

**SALFORD DIOCESE
INSPECTION REPORT**



**ST. PETER'S
ROMAN CATHOLIC PRIMARY SCHOOL
Newchurch, Lancashire**

Inspection date January 2007

Reporting Inspector Mrs. J. Schofield

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

Type of School Catholic Primary
 Age range of pupils 4-11
 Number on roll 87
 Appropriate authority The governing body
 Chair of Governors Mrs. A. Goy
 Headteacher Mr. P. Stec
 Religious Education Co-ordinator Mr. P. Stec
 Date of previous inspection March 2001

The Inspection judgements are:	Grade	
Overall effectiveness of the school	2	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
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	
<i>The following pages provide reasons to support these judgements</i>		

CHARACTERISTICS OF THE SCHOOL

St Peter's is a voluntary aided Roman Catholic primary school within the parish of St Joseph and St Peter. The school is situated in a semi rural area on the outskirts of Rossendale. The catchment area is one of local authority and private homes. Attainment of pupils on entry to the school varies greatly within the small cohort. The age range of pupils is from 4 to 11 years. The school's admission number is currently 20. There are 87 pupils on roll 59 of whom are baptised Catholics. The proportion of pupils entitled to free school meals is 7%. The school has identified 9 pupils as having special educational needs and 4 pupils have a statutory statement of special educational need. There are 3 full time and 1 part-time teaching staff of whom 2 (50%) are of the Catholic faith.

OVERALL EFFECTIVENESS OF THE SCHOOL

St Peter's is a good Catholic school. The school's Mission Statement is reflected in its caring ethos and inclusive nature and the good relationships evident within its community. The worth and self-esteem of all staff and pupils together with the school's extended parish family are recognised, valued and nurtured. The spiritual, moral, social and cultural development of learners is good. The Religious Education curriculum in mixed age classes is well planned, resourced and monitored. The school's future development needs are clearly identified in the School Development Plan. High quality assemblies and classroom worship give good support to the curriculum. The teaching observed during inspection was good. Pupils were well motivated and behaviour was very good. From Foundation Stage to the end of Key Stage 2 pupils make good progress. The headteacher has accurately assessed the leadership and management of the Catholic life of the school to be outstanding. Inspection evidence gathered supports this judgement and indicates that the quality of collective worship is also outstanding.

Improvement since the last inspection

Since the last inspection the school has undergone major building work. There has been a reduction in the number of staff. Issues raised in the last Section 23 Inspection in 2001 have been addressed. Systems for monitoring the provision of the Religious Education curriculum through lesson observations are in place. However due to the heavy teaching commitment of the headteacher this is identified as an ongoing area in the school's development planning. Governors have played an important role in supporting staff in the delivery of curriculum Religious Education. Governors and parents are kept well informed regarding curriculum provision and the progress of pupils.

Capacity to improve

The school's self-evaluation is good. The headteacher has a positive vision for the development of the school and receives strong support from the governing body. The leadership team work closely with local clergy and cluster schools in the development of the Catholicity of the school. Priorities for the further development of the provision and the monitoring of the Religious Education curriculum and prayer and worship have been identified in the School Development Plan. The school has good capacity for further improvement

What the school should do to improve further

- Develop a common format for lesson planning in Religious Education to include the evaluation of teaching.
- Develop the use of the diocesan assessment materials in order to create a portfolio of examples of the levels at which pupils are working.
- Increase the provision of artefacts to support the study of World Faiths.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic Life of the school are outstanding. The life and work of the school are based on the aims and values expressed in the Mission Statement. The statement is displayed in classrooms and prominent places around the school. The parish priest is a regular and welcome visitor in the school playing an important role in the religious life of the pupils. The governors are well informed and make an important contribution to the school's Catholic life. As regular visitors they are able to monitor the work of the school as a faith community. The senior leadership team and governors are committed to upholding the strong caring, inclusive ethos that fosters the good relationships which exist between the home, school, and parish family. Partnership with parents is promoted through good information and reporting regarding the progress of their children. Parents are invited to share in school Masses, assemblies and liturgical celebrations. The achievers' assembly on Friday is particularly well attended by parents. The school maintains good links with the diocesan advisers and the subject leader for Religious Education attends relevant training, feeding back to staff when appropriate. The school plays a supporting role in the preparation of pupils for the Sacraments of Initiation.

THE QUALITY OF COLLECTIVE WORSHIP

The provision for collective worship in the school is outstanding. Prayer and worship are carefully planned, organised, celebrated and recorded. This ensures that a range of rich and meaningful opportunities is a regular and integral part of the pupils' prayer life. A very good example was a whole school assembly led by the headteacher. The theme was "Lumps in Life". The school gathered in the hall to quiet music. On a table was a large bowl covered with a cloth and alongside flour, salt, yeast and water the ingredients for making dough. The pupils understood that dough has to be kneaded and worked so that all the lumps are removed in order to make good bread. This was compared to a child growing up. We develop all our lives physically, spiritually and in knowledge. The teacher compared the times we act badly towards each other with the lumps in the dough that he continued to knead. From the bowl came the labels of selfishness, pride, greed, envy, and hatred. Pupils suggested the meanings of each and what feelings they conveyed. They recognised that those feelings built barriers between people. Still kneading the dough, labels displaying the words kind, love, loyal, humble, selfless - all qualities taught us by Jesus - were explained. Pupils understood they would be much happier if they could always show these qualities. The assembly concluded with a prayer and the hymn Abba, potter. In all worship observed the pupils prayed with reverence and a respect which demonstrated the importance of prayer in their daily lives. Their delightful, enthusiastic singing added much to their worship.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good. The level of attainment when pupils enter the school is often below average but progress and achievement in Foundation Stage and Key Stage 1 is good. By the end of Key Stage 2 progress is often very good. At the end of each key stage pupils' achievements are in line with those expected in the diocesan programme of work. In lessons observed learners were able to build on their prior knowledge and attainment. They were attentive listeners and worked well with partners or in larger groupings. They responded well to challenging activities and questions and were eager to contribute to discussions. In all mixed age classes staff set activities according to pupil's age and ability, enabling them to achieve at an appropriate level. By the end of Key Stage 1 learners are beginning to write short sentences of independent work. In Key Stage 2 the oral work in discussions is good and independent writing is well developed as pupils record their work in a variety of forms. However in some instances the presentation of written work lacks accuracy and a good style of handwriting. In both key stages opportunities were given for learners to discuss, question and reflect on issues and to appreciate wonder and love. They are aware of God's presence in their lives and of His love and forgiveness. Across the school pupils work well together creating a caring atmosphere that extends into the wider community. They show an increasing concern for the needs of others and give generously to a number of local and world-wide charities.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The overall quality of teaching and learning observed in both key stages was good with some outstanding features in Key Stage 2. Teachers use a range of techniques to encourage and support learning and meet the needs of all learners. Support staff are used to good effect in the classroom. All the staff have high expectations of their pupils. They use the diocesan guidance for planning with mixed age groupings. Most plans identify learning objectives, teaching strategies and activities to develop pupils' understanding. Evaluation of lessons is however not yet included in planning. The school should address this by considering a common format for planning. Half termly assessment tasks, together with good questioning cannot always give an accurate picture of the level at which a pupil is working. The school should work on the further development of the diocesan assessment materials as identified in the School Development Plan. Good class management, using praise and encouragement, is a strong feature of teaching. Pupils enjoy lessons, responding with enthusiasm and achieving well. All teaching areas are bright stimulating learning environments with colourful displays of pupils' work. A good example of teaching occurred during a lesson in Foundation. The teacher introduced the lesson taking the class into the hall to look at a display entitled "We are invited to be part of God's family" set out as party invitation. The Year 1 and Year 2 learners recognised the time, place and who the invitation was from. Returning to class the teacher talked of her own experience at the joyous occasion when her children joined God's family at Baptism. A well read story of a child's Baptism prompted some pupils to recall a ceremony they had attended. The teacher showed artefacts relating to her own child's Baptism explaining their significance. Reception pupils returned to class for a role play activity. Using dressing up clothes for the priest, father, mother, godparents, and baby a group of children enacted a baptism. This was well done and recorded by a member of staff. Year 1 and Year 2 children working with two support staff completed a reply to God's invitation by writing a simple sentence using a word bank. The class gathered at the end of the lesson. Having been reminded that they are members of God's family the lesson concluded as the pupils said a prayer of thanks to God.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The curriculum for Religious Education is good. Time allocated to Religious Education lessons is in line with national and diocesan requirements. The school has mixed age classes and has adapted *REvision 2000* in order to ensure all learners receive full coverage of their Religious Education entitlement. Staff are knowledgeable and confident in the consistency of their delivery of the curriculum. Timetabling of lessons ensures quality time is allowed to enable pupils to produce work of good quality. Non-teaching staff play an important role in the classroom. Good resources including information communication technology and the creative arts give valuable support to the curriculum. There is however a need to consider the purchase of artefacts to support multi-faith study. School Masses, together with assemblies and liturgical celebrations, have a positive impact in supporting, enriching and extending the Religious Education curriculum at the school.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The leadership and management of Religious Education are good. Working closely together, the headteacher and governors share a vision for the on-going development of curriculum Religious Education as a priority affecting the life and work of the school. Since the last inspection they have considered various materials to support staff in the delivery of *REvision 2000* to mixed age classes. Having chosen "The Way the Truth and the Life" the School Development Plan focuses strongly on the matching of these materials to *REvision 2000* to ensure full coverage for all year groups. The implementation of new assessment procedures to determine the levels at which pupils are working is part of this focus. Aiming to support the staff and further raise standards, the monitoring of teaching and learning through observations is in place. Scrutiny of planning and learners' workbooks are also part of the monitoring procedure. In-service training encourages all staff to challenge their own practice and be adventurous and creative in their delivery of the curriculum. Governors are informed of learner's progress and developments in the religious and community life of the school and are encouraged to visit the school for occasions of prayer and worship. The parish priest is a welcome visitor in school playing an active role in the community's religious life.