

INSPECTION REPORT

St Peter's RC Primary School, Kirkway, Middleton, Manchester, M24 1FL.

Inspection date 21st November 2016

Reporting Inspector Mr J Graves
Mrs A Heard

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

Type of School	Roman Catholic Primary School
URN	105817
Age range of pupils	4 -11
Number on roll	255
Appropriate authority	The Governing Body
Chair of Governors	Mr Terence Doyle
Headteacher	Mrs Pamela Kelleher
Religious Education Subject Leader	Miss McKeogh
Date of previous inspection	Nov 2011

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
Overall effectiveness of the school	1	
The quality of Catholic Leadership	1	
The quality of the Word	1	
The quality of the Welcome	1	
The quality of Welfare	1	
The quality of Worship	1	
The quality of Witness	1	
The following pages provide reasons to support these judgements		

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

St Peter's is a Voluntary Aided Roman Catholic Primary school in the Diocese of Salford. It serves the parish of St Peter's. The school is situated close to the parish church. Pupils are arranged in single aged classes and the admissions number is 30, but temporarily is 45. The headteacher was appointed in February 2016. The deputy headteacher was appointed in September 2016. The RE subject leader, who is also the assistant headteacher has been in post since September 2016. Pupils come from a wide and varied catchment area consisting of owner-occupied, social housing and rented accommodation. 98.4% of learners are baptised Catholics. 10% of pupils are eligible for Pupil Premium. 11.4% of pupils have been identified as having special educational needs or with a disability (SEND). 6.2% of children have English as an additional language. Attendance is at 95.9% for the period 1st September 2015 to end of July 2016.

OVERALL EFFECTIVENESS OF THE SCHOOL IS OUTSTANDING

St Peter's is an outstanding Catholic school where all members of the community feel valued and supported. The hard working, dedicated headteacher is an inspiration to pupils, staff, governors and parents. She is ably supported by the enthusiastic and talented deputy headteacher and assistant headteacher, who is also the RE subject leader. Their commitment to raising standards and providing a truly Catholic learning environment for all pupils is exemplary. The staff team are successful in empowering pupils to form a truly inclusive and Christ centred community. The governing body provide challenge and support and are very proactive in the life of the school. Their work is valued by the leadership team, and they have an accurate knowledge of the strengths and weaknesses of the school. The parish priest is a regular, supportive visitor to the school, contributing to the links between the school and the parish. Parents, staff and children recognise the invaluable work he undertakes in building the community. The development of the whole child is a priority at St Peter's. Guidance for pupils ensures that their faith is deeply rooted in who they are. The parents interviewed felt that St Peter's is at the heart of the Catholic community, working with children and families to be a true reflection of their faith.

KEY STRENGTHS OF THE SCHOOL INCLUDE:

- Leadership of the school is focused and aspires to be outstanding in all areas.
- Children's behaviour is excellent.
- The GIFT pupil chaplaincy team is proactive and is having impact on children's spirituality.
- Relationships between all in the school community are a strength.

THE QUALITY OF CATHOLIC LEADERSHIP IS OUTSTANDING

The school's mission statement was reviewed in September 2014 by all stakeholders. Governors and leaders of St Peter's are firmly committed to the Church's mission in education and the development of pupils' spiritually, morally, socially and culturally. The headteacher works within a local Catholic Federation with other primary school leaders to share good practice and resources. The school's leadership team have all been appointed over the last two years. Rigorous self-evaluation and monitoring have quickly been established. Pupils, staff, and governors have an excellent understanding of the Church's mission in education and this can be seen in the everyday life of the school. Leadership gives priority to those in need. The school employs a Caritas family support worker one day per week. Celebrating success is paramount at St Peter's and is included in the weekly assemblies.

Governors make a significant contribution to the life of the school. All staff receive training, including diocesan courses for new teachers and for middle leaders. The school improvement plan looks to further

improve how governors hold school leaders to account. The school demonstrates outstanding capacity to build on its successes.

THE QUALITY OF THE WORD IS OUTSTANDING

The school states that children are challenged in their learning in Religious Education and inspectors agree. This was observed when EYFS children were discussing their uniqueness in the eyes of God. A Key Stage 2 class was asked to interpret a passage from the Bible, which presented significant challenges. Excellent subject knowledge and questioning was observed in all lessons. The centrality of Religious Education to the wider curriculum is clearly evident at St Peter's. Children felt that RE was the most important subject. Children were observed discussing the Bible knowledgeably. A record is kept of some of the impressive discussions of the 'big questions'. Children's needs are well met with work differentiated to their individual level.

St Peter's provide a stimulating curriculum with an increased focus on scripture. One child said that "we are educated well in lessons that are not boring." The school's RE policy states that 'the school aims to help develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture'. The mission statement is central to life at St Peter's. Teaching is of a high standard. Children's work in their books shows that they take great pride in their learning and the lessons observed showed that they were enthusiastic and confident. An aim of the school is to reflect on moral and spiritual issues. This was observed in practice in lower key stage 2 where children felt confident to challenge their learning. There are many cross curricular opportunities provided for spiritual, moral, social and cultural education. Religious literacy is understood to a high level.

The opportunities for working alongside home and parish for evangelising include the sacramental programme, Masses and assemblies where children have responsibilities to lead and organise. Standards in RE are comparable with those in English and assessment is effective in moving the learning on. The RE subject leader monitors and evaluates practice with a view to further enhancement.

THE QUALITY OF WELCOME IS OUTSTANDING

A warm welcome was given to inspectors, right from the first face they met at the school reception, through to the children passing them on the corridors with a greeting. Governors report that they feel there is a strong culture of 'welcome' in the school; noticing that children of all needs and backgrounds are treated with dignity and respect. The school community reaches out to those in need. The pupils, parents and staff regularly raise funds for different charities and recently these have included St Joseph's Penny, Macmillan, Save the Children and the Khmer Hostel project. The RE policy says that the school aims to increase pupils' knowledge, awareness and respect of other religious traditions and cultures. This is evidenced by displays that celebrate other religions and photographs that show good awareness of the celebrations from other cultures. Children whose first language is not English are given interventions and older children help them settle in. Established Polish parents support other EAL parents those who are new to the school. The PSHE policy says that children at St Peter's should develop independence and responsibility. This is evidenced by the range of roles and responsibilities given to the children. These include head boy and head girl, school councillors, eco-councillors, 'mini-vinnies' and GIFT pupil chaplaincy team. The pupils share a sense of belonging to and ownership of the school, feel listened to and valued. Parents and friends have many opportunities to contribute to school life, such as preparation for school Mass and reading with the children. Members of the parish are invited to whole school and class masses. The PTFA meet regularly to plan and carry out fundraising events for the school and parish community.

THE QUALITY OF WELFARE IS OUTSTANDING

The staff and pupils demonstrate a very high level of respect for and care of others. The school's warm and inclusive ethos means that pupils are happy, feel safe and enjoy their time in school, while members of staff feel valued. Staff are exemplary role models and children's behaviour has been excellent during observations of lessons, assemblies, prayer times, moving around school and playtimes.

Respect for and service to others is shown in the strong relationships. The school employs a Caritas family worker to support families undergoing difficulties as part of a whole school approach of service to its community. The school's PSHE policy says that children should respect the differences between individuals. The social skills friendship group is an ideal example of how staff support children in this. Pupils and staff feel safe, treated with respect and dignity. Reception staff visit incoming children in their nursery settings to plan a smooth transition. Members of staff welcome children into school each day on entry and provide a point of contact for parents. The Christ centered ethos of love, compassion and forgiveness is highlighted when the chaplaincy team awards weekly '5W' certificates during whole school assembly.

Pupils and staff express opinions and they know they are heard and responded to through the school council, the head boy and head girl, and through the eco-council. Resources show commitment to Christian service in school.

The school ethos addresses the needs and demands of parents as primary educators of the children. For example, parents are given regular opportunities to meet with teachers and discuss the progress and learning of their children, such as through 'let's share' sessions. Parents interviewed said that they felt children interacted with each other well and made right choices.

Sex and relationship education is part of the school's provision. It uses a scheme that is well known in Catholic schools called 'In the Beginning.'

THE QUALITY OF WORSHIP IS OUTSTANDING

Prayer is at the heart of St Peter's school community and it supports the development of spirituality for pupils and staff. Each week starts with an act of worship on Gospel Values. Musical worship takes place each week. Prayer tables in the classrooms reflect the liturgical season. There are also areas for reflection around the school. Classroom worship observed during the inspection had a high level of impact on the spiritual development of the children. Meditation and Mindfulness is part of the prayer programme and has been introduced across the school following training.

There is a display that states; "prayer begins with a smile" giving pupils the message that prayer is joyful. This message was reinforced in an assembly with a hymn that led to smiles across the hall.

The school's worship policy says that pupils are expected to take an active role in the planning and delivery of collective worship. In keeping with this, children confidently planned and led worship and they said that they have the opportunity to do this on a weekly basis. There is a creativity in Worship that seeks to engage all. An aim of the school is 'enable pupils and staff to develop personal relationships with God through prayer.' There are opportunities to engage with families and parish in worship, such as pupils, parents and staff being invited to the 'rosary group', which takes place before school. The children make rosary beads out of clay to complement this. Parishioners visit school to help preparations for Mass and worship. There are quality resources to develop prayer and worship, such as the 'travelling rosary bags' and a chaplaincy room in school. The GIFT chaplaincy team has also visited the chaplaincy teams in other schools to share good practice.

THE QUALITY OF WITNESS IS OUTSTANDING

The school's mission statement states: 'we are a reflection of Jesus, inspiring others to walk with us.' This is promoted by a mirrored display that is designed to show children that they can come back to Jesus and be forgiven. The GIFT pupil chaplaincy team said that Jesus' golden rule is the same as their golden rule; 'treat others as you would like to be treated yourself.' To reiterate this, there is a display in the hall called 'love one another as I have loved you.' All were involved in the review of the mission statement, and thus they all shape everyday life of the school. It is displayed across the school and is alive through relationships and actions.

Pupils are proactive citizens in building their community. The opportunities for children to express their opinions and contribute to decision making include the school council and eco council. The Gospel values that the school uses as its guide permeate all areas of school life. This was observed during lessons and acts of collective worship where children were co-operative with each other and tolerant of each other's views. Through 'Caritas in Action' weeks, children are given an opportunity to focus on the Catholic community and the 'common good.'

Chaplains are relevant and have an impact, such as their active role in developing prayer and worship within school. This is strength of the school. They run a lunchtime club has a very calm, prayerful and supportive atmosphere.

AGREED AREAS FOR DEVELOPMENT:

- To take further ownership of the RE curriculum in relation to uniqueness of St Peter's School.

21st November 2016

Dear Pupils,

Thank you so much for making us feel welcome in your school when we came to inspect on behalf of the Bishop of Salford. We both really enjoyed meeting you and seeing your hard work, excellent behaviour and your wonderful manners. It was so lovely to see so many children say to us, "good morning and God bless."

Your headteacher thinks you are all great, and she works very hard to make your school the lovely environment that it is. Your deputy headteacher and assistant headteacher do a great job of helping her.

Your teachers and teaching assistants also work really hard for you and challenge you to do well. They care a great deal, so they do their best to help you learn.

Something that is done really well at your school is how everyone is made to feel welcome to your St Peter's family. That takes a lot of effort, well done!

Your teachers and headteacher are going to look at some of the learning objectives that they give you, to see if they can rephrase some of them.

We had a fantastic day! Thank you for so much for making us feel welcome!

Thank you once again! God bless,

Yours sincerely

Mr J Graves & Mrs A Heard
(Section 48 Inspectors)

Summary Report to Parents

On 21st November 2016 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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