



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PETER'S CATHOLIC HIGH SCHOOL

ORRELL

Tuesday 18 September 2007

Inspectors Mr. Paul A. Mannings Mrs. Elizabeth Dolan

URN 106537

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic voluntary-aided, mixed Comprehensive
Age range of pupils	11-16
Number on roll	937
Chair of governors	Mr. Terence Sweeney
School address	Howards Lane, Orrell, Wigan, WN5 8NU.
Telephone number	01942 747693
E-mail address	head@saintpetershigh.wigan.sch.uk
Date of last inspection	22-23 March 2004
Headteacher	Miss Helen Jerstice

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Description of the school

St. Peter's is a Catholic, voluntary-aided, mixed comprehensive school in the Wigan Authority. The school has Specialist College Status for Visual Arts. Learners are drawn mainly from the six associated primary schools with a number from schools in the wider area. There are 973 learners on role, of whom 96.05% are baptised Catholics, with 3.9% from other Christian denominations and none from Other World Faith Traditions. There are 22 learners with statements of special educational needs, a further 31 supported by School Action and 48 by School Action Plus. There are 64 teachers of whom 66% are Catholic. The Religious Education department has five full-time members.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Overall effectiveness of the school

This is a good Catholic school with many outstanding features. There has been good improvement since the last inspection. The capacity for continued improvement is good. Achievement and standards in Religious Education are outstanding. Teaching and learning is good. There is good leadership of Religious Education. Collective Worship is good. The Catholic life of the school is outstanding. This is expressed through the Mission Statement supported by clear aims and objectives, and the policy for spiritual dimension. The school provides outstanding promotion of community cohesion.

Grade: 2

Improvement since the last inspection

There has been good improvement since the last inspection. In Key Stage 3 the *ICONS* programme of study is supported by in-service training in the new Religious Education levels of attainment and the development of resources that support the content of the text. There is ongoing and successful staff training in Collective Worship.

Grade: 2

Capacity to improve

The capacity for continued improvement is good. This is evident from the identified areas for improvement and developmental strategies in the Religious Education self-evaluation, which are linked to both the departmental development plan and school improvement plan. For greater clarity the self-review information about development strategies should include details of specific criteria and targets for success.

Grade: 2

What the school should do to improve further

- Pursue the identified need for chaplaincy provision accompanied by the establishment of a wider chaplaincy team;
- Continue to implement the areas for development identified in the Religious Education self-evaluation.

Achievement and Standards

Achievement and standards in Religious Education are outstanding. Learners are meeting challenging targets that focus on their own starting points and enable them to achieve high standards. In both key stages all learners, including those with learning difficulties are making at least good progress with the majority making very good progress. They are gaining knowledge, skills and understanding that is good and in many areas outstanding. In Key Stage 4 results for GCSE continue to be outstanding, with the current cohort gaining 83% A*-C in Year 10 and 73% in Year 11, which is well above the national average. Learners show good enjoyment of their work. Their behaviour in class and around the school is outstanding. Religious Education enables learners to make an outstanding contribution to the school community.

Grade: 1

Quality of Provision for Religious Education

Teaching and learning

The quality of teaching and learning in Religious Education is good. There is a good level of suitable and rigorous assessment that includes the development of the new levels of attainment. Teaching is well informed, confident, engaging and precise. Teaching strategies are cohesively linked to lesson objectives and to the visual, auditory and kinaesthetic needs of learners. There is outstanding identification and provision for additional learning needs through specific differentiation and support provided by learning support assistants. In a minority of classes there should be a closer monitoring of work output to ensure that all learners consistently maintain their rates of pace and progress. Learners' written work matches the content of the Religious Education programme. There is a very good level of marking and annotation containing developmental comments that both encourage and identify areas for progress. Regular reporting ensures good levels of parent/carers involvement in their children's learning and development.

Grade: 2

Curriculum

The quality of provision for curriculum Religious Education is good. Learners receive 8.3% in both key stages which, due to the timetable structure, is only slightly short of the 10% requirement of the Bishops of England and Wales. The *ICONS* programme of study is used in Key Stage 3. The department is currently auditing the content to ensure its direct link to the overall process. In Key Stage 4 GCSE full and short courses are provided for learners, with Entry Level accreditation also available for a small group. Consequently the curriculum provides a good response to national and diocesan requirements.

The content provides an outstanding contribution to learners' spiritual and moral development.

Grade: 2

Leadership and Management

Religious Education

Leadership and management of Religious Education are good. The two subject leaders facilitate regular departmental meetings, continued professional development and structured support for new staff. There is a good system of performance management that includes three annual observations. The department is currently allocated an extra period for personal preparation, which is to include opportunities for peer observation and sharing of good practice. There is outstanding promotion of equal opportunities through teaching and learning strategies suited to the needs of all learners as well as their access to accredited courses in Key Stage 4. The adequacy and suitability of learning resources is good. There are five full-time staff, four of whom have a Religious Education qualification, with one currently pursuing the *Catholic Certificate in Religious Studies*. The staff cooperate as an effective and committed team. The department receives funding according to the same capitation formula as other core subjects. There is effective and efficient management and deployment of resources. The governors provide good discharge of their responsibilities to the department, which reflects their commitment to Religious Education.

Grade: 2

Catholic Life of the School

The governors and leadership provide outstanding management of the Catholic life. This is reflected in the quality of the Mission Statement and its link to the aims and objectives that guide the life of the school. The Mission Statement is known, owned and lived. It is reflected in the policy for spiritual development, the pastoral systems and the care and pride expressed through the lives of the whole community. There is effective monitoring of the Catholic life through annual reports from all departments and by the active involvement of governors and leadership. The school continues to work towards the provision of chaplaincy. The governors should also consider a wider chaplaincy team to share the activities currently undertaken by the Religious Education subject leaders.

Grade: 1

Collective Worship

The quality of Collective Worship is good. This is the result of ongoing development since the last inspection. There is a detailed and practical

policy. Prayer and worship takes place daily in form tutorials, during the school day and once each week for year groups. There are celebrations of the Eucharist and services throughout the liturgical year. All faculties have compiled their own folders containing themes for the week accompanied by appropriate prayer and reflection. Learners respond well to this provision and appreciate the opportunities for involvement. Collective Worship provides a good contribution to learners' spiritual and moral development.

Grade: 2

Community Cohesion

The school is outstanding in promoting community cohesion. The community expresses a shared vision and commitment to serve the common good. The governors, headteacher and leadership at all levels respect difference, values the diversity of all staff and learners and is committed to equal opportunities. There is active parent and carer support for the life of the school and it's decision-making. In both key stages the programmes of study enable learners to explore and celebrate the beliefs and values of other faiths. Through Religious Education they are enabled to show a concern for those less fortunate than themselves and support the wide range of charitable activities undertaken by the school. The inclusive nature of Collective Worship encourages learners to participate, share their skills and link prayer and worship to relevant action in their daily lives.

Grade 1