and wealth of expertise, by encouraging others and by setting invaluable examples of the highest moral and personal standards.
- The school is outward facing, involved in diocesan initiatives thus promoting the Bishop's vision throughout the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- Acts of Collective Worship in St. Peter's are joyous occasions where the children pray reverently with responses that are genuine and authentic, where pupils sing joyfully and where there is often opportunity for quiet reflection and inspiration for all.
- Pupils lead acts of Collective Worship with relish. They are encouraged by teachers and lay chaplains to be active worshippers and use drama and music in a creative way which inspires their peers and teachers during worship. Liturgical singing is part of the school's timetabled curriculum as well as bi-weekly hymn practice. Use of artefacts and scripture readings to very good effect was witnessed. Parents are encouraged to 'stay and pray' every week.
- Examples of both large scale Collective Worship and small scale events are highlighted in the Liturgical calendar, planning of which is in the hands of the RE curriculum lead. An impressive liturgical calendar is situated in the hall at the front of the gathered school. This enables all teachers and classes to become familiar with the turn of the Church's liturgical year. Pupils spoke eloquently about the church's year. Staff and pupils are creative in their approaches to delivery of Collective Worship, for example the very effective display of pictures and poppies for Armistice Day in the hall. The vast majority of pupils value and regularly take part in prayer and liturgy. They are familiar with the scriptures and speak confidently about God's love for them.
- This involvement with living and working in such a prayerful community has a very real effect upon the whole school community in terms of moral and spiritual development. All members of the adult community are Christians as are the greater majority of pupils, however pupils also have a good understanding of and respect for those from other faith groups.

The quality of provision for Collective Worship is outstanding.

- The school community pray together three times a day. Therefore praying together is a habit which is the heartbeat of life at St Peter's.
- The school follows the Church's liturgical seasons in delivery and planning of Collective Worship. It is given a high priority within the school which emanates from the headteacher. Staff, clergy and lay-chaplains plan together to create a programme of worship for the whole year. Their planning involves the whole school and the wider community, including parish and local nursing homes.
- Staff and lay-chaplains know their pupils well and are highly skilled at helping pupils plan and deliver high quality worship, carefully managing them from the youngest to the oldest. They employ a wide range of

methods and styles of prayer. Excellent links with the parish, which is very closely situated, enables Collective Worship to be carried out on a grand scale occasionally. A weekly rota for Mass at the church is in place. Each week a different class attends along with staff and parents. The feedback from the clergy and parishioners is that they love to see the children in Mass and that they are respectful and extremely well behaved.

- Parents are encouraged to attend school for acts of Collective Worship. The response from parents to this invitation is very positive. They like being able to come to school and feel welcome. In a recent survey however one asked for Mass to be said in School. There is a medium sized chapel which is just big enough for a whole class to use and has been used for Mass. Two Acts of Collective Worship were observed in this space, each was very moving and deeply prayerful. In the Early Years setting parents are invited into school each Friday during the Spring and Summer terms to share Collective Worship with the class. Parents commented on how much they enjoyed this.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders have a profound understanding of how to deliver effective and meaningful Collective Worship. They have extensive experience and knowledge of the Church's liturgical year, its seasons and feasts.
- Leaders keep up to date with pedagogies and innovations regarding the delivery of Collective Worship, making it accessible for all age groups.
- Modelling outstanding practice themselves, leaders are visible during acts of Collective Worship and sometimes take a lead. However they are keen for pupils to plan and deliver worship as much as possible in a variety of contexts. Teachers are encouraged to be creative and they are highly skilled in helping pupils to plan and deliver good quality Collective Worship. Pupils have a very good understanding of the purpose of Worship and are familiar with the various forms it can take. They are supported by the curriculum lead, their teachers and the Senior Leadership.
- The school ensures that Diocesan training is made available for all class teachers affirming them in their role as leaders of worship. Senior leaders themselves have attended the Developing Future Leaders programme run by the Diocese. In house induction and training highlight what is expected of staff as leaders of worship and offer support and ideas. A finely tuned interview process includes non-negotiable questions about whether prospective teachers are committed to and willing to deliver effective Collective Worship in line with Diocesan guidelines.
- Leaders ensure that self-evaluation of Collective Worship is a regular part of the school cycle of evaluations. Governors are reported to and read the Diocesan Self Evaluation Form before publication. No one governor has responsibility for overseeing Collective Worship.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Almost all pupils from their varied starting points make good progress and many achieve outstanding levels of progress in RE. Following targeted intervention of pupils with additional needs almost all pupils make at least good progress. They are very well supported by staff to enable them to achieve their best. The RE co-ordinator collects and analyses assessment data, discussing outcomes with staff, SLT and Governors. Such discussions have led to improvement in practice and delivery of RE.
- Pupils' theological literacy is outstanding. They are given the opportunity to develop oracy skills and often use debate to express their knowledge and understanding. This also provides a method for encouraging pupils to think about ethical issues and to reflect. Year 6 are each buddied-up with a pupil in reception class. They take this role very seriously and this year they have been reading bible stories to their buddies using questioning techniques afterwards to help them develop understanding of the stories. Demonstrating in turn how secure they are in their own understanding of the scriptures.
- Pupils are keenly aware of their own progress in RE and know what to do to improve. They approach their work in RE with great enthusiasm. They carefully keep attainment records in their books and can articulate ideas about their work and attainment. A recent questionnaire completed by year 6 pupils showed that pupils enjoy their RE lessons, stressing that the teachers made the lessons interesting. Pupils spoken to also agreed with this statement. "I enjoy RE because we have the chance to talk about Jesus and God and we also get to learn about other faiths". Pupils from all groups make good progress in RE. Progress was corroborated by scrutiny of books and results.
- Pupils' work is moderated regularly together with three other Catholic primaries. Attainment is outstanding, reflecting the high quality of teaching seen during the inspection. The quality of work in books is also outstanding. Great pains are taken to ensure presentation is good and a drive to ensure attainment targets 1 and 2 are achieved by the end of each key stage is noticeable in the work done in books on display in the classroom.
- Attainment in the summer at the end of key stage 2 was outstanding. Over 92% of pupils were working securely within expectations or above. 81% at level 4 b or above.
- Behaviour for learning in every lesson observed was outstanding. Pupils are actively engaged in lessons and want to do well. Their work is celebrated and therefore they are keen to do well.

The quality of teaching and assessment in Religious Education is outstanding.

- Teaching of RE at St. Peter's is outstanding. Teachers are highly effective and consistent in their planning and delivery of lessons ensuring that pupils' learning is great and that they make excellent progress over time. Lessons are appropriate in level and offer stretch and support where needed.
- A good deal of shared good practice is enabling pupils to access a breadth of expertise in their lessons. Teachers have very good subject knowledge and employ a range of teaching styles and techniques to deliver fresh and inspiring lessons. The outstanding teaching observed had every pupil engaged and motivated to do well and complete tasks.
- Pupils know about their progress and are involved in evaluating how well they have done. Peer comment was used successfully in one particular observed lesson. Attainment grids were used well in most groups. Pupils would benefit from more finely tuned differentiation techniques.
- Teachers use time well, to maximise learning. Evidence of progress was seen in lessons and across a period of time. Teachers used 'Big Questions' and other appropriate questioning to extract answers which demonstrated pupils' knowledge and understanding of the topic.
- Staff engage with pupils on an individual level to discuss their progress. This is known as the St Peter's Way. They encourage pupils to take ownership of their personal progress journey. The thinking behind St Peter's Way is that everyone in school believes that all pupils can achieve their very best regardless of background or social status.
- High quality resources, use of digital media, other adults, artefacts and a variety of teaching pedagogies were noted. In Early Years Foundation Stage (EYFS) skilful recording of activities by support staff was seen.
- Class teachers celebrate success in the classroom in a variety of ways, from praise and encouragement to house points. There are four houses and pupils enjoy winning points for their house and this is a motivating factor. There is a rewards assembly every Friday where golden awards are distributed.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- Leaders and governors have ensured that the school meets the requirements of the Bishops' Conference and that more than 10% of curriculum time is dedicated to the teaching of RE. The curriculum is a topic discussed each week by the headteacher, SLT and chair of governors.
- Leaders and governors have ensured that RE has parity with other core subjects in terms of CPD, staffing, accommodation and resources. It is reported on as a core subject in pupil reports to parents and has a priority in headteacher reports to the governing body.
- RE is given high priority by the governors and is always the first item in progress meetings and staff meetings. The RE co-ordinator reports regularly to the governing body about progress and Catholic Life of the school. Governors monitor closely the standards in RE and have ensured that they are fully involved in the production of the Collective Worship, Catholic Life and RE Action Plan. They have also ensured that the school's development plan has had a teaching and learning focus. The school is part of the North Star Teaching Alliance which involves a number of Catholic schools. Work done recently with the Strategic School Improvement Fund (SSIF) and the DFE on 'Real Writing' has had an impact on writing in the RE curriculum, emphasising extended vocabulary. Writing was seen to be a strength during work scrutiny.

- The RE curriculum lead is knowledgeable and passionate and highly respected in the school community. Her energy for her role is tangible she is an outstanding practitioner and has worked with all teachers to inspire the standards of teaching of RE to reach the highest level.
- Leaders and governors ensure that RE is imaginatively planned and delivered through their careful monitoring of teaching and learning and outcomes. They are fully engaged with this aim and informed of current best practice ensuring outstanding outcomes for pupils in RE. The chair of governors, himself an ex head of RE, challenges the headteacher to deliver a creative curriculum and he delivers. Governors have taken the lead in suggesting that for example methods developed in early years be used to create more appropriate assessments for less able in Key Stage 1. This in turn has led to a more holistic approach to the delivery of RE in general. The school are always searching for innovation and ways to keep teaching fresh and with the support of governors the headteacher has fostered links with the Stephen Joseph Theatre's outreach group and brought drama into the delivery of RE. This is proving highly successful and embraces all groups within school.
- Leaders and governors take great pride in the status of RE on the curriculum. They have brought about a shift in culture at the school which places Christ at the heart of all they do.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

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

1

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

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

SCHOOL DETAILS

School name	St. Peter's RC Primary
Unique reference number	121656
Local authority	North Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Drainey the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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