DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

St Peter's Catholic Primary School

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School Unique Reference Number: 126060

Headteacher:	Mrs Mary Claffey
Chair of Governors:	Mr John Donohue
Lead Inspector:	Mr Stephen Beck
Associate Inspector:	Miss Fiona McGonigle
Inspection date:	9th March 2016

Overall Effectiveness	Previous Inspection:	2
	This inspection:	2
Catholic Life:		1
Collective Worship:		2
Religious Education:		2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Peter's is a good Catholic school because:	
• The Catholic life of the school is outstanding • because the mission and ethos of Catholic education underpins all that the school does. • There is a sense of belonging in a community that enthusiastically lives out its faith. • The well-being and personal development of each pupil is at the heart of the school's vision. • Pupils are rightly proud to be part of the school family: they report that they *'wouldn't change anything'*. • Pupils are instrumental in developing and shaping the school's mission and can articulate its distinctive nature. • All stakeholders are passionately committed to the Catholic life of the school.	• The quality of Collective Worship is good because it is central to the life of the school and all pupils from a very young age are reverent and respectful during worship. • Prayer is central to the life of the school. • Pupils value times of worship. • Pupil-led liturgy has improved significantly since the last inspection. • The establishment of a pupil chaplaincy team has further raised the profile and importance of worship in school.
• Determined leadership from the headteacher and senior leaders ensures that religious education is given the highest priority; their shared vision is most evident. • The religious educational leader is inspirational for her subject and is a driving force for progress. • Behaviour for learning is outstanding. • Pupil outcomes are consistently good.	• The quality of religious education is good because pupils enjoy religious education, can explain its value and are keen to do well, leading to good progress in most lessons. • Pupils clearly enjoy their learning in religious education and readily talk with enthusiasm about their work, speaking with a spiritual and ethical depth of thought. • Assessment is carried out with increasing rigour and expertise; a range of approaches are used to ensure that no pupil falls behind.
St Peter's is not yet outstanding because:	
• In religious education there are inconsistencies across the school in the rate of pupil progress. • Lessons need to promote increased levels of challenge for the more able pupils. • The quality of teaching is not yet consistent, with some lessons still	• In religious education there are inconsistencies in the quality of assessment, marking and feedback provided by teachers. • Assessment procedures need developing to include more self-assessment by the pupils themselves.

requiring improvement to bring then to outstanding. • Pupils need to have greater involvement in their own learning through more self-initiated work and research opportunities.	• Rigorous monitoring now needs time to embed to ensure its impact can be seen on raising standards.
• Excellent subject leadership needs more time to embed the good practice established to secure consistency across the school.	• There needs to be a greater breadth of provision for collective worship.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's is a voluntary aided, one form entry school. It is situated in the Crawley deanery in the Diocese of Arundel and Brighton. It is maintained by West Sussex Local Authority. The principal parishes that the school serves are Our Lady and St Peter's, East Grinstead and St Bernard's, Lingfield. The proportion of pupils who are baptised Catholics has fallen slightly since the last inspection to 73%. The average weekly proportion of curriculum time given to religious education is 10% in all Key Stages. The school takes pupils from 4-11 years. The number on roll is 201. The attainment of pupils on entry to school is broadly average. The proportion of pupils eligible for free school meals is below average. A slightly above average proportion of pupils at 25% have special educational needs. The greater majority of pupils come from white British or other White backgrounds. There is a growing number of pupils for whom English is a second language, albeit with few at the early stages of learning English. There has been a significant change in staffing at the school this academic year with 4 out of 7 class teachers being new to the school. The school gained International Eco-School status in July 2013. This is due for renewal this academic year. The school has been awarded the Sainsbury's School Sports Gold Award, for the second year.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Broaden the range of teaching strategies to include more pupil choice and creative learning opportunities.
- Embed the school's marking and feedback policy throughout the school to ensure the provision of support for next steps in learning and to facilitate pupil responses.
- Use the school's website to extend communication with parents by celebrating and raising the awareness and profile of the school's Catholic life and its increasingly strong religious education curriculum.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
• The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
• The quality of provision of the Catholic Life of the school.	1
• How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.	2

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils are rightly proud of their school and have a deep sense of belonging to their school family. They flourish in an atmosphere where everyone is valued and is expected to achieve.
- The mission statement is integral to the life of the school. It is understood and evident in the pupils' manner, conduct and respect for the school and the meaning of the mission statement is embedded within every aspect of the school.
- The behaviour of pupils is exemplary at all times. They are alert to the needs of others and are ready to support each other whenever necessary. At all times, pupils are encouraged to listen, give thanks and appreciate the need for reconciliation.
- Pupils thoroughly enjoy all the responsibilities they are given and embrace opportunities to meet their potential in all aspects of school life.
- Pupils actively promote the school's ethos through a variety of activities. These include the school choir, parish lunch for the elderly and as altar servers.
- Pupils' empathy for school, local, national and global issues is evident through the work of the Eco Team, Little Friends (school branch of the PTA), OMLETS (locality school council) and The Crew (Play Leaders).
- In addition to national fund raising events, Comic Relief and Children in Need, pupils regularly initiate fund raising activities following global events and curriculum generated ideas.
- The school fully participates in the chaplaincy programme led by the deanery secondary school. This has enabled pupils to plan and lead their own class collective worship and is a strength of the school.
- Pupils show respect and understanding of other faiths and religions.
- A parent commented, *'My child looks forward to receiving the weekly Wednesday Word and has kept previous weeks' issues for ongoing reference'.*

The quality of provision of the Catholic Life of the school

- At St Peter's there is a tangible sense of community at all levels, which is evident in the quality of relationships between staff, pupils, parents and governors.
- The provision for the Catholic life of the school is a high priority, which is reflected in the way the mission of the school is 'lived out' by all in this family focussed community.
- Parents agreed that there is an *'atmosphere of love'* that makes the school a special place.
- It is to the school's great credit that with over 50% of the current teaching staff being relatively new to St. Peter's the school has ensured that the significance of the school's Catholic life is fully appreciated and maintained. All staff are committed to improving high standards and expectations in the context of the school's distinctive nature and ethos.
- It is noteworthy that the speed with which a genuine bond has developed among the staff sees them strive toward shared goals, keeping the pupils at the centre of all they do.
- Through close links with the parish and its catechists the school is attentive to the pastoral needs of both adults and pupils and successfully meets their needs.
- PSCHE and RSE are taught through the school's religious education programme 'Come and See' and the Diocesan recommended 'Education for Personal Relationships' (EPR) programme to ensure that Catholic values and principles underpin all aspects of this teaching.
- The school's approach to behaviour management reflects Gospel values. It is clear that pupils are well supported in making right choices and that they understand personal responsibility.
- Pastoral care is a strength of the school. As one parent wrote, *'I have been delighted with the pastoral support we have been given as a family through a very tricky time. St Peter's is an outstanding school in my opinion and we are very lucky to have the staff we have'.*

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school

- The headteacher is a strong leader, not afraid to take calculated risks to share her vision and passion for Catholic education. She is supported by an able senior leadership team who share her vision and communicate this to all.
- Over recent years St Peter's School has been on a challenging journey. The strength of character of leadership has seen the school successfully through this period. There have been significant changes in staff, along with intensive external monitoring which have been well managed. It is impressive how much unity of purpose has been maintained by all stakeholders in the maintenance of the school's Catholic ethos.
- As a result of this journey the areas identified for development in the last inspection have been addressed but now need to be consolidated.
- The leadership and management of the Catholic life of the school is well motivated and robust. The governors, headteacher and the senior leadership team successfully promote a welcoming and caring ethos, which reflects Gospel values and the mission statement of the school.

- The Catholic life of the school is given a high priority and Catholic values and principles are promoted very well.
- The good leadership of the Catholic life of the school ensures that all pupils are well cared for and nurtured in this happy, caring, safe and supportive environment in which high expectations of behaviour are communicated to all pupils.
- Governors are confident in monitoring the Catholic life of the school and now need to embed this good practice. The role of the religious education governor is developing well.
- School leaders demonstrate a commitment to the Catholic life of the school and ensure it is a central focus in all decision making.
- School leaders are proactive in sustaining links with the parish through the school choir preparing and leading sung responses at the children's Mass, the provision of Sacramental preparation resources by the school, pupils' work being celebrated in the parish magazine, the promotion of school and parish events in their respective newsletters, pupils' religious education work being displayed in the church and SLT attendance at Sunday mass and First Holy Communion weekends.
- The religious education leader has implemented a monitoring calendar to ensure accuracy, consistency and rigour for analysis and evaluation of the impact of the Catholic life of the school. The outcome of monitoring informs a development plan for both religious education as a subject and the Catholic life of the school.
- The Governing Body is an effective critical friend whenever new initiatives are discussed to ensure the Catholic life of the school remains a priority. This was particularly evident when the locality group were preparing to form a CIC (Community Interested Company), and more recently the continuing discussions around academisation.
- The ongoing contact the school has with past parents and pupils is a testament to the value they place on and happiness they felt towards the primary education provided for them at St Peter's.

COLLECTIVE WORSHIP AND PRAYER LIFE

	2
• How well pupils respond to and participate in the school's Collective Worship and Prayer Life.	1
• The quality of provision for Collective Worship and Prayer Life.	2
• How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.	2

How well pupils respond to and participate in the school's Collective Worship and Prayer Life

- Acts of collective worship provide pupils with opportunities to pray, reflect, sing and deepen their understanding of the purpose of collective worship.
- All pupils understand and demonstrate how to create a prayerful atmosphere.

- Pupils throughout the school participate with reverence and respect; they join in prayers with confidence and sing with great enthusiasm.
- Collective worship contributes significantly to pupils' spiritual and moral development.
- In upper Key Stage 2 pupils plan acts of collective worship confidently and all other pupils are keen to participate. When planning an act of collective worship pupils and staff alike use the same planning template and resources, resulting in pupils feeling included and valued. Pupils have excellent knowledge and understanding of the Church's liturgical year, seasons and feasts and are able to discuss what being a part of a prayerful community means to them.
- Pupils know what constitutes the various elements of collective worship and are starting to prepare and lead class worship, however, more opportunities to plan and lead worship independently could be given in a range of contexts.
- There is a deep respect for other faiths; pupils of other faith backgrounds willingly share their own beliefs in an atmosphere where they are accepted and appreciated. This was articulated by a pupil of a different faith who was effusive about how she was accepted among her peers.
- In an assembly led by the headteacher, pupils entered the hall calmly, creating a reverent atmosphere. This was enhanced by singing from the school choir. Good use was made of scripture with the parable of The Prodigal Son being retold enthusiastically in a style very understandable by pupils in a way that held their attention. The theme of forgiveness was well exemplified and related to pupils' everyday lives. They were prayerful and the assembly message was reinforced by good links with the Pope's message of forgiveness in this year of mercy.

The quality of provision for Collective Worship and Prayer Life

- St Peter's is a very prayerful community. Collective worship engages the interest of all pupils and they are very enthusiastic about it.
- Praying together is part of the daily experience of all pupils and staff and include school celebrations. A parent noted, *'My child regularly says prayers at bedtime that have been learnt at school'*.
- Staff and governors pray together at formal meetings and when local, national and global events inspire the need for prayer.
- Acts of collective worship are engaging through the practice of offering the pupils a goal to achieve linked to the Gospel value shared at Mass.
- The themes for collective worship follow the liturgical year and seasons of the Church and this has become a teaching point for upper Key Stage 2 when planning their own acts of collective worship.
- All acts of collective worship are sympathetic to the religious diversity among pupils in the school. The invitation to attend school and class Masses, year group and key stage liturgies is open to the whole school family.
- The Senior Leadership Team (SLT) is skilled and experienced in helping children and staff in planning and leading acts of collective worship. Together with the SLT, other members of staff who are catechists in the parish share their good understanding of the Church's heritage, its rites and seasons with the school community.
- St Peter's could enhance this provision by broadening the range of worship and prayer at school level.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

- The headteacher and senior leaders are enthusiastic and know how to plan and deliver quality experiences of collective worship. They have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols and ensure that display and artefacts around the school reflect this.
- Together, leaders have a very good understanding of the strengths and areas for development of collective worship through both formal and informal monitoring.
- Leaders access diocesan training and provide professional development opportunities for staff to support formation in the development of their spiritual and liturgical understanding, development of skills and achievement of performance management targets.
- Governors are regular visitors to the school. They ensure that collective worship forms part of the regular review of school performance and is included in performance management objectives.
- The SLT is knowledgeable and experienced in planning and delivering quality experiences of collective worship.
- The purpose and relevance of prayer is clearly understood by children and is modelled by senior leaders.
- Due to the significant changes in staffing in the past two years, senior leaders have implemented regular opportunities for staff to develop their spiritual and liturgical understanding, both in school and through the Diocese.
- Collective worship is on the monitoring calendar and the findings of this will influence the action plan objectives.
- Parents' views of collective worship are gathered and the school responds to this, however, the formal recording of their views and the collection of feedback does not take place and this could help enhance provision.
- Governors value the pupils, the school's place within the community/parish, and the strength of and relationship with the school's leadership which permeates the whole staff team.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
• How well pupils achieve and enjoy their learning in Religious Education.	2
• The quality of teaching and assessment in Religious Education.	2
• How well leaders and managers promote, monitor and evaluate the provision for Religious Education.	2

How well pupils achieve and enjoy their learning in Religious Education is

- Pupils enjoy religious education and can explain its value as one of their most important lessons.
- Pupils have about average starting points and make good progress, with most pupils and groups of pupils making good progress over time.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage. Their knowledge, understanding and skills are developing appropriate to their age or capacity with many having a deepening understanding of their faith. They are developing the skills that enable them to reflect spiritually, think ethically and theologically and become more aware of the demands of religious commitment in everyday life.
- Pupils acquire knowledge quickly and are secure in their understanding. They are provided with opportunities to develop a range of skills, particularly independence, imagination, to reflect and evaluate and engage with religious ideas and this is beginning to impact on progress and attainment.
- Outcomes for pupils with additional or special needs are good.
- Pupils are becoming increasingly more religiously literate.
- Pupils' engagement in and enjoyment of their learning is strong as shown by their interest, enthusiasm and behaviour.
- Some lessons would benefit from increased opportunities to promote greater levels of challenge for more able pupils.
- Pupils are encouraged to work independently and collaboratively.
- A parent commented, *'We are so glad we chose to send our child to St Peter's. Already they are shaping them into wonderful, caring, committed, rounded individuals.'*
- Older pupils commented that they felt challenged in their religious education lessons.

The quality of teaching and assessment in Religious Education

- Of the lessons seen the majority of teaching is good with an example of outstanding practice which could be usefully shared to help raise good lessons to outstanding.
- Teaching has developed successfully through the effective induction of new staff and this is having a rapid impact on both provision and outcomes.
- In line with other subjects, achievement and effort in religious education are regularly celebrated by staff in class, visiting SLT members, whole school acts of collective worship, Rejoice at the end of each topic and the sharing and displaying of work.
- Teachers use diocesan guidance to good effect and teacher subject knowledge is good.
- The school has a good range of resources and strategies to promote learning and teachers are using time increasingly well.
- Most teachers have high expectations and, as a result, pupils concentrate well and the presentation of written work is of a high standard. Pupils respond articulately and reflectively to teachers' questions.
- Relationships between teachers and pupils are very good. Additional adult support in the classrooms is well used, ensuring impact through progress.

- Differentiation by outcome is well established and teachers are providing more differentiated tasks to meet pupils' needs.
- Marking and feedback are carried out regularly. This is most effective where pupils are given time to respond, but this is not yet happening consistently across the school.
- There is evidence of pupils using 'I can' statements and developing good practice in self-assessment, but this is not yet consistent across the school.
- The school has an accurate picture of pupils' achievements in religious education because tracking systems are developing well.
- Reception pupils were well served by a good lesson involving the parable of The Lost Sheep. The lesson was linked to Lent and Spring and an understanding that Jesus teaches us to love one another. The teacher's classroom management was strong with a lively group of pupils. Good cross curricular links were made with literacy through vocabulary development and science through exemplification of an understanding of feelings linked to the heart and an explanation of this as an organ of the body. Previous learning was successfully built on throughout a well-paced lesson although care needs to be taken balancing teacher input and carpet time with activity time. Classroom support staff made an impact on learning through discreet input and support of pupils during the lesson.
- A Year 4 lesson was calm and purposeful with good religious vocabulary being used by pupils and the teacher. Pupils were engaged and made links with previous learning and messages from the Bible. Teacher subject knowledge was notably strong. The lesson could have been strengthened further with explicit links with 'driver words'.
- Outstanding practice was seen in a Year 5 lesson in which pupils were given the opportunity to discuss and debate at length their thoughts and views on the temptation of Jesus in the desert. Behaviour for learning was outstanding with a consistent 'buzz' of learning throughout the lesson. Pupil self-motivation was impressive. The lesson was well planned and resourced and benefitted from the teacher's open ended questioning and strong subject knowledge.
- The learning of Year 1 pupils was well supported by the teacher's good rapport with the pupils. She created a secure learning environment through lots of praise and affirmation that encouraged pupils to offer their input. The lesson started with the lighting of a candle on an inviting prayer table utilising the liturgical colours, a beautiful cross, key words, pictures and a Bible, setting a learning expectation. Assessment of learning took place throughout the lesson.
- Good differentiation of activities in a Year 2 class supported the progress of all pupils. Good use of music, the class prayer and the prayer table focussed pupils' attention as they were led into thinking about Palm Sunday. Good use was made of scripture with a 'My First Bible' being used to better support the understanding of some pupils.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education

- A member of the school's SLT has taken on the responsibility of the leadership of religious education this academic year due to the significant changes in staffing.
- This was an appropriate strategy to adopt. It has been successful in reenergising staff and has secured a strong team that provides capacity to build successfully on progress made to date.
- It would be appropriate to ensure there is clarity and permanence confirmed in regard to subject leadership.
- Clear expectations, a monitoring programme, appropriate resources, useful templates, effective training and consistent support are in place for staff and have secured a rapid rate of progress over recent times.
- Monitoring records show that teaching over time is good with increasing elements and examples of outstanding due to the shared goals of all staff and the trust they have in the leadership of the school.
- Religious education has a prominent profile in the school, making a positive contribution to the moral and spiritual development of pupils.
- The RE curriculum is enhanced through the school's involvement in environmental work, Fairtrade, EPR, fund raising, parish, deanery and diocesan events.
- As part of a strong locality group the pupils work with others from a variety of faiths and backgrounds and consistently demonstrate the values and mission statement of their school. The pupils draw on these experiences to promote their own learning and engagement with religious education.
- Religious education is a core subject and the expectations within school reflect this. It is treated with the same regard as other core subjects. The leadership of the school ensures that it meets the requirements of the Bishops' Conference.
- The current subject leader is outstanding in guiding religious education. She shows enthusiasm and commitment and introduces new initiatives when appropriate. Her outstanding documentation guides and directs all staff in the delivery of the subject and this is updated as necessary.
- The self-evaluation document provided for the inspection is commendable and provides a very useful working document that has clearly identified the school's strength and areas for development. This should now be taken forward through wider involvement of staff and governors in its ongoing revision and use.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.	**2**
Catholic Life	**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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.	**2**
Collective Worship and Prayer Life	**2**
How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.	**1**
The quality of provision for Collective Worship and Prayer Life.	**2**
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.	**2**
Religious Education	**2**
How well pupils achieve and enjoy their learning in Religious Education.	**2**
The quality of teaching and assessment in Religious Education.	**2**
How well leaders and managers monitor and evaluate the provision for Religious Education.	**2**