



St Peter's Roman Catholic Primary School

URN: 105817

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

20–21 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement in the last inspection.

What the school does well

- The passionate headteacher demonstrates truly authentic leadership, inspiring the whole school community to live out and embrace the mission of St Peter's.
- Catholic social teaching is embedded within all aspects of the life of the school. It is prioritised in religious education lessons and across the wider curriculum.
- Pupil voice is given the highest value; St Peter's children know they are listened to, loved and cherished as individuals.
- High quality prayer and liturgical celebrations are central to this vibrant worshipping community resulting in children who are inspired to live out their faith day by day.
- Knowledgeable and skilled leaders and governors place the highest value on pastoral care for children, staff and families.

What the school needs to improve

- Ensure that all children are sufficiently challenged in their religious education lessons to deepen their thinking and fully reach their potential.
- Provide more opportunities for children to learn in creative and memorable ways in their religious education lessons.
- Review and adapt school policy to raise expectations to ensure there is a graduated progression of skills in child planned, led and evaluated prayer and liturgy which encompasses the whole school.

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

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

1

As one member of the school community correctly states, the children of St Peter's are 'showered in love' from their very first day. They demonstrate an exquisite sense of self worth due to the way they are embraced and celebrated for who they are. A secure understanding of Catholic social teaching inspires the children to be stewards of the earth and they take a keen lead in finding numerous ways to support the most vulnerable. For example, annually the Year 6 children independently raise funds to support Cafod by purchasing world gifts. Children proudly talk about the school's mission and cherish the multiple opportunities afforded to them to share their thoughts. Chaplaincy provision is held in the highest regard and children passionately undertake their roles as ambassadors of the faith. One member of the team described their role as 'To guide younger children to be like a religious reflection of Jesus and follow in his footsteps' whilst another said, 'We all grow closer to our faith, it is an honour to do it'. Children consistently demonstrate high levels of respect for all; they relish opportunities to welcome people into their community and go out of their way to make newcomers feel part of the St Peter's family.

Staff wholeheartedly support the mission of St Peter's; they embody the values of the school which drive all interactions with one saying, 'Christ is at the centre of all we do'. The sense of community is palpable and establishing high quality relationships at all levels is given the upmost priority. Significant effort has been placed upon ensuring the school environment provides a rich and inspiring setting in which faith is celebrated and visible in all areas; it is the perfect backdrop for the vibrant Catholic community within it. The highest levels of pastoral support are provided, for example, offering free breakfast club for those in need and funding the expertise of a Caritas worker on a weekly basis. Meeting the diverse needs of all children is placed at the forefront of the work of the school and all staff truly embody their mission to be 'a reflection of Jesus'.

Relationships, sex and health education provision meets statutory and diocesan requirements and children talk with maturity about what their teachers have taught them, confidently making links between their learning and how it impacts upon the way they live their lives.

Leaders and governors are fully united in their vision for St Peter's. All aspects of their work sincerely reflect the values of the school, and they champion a culture of inclusivity and support for all. The headteacher is, rightly, held in the highest regard by all stakeholders with one staff member sharing that 'She leads by example, demonstrating servant leadership at its finest'. Governors are passionate in their role; they provide support and challenge based on a rigorous and direct knowledge about strengths and areas for further development. There is an explicit commitment from leaders to engage with the Diocese, for example through the significant professional development opportunities accessed which are linked to the formation of staff at all levels. Parents know that St Peter's provides their children with a nurturing and faith filled environment which they are grateful for. One expressed 'I feel my child's Catholic faith is placed at the centre of her education and this enables her to grow, learn and develop her mind in God's love'. Children play a clear and valued role in evaluating the life and mission of the school, demonstrating a willingness to make suggestions to leaders for further development knowing that their voices will be heard.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

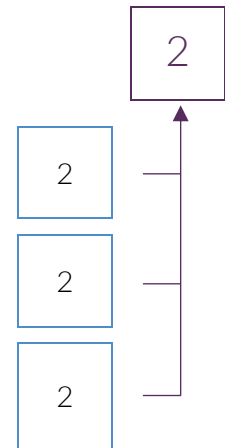
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Children consistently express they enjoy their religious education lessons with a Year 6 pupil saying, 'Religious education is what the school is built on'. They are building up a rich religious literacy and secure religious knowledge, thanks in part to their knowledge organisers which they regularly refer to in lessons. Overall, children make good progress, and their attainment in religious education is good, and in line with other core subjects. They speak with confidence about what they are learning but they do not always have a clear understanding of what they need to do to improve or progress further. The behaviour of children is exemplary; they concentrate well and remain on task working both independently and collaboratively with others. Presentation of learning in books is good as children take pride in their work. When provided, children appreciate the time and space for reflection during their lessons, as it gives them a sense of calm and peace, with one child commenting, 'It makes me feel relaxed'. Some children display maturity and deep reflection about their religious education lessons, as evidenced by a Year 4 stating that she likes the lessons because 'They help us to be better people.'

Teaching staff show high levels of commitment to the value of religious education and teaching is consistently good. In the best lessons seen, teachers have high expectations of their pupils, and thanks to the excellent relationships that exist between staff and children, children are confident that their opinions and contributions to lessons are valued by adults. Teachers have good subject knowledge and are skilled in asking open questions which help children to give reasons and explanations, sometimes making them think at a deeper level. Teachers now need to explicitly identify where more challenge can be provided for all children so that they can attain at a higher level. Links are made to previous learning through embedded review processes so that children know more and remember more. For instance, a child in Year 1 recalled from a

previous topic that 'Abraham had to put his trust in God'. Children with special educational needs are compassionately supported in order to learn alongside their friends. Although teachers provide some elements of creativity in their lessons there is scope for this to be developed and the children themselves expressed they would relish more opportunities to learn in more creative ways. Skilled support staff make a strong contribution to the quality of learning. Parents know their children value religious education with one saying, "My daughter feels a strong sense of pride in demonstrating her knowledge and understanding of religious education.'

Leaders and governors ensure that the curriculum is faithful to the *Religious Education Curriculum Directory*, it meets all diocesan requirements and has parity with other core subjects. Monitoring of religious education by leaders, including the link governor, is regular and accurately identifies some areas for further improvement for example, recognising through recent self-evaluation the need for children to present their learning in more creative ways. Monitoring and improvement planning now needs to be focused on ensuring children are being sufficiently challenged in their religious education to secure higher levels of attainment. Enrichment experiences in the form of outside facilitators such as Just Youth are accessed by leaders to elevate the opportunities for memorable learning for the children. Quality professional development is provided to further develop the provision and standards in religious education, and these are valued by staff. Staff also appreciate the support of the headteacher and senior leaders, stating that their doors are always open if they need advice or clarification on matters relating to religious education.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Children participate confidently and joyfully in liturgy, they are energised and inspired by prayer then often galvanised into action as a result, for example children recently made and laid poppies at the Cenotaph after praying for the fallen soldiers. There is a secure knowledge and understanding of a wide variety of ways to pray and children know a comprehensive range of traditional Catholic prayers by heart. Time is given for reflection, contemplation and sharing age-appropriate responses, for example in Year 6 children were peacefully immersed in meditation whilst in the Early Years Foundation Stage after a period of listening to the word of God the very youngest children then joyfully sang 'I am a star'. Understanding of the Church's liturgical calendar is secure, and children can articulate with confidence the shape and rhythm of the prayer life at St Peter's. All children respond well to each other during prayer as they are always engaged and reverent. Enthusiastic singing is a hallmark of the school with one child explaining that 'Singing hymns is talking to God in song'. Older children work particularly well together to plan, prepare and deliver meaningful worship for their own classes and the rest of the school. These children seek the feedback of others, including staff, about the impact of their leadership of prayer as well as self-reflect with humility.

Prayer and liturgy are central and evident in all aspects of life at St Peter's. It is a lively and prayerful community with a natural and well embedded pattern of daily high quality prayer. Well chosen and age-appropriate scripture form the bedrock of all collective worship gatherings, as a result children and staff have a deep understanding of the themes and messages linked to the liturgical season. Key staff support children in upper Key Stage 2 in planning celebration of the word which they then lead across the school. The next step is to provide opportunities for younger children to be more liberated to plan and lead prayer and liturgy built upon the template of the exemplary role models already in school. Parents appreciate the multiple

opportunities provided to be part of the worshipping life of the school, readily attending times of celebration such as the crowning of Mary, Mass in church and class stay and pray. The attention placed upon developing the stunning environment has created a raft of prayer spaces which are cherished and valued by the children.

Leaders and governors ensure that staff benefit from high quality staff training in prayer and liturgy and have a well formulated and recently reviewed policy for prayer and liturgy in place, which is a useful reference point for staff. However, leaders now need to review their progression document for building up the skills of participation, particularly in relation to child led prayer and worship and thereby raise expectations for all children. Leaders plan a clear programme of events throughout the liturgical year to support the faith formation of the whole school community. Mass, the celebration of the Eucharist, holy days of obligation and involvement in the sacramental programme are all mapped out comprehensively which leads to continual spiritual growth. The weekly pattern of prayer set out by leaders creates a rich array of prayerful experiences for all to be immersed in. The headteacher leads by example by being the figurehead of weekly whole school gatherings delivering the theme linked to the Gospel. Leaders at all levels, including children, are outstanding role models and because of their dedication and passion for prayer, the entire St Peter's school community is constantly immersed in meaningful and memorable experiences.

Information about the school

Full name of school	St Peter's Roman Catholic Primary School
School unique reference number (URN)	105817
School DfE Number (LAESTAB)	3543311
Full postal address of the school	St Peter's Roman Catholic Primary School, Kirkway, Middleton, Manchester, M24 1FL
School phone number	0161 6433946
Headteacher	Joanne Clinch
Choose an item.	Maria Sowerby
School Website	www.stpetersrc.rochdale.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	21 st November 2016
Previous denominational inspection grade	Outstanding

The inspection team

Helen Sullivan
Julie Johnson

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