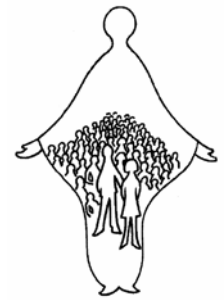


**SALFORD DIOCESE  
INSPECTION REPORT**



**ST. PETER AND ST. PAUL ROMAN CATHOLIC  
PRIMARY SCHOOL**

**Pilkington Street Bolton BL3 6HP**

Inspection date November 2008  
Reporting Inspector Miss M.C. Whalley

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary  
URN 105225  
Age range of pupils 3-11  
Number on roll 220  
Appropriate authority The governing body  
Chair of Governors Mr. N. Speakes  
Headteacher Mrs P. Tarkowski  
Religious Education Co-ordinator Mrs P. Tarkowski  
Date of previous inspection December 2005

<b>The Inspection judgements are:</b>	<b>Grade</b>	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	

*The following pages provide reasons to support these judgements*

## **CHARACTERISTICS OF THE SCHOOL**

St. Peter and St. Paul is a Roman Catholic voluntary aided primary school in the Diocese of Salford. The school, situated in close proximity to the church, serves the parish of St. Peter and St. Paul as well as the parish of St. Patrick and St. Edmund. The school is situated near the centre of Bolton. The area has high levels of social and economic deprivation which are well above the national average. The proportion of pupils known to be eligible for free school meals is 27.4%. Since the last inspection the percentage of pupils from minority ethnic groups has risen from 28% in 2005 to 43% in 2008. There is a 10% mobility rate. Families include asylum seekers, refugees and economic migrants. In addition to English there are 19 other different languages spoken in the school. On entry to school many of the pupils speak little or no English. The age range of the pupils is from 3 to 11 years. The indicative number is 30 and there are currently 220 pupils on roll. 76% are baptised Catholics. The school has identified 47 pupils who have special educational needs with 2 pupils having a statutory statement of special educational need. 7 out of 11 of the teaching staff (64%) are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St Peter and Paul is a good school with a strong Catholic ethos. Guidance is given to staff and pupils by good leadership. All staff promote a warm environment in which all aspects of pupil's spiritual, moral, social and cultural development are good. The inclusion and provision for pupils with special educational needs and the respect and care given to social cohesion are examples of the above. Pupils are polite and friendly and overall have a good attitude to their learning. They are encouraged to support and care for each other. The Religious Education curriculum is well planned and the quality of teaching is good overall. Teaching assistants support the teachers well. All staff are positive role models for pupils and are dedicated, committed and hard working. They work as a team and strive to support the children and each other. Their work is underpinned by the elements of "Every Child Matters". Links between home, school and parish are strong and the school is very well supported by the parish priest who is also the link governor for Religious Education.

### **Improvement since the last inspection**

There was one key issues arising from the last Section 5 inspection in December 2005 and this has been addressed. The new Religious Education co-ordinator was well supported in the development of her role. Since she left the school the headteacher has taken over the task and is supported by two assistant heads, one currently engaged in the Diocesan Catholic Leadership programme and one who has recently completed this.

### **Capacity to improve**

The school's capacity for further improvement is good. The self-evaluation is comprehensive. Priorities for further improvements are closely linked to the School Development Plan.

### **What the school should do to improve further**

- Continue to review regularly policies, curriculum and collective worship to address the ever changing needs created by the diverse backgrounds of the learners

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The leadership and management of the Catholic life of the school are good. The headteacher has a clear vision of the Catholic nature of the school and leads and manages the school well. Governors are active in their support for the school. The parish priest is the nominated Religious Education governor and is a frequent visitor to the school. His commitment and support for both the staff and the children and their families underpins the religious life of the school. He meets with the headteacher, attends assemblies, liaises with the staff with regard to the curriculum and the Sacramental Programme and supports the school with the induction of non-catholic staff in the teaching of the Catholic faith. The quality of relationships between staff and learners is strengthened by the inclusive nature of the school. It is very clear that all pupils and their families from a variety of ethnic groups are warmly welcomed as an asset to the school and this is a very positive force in promoting community cohesion. The promotion of community cohesion by leaders at all levels is a great strength of the school. There is good liaison between outside agencies and the school. Religious Education is given priority in the School Development Plan. The school Mission Statement is renewed each year and members of the school community are encouraged to contribute. Three members of staff have the Catholic Certificate in Religious Studies and one member has recently completed the diocesan course for Catholic Leadership.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship is good. Throughout the school year opportunities for liturgical celebrations are provided for pupils. They attend Mass in church and each year group prepares collective worship for the whole school once a year. No children are withdrawn from collective worship. During the inspection the whole school assembly was presented by Year 1 on the theme of friendship and reconciliation focussing on Christmas Day 1914. The pupils were involved through drama, art and personal prayers. It was a good example of linking the "Friendship Week" in school with the remembrance of times and relationships in the past. The assembly was also used as an opportunity to celebrate the pupils' achievements and reward them. It was clear that the pupils appreciated this. The assembly was very well attended by many parents and friends. In the class collective worship in the reception class the children listened well and prayed with reverence and respect. The school takes the lead in teaching the Sacramental Programme. It is well supported by the parish priest and catechists from the parish. Prayer and worship is seen as an opportunity to support the diverse needs of the community. The school should continue to develop opportunities to explore innovative prayer and worship to assist the children in their knowledge of other beliefs. Both the displays in class and around the school indicate the pupils' abilities to express their spirituality in prayer. In every classroom there is a focus for prayer and some are very good while others rely on the displaying of books.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and standards in Religious Education are good. On entry to Nursery attainment of pupils is often below average. However, due to the commitment of the staff the children make steady progress. In Foundation Stage and Key Stage 1 pupils make good progress. By the end of Key Stage 2 progress is very good. Standards are in line with those expected in the diocesan assessment. There were some particularly good examples of children relating the meaning of the psalms to incidents in their own lives. Pupils with special needs are well supported by good use of teaching assistants. Pupils demonstrated good factual knowledge of their faith when discussing issues with the inspector. They were aware of their responsibilities both to the people close to them and to the wider community. All learners show a genuine interest in the Catholic faith, enjoy their Religious Education lessons and are developing an awareness and interest in other faiths and cultures. This is enhanced by the diversity of cultures around them. The teachers' marking is good. It praises good work and special effort. It also encourages learners to reflect on their responses to lessons and to improve their work through constructive comments. Pupils' progress is monitored carefully through a comprehensive system of assessment. Religious Education contributes positively to the spiritual, moral, social and cultural development of the learners.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

Overall the quality of teaching and learning in Religious Education throughout the school is good. The teaching observed during inspection ranged from satisfactory to very good. The pupils are well behaved overall and their attitude to learning is good. Generally there is clear attention to detail by the teachers with an excellent rapport between the teachers and the pupils. Pupils take part in their lessons with enthusiasm. Teachers demonstrate a sound knowledge of the Salford Guidelines *REvision 2000*. Lessons are generally well planned and evaluated and this is monitored by the headteacher who is also the Religious Education co-ordinator. Feedback is given and she provides good and caring support for the staff. Teachers use a variety of teaching styles to engage their pupils. For example, the children's responses to "A Day in the Life of Christ" was good and demonstrated their knowledge well. The pupils' questions during the "hot seating" session in Year 5 provided the opportunity for them to prove what they had understood about the story of Bartimaeus. Teaching assistants work hard and support both the pupils and the staff well. There is a comprehensive system in place for the recording of assessment and from the Nursery to Year 6 this is in line with the Salford guidelines. Displays of pupils' work both within the classroom and around the school highlight the importance of the teaching and learning within the Religious Education. Resources are good and utilised well.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The quality of the Religious Education curriculum is good. Religious Education has a very high profile in the school. Policies which are regularly reviewed support both the Religious Education curriculum and prayer and collective worship. In accordance with the requirements of the Bishops of England and Wales 10% of the teaching time is allocated to the subject. The diocesan guidelines are followed throughout and the school is using "*Moving the Vision On*". This is supplemented by activities relating to the liturgical year and by a range of other resources and learning experiences. Community cohesion is embraced through the use of the diocesan World Faith scheme and extra curricular visits to other places of worship - for example a local mosque. No children are withdrawn from the teaching of Religious Education. The teachers' planning is good and is closely monitored. The Religious Education co-ordinator attends in-service training provided by the diocese. Staff meetings ensure that provision for Religious Education is under constant review and development. The headteacher discusses issues relating to Religious Education with extensive input from the nominated governor on a weekly basis. The curriculum committee reviews developments in the school. Termly reports to the governing body include Religious Education. Finance for Religious Education is given the same priority as other core subjects in the School Development Plan. The school is encouraged to continue to review regularly policies and curriculum practices to address the ever changing needs created by the diverse backgrounds of learners.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The leadership and management of the Curriculum Religious Education is good. The headteacher has recently taken over the role of co-ordinator and is hoping to train another member of staff in the near future. The parish priest and headteacher have a shared vision for the Religious Education in the school. This embraces the diversity of language and culture in the school which provides the leadership with both an asset in the wealth of nationalities and the challenge to meet their needs. However, the headteacher is a strong leader and has an excellent knowledge of her subject. As co-ordinator she has a clear understanding of her role and is very effective in providing educational direction for the teaching and development of curriculum Religious Education. She leads through regular staff meetings and attends in-service. The headteacher reports each term to the governing body and governors are involved in policy making decisions. Priority is given to Religious Education in the School Development Plan and Religious Education is included in the performance management objectives of teachers. This priority is also evident in the commitment of the governing body to supporting two members of staff in studying for the Catholic Leadership qualification.