

INSPECTION REPORT

School: Saint Peter's RC Primary School

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Headteacher: Mrs C Maddocks

Chair of Governors: Rev.Fr. K Mullarkey

Canonical Inspection under Canon 806 on behalf of the Diocese of Salford
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: November 8th 2011

Date of previous inspection: November 2007

Reporting Inspector: Mrs. Cas Page

Information about the school

St Peter's is a Roman Catholic voluntary aided primary school in the Diocese of Salford. It serves the parish of St Peter's, Middleton. The strong links to the parish and the work of the fully committed parish priest enriches pupils' religious, spiritual, moral and social education and experiences. The majority of learners live in the parish. The school building is situated in a pleasant area of predominantly owner occupied properties; however the physical location of the school does not always reflect the area of the parish. This is particularly diverse. The age range of the learners is 4 to 11 years. There is no nursery provision. Intake into the Reception class comprises predominantly of children who have attended private or state nurseries which is an information gathering challenge to the early years team. The indicative admission number is 30 and there are currently 202 learners on roll. 94% learners are baptised Catholics. The Reception class intake in September 2011 was 100% baptised Roman Catholic. 8.7% are eligible for free school meals. This is below national average. There are 14% of children who have identified Special Educational Needs. There is 1% of children with a statement of Special Educational Needs. There is one looked after child. The school has become more inclusive and diverse than in previous years. 5% of pupils have English as an additional language. There are a number of Polish families living in St Peter's parish community. 91% are white British.

In May 2011 a "Sure Start," Children's centre opened in a stand alone building on the school site. The school as part of their wrap around care provides pupils with a thriving happy breakfast club. The school has received an award for extended schools provision. St Peter's is a partner in the Roman Catholic Network of schools, which is a learning community for leadership and management. The network achieved a leading aspect award for working collaboratively. The school is a partner with Cardinal Langley High School Sports partnership and Middleton Technology School.

Overall Effectiveness

Grade 1

Saint Peter's is an outstanding Catholic school. It is very successful in offering its learners a traditional Catholic education in a friendly and supportive environment. The whole school community, very well supported by the parish priest, ensure the pastoral and spiritual needs of the learners and their families are fully met resulting in excellent home, school and parish links. The school is firmly at the heart of the parish it serves. The school community has strengthened even further as a result of the very recent death of a long serving member of staff. The inspector saw the life and memories of the deceased member of staff celebrated in a variety of ways throughout the inspection day by children and staff. There was a remembrance book in her honour in the front entrance. Despite the sad loss there was a happy, very caring atmosphere which established an excellent climate for work. The range and quality of provision for collective worship is outstanding as evidenced in the Reception class during the inspection. The children knew the importance of being like Jesus and helping others. There is a strong Catholic ethos in the school and there is excellent provision for pupils' spiritual and moral development. The standards achieved in curriculum Religious Education consistently show a deep understanding of faith. Pupils in Year 6 showed confidence and understanding of the parables and miracles of Jesus. Less able learners are well supported and achieve well. More able pupils should continue to be challenged to achieve their full potential. Well established systems of monitoring and assessment are in place. Tracking of pupil progress and levelling of their work are developed. Teaching is energetic and in most lessons outstanding. Religious curriculum is well planned. Pupils' behaviour is outstanding. Children are respectful of each other. Positive, caring relationships are a noticeable strength of the school. All the community show respect for themselves and each other. Children are

respectful of visitors and demonstrate good manners for example holding the door open for adults to pass through. Governors are knowledgeable and offer support and challenge to the head teacher. The head teacher, who is also joint Religious Education leader, has a clear vision for the school and, together with the leadership team, leads the school well. She is aware of the school's strengths and areas for future development. Pupils are aware of other faiths and cultures and are taught to respect them.

Capacity for sustained improvement

Grade 1

Following the last inspection in February 2008 the school has addressed the 2 key issues:-

1. Further develop assessment procedures in curriculum Religious Education and embed the use of the new Diocesan guidelines on levelling pupils' work.

The school is currently in the process of embedding and teaching "The Way, the Truth and the Life." Teaching staff use assessment each half term to take the learning forward. School samples have been collected. Due to staff changes there has been a number of RE leaders in the past 4 years. Mrs Maddocks and Mr Watson are currently joint acting RE co-ordinators. Assessment of pupils' work has been conducted. Mr Watson is currently trailing School developed materials to refine assessment. An assessment file has been compiled for all children. Scrutiny of work has been conducted.

2. Ensure that the school's marking policy is applied consistently in curriculum Religious Education Diocese

Marking and feedback in Religious Education is in line with the school's marking policy. Teachers are expected to write closing the gap comments in RE books. Children are also encouraged to self assess their work and peer assess the work of others. Children have individual targets in RE; these are shared in school reports and at parents meetings with parents. They are also shared with children and recorded in RE books.

Capacity to improve

The school's self-evaluation is honest and detailed and gives a clear indication of how the provision will be further developed. Since the summer a new appointment has been made to the post of deputy head teacher. The dedicated head teacher supported by her active parish priest and devoted staff, has developed a team approach to ensuring that the shared vision of staff and governors for the future development of the school will be realised. The capacity to improve therefore is outstanding.

What the school should do to improve further

There are no substantive issues to address. The school should continue to offer a quality Catholic education to its learners by implementing the priorities identified in its School Improvement Plan particularly relating to gifted pupils.

Pupils

Grade 1

How good outcomes are for pupils, taking particular account of variations between different groups

The inspector judges the school's self assessment" that the quality of teaching and learning is good" to be conservative. Lessons observed" were outstanding. Examples of outstanding teaching were observed in Foundation stage, Key Stage 1 and 2. Teachers plan their lessons carefully. Lessons have a clear focus and specific learning objectives which were carefully explained to the children. Resources were carefully chosen and appropriate to the age of the learners. They are well prepared and used effectively to enhance the learning process.

There was a good mix of direct teacher input, meaningful discussions and tasks set which met the needs of all learners. Questions were asked which encourage the learners to think about their answers and thus extend their learning. Supportive teaching assistants work closely with teachers and enable all children to access the religious curriculum. All books were carefully marked according to the school's marking policy. Good work and effort is constantly praised and suggestions made for how work might be improved.

The assessment and levelling of learners work is firmly in place and is reviewed and improved to raise standards. There is a file of assessed and levelled work as a reference for moderation. Learners have excellent attitudes to their learning. Pupils listen attentively to the teacher and respect others' comments in the lessons. They ask questions to clarify issues, discuss their work sensibly. In Year 2 children were given a variety of tasks to help them understand the Holy Trinity. They were keen to learn and clearly enjoyed their Religious Education lessons. Children's behaviour in school is very good and during lessons outstanding. High quality displays are child centred. The school council were able to voice their positive views regarding school life. Pupils feel safe and loved. Lunchtimes are positive. The inspector observed happy children cared for by a committed team of lunchtime staff. The school is kept clean and tidy by a friendly, welcoming site manager.

How effective the provision is for Catholic Education

Grade 1

Prayer is central to the life of the school and a key part of every school celebration. Prayer opportunities for staff and pupils are planned and recorded. The inspector joined the staff in a shared reflection, lead by the head teacher prior to the start the busy inspection day. Pupils' liturgical formation is well planned and shows progression. The themes, chosen by pupils and staff, reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils. There is a close link with the liturgical life of the church. The inspector observed pupils act with reverence and very keen to participate. In Year 3 pupils reflected on Mary saying "Yes" to God. They sang joyfully, reflected in silence and joined in prayers appropriately and with confidence. Assemblies and other forms of prayer and worship make use of music, art and drama to enhance the opportunities for engagement and response. Children have a good understanding of the religious seasons and feasts and are skilled in the use of scripture, religious artefacts, hymns and other forms of prayer. Children often lead the hymns. In Year 4 there is a prayer tree and a display of purposeful prayers. During the inspection all children were at ease when praying with their school community and appreciated what was taking place.

Leaders and Managers

Grade 1

The leadership and management of the Catholic life of the school is outstanding. The school's Mission Statement clearly reflects the aims of the school. It permeates all aspects of the life of the school. There are excellent home, school and parish links, fostered and strengthened through the active involvement of staff and governors in the life of the parish. The active involvement of both parish priest and governors in collective worship and the Religious Education curriculum is paramount to the life of the school. The governing body is well led by the knowledgeable chair. The excellent reports prepared by the dedicated head teacher ensure that governors are well informed of all aspects of school life. The school gives excellent support to the Sacramental Programme. Staff lead by their example, many attending church services. Nine of the teachers hold the Catholic Certificate in Religious Studies or its equivalent. The governing body encourages and support all teachers in acquiring this qualification. Excellent community links have been developed. The school is a beacon for Catholic education in the area. The school is fully inclusive. It offers morning and after school provision and operates an open door policy for assemblies. Parents discussed with the inspector how the school and parish are supportive and caring. They feel welcome at all times and members of the School/Parish family.