



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## SAINTS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

### KIRKBY

---

Inspection Date Tuesday 7<sup>th</sup> February 2017

Inspectors Mrs J. Rourke  
Mrs A. Paget Mrs J. Coughlan

Unique Reference Number 104479

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

---

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 287 (excluding nursery)

Chair of Governors Mr M. Pendergast

Headteacher Mrs J.Mousley

School address Moorfield,  
Tower Hill,  
Kirkby,  
Liverpool  
L33 1DZ

Telephone number 0151 477 8205

E-mail address peterandpaul.de@knowsley.gov.uk

Date of last inspection 1<sup>st</sup> February 2012

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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.

## Information about this school

- Saints Peter and Paul school is a larger than average sized Catholic Primary School situated in Kirkby, Merseyside serving the parish of Saints Peter and Paul.
- There are 287 children on roll of whom 211 are baptised Catholic, 76 come from other Christian denominations.
- There are 14 teachers of whom 12 teach Religious Education and 5 have a suitable qualification in Religious Education. Twelve teachers are baptised Catholic.
- Since the last inspection there is a new parish priest linked to the school and a change in personnel including, the Chair of Governors and Religious Education subject leader.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

---

© 2017 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

## Overall effectiveness:

Saints Peter and Paul Catholic Primary School is a good school in providing Catholic Education.

## Inspection Judgements

### The extent to which the 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 know and understand the school's Mission Statement, '*We will work together, try our best and live as Jesus taught us by showing love, care and respect.*' They understand the part they play within it.
- Their behaviour is outstanding; they have an excellent understanding of right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, for example, as prefects, house captains, play leaders and the school council.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Nugent and Jeans for Genes.
- Pupils are involved in service to their local community. They have, for example, generously collected and donated food to their local foodbank.
- They are fully involved in many liturgical events, Harvest Festivals and yearly school masses. Pupils have been fully supported by their parish priest over many years and the new parish priest is continuing to support the school and families. Pupils are active in the parish by being Altar servers and singing at Mass.
- The parish pastoral support worker is involved in the Catholic Life of the school. She guides pupils and their families in sacramental preparation; she prepares pupils for mass, prayer times and retreat days. She is an invaluable support to the school and is outstanding in continuing to strengthen links between home, school and parish.
- Pupils have been made aware of the plight of global communities. They have fundraised and been visited by headteachers from school communities in Namibia, Africa.
- Many pupils benefit from participation in residential. There are many other educational day trips enjoyed by the pupils.
- The schools' learning mentor offers pastoral care to pupils and families through social and personal support. He also guides pupils in making improvements around the school giving pupils ownership and respect of their school environment.
- The school is also keen to embed a programme, *Journey in Love*, to aid education for pastoral care and personal relationships across the school.

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

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.

- There is some difference in performance between pupils of different gender. This has been highlighted through the tracking of specific groupings of pupils.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils show good standards of work for each level of attainment. Standards will continue to improve by using the results shown from the close tracking of specific groups in planning. This will continue to raise expectations and give greater depth to higher levels of attainment.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour. On the day of inspection, pupils spoke keenly about their Religious Education lessons. Pupils are diligent, keen to do well and seek to produce their best work.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- On the day of inspection, pupils acted with reverence, sang joyfully and joined in community prayers. They were given opportunities to reflect and respond to scripture. Focus areas were thoughtfully prepared and pupils were invited into an environment of prayer.
- Pupils and adults are beginning to develop a partnership when preparing and leading worship by using the *Stepping Stones* Archdiocesan guidance for gradual expectations in worship across the school.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good.
- On the day of inspection some of the lessons observed were outstanding.
- It is effective in ensuring that pupils are interested and engaged and make good progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour. Pupils are well managed and self-disciplined.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teachers display good subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion, they celebrate each other's responses.
- In many lessons observed, teachers shared driver words through the learning objective. Prior learning was effectively used to reinforce and link pupils understanding onto the next stage of learning. Teachers used challenging questions, enabling pupils to extend their thinking about the topic they were covering.

- In the Foundation Stage work is presented to a high standard and Religious Education is promoting and developing many early skills. On the day of inspection, effective use of circle time enabled pupils to listen and learn from one another. Continuous provision stimulated learning and related to the *Come and See* topic.
- Teaching Assistants throughout the school provide excellent care and support to pupils and teachers. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- On the day of inspection there were some opportunities for Information Technology particularly with the use of the interactive whiteboard.
- The school has thorough and detailed assessment strategies in place which provides information on the achievement of all the pupils. Pupils are tracked and detailed analysis of pupil progress is available. Use of this information will enable teachers to plan consistently for groups of pupils across the school.
- Planning is completed on planning formats recommended by the Archdiocese. It shows some differentiation, a range of activities, driver words and good evaluations.
- Pupils are informed of their progress and how to improve both orally and through marking. Work books are presented well. Marking is positive, affirming and shows some good developmental marking for Religious Education. This good practice needs to be consistent across the school with manageable ways for pupils to respond to comments made.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Timetabling Religious Education at appropriate, quality times consistently across the school will enrich planning and pupils learning.
- The school implements new curriculum developments as appropriate.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The school environment is bright and welcoming, with many areas lending themselves to the Religious Education curriculum.
- The school is part of the Kirkby Collaborative and the Collaborative of Kirkby Catholic schools. There are close links with the feeder Catholic high school and pupils attend many events there such as, the *Big Sing*, attendance awards and achievement celebrations.
- Pupils have the opportunity to attend breakfast club and after school care. There are a variety of lunch time and after school events, for example, football, street dance, *Lego* and Religious Education. The school promotes a range of extracurricular activities to enable pupils to be motivated, have responsibility and to live out their mission.

- Pupils have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism is explored each year while Islam, Hinduism and Sikhism are explored on a three-yearly cycle. They have visited a local synagogue to gain understanding of another faith. Further visits and visitors of other faiths and religions will continue to enhance and develop their first-hand experiences.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning and leading Collective Worship and have received recent training from the archdiocese. This now needs time to embed.
- The teachers are beginning to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- There is excellent understanding of the liturgical year and the school has worked closely with parish pastoral support to plan a programme of worship with set themes and scripture.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, Advent and Easter services, Sacramental celebrations and leavers mass.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good with outstanding features in promoting monitoring and evaluating the provision for the Catholic Life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement.
- The school is currently undergoing a full review of its mission with aims and practical objectives. Once this is complete, the school can continue to use the mission as a useful tool by which the school can evaluate its effectiveness and celebrate its many successes.
- The Self-Evaluation Document provides evidence of the schools' monitoring, analysis and self-challenge. The school would benefit from reorganising areas of the document by following the guidance given in this report to celebrate the strengths and outline areas for development.
- Governors have knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the Headteacher regarding the Catholic life of the school.

- Governors are fully supportive and know and care for the school and surrounding community. They are a large part of the school family they are shaping and supporting.
- The Parish priest has regular contact with the school and is a member of the governing body. Whole school, class masses and liturgical celebrations are held routinely in school and monthly family masses in church.
- The parish priest is supportive of the Religious Education programme and offers guidance to the school. He is new to the parish and works closely with the pastoral parish/school worker.
- The school works in close partnership with the parish for the *With You Always* Sacramental programme.
- The headteacher ensures that the school community actively share the Catholic mission of the school to the families and surrounding local community through, for example, parish links, parish fete and pupils visiting the local residential care home. Parents and the local community show great generosity, support and appreciation of the school.
- The school provides induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A few members of staff teaching Religious Education have their Catholic Certificate in Religious Studies. Governors and the headteacher are continuing to encourage the completion of the certificate for all staff members.
- The head teacher and deputy head teacher have taken part in archdiocesan led spirituality conferences. There have been some opportunities for staff to take part in spiritual development, for example, through *Come and See for Yourself* sessions that take place at the beginning of each Religious Education topic.
- Pupils have had opportunities to enrich their spiritual and moral development by taking part in school retreats.
- The quality of Collective Worship is a priority for the school. An up to date policy and evidence is in place. The school can now continue to embed formal monitoring for evaluation by leaders, governors and managers.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website, and a variety of liturgies, celebrations and fundraising events.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The subject leader is good in guiding Religious Education. She shows enthusiasm, commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject which is updated as necessary.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is good.
- Governors are informed of new initiatives and developments. This can continue to develop through regular meetings between the subject leader and Religious Education governor.
- The subject leader and headteacher have worked hard to ensure that monitoring is in place and data is used to evaluate the school's performance. Monitoring and evaluation can now continue to be embedded as a robust timetabled programme.

- Evaluations and agreed actions made from monitoring will continue to strengthen and set high standards consistently across the school.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education subject leader and staff members.
- The subject leader and head teacher comprehensively collate and track assessment information. There is close analysis of standards across the school which will continue to impact on future improvement strategies.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

## **What the school needs to do to improve further?**

### **Continue to develop the Catholic life of the school by:**

- Completing and launching the revised schools' mission statement to direct and guide school life;
- Continuing to develop the schools' self-evaluation detailing areas of strength, improvement and development strategies.

### **Continue to develop Religious Education by:**

- Continuing to embed monitoring and evaluation as a robust timetabled programme and using evaluations and agreed actions to strengthen and set high standards consistently across the school;
- Timetabling Religious Education at appropriate and quality times consistently across the school to enrich planning and pupils learning.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
---	---

## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
---