



# St Peter's Catholic First School

URN: 141066

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

14–15 March 2024

## Summary of key findings

### 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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## What the school does well

- The school's mission statement, 'Love God and love one another', is at the very heart of St Peter's and unites the whole school community, resulting in strong cultures of welcome and inclusivity.
- The inspiring leadership of the head teacher is a key feature of the school's success.
- Pupils fully embrace the Catholic identity of the school and are very proud to be members of the community.
- Religious education as well as Catholic social teaching have prime places within the whole school curriculum.
- Routines of prayer and liturgy are central to the school's daily life.

## What the school needs to improve

- Initiate ways in which the school works closely with the parish in acts of service.
- Provide opportunities for higher attaining pupils to be suitably challenged in religious education lessons.
- Increase the opportunity for pupils to take greater ownership of the planning and delivery of prayer and liturgy both for year groups and for the whole school community.

## 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

**Pupil outcomes**

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

**Provision**

The quality of provision for the Catholic life and mission of the school

1

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

St Peter's is a warm, welcoming, and inclusive environment. The mission of 'Love God and love one another' is very much at the heart of every activity involving leaders, governors, staff, pupils, and parents. Pupils told inspectors that 'Jesus died for us and so our mission is to help people in need.' The pupils know, understand, and live the mission. They are happy, confident, and secure at school and clearly relish the experience of being at St Peter's; they have a clear sense of how they should behave by following the teaching of Jesus Christ. Their commitment to leadership roles is exemplary. They have a strong sense of worth and are enthusiastic to participate in activities for the good of the school and the community. For example, mini-vinnies encourage all pupils to create Christmas and Easter cards to give to parishioners; they also regularly organise litter-picking both in the school and parish grounds. All groups of pupil leaders, including the liturgical leaders and house captains, are viewed as role-models who willingly teach others to be like Christ through their actions. Consequently, pupils are very aware of their need to work together for the common good and care for God's creation; they proactively do this.

There is a strong sense of community at St Peter's; pupils of other faiths are invited to share their beliefs which are readily celebrated by everyone in the school community. Staff exemplify Christ's teachings by their commitment to the faith and how they fully embrace the mission; their care for each and every child is exemplary. The development of pupils' spiritual and moral life is very effective and they are given a wide range of opportunities to flourish. One staff member commented, 'There are regular remarks from the wider community that they always know who a St Peter's child is.' Pupils are welcomed into a beautiful school environment through displays and prayer areas, and the relatively new outside classroom 'Peter's Pod.' Time, care, and attention have been carefully given to making these spaces high-quality and fully reflective of

the school's Catholic character. There is a high level of pastoral care for pupils of all faiths and backgrounds. For example, groups of pupils are invited to 'toast club' every morning so that they have a secure start to the school day. The provision for relationships, sex, and health education is carefully planned and pupils talk confidently about how their learning in this subject applies to their lives.

Leaders and governors are highly ambitious; they are totally committed to the school's mission. Self-evaluation processes are rigorous and make a significant contribution to the development of school's Catholic life and mission. The inspiring leadership of the head teacher means that St Peter's is a joyful community, with high levels of mutual respect between all staff and pupils. The school works closely and successfully with parents, who are very supportive of the school. For example, one parent said, 'We could not be more grateful that our child attends St Peter's. She absolutely loves going to school and has great excitement about her school journey throughout the years to come.' Parental attendance at school events is high and they greatly value the opportunities that are provided to support their child's spiritual and moral development. Leaders understand the principle that the school is at the service of the local parish and seek to work well with it. They are very aware of the school's advantage of sharing communal grounds and they often promote school activities within the parish. Due to changes in the parish, current initiatives need more time to embed and wider opportunities to involve the parish in consolidating the school's Catholic life and mission are not yet optimised.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

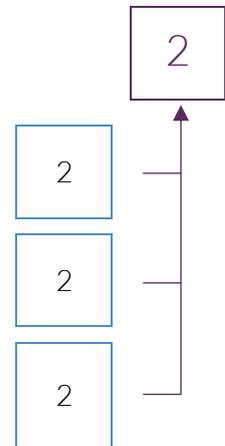
How well pupils achieve and enjoy their learning in religious education

**Provision**

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

**Leadership**

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



Pupils are developing secure skills in knowledge and understanding in religious education. They make secure progress from very low starting points and begin to think spiritually and ethically about issues from a young age. Pupils learn subject-specific vocabulary and are encouraged to be curious and answer open-ended questions to develop learning. Pupils work independently and concentrate well during lessons. In the majority of lessons, pupils are fully engaged because the work provided is well developed. For example, pupils in Year 3 discuss the similarities and differences between a national and international charity. Following this, they create their own charity but have to think, 'What would Jesus do?' before creating their final designs. Pupils produce work that shows their creative skills, their interests, and their understanding of a range of topics. There is an atmosphere of enjoyment during lessons; for example, the Reception class are very enthusiastic about re-enacting Palm Sunday with props. Pupils' learning in religious education mirrors the standards seen in English. However, the majority of pupils are not sure how to improve their work or how well they have achieved in religious education because this is not made clear to them.

Teachers are developing secure subject and pedagogical knowledge. They are fully committed to the value that religious education brings to the lives of the pupils at St Peter's. Collaborative planning across both the whole school and within different year groups is a real asset as it supports all teachers, particularly those new to Catholic education. During lessons, teachers use questioning effectively, both to elicit prior knowledge and to develop new concepts. However, appropriate work for higher attaining pupils is not provided. Pupils are encouraged to reach deep levels of spiritual thinking on topics during lessons; for example, with the use of open-ended questions in speech bubbles or reflecting on statements from Pope Francis on social media. Teachers skilfully encourage pupils to work independently, with a partner or within small

groups to reach secure outcomes in line with the learning objective for the lesson. Teachers use verbal praise in lessons, however, feedback is not consistent with the school's policy across different classrooms. Teachers use a variety of resources for learning across the school, including educational visits from representatives of other faiths.

Leaders and governors have well-established routines for monitoring the provision of religious education that leads to secure outcomes for pupils. The newly appointed subject leader for religious education has a clear vision for success and sound expertise. In the short time that she has been at St Peter's, improvements have been made, however, these are not yet fully embedded. Along with the head teacher, she consistently supports all staff to evaluate and develop the quality of teaching and learning in religious education across the school. This has led to all staff understanding clear expectations and with the support of the head teacher, high-quality training is encouraging staff to improve standards. The curriculum is well designed to enable pupils to make progress based on prior learning. It is enriched by experiences for pupils to learn and celebrate other faiths and cultures. Leaders and governors ensure that the requirements of the Religious Education Curriculum Directory are taught through the diocesan strategy and are committed to resourcing the subject effectively so that it mirrors the commitment shown to other core subjects.

## Collective worship

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

### Collective worship key judgement grade

#### 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

2

#### Leadership

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

2

2

Pupils' experience of being in a prayerful community has a positive impact on their spiritual and moral development. They respond well to prayer and liturgy both in individual classes and as a whole school; their behaviour is reverent and reflective. Pupils fully participate by singing joyfully and retaining prayerful silence when asked by members of staff. They are fully conversant with the Church's liturgical year, and this is reflected in the choosing of particular artefacts and prayers to support the theme. For example, a Year 2 class reflected during Lent and wrote their sins on the shape of a heart; they were then invited to wash their sins away in water. Pupils value the opportunities to build a closer relationship with God through prayer, including traditional prayers linked to the liturgical year. Pupils respond positively when invited to participate in worship. They are involved in the planning and evaluation of prayer and liturgy with staff; although, they do not fully lead prayer and liturgy independently. The liturgical leaders play an important role in the school through monitoring prayer areas and working closely with school staff to make further improvements. Pupils can recognise the relationship between the curriculum and prayer and liturgy. They understand how communal prayer is an important factor in the wider life of the school.

Prayer and liturgy are central to school life. Prayer routines are a solid feature in the school day. For example, there is a wide range of opportunities for marking moments of joy and sorrow in prayer. Staff are models of reverent offerings of prayer and are committed to developing their skills in assisting pupils to plan, deliver and evaluate it. However, routines of pupil-led prayer and liturgy are not fully embedded across the school. Staff are creative in their use of a variety of resources for prayer and liturgy; in particular, the use of art and music to enhance the atmosphere and experience for the pupils. Scripture is used consistently as a base for prayer and worship. Pupils know the importance of the Bible and its status as sacred scripture. The

school makes effective use of prayer spaces, and they are consistently respected and well-maintained. Pupils experience the major features of Catholic prayer and liturgy, for example, frequent attendance at Mass in the parish church. Families are well involved in the prayer life of the school using prayer bags and invitations to worship in the parish church when the school is attending.

The prayer and liturgy policy provides the school with a framework for liturgical celebrations across the academic year; it is both accessible and useful for all staff. A robust calendar from the multi-academy company sets out a clear timetable of opportunities to celebrate significant holy days in the liturgical year which provides valuable support for all staff. Leaders and governors highly value staff formation to be more effective in planning and delivering prayer and liturgy across the school. Staff are open to self-development and new concepts, however, the impact of support on pupil-led prayer and liturgy is yet to be fully embedded. Leaders are knowledgeable and skilled in the delivery of prayer traditions in the Catholic Church. The quality of monitoring by leaders and governors leads to improved practice and they are aware of the need to develop the level of pupil leadership according to their age.

## Information about the school

Full name of school	St Peter's Catholic First School
School unique reference number (URN)	141066
School DfE Number (LAESTAB)	8853310
Full postal address of the school	Rock Hill, Bromsgrove, B61 7LH
School phone number	01527 831872
Headteacher	Catherine Clubley
Chair of governing board	Yvonne Brennan
School Website	<a href="http://www.stp.magnificat.org.uk">www.stp.magnificat.org.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady of the Magnificat Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	5 to 9
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	2

## The inspection team

Tara Davies	Lead
Janet Mellor	Team

## 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