



Inspection carried out Under Canon 806
and in accordance with Section 48 of the Education Act 2005

Name of School St Peter's RC High School, Kirkmanshulme Lane, Manchester, M12 4WB

Inspection date 1st December 2021

Reporting Inspectors Janet Burns
Dr David Frost
Mike Wright
Louis d'Arcy

Type of school	Secondary
URN	1311880
Age range of pupils	11-16 years
Number on roll	1031
Appropriate authority	The Governing Board
Chair of Governors	Peter Crowe
Headteacher	Stephen Gabriel
Religious Education Subject Leader	Danyella Otosio
Date of previous inspection	17 th March 2015

Overall effectiveness		1
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	Overall grade	1
Religious Education (incorporating Word)	Overall grade	1
Collective Worship	Overall grade	1

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

St Peter's is an average sized Roman Catholic secondary school located in the inner city of Manchester drawing pupils from many disadvantaged areas which have historically experienced high levels of deprivation and other socio-economic issues. St Peter's primary partnership consists of 9 partner primary schools. Pupils' prior attainment on entry to the school is broadly average. The pupil premium cohort is 49% which is significantly above the national average. The school has a designated resourced provision for 12 pupils with Autistic Spectrum Condition (ASC) or Specific Language Impairment (SLI). 4% of pupils have an Education Health and Care Plan (EHCP) and 15% of pupils receive additional support, both these figures are significantly above national averages. This is a culturally diverse school where 32% of pupils do not have English as their first language and 45% of pupils speak a language other than English on entry to the school. 28 pupils have English as an additional language. (EAL) 79% of pupils come from a black, Asian or minority ethnic background. 52% of pupils are baptised Catholic and 50% of teaching staff are Catholic. Currently 7 teachers have the CCRS qualification.

OVERALL EFFECTIVENESS

St Peter's RC High School is an outstanding school, offering pupils a rich faith experience which permeates all aspects of school life. This is a multi-faith and multi-cultural community where pupils and staff are able to develop spiritually throughout their time here. Inclusivity and diversity practice is inspirational. Leaders and governors have a shared vision and commitment to ensuring that the school's mission statement and values are at the core of this harmonious and vibrant community. Its exemplary pastoral care ensures that all pupils feel valued and supported especially those in greatest need. Its rich chaplaincy provision enhances the Catholic life of the school for pupils and staff. Pupils understand their place in the world as future stewards who can change and contribute to the common good.

THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

- The Catholic life, inclusivity and diversity practice at St Peters is inspirational
- The exceptional leadership of the headteacher, the defined skills of leaders and the dedication of governors have created a shared vision and mission for the school leading to outstanding outcomes
- The quality of Religious Education and Collective Worship is outstanding

AGREED AREAS OF DEVELOPMENT

- Act as a beacon of excellent practice for other diocesan Catholic schools seeking to develop a radical inclusive and diversity practice.
- To further develop and strengthen current parish links

THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness)

The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	Overall grade	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 governors promote, monitor and evaluate the provision for the Catholic Life of the school		1

Pupil leadership is outstanding. Pupils' active participation in taking on a wide variety of leadership roles significantly enhances the Catholic life of the school. Pupils are proactive in taking on roles in a wide variety of groups which include: Student Council, Gift Team, Faith in Action Team, Diversity Council, ECO Team, prefects and reading mentors. Therefore their active leadership roles impact very positively on the school's harmonious and joyful character. Pupils confidently discuss how they have prepared and led assemblies highlighting their group activities which they can relate easily to the school's mission statement and values. In the Diversity Council, pupils talked about school values of tolerance and respect for different views and religions, one pupil commenting, 'everyone is made in the image and likeness of God'. This leads to the school's exceptional outcomes in tolerance, support and respect for all. Prefects talked confidently about how pro-active pupils were in the school's impressive charity work at a local and national level. The ECO Team discussed the concept of stewardship and were able to talk about the clear impact of the work they were doing.

At St Peter's RC High School the mission statement and values are lived and witnessed to throughout the school community. The inclusive provision for the pastoral care and support for pupils and families is exceptional. The family support worker, a member of the local sister's community, provides inspirational support. Families who are vulnerable are supported by the pastoral team and family support worker, and parents interviewed described the life changing impact it had had on their lives. The chaplaincy provision is exemplary in supporting and promoting the Catholic life of the school. The school priest and the lay chaplain are employed in school 3 days a week to support the spiritual and pastoral care of staff and pupils as well as supporting parish links. Just Youth are engaged to facilitate retreat days for pupils. The school engages a wide variety of interventions to support vulnerable students and meet their needs. Primary Headteachers spoke highly of St Peter's support to meet the transition needs of pupils and promote the Catholic life of the wider community. St Peter's involvement as a leading school in partnership working with Manchester University and MMU reflects its mission to contribute to the wider teaching community. Opportunities for reflecting on SMSC issues in the taught curriculum are well planned and structured to develop pupils' critical thinking skills.

The inspirational and dedicated headteacher, along with committed leaders and governors share a common vision and are passionate about the Catholic life of the school, its mission and values. They ensure that resources are effectively targeted to meet those in greatest need. Their investment in chaplaincy provision enhances the Catholic life of the school for pupils and staff. Leaders ensure that all staff, including new staff, regularly receive professional development on Catholic ethos, which promotes a profound understanding of the school's mission and values. High staff retention rates reflect leaders' investment in the pastoral care and wellbeing of staff. Governors make a highly significant contribution to the Catholic life of the school. They have high levels of expertise and are extremely thorough in their work. Effective self-evaluation and quality assurance systems are in place to monitor and assess the Catholic life of the school.

RELIGIOUS EDUCATION (incorporating Word)

Religious Education (incorporating Word)	Overall grade	1
How well pupils achieve and enjoy their learning in Religious Education (outcomes for pupils)		1
The Quality of teaching, learning and assessment in Religious Education		1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education		1

All pupils are entered for GCSE Religious Studies. 2019 external outcomes for Religious Education were above Salford diocesan averages. Attainment and progress for GCSE in Religious Education in 2020 and 2021 show an improving trend and there is a significant increase in the number of pupils taking A level Religious Studies when they leave school to study at partner 6th form colleges. It is clear that pupils enjoy their Religious Education lessons. They demonstrate excellent standards of behaviour and engagement and are enthusiastic about their learning. Pupils are able to demonstrate their critical thinking skills in lessons in response to effective higher order questioning techniques by teachers. They are fluent and articulate about their learning and progress and are able to confidently use subject specific vocabulary in lessons. Differentiation strategies employed in lessons ensure SEND pupils are well supported. Pupils are religiously literate and are able to relate their activities in various pupil groups to their Religious Education lessons. One pupil who was a member of the ECO group was able to explain the work of this group with reference to Laudato Si and the concept of stewardship that they had been taught in Religious Education lessons.

Religious Education is at the core of the school curriculum. The department achieves impressive results as well as making a significant contribution to the Catholic life of the school and collective worship. Within the subject team of four specialists and one non specialist, there is a wealth of subject knowledge and pedagogical expertise as well as experience of examination board marking. Therefore, overall teaching, learning and assessment are outstanding. The department collaborates effectively on the structure and sequencing of the curriculum with regular team meetings to ensure that best practice is shared and professional development needs are supported. The delivery of the course is very well managed with clear guidance on marking and feedback to ensure consistency across all year groups. Assessments are suited to pupils needs and devised to ensure that pupils know how to improve.

Governors ensure that 10% of pupils' curriculum time is devoted to Religious Education in all year groups and provides equity in regards to faculty budgets. Religious Education has parity with other core areas in terms of staffing, professional development and resources. The department is well led by a passionate and highly effective curriculum leader. She has built a successful and cohesive departmental team and also shares her expertise with other schools across the diocese to support wider improvements in the teaching of Religious Education. Leaders ensure the delivery of a high quality Religious Education curriculum through its robust quality assurance systems. Effective line management systems ensure provision is regularly reviewed and monitored. Pupil outcomes and provision are evaluated by governors at validation meetings, Religious Education sub- committee meetings and headteacher reports to the governing body. In addition to the school's monitoring cycle of lesson observations, learning walks in Religious Education are carried out by the headteacher and leadership team to assess the quality of teaching and learning, leading to a constant desire to give the pupils the very best.

COLLECTIVE WORSHIP

Collective Worship	Overall grade	1
How well pupils respond to and participate in the school's Collective Worship		1
The quality of Collective Worship provided by the School		1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship		1

Praying together is a daily experience for pupils and staff. The range of school prayers regularly and confidently led by pupils are embedded and valued. The Gift Team and various pupil groups are actively involved in creating resources and leading assemblies and liturgies with confidence and enthusiasm. Pupils feel confident in expressing their Catholic faith, while also being open to different perspectives and respecting the views of other religions. Pupils are pro-active in contributing to the planning of para-

liturgies with the lay chaplain which are then shared with the rest of the school. Bidding prayers are readily created by pupils for class masses and pupils are able to personalize their experience. Pupils have an excellent understanding of the liturgical year, and they contribute and participate in all forms of worship and prayer with deep reverence and respect. Hence the outcomes for prayer and liturgy are outstanding.

Collective worship is central to the life of the school and is of exceptional quality. Daily prayer is valued by all members of the school community and is linked to the school's mission statement and values. The school supports and encourages pupil and staff participation in the Sacrament of the Eucharist and the Sacrament of Reconciliation. Class masses take place in the school chapel with their class teacher. Holy Days of Obligation are observed and prioritised at form time and at assemblies. Despite the challenges of changing COVID-19 advice, the chaplaincy team provided services and liturgies online for pupils and staff at home as well as in school. The chaplaincy team supported year 7 in completing their CYMED award (Faith in Action). The chapel provision and resourcing by priest and lay chaplain is exceptional. These skilled leaders of worship not only ensure liturgically rich celebrations, but also engage pupils through sharing leadership and participation. They are also able to engage parish, primary partners and families in community collective worship, in the words of the school priest 'We welcome everyone to be a part of our family at St Peter's.'

The headteacher and governors have continued to take courageous decisions to direct resources to chaplaincy provision and the spiritual life of the school community. As a result, relevant staff are supported in developing and delivering consistently high-quality acts of worship and pupils are developing leadership skills in its planning and delivery. Funding is provided for Just Youth which provides a priest chaplain 3 days a week and a lay chaplain 3 days a week. The headteacher and senior leaders have a deep understanding of the liturgical year and are constantly visible as leaders of and contributors to collective worship. Leaders and governors place a high priority on the evaluation of the quality and impact of collective worship and have ensured it is embedded in school self-evaluation and improvement planning.