

**The Diocese of Hallam**  
**Section 48 Inspection Report**

**The Catholic Life of the School, Religious Education and  
Collective Worship**

**St Peter's Catholic Primary School**

Sandy Lane, Doncaster DN4 5EP

<b>School URN</b>	<b>106760</b>
<b>Overall Effectiveness grade</b>	<b>Good (2)</b>
<b>Date of inspection</b>	<b>5<sup>th</sup> December 2018</b>
<b>Name of Chair of Governors</b>	<b>Mr Peter Foster</b>
<b>Name of Head teacher</b>	<b>Mrs Stella Groarke</b>
<b>Name of RE Subject Leader</b>	<b>Mr Steve Dent</b>
<b>Date of previous inspection</b>	<b>17<sup>th</sup> October 2013</b>
<b>Previous inspection grade</b>	<b>Good (2)</b>
<b>Section 48 Inspector(s)</b>	<b>Mr Alan Dewhurst &amp; Mrs Amanda Wassell</b>

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:*

**CATHOLIC LIFE**

2

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

2

<b>OUTSTANDING (1)</b>	To be judged <b>OUTSTANDING</b> for overall effectiveness: The three Section judgements must all be <b>OUTSTANDING</b>
<b>GOOD (2)</b>	To be judged <b>GOOD</b> for overall effectiveness: The three Section judgements must all be at least <b>GOOD</b>
<b>REQUIRES IMPROVEMENT (3)</b>	To be judged <b>REQUIRES IMPROVEMENT</b> for overall effectiveness: One or more sections will be judged to <b>REQUIRE IMPROVEMENT</b> with no sections judged inadequate.
<b>INADEQUATE (4)</b>	To be judged <b>INADEQUATE</b> for overall effectiveness: At least one Section will be judged inadequate.

## Summary of key findings:

### **This is a GOOD Catholic Primary School.**

- **St Peter's Catholic Primary School provides a good standard of Catholic education for its pupils, within the promotion of its Catholic Life, its Religious Education curriculum and its Collective Worship.**
- Leaders and governors are deeply committed to ensuring that the school seeks the best for its pupils, and have succeeded in bringing about significant change since the last Section 48 inspection.
- The headteacher, backed by the senior leadership team and a united staff, is focussed on pursuing a vision of an inclusive, high quality Catholic environment, where all pupils are nurtured and where Christ is at the centre of daily life.
- Pupils are proud of their school. They are respectful of and caring towards each other, and their behaviour is excellent. Parents acknowledge the strong Catholic ethos in which their children can thrive and be well supported in their development.
- The school's Catholic Life is characterised by the eager participation of pupils in all the provision that the school offers. They take responsibilities willingly and frequently, to help their own community and to support communities beyond the school.
- The school's mission statement, drawn up after consultation with all stakeholders, is an inspiring expression of its Catholic purpose. Its message, in the daily life of pupils, is underplayed however. The promotion of the mission statement among the school community is therefore an area for development.
- Teaching in Religious Education (RE) is generally good, although varying in quality across the school. Pupils make good progress in their learning, and enjoy their lessons, collaborating easily with each other and relishing active learning opportunities. There is some variation in achievement in different groups.
- Leaders and governors have made the raising of attainment in RE a key priority within their school improvement strategy. Through the RE coordinator and the senior leadership team, they have been implementing plans to develop teacher subject knowledge, adopt more creative approaches to teaching and to challenge pupils to deepen their learning. The RE curriculum is broadly based, following the approved diocesan scheme but with positive enhancements from the wider curriculum.
- The cycle of monitoring and evaluation of standards by leaders and governors is thorough, but does not always lead to cohesive implementation of improvement strategies. A review of how strategic documents are linked would enable the school to move improvements forward with more certainty.
- The school's Collective Worship provision enables all members of the school to 'Grow gently in the love of God', as stated in the school vision statement. Pupils gain a good understanding of the Church's liturgical year through the celebrations of its significant feasts and seasons, and value the centrality of prayer in the daily life of the school. The parish priest is a regular visitor to the school and supports the staff and pupils in developing worship.
- The planning and leadership of Collective Worship by pupils is at an early stage of development, with an agreed school strategy for the development of skills and expectations yet to be formalised.

- Although there were no specific recommendations from the previous Section 48 inspection, leaders and governors have worked effectively to address the areas for improvement emanating from that report. They ensure that the school meets the requirements of the Bishops' Conference in prioritising Religious Education in the timetable.

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

- Ensure the school's mission statement is embedded within its daily life.
- Develop greater consistency in the quality of teaching and learning in Religious Education by:
  - Sharing current good or outstanding practice;
  - Ensuring that recent professional development on creative approaches is making an impact on practice;
  - Ensuring that assessment is used effectively in raising attainment.
- Develop the quality of Collective Worship by:
  - Revising the school policy to include the progressive development of skills in pupils in planning and leading Collective Worship;
  - Reviewing guidance given within the planning of the school's liturgical cycle.
- Ensure that priorities identified in school self-evaluation are reflected accurately in strategic action planning.

### **Information about this inspection**

The inspection of St Peter's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school

- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by two inspectors over one day, involving these activities:

- Teaching and learning were observed in seven classes.
- Three acts of Collective Worship were observed, namely gatherings for the Early Years Foundation Stage and Key Stage One, for Key Stage Two and a classroom liturgy in Year Six.
- Discussions were held with the headteacher and the RE subject leader.
- There were also meetings held with the chair and vice chair of governors, the latter being the link governor for Religious Education.
- Discussions were also held with the pupils' chaplaincy team, and individual pupils in classes.
- A sample of pupils' RE workbooks from every class was scrutinised, along with class 'floorbooks' and pupil assessment folders; other records and resources relating to Catholic Life and Collective Worship were also viewed, including items posted on the school's website.
- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the RE action plan, the School Improvement Plan (SIP), attainment and progress data, school policies, minutes of governing body meetings and a letter from the parish priest.
- Displays around the school and in classrooms were also noted.

### **Information about this school**

- St Peter's is a one-form entry voluntary aided Catholic primary school, serving the parishes of St Peter-in-Chains, Doncaster, and St Paul's, Cantley.
- There are currently 211 pupils on roll, approximately 59% of whom are baptised Catholics. 17% of pupils are members of other Christian denominations and 13% have another other world faith.
- 21% of pupils have English as an additional language. 13% have pupil premium status.
- Children enter school in the Early Years Foundation Stage from a variety of nursery provision.
- Since the last Section 48 inspection, the school has undergone a change in leadership with a new headteacher, deputy head and chair of governors.

## Full Report – Inspection Judgements

### CATHOLIC LIFE

**The quality of the Catholic Life of the school is good.**

The extent to which pupils contribute to and benefit from the Catholic Life of the school	<b>2</b>
The quality of provision for the Catholic Life of the school	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>2</b>

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.**

- Pupils feel a strong sense of belonging to their school community. Their behaviour, conduct and attitudes reflect the Catholic character of the school.
- Pupils value and respect themselves and their peers. They acknowledge that they are all unique but also that all are 'equal in value' as a current display on diversity states.
- Pupils willingly take on responsibilities that help their school community, such as on the school council, the sports council, in the library, on the chaplaincy team or as buddies to younger pupils.
- They participate eagerly in activities that contribute to the development of the Catholic character of the school. They have enjoyed the retreat experiences offered by the school, such as from the In Reality youth team and the Lindisfarne residential trip, and representing the school at the Cenotaph remembrance service in Doncaster.
- Pupils have willingly helped to support charities such as CAFOD, the Good Shepherd appeal, Mission Together, Children in Need and a local food bank at Harvest time. This has helped them to recognise the importance of using their gifts in the service of others.
- The Chaplaincy team, a group of elected pupils, is at an early stage of its development as an influence on the Catholic Life of the school. Its members are keen to 'share ideas with everyone' and want to help 'people to pray more'.
- Most pupils gain much from the Catholic tradition of the school. Parents were keen to express how much their children benefit from the strong ethos of caring for each other, as if in 'a big family'. Pupils benefit from regular visits to St Peter in Chains church and from the regular visits of the parish priest.
- Recent visits from outside – from Big Talk and the NSPCC – have helped pupils to have an age appropriate understanding of relationships, growth and personal safety.



### **The quality of provision for the Catholic Life of the school is good.**

- A strong sense of community has helped staff to commit themselves with enthusiasm to promoting the Catholic ethos of the school. Each member participates in its Catholic Life, for instance through staff prayer, Collective Worship and continuing professional development. Parents acknowledge the dedication of staff, their approachability and their welcome to all.
- External visitors have commented positively on the atmosphere within school, and the Catholic identity is particularly visible through the range of high quality, attractive displays found throughout the school building. Religious artefacts and other resources are very accessible and regularly used.
- The innovative 'Guerrilla' curriculum has helped pupils to relate Catholic social teaching to topics of current relevancy to their lives. For example, the study of World War One helped pupils to contemplate the significance of peace and the importance of praying for the deceased at Remembrance time.
- There has also been an emphasis given to ensuring that pupils understand their wide range of ethnic backgrounds and influences in their community and in society in general through events such as the recent 'Diversity Week', celebrating cultures drawn from amongst the school community.
- Pupil behaviour is very good because of the mutual respect and high expectations modelled sympathetically by all staff. Pupil achievement is celebrated each week according to a selected theme focussed on pupils displaying a particular value or attitude. This gives good moral guidance, as does the behaviour policy of the school.
- The school's mission statement was created in recent years with the involvement of staff, parents and governors, and is revisited at the beginning of each year with pupils. It is a clear and inspiring expression of the Catholic mission of the school but its message is not well known by pupils, nor used in the reward structures or behaviour policy of the school. Therefore its influence on pupils is not strong and opportunities to embed the sense of vocation and commitment to Catholic values are underplayed.
- Pastoral support for pupils is highly valued. The school offers 'Thrive' support for pupils as well as the Rainbows programme in the Spring term, and counselling services are also available. Parents feel that any concerns are taken seriously and acted upon and they value strongly the help given to families.

### **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is good.**

- Leaders and governors have given a high priority to developing the Catholic Life of the school. Leaders are very focussed on ensuring that theirs is an inclusive school community where all are cherished, and where Christ is at the centre of its daily life.
- There has been regular continuing professional development for staff, through in-school meetings, diocesan courses and staff development days in collaboration with other local Catholic schools.

- The school leadership has worked hard to engage with parents. There is a warm welcome to assemblies and Masses, regular coffee mornings where parents' views are sought, and frequent communication to parents through the weekly newsletter, through text and the school website. There has also been good attendance at consultation evenings. This open approach has yielded benefits in the way parents have involved themselves in supporting the school, for instance through parent workshops relating to story sacks, cookery, adult literacy and crafts, and through the community involvement of the Friends of St Peter's.
- Staff commitment to the Catholic Life is further developed by focussed performance management objectives for all teachers.
- Governors are frequent visitors to the school and carry out learning walks to inform themselves of the school's activities and the quality of its environment.
- Much information on the Catholic Life is gathered through parental and pupil surveys as well as monitoring by leaders and governors, leading to strategic improvement planning. The cohesion of the cycle of evaluation, planning and implementation could be improved in order to ensure consistency in identifying and implementing priorities across strategic documents.

## RELIGIOUS EDUCATION

**The quality of Religious Education is good.**

How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
The quality of teaching, learning and assessment in Religious Education	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>2</b>

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

- Relative to their starting points and capabilities, most pupils are making good progress in their learning in Religious Education. By the end of Key Stage Two, attainment matches diocesan averages, and this is confirmed by the work within pupils' books.
- There is some variation between groups of pupils: achievement at Key Stage One in 2018 was lower, particularly in relation to the proportion of pupils working at greater depth, as was the performance of boys at Key Stage Two. The school is aware of the need to drive up achievement in these areas.
- Pupils enjoy their RE lessons: They listen attentively, collaborate with each other very willingly, and are able to concentrate on tasks in a sustained manner. They particularly enjoy active learning tasks such as role play and hot seating.



- Pupils' work in RE workbooks is generally well presented, showing that they take pride in their learning in this subject. The quality of pupils' work, both orally and in writing, is good. Pupils' achievement thrives in particular where they are given suitable challenge and clear instruction, and where their learning is embedded through an appropriate range of opportunities that reinforce key concepts.
- In some instances, pupils' progress is slowed because tasks are not accurately linked to the intended learning objectives or because they are time-consuming and lacking in challenge.

**The quality of teaching, learning and assessment in Religious Education is good.**

- Teaching in Religious Education follows the approved diocesan scheme, 'Come and See', complemented by additional related learning activities and opportunities, often from the wider 'Guerrilla' curriculum.
- The quality of teaching varies within school, but is generally good.
- There is a small proportion of outstanding teaching present, where expectations of pupils are very high, detailed planning is very clear in its objectives, with links to assessment opportunities, and a range of differentiated tasks matched to pupils' abilities are provided.
- Further very good practice is characterised by pedagogy of high quality, consistently applied to engage all pupils and to help them reinforce their learning in a variety of ways. In these instances, pupils are given a range of opportunities to demonstrate their learning, using a variety of media, such as art, information and communication technology and drama. Younger pupils benefit greatly from interactive engagement in the topics being studied, and older pupils in the chance to have discussions at a deeper level and to demonstrate understanding in extended creative writing tasks.
- Teaching that is not so successful occurs where time is used up on less challenging tasks, such as colouring or drawing, that do not relate to the development of understanding other than in a shallow manner. In other instances, pupils find it harder to understand what is being asked of them because of a lack of clarity or a mismatch between activity and learning objective.
- Marking contributes well to pupil progress with teachers consistently applying the agreed school approach that challenges pupils to go further with their next step in learning. Achievement and effort are celebrated appropriately and teachers are quick to use praise to affirm pupils.
- Teaching assistants are, for the most part, used well in supporting learning, particularly for those with particular needs.
- Assessment tasks have been carried out regularly in line with diocesan agreed practice. However, moderation of teacher assessment has occurred infrequently, either in school or with other schools, thereby missing an opportunity to develop staff confidence and understanding.
- A positive initiative that enhances the RE curriculum is the introduction of Godly Play, at present to just the younger pupils. This development is in its initial stages but the school aims to build up its resources in the future.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.**

- Leader and governors have made the raising of attainment in Religious Education one of their key priorities, and have identified accurately the steps needed to make improvements. These have included the development of the role of the RE coordinator, improving teacher subject knowledge, utilising creative approaches to teaching and the use of 'Driver' words within effective feedback to pupils.
- A commitment to implementing these priorities has been laid out in the School Improvement Plan, and leaders have begun to implement many of the identified steps, such as carrying out work scrutiny and lesson observations, auditing teacher confidence in their subject knowledge and arranging in-house professional development.
- Teachers have been released this term to attend diocesan courses on creative approaches to the RE curriculum. The ideas within these courses are starting to be used by teachers, and school leaders have plans to monitor their impact during the coming months.
- The RE subject leader has regularly attended diocesan coordinators' days and has used the information from these to disseminate new developments to staff. He has used information gathered from lesson observations, learning walks and book scrutinies to identify where coaching and mentoring should be focussed in the coming months.
- Governors have also carried out learning walks and visits with specific areas of focus, completing reports that help to support and challenge the senior leadership team and give information to the main governing body. This regular activity has given them a clear picture of standards, as has the use of a designated RE link governor.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in dedicating a minimum of 10% of the timetable to the subject, and that it is comparable to other core curriculum subjects in terms of professional development, resourcing and staffing.
- Leaders' and governors' self-evaluation reflects the monitoring and analysis of the subject, leading to significant detailed improvement planning. The cohesion between self evaluation documents (such as the diocesan self evaluation form and the annual return) and strategic planning documents (such as the school improvement plan and the RE subject leader's action plan) is not always apparent. A tighter match between each of these would lead to more effective identification and implementation of priorities.

## COLLECTIVE WORSHIP

**The quality of Collective Worship is good.**

How well pupils respond to and participate in the school's Collective Worship	<b>2</b>
The quality of provision for Collective Worship	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>2</b>

**How well pupils respond to and participate in the school's Collective Worship is good.**

- Collective Worship is participated in eagerly by pupils. They act with reverence, listen attentively and reflect in silence when called on to do so. They recognise the importance of prayer in their daily lives.
- This is confirmed by parents, who are full of praise for the way their children are encouraged to participate in Collective Worship, gently and appropriately for their ages, without any sense of compulsion. This has a profound effect, with pupils seeing prayer as important not only in school, but also at home, with examples given by parents of pupils spontaneously turning to prayer, particularly at difficult family times.
- Pupils have a good understanding of the Church's liturgical year, because of the significant celebrations that take place at key moments. Masses are celebrated frequently as a whole school, such as at the start of the year, at Harvest time and at the feast of St Peter and St Paul. The parish priest recognises that these are always well prepared and dignified, and at a suitable level of language to enable the full participation of the pupils, without losing any reverence or solemnity that may be appropriate.
- Pupils respond very well also to the chance to lead special liturgies, such as the recent Remembrance service and the blessing of wreaths to mark the beginning of Advent. Parents, staff and parish priest alike praised the pupils' involvement in the Holy Week liturgies.
- Pupils' opportunities for planning and leading Collective Worship are at an early stage of development. Pupils are keen to take up whatever roles they can, and older pupils in particular are starting to develop their skills, utilising scripture, music and religious artefacts.
- The centrality of the prayer life of the school has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

### **The quality of provision for Collective Worship is good.**

- Praying together is an important part of the daily life of the school for pupils and staff, and often for visitors including parents and carers. The school's vision statement – 'to grow gently in the love of God' – is seen clearly in the Collective Worship provided.
- Themes chosen for Collective Worship reflect the Church's liturgical year, particularly through the Monday 'Gospel' assembly, or other current events or topics, chosen by staff. These reflect the Catholic character of the school.
- All members of the community speak positively about opportunities for Collective Worship. School leaders are actively striving to broaden these opportunities, through such initiatives as the creation of prayer spaces in courtyard areas and the dedicated focus area, with its stained glass windows, at the back of the hall. Prayer journals are also being trialled as an aid to individual prayer in Key Stage Two. Prayer is further encouraged through the communication with parents, such as in the weekly newsletter, and through the open invitation to attend assemblies and Masses. Promotion of the Rosary during October and the Travelling Crib during Advent are further positive initiatives.
- Staff acknowledge the responsibility of leading prayer and do so willingly. The involvement of pupils in its delivery is not yet well developed, with limited opportunities and a lack of structure in the progression of skills.
- The school has strong links with its parishes and uses these well to promote prayer within its community. First Holy Communion preparation in the parishes is supported well in school. The positive drive to include all members of the community has been recognised among those with all faith backgrounds.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is good.**

- Leaders are knowledgeable in planning and delivering quality Collective Worship. They have a good understanding of the Church's liturgical year, and make every effort to celebrate each season or feast appropriately following Catholic tradition.
- They are successful in making liturgical celebrations accessible to pupils so that they gain spiritually from their experiences, and have effectively used the expertise of others, such as the parish priest and the In Reality youth team, in bringing their knowledge and gifts to Collective Worship.
- The planning of the cycle of Collective Worship through the year is not fully comprehensive in ensuring that all staff are guided in the themes to use in planning worship. Celebration of the significant seasons and feasts of the year are well planned but there is room for further guidance that encompasses all other times, including areas of weekly focus.
- Leaders have acted appropriately to develop staff understanding of forms of worship. The development of pupil-led worship is at an early stage, and a structured progression in skills and expectations needs to be incorporated into the Collective Worship policy in order for this development to be further enhanced.