



Catholic Schools Inspectorate inspection report for

# St Peter's Catholic College

URN:  
140751

Carried out on behalf of the Right Rev. Terence Patrick Drainey, Bishop of Middlesbrough on:

Date: 09 and 10 November 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- There is a true family feel within the school community that has created a strong sense of belonging within the school that includes a holistic inter connectedness with the local community.
- Leaders are inspirational role models for staff, students and families, having created a genuine, authentic vision for Catholic education. They are tenacious and driven to try to ensure that every child is supported to reach their full potential.
- Catholic life and mission is the beating heart of the school which has led to substantive, transformative change across all aspects of school life.

- There is strong evidence of a highly effective collaboration and supportive relationship with the Nichols Postgate Catholic Academy Trust (NPCAT) which has led to a positive impact upon the culture of St Peter's. There is a very strong partnership developing between the curriculum lead and the Trust lead for religious education.
- Students are proud to attend St Peter's; they feel valued, loved and unique; they know that they matter. Students have an openness and willingness to engage in all opportunities presented to them, particularly through their participation in collective worship and in their religious education lessons.

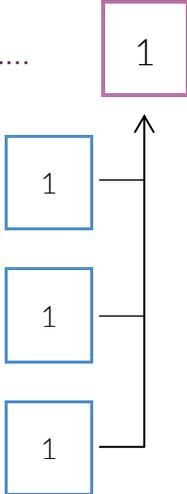
#### What the school needs to improve:

- Leaders need to ensure that all teachers of religious education will benefit from focused professional development on curriculum content using skills which are based upon GCSE frameworks and monitored through systematic evaluation and measurements of impact.
- The implementation of curriculum changes for the Religious Education Directory must be consistently embedded to successfully meet the needs of all groups of learners and raise aspirations for all students.
- Leaders should implement meaningful, high quality assurance systems for collective worship where the monitoring and evaluation of prayer and liturgy can systematically lead to change and improvement.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....	1
<b>Pupil outcomes</b> The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....	1
<b>Provision</b> The quality of provision for the Catholic life and mission of the school .....	1
<b>Leadership</b> How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....	1



Catholic life and mission is outstanding. The mission of St Peter's of 'One Faith, One Family, One Future' is truly lived out by students and fully embraced by the community. Students have very strong core values which include an innate sense of justice and a special ability to shine the light on the achievement of others. Students are happy and safe, knowing they are loved and cared for as unique individuals. Students said that 'everyone here is a family' and felt truly supported in all aspects of their school life. Students readily benefit from a genuine commitment to reward, with the celebration of achievement being deeply woven into the fabric of the school. The weekly 'Shine Friday' celebration, alongside numerous effective rewards strategies allow students to recognise their worth and flourish as valuable members of their family community. Students know and understand the demands of Catholic social teaching and are determined to live out those virtues, particularly through charity drives such as CAUSE hampers and by taking action to care for the common home through an ongoing commitment to active stewardship. Students are exceptionally proud to attend St Peter's. They feel a part of the school's long, rich history and have the desire to be a part of the school's future.

Loving attention has been given to the school's Catholic character which is proudly displayed in the physical environment of the school. The chapel is at the heart of the school and is widely used by students. For many, the chapel is seen as a spiritual haven and students fully appreciate the uniqueness of their chapel. There is a strong focus on inclusivity which has created a culture of welcome to all who step through the doors, every child matters at St Peter's. Students of other faiths are very well catered for. They have a sacred space available when they wish to spend time in prayer and reflection. Pastoral care is of the highest quality. Leaders are relentless in the pursuit of the best care for their students, striving to provide holistic support for students which meets their individual needs. There is particular attention to ensuring a deep commitment to the care for the vulnerable.

Staff are exemplary role models who consistently strive to make a difference to enrich student life experiences. Staff are determined and invested in opening students' eyes to the world around them. An investment in a 'Virtual Reality room' shows a dedication to raising student ambition and aspirations, an extraordinary way to experience what life is like beyond the local community. There is a meticulously planned relationships and sex education curriculum that is faithful to the diocesan approved Ten:Ten programme. This has had an extremely positive impact on the well-being and personal development of students.

Leaders and governors are true guardians of the Catholic life and mission at St Peter's. They have a shared passion and strategic vision which has led to the creation of a beacon of hope for so many in the community. Leaders recognise that their staff, as well as their students, are made in God's image and treat them with complete dignity, respect and integrity. Leaders have created a school environment where 'love is in every room you walk in' and where staff 'realise our worth'. There is strong commitment to the Bishop's vision and share in the offer of spiritual development from the diocese. Students have attended events such as Flame and visited the relics of St Bernadette. Special importance is given to the pilgrimage to Lourdes where the number of students being a part of this number continue to rise. Leaders have placed great emphasis on professional development for staff, which is planned and implemented systematically. This results in a confident staff body ranging from Early Career Teachers, new staff and non-teaching staff. Leaders have empowered students to take on a variety of leadership positions which include student council and roles connected to promoting the Catholic ethos of their school. Leaders have ensured that the voice of the student is heard and is central to positive change at St Peter's.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



The provision for religious education is good. Recent whole school teaching and learning initiatives have led students to know and remember more through the systematic use of recall tasks. 'Purple zone' activities have been implemented to focus on independent work and as a result students have a more secure knowledge and understanding of the RE curriculum. For example, this provides students with dedicated time to address and attempt the demands of examination questions at Key Stage 4 on a regular basis. Students are becoming increasingly confident in their theological literacy and using philosophical concepts in their learning. Students are proud of their work and are eager to share and celebrate their progress. Behaviour for learning is strong in the classroom, which is fostered through extremely positive teacher student relationships, this allows students to feel confident and comfortable in their religious education lessons. Students enjoy their learning, particularly the study of world religions because they believe this to be incredibly important in learning how to respect and understand others. There has been a considerable focus on raising the outcomes for GCSE students and a positive trajectory is evident, improving both student progress and attainment over the past 4 years. Leaders are acutely aware of the need to further improve student progress and have worked collaboratively to remove barriers to learning and implement effective strategies based on the demands of the curriculum.

Staff are committed to their subject and to the teaching of a Catholic curriculum which is seen in the school as the 'core of the core'. The curriculum has a positive impact on the spiritual development of students and creates time for moral values to be explored through class discussion and debate. Various styles of questioning are used which are effective methods for engaging students. However, questioning does not lead to staff gaining a precise understanding

of current student progress. At times, activities planned in lessons are not the most effective for the age range of students. As a result, students do not receive a deepened knowledge and understanding of the skills required to make progress from their individual starting points. Staff consistently recognise excellence in their students and naturally praise and celebrate student achievement. This results in students being eager to contribute in their lessons and are not afraid to make mistakes or ask for help. Staff know their students well and have established strong routines and expectations in the classroom. The curriculum implementation of the new *Religious Education Directory* in Year 7 is strong, setting the high standard for all year groups to aspire towards. Where centralised resources are used consistently, students are able to make greater progress towards their targets.

Leaders and governors hold religious education as having the utmost importance; there is absolute parity between religious education and other core subjects. Religious education has 10% curriculum time and particular focus has been given to the planning and implementation of the new *Religious Education Directory*. There is a strong partnership developing between the curriculum and Trust lead for religious education, and together they have a clear vision for the direction of their department and how to achieve it. Leaders have provided a comprehensive offer of professional development for staff. However, the focus has not addressed the demand for subject specific knowledge on the application of knowledge to the assessment objectives for the GCSE examination. Leaders demonstrate an unwavering commitment to the investment of quality-first teaching of religious education and have implemented effective quality assurance systems. These have already been highly successful in bringing consistency and rigour across the monitoring and evaluation of the curriculum.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



Prayer and liturgy is good. There is a clear daily pattern of naturally embedded prayer which happens during form time and at the end of the school day. Students are encouraged to actively participate and have the opportunity to lead their peers in prayer. Students appreciate time both at the start and the end of the day, seeing this as time to get themselves ready for school and to reflect on the day they have had. Students also experience weekly collective worship in their year groups where many have volunteered to share their gifts and talents through prayer and liturgy. Whole school experiences for prayer are very special. During a whole school Remembrance Day service students stood together in prayer led by their peers, including students who proudly wore their cadets' uniform as a moving touch to remember victims of war. In all aspects of prayer of liturgy, students are reverent and respectful and recognise this as a time for silence and reflection. Students play a key role in the planning and provision of prayer and liturgy. Some students have developed an ability to evaluate the quality of prayer, and this has led to improvements. Some students are beginning to understand how prayer and liturgy can shape their lives. However, all students are able to articulate, or make the connection, on how prayer can influence their desire to put their faith into action through charitable works.

The quality of prayer and liturgy provided by the school is outstanding. Prayer and liturgy is central to life at St Peter's and captures moments of joy and sorrow. Scripture is skilfully and carefully selected by staff to ensure inclusivity and accessibility for all students. Staff are outstanding role models in leading prayer and facilitating opportunities for students to encounter Christ through a variety of prayer. Both students and staff treasure the chaplaincy provision on offer. Staff are empowered and confident in their roles as spiritual leads for students. Form tutors, together with their form, have created sacred spaces in classrooms which

reflect the unique and distinct nature of each tutor group. A variety of prayer and liturgy is on offer including individual dance performances, sharing personal thoughts on scripture, the use of music and lighting to create an environment conducive for worship and opportunities for silent reflections. Prayer and liturgy is deeply faithful to the liturgical year and high-quality resources are used which have captured the hearts and minds of students.

Leaders and governors have a vision to create an authentic experience of prayer for all students to share in. They recognise how to make worship accessible to young people and do so in a variety of creative ways. Whilst there are quality assurance systems in place to monitor and evaluate collective worship, they are not fully embedded into the school's self-evaluation process and have not fully responded to the emerging needs of students and staff. There are opportunities for some students to be a part of the quality assurance process but are not explicitly planned as a part of the school's evaluation of prayer and liturgy. Leaders and governors have taken positive steps to strengthen the relationship with the local parish with some year groups now having experienced Mass. Leaders create meaningful opportunities for prayer and liturgy which contributes towards the well-being, the safety and improving the life chances for all students at St Peter's.

## Information about the school

Full name of school	St Peter's Catholic College
School unique reference number (URN)	140751
Full postal address of the school	Normanby Road South Bank Middlesbrough TS6 6SP
School phone number	01642 453462
Name of head teacher or principal	Mrs S Garthwaite – Headteacher
Chair of governing board	Mr Mark Ryan
School Website	<a href="https://stpeters.npcat.org.uk/">https://stpeters.npcat.org.uk/</a>
Multi-academy trust or company (if applicable)	Nicholas Postgate Catholic Academy Trust
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11-16
Trustees	Diocese of Middlesbrough
Gender of pupils	Mixed
Date of last denominational inspection	February 2020
Previous denominational inspection grade	3

## The inspection team.

Rosa Flanagan

Lead inspector

Lucy Collins

Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

