



Catholic Schools Inspectorate inspection report for St Peter’s Roman Catholic Primary School, Blackburn

URN:11514

Carried out on behalf of the Right Rev. **John Arnold**, Bishop of Salford on:

Date: 14th and 15th March 2024

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The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference	Yes
The school is fully compliant with all requirements of the diocesan bishop	Yes
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The overall welcome, nurture and care for all pupils whose behaviour is exemplary.
- The engagement and enjoyment of the pupils and their love of religious education lessons.
- The school is incredibly responsive to the needs of families in the community.
- The commitment of staff to their own faith formation and the faith formation of the pupils.
- The leadership of the headteacher and religious education subject leader and their passion and dedication to the Catholicity of St Peter’s.

What the school needs to improve:

- To ensure that all pupils are challenges at an appropriate level through offering a wider range of learning opportunities.
- To support children and staff in planning to ensure that prayer and liturgy is relevant and appropriate at all times to the age and ability of the children.
- To implement an effective assessment system and policy that leads to accurate assessment of pupil attainment and progress.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



St Peter's is a good Catholic school with particular strengths in the Catholic life and mission of the school. Christ is clearly at the centre of this welcoming school where everyone is welcomed in a spirit of generous hospitality. At the heart of the school's success is the high quality of leadership across the school and the highly effective pastoral team. The headteacher is passionate about her own faith formation and the faith formation of adults and children at St Peter's. Her leadership is highly valued by parents, staff and governors alike. The school is calm and well organised and a lovely place to be. The pupils recognise their distinct Catholic identity and are very proud of their school. St Peter's envelops them in love, care and compassion. The strong links with the parish and the community are reflected in practical elements, such as the work the children do for the sick and elderly in the parish, and in spiritual elements, such as adoration and the Sacraments.

The behaviour of the pupils is consistently good and all pupils are aware of the needs of the local community. They actively seek opportunities to help those in need. Pupils willingly offer their gifts in service, which is a joy to witness. All children are active advocates of love with one stating that, "God is love, when you are speaking to God, He always listens to you." There is a profound sense of respect and consideration for others. This is demonstrated in the "4 O's", being kind and respectful to ourselves, our friends, our school and our faith. These values underpin all interactions between staff, staff and pupils, pupils and each other and their brothers and sisters across the world. Children demonstrate their dedication to serve those in need through regular charity work to support local, national and global causes such as; the big sleep out, Mary's meals, CAFOD world gifts and the work that the 'stewards of change' do to care for our common home. Staff are role models who bear witness to the school's Catholic life and mission on a daily basis.

Leaders ensure that pupils feel safe, protected, respected and known for who they are. They thrive due to the nurturing relationships with staff who, “take time to listen” to them. The mission statement, “Growing together in Christ,” encapsulates all that is experienced by the members of this Catholic school community. Governors are well informed and contribute well to the school’s Catholic character through regular visits, meetings and parish links, such as the Sacramental programme and charity work. Parents report that, “It is like one big Catholic family, we all support each other.” The leadership regularly engage with the local Catholic cluster, to ensure that there is a culture of collaboration as well as tapping into the expertise of Salford Diocese to further the development of the Catholic life and mission of the school. The headteacher leads with authenticity and love and resourcing decisions are always rooted in faith. Parishioners are warmly welcomed into school and the children thoroughly enjoy chatting to them and serving refreshments to them after weekly school Mass. Professional development is given a high priority and early career teachers are effectively supported by the experienced team around them, with one stating, “I feel really well supported by my headteacher and my department, they are always checking on my wellbeing.”

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils have secure knowledge, understanding and skills. They make good progress generally, but further attention is required for those who are not middle ability. Pupils are religiously literate and engaged, however teachers need further confidence and opportunity to allow pupils to flourish and fully express their individuality. Pupils work well in lessons and respond to challenges. Pupil’s work is often presented well and pupils strive to improve. Pupils do engage in their learning, but they require further prompting and guidance to become fully independent. Pupils enjoy learning and talk about religion being a “favourite” subject. Behaviour in lessons is always at least good and pupils are engaged, but they could be pushed with teachers having the confidence to allow them to do so. Self-assessment requires further development to enable the school to move towards an outstanding grade. Results are at least in line with other areas of the curriculum, but assessment requires further development in order to be robust and have a meaningful impact upon progress.

Teachers are confident in their subject knowledge and they are committed to the value of religious education. Assessment is recognised as being at a developmental stage to have a meaningful impact upon planning and provision. Teachers ask meaningful and effective questions, but these are not yet focussed upon individual development. Pupils are motivated to partake in religious education and wish to give of their best, but it is recognised that the marking and feedback policy requires further development to ensure it is completely fit for purpose. The impact religious education has on the moral and spiritual development of pupils is good, but further opportunities need to be given to allow pupils to become more independent. The relationships, sex and health education scheme is good and pupils are learning about relationships in line with the teaching of the Church.

The curriculum is compliant with the *Religious Education Curriculum Directory*. Religious education matches and often exceeds time and resources given to professional development and resourcing.

Leaders are committed to high quality professional development for the whole school and provide a wide range of opportunities. The subject leader has a clear vision for religious education but further time will be required to implement this fully. The planned curriculum centres upon the middle ability learner and needs to enhance the opportunities for the lower ability and higher ability learner in some classes. The school needs to ensure that all pupils are challenged at an appropriate level. Leaders make sure that pupils are provided with engaging enrichment activities. The school's self-evaluation is effective and accurate, but now needs to lead to strategic action being taken to lead to outstanding outcomes.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



All pupils enjoy and engage in class, school and parish Masses. They are respectful and sing in prayer with enthusiasm and enjoyment. Key Stage 2 pupils reported that they enjoy planning and leading prayer and liturgy . EYFS and Key Stage 1 enjoy creative collective worship, for example, wearing love heart glasses to look for God’s love around the classroom, and sharing love with each other. Pupil leaders plan their prayer times, but more guidance is needed to ensure that all pupils in class are following and are able to reflect on the scripture shared. Scripture readings are sometimes too long and not read with understanding. Pupils know the mission statement really well and reported that prayer times help them to think about how they should live. One said, “prayers are special and help us to be good.” In Key Stage 2 children were able to link the scripture that they were reading to forgiveness and were able to relate this to their own lives.

The daily pattern of prayer and the richness of tradition at St Peter’s are areas of strength. Pupils know the traditional prayers and responses and they are part of their everyday life. Throughout the year children at St Peter’s are offered a wide range of experiences such as a variety of Masses, class assemblies and liturgical services during the year; including Advent, Lent, Stations of the Cross, May procession, rosary, Holy Week and prayer vigils. The scripture used is linked to the liturgical year, but this is not always understood by the children and this has been identified by the senior leaders and the subject leader as an area for development. When reading the Gospel, the children are proclaiming the word of God, which needs practice and is also a life skill for the children, this is also identified by the senior leadership team as an area for improvement. The staff commitment is a strength of the school and the staff have all worked hard to support each other and follow the guidance and training given by the subject leader. In the best examples of class prayer all pupils are actively engaged and the Early Years assembly and Key Stage 1 collective worship were great examples of this.

Leaders have recently reviewed the prayer and liturgy policy. It has very clear aims and principles and it will help the leaders to evaluate all types of prayer and liturgies offered. However, there is no detail of the expectations to help staff for example, what does celebration of the word look like in EYFS, Year 3, Year 6 and how do children make progress? There is a broad range of different types of prayer used throughout the liturgical year and this is a real strength of the school and pupils know why they want to show love to each other. The subject leader has provided support and training for staff and as a result all staff willingly engage in their own development for example, there are currently 6 members of staff completing the CCRS. Pupils report that they enjoy going to Mass and the support from the parish priest is highly valued. The self-evaluation of collective worship is an area that leaders know they are going to address and the leaders are dedicated to nurturing prayer experiences for all at St Peter's. The next steps are to support children in planning so that scripture used is more relevant to children and to consider developing the use of an indoor space for class prayers.

Information about the school

Full name of school	St Peter's RC Primary School
School unique reference number (URN)	119514
Full postal address of the school	Hawkins Street, Mill Hill, Blackburn BB2 2RY
School phone number	01254691745
Name of head teacher or principal	Mrs Ann-Marie O'Neill
Chair of governing board	Mrs C. Holding
School Website	https://www.stpetersrc.co.uk/
Multi-academy trust or company (if applicable)	n/a
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	n/a
Gender of pupils	Mixed
Date of last denominational inspection	17 th June 2016
Previous denominational inspection grade	Outstanding

The inspection team

Dr Clare Campbell	Lead inspector
Mrs Susan Lyonette	Team inspector
Mr Carl McIver	Team inspector
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement