

DIOCESE OF HALLAM SCHOOLS'  
DEPARTMENT



**SECTION 48 INSPECTION REPORT**

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST PETER'S CATHOLIC PRIMARY  
SCHOOL

School URN	371/3300
Name of Chairman of Governors	Mr Vincent Lynch
Name of Headteacher	Mr Paul Storey
Date of Inspection	6 <sup>th</sup> December 2007
Section 48 Inspector	Mrs Delia Kay

“... an enthusiasm for the things of God.”

## **Introduction**

The Inspection of St Peter's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## **Description of the School**

St Peter's is situated in Doncaster and serves the parishes of both St Peter in Chains and St Paul's Cantley. Neither churches are adjacent to the school - St Peter's being the nearer, and this a twenty minute walk from the school.

The school has a wide catchment. 52% of pupils live in areas that are significantly more deprived than the national average.

Approximately 67% of pupils are baptised Catholics and 11% are eligible for free school meals. There is a small number of pupils from minority ethnic groups and 11% have English as an additional language. 29 children are on the special needs register which includes 2 children with statements, this is broadly in line with the national average. Attendance is good.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

### **How effective and efficient is the provision of Catholic education in meeting the needs of learners?**

The provision of Catholic education at St Peter's school is good. The environment supports the needs of learners well, with some excellent displays of pupil's work that reflect the learning of the school community. Pupils are well cared for and respected in a caring and purposeful environment. They acquire appropriate religious knowledge, skills and attitudes and develop spiritually and morally. Relationships are good and the school is led by an experienced Headteacher, who in turn is supported by a committed Governing Body.

The school's self evaluation is an accurate assessment of the schools provision. The school has identified key areas to be developed to improve the teaching and learning of Religious Education and these form part of the school's improvement plan.

### **The effectiveness of any steps taken to promote improvement since the last inspection**

Areas for improvement identified in the last inspection in 2003 included:

- Develop further opportunities for spontaneous prayer in the classroom and in Collective Worship.
- Further develop the role of the Religious Education Co-ordinator to include

classroom observations, scrutiny of pupil's work and effective implementation of the marking policy and the management of the Religious Education budget. Define these new responsibilities in a specific job description.

- Build upon the assessment procedures already in place to ensure consistency of implementation and a shared understanding of the policy by all staff.
- Improve the quality of information to parents in terms of what their children are being taught in Religious Education and provide an informative assessment of their children's attainment in the end of year report.

All these areas have been addressed. The Religious Education Co-ordinator regularly monitors the teaching of Religious Education and is effective in supporting and leading colleagues to improve their teaching. There are good assessment procedures in place that are comparable with those used in the core subjects. Parents are informed of their children's attainment in Religious Education in the end of year report and children are given opportunities to pray spontaneously during acts of Collective Worship.

### **The capacity to further deepen the quality of Catholic education**

The school is well placed to further deepen the quality of Catholic education. It is led by an experienced and committed Headteacher, who works closely with the Religious Education Co-ordinator to identify areas for improvement. The school is well supported by the Governing Body and two parish priests. All these key members of the school community demonstrate a deep personal faith and commitment to their mission. This is further enhanced by the commitment of the teaching staff and other members of the school community.

## **THE CATHOLIC LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT**

### **How effective are leadership and management in the development of the Catholic life of the school?**

The effectiveness of the leadership and management in developing the Catholic life of the school is good. The Governing Body is led by a well informed Chair with a background in education. The governors work closely with the Headteacher and there is an effective sub committee structure in place which supports their involvement in the school. There are named governors for the key curriculum areas including Religious Education and this governor now needs to develop his role even further by monitoring provision and providing reports to the full Governing Body.

The Headteacher has a clear vision for the Catholic life of the school, which he communicates through words and example. The Mission statement is prominently displayed and accurately reflects the daily life of the school. The school is well managed and runs smoothly.

Parents are encouraged to be actively involved in their children's Religious Education and are welcomed into school.

## **THE CATHOLIC LIFE OF THE SCHOOL: COLLECTIVE WORSHIP**

### **How good is the quality of Collective Worship?**

The quality of Collective Worship is good and meets the statutory requirements. There is a clear policy for Collective Worship and prayer is central to the life of the school. The assembly observed was outstanding and was cleverly linked to both the current 'Here I Am' topic on 'Visitors', as well as the season of Advent. The children confidently took part in an unrehearsed drama, which clearly spelt out the message intended. The use of carefully chosen music and singing enhanced the assembly. The behaviour of the children was very good throughout.

All classes have a designated prayer board and during the inspection all classes displayed work on Advent and some on the current 'Here I Am' topic. Children enjoy preparing and leading acts of worship and so, to further develop their involvement, more opportunities should be given to them to participate and take responsibility for this aspect of school life. The parish priest willingly supports liturgies and Mass in school when ever possible.

## **RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS**

### **How well do learners achieve in Religious Education?**

The quality of pupil achievement is good overall. Children enjoy their lessons and are engaged in their learning. When asked they said they liked Religious Education lessons. Where achievement is high differentiation has been planned and clear learning objectives have been set. Behaviour was considered to be good in all lessons observed. Pupils with special educational needs are well catered for. They are well supported by able and dedicated Teaching Assistants. Good use is made of the 'Here I Am' Religious Education programme and the use of Information Technology enhances teaching and learning. It was pleasing to note that teachers used a variety of ways to develop the children's understanding – drama, discussion, circle time as well as the more formal approach to learning. These approaches have an obvious positive impact on the spiritual and moral development of the children. Assessment is used regularly to monitor progress. Children from other religious denominations have their faith nurtured and supported.

## **QUALITY OF PROVISION OF RELIGIOUS EDUCATION**

### **How effective are teaching and learning in Religious Education?**

Teaching and learning in Religious Education is good. Lessons are well planned and a variety of teaching styles used to engage the learners. In the best lessons observed there was good differentiation and a clear learning objective was shared and the teacher marked to the learning objective. This needs to become common practice in all Religious Education lessons. There is good provision for special needs pupils and a high level of Teaching Assistant support throughout the school. The ethos statements, which have recently been introduced into the school are having a positive impact on teaching and learning as well as the spiritual and moral development of the pupils. Pupils were observed using the current ethos statement

in a circle time activity. Each child confidently shared their thoughts and was able to learn from others. Children demonstrated a good understanding of Advent and how they could deepen their relationship with God during this season.

**How well does the Religious Education curriculum meet the needs and interests of the learners?**

Overall the curriculum provision is good. The school meets the requirements of the Bishop’s Conference by ensuring that ten percent of curriculum time is devoted to Religious Education. The Religious Education curriculum contributes well to the spiritual and moral development of the pupils. It also provides opportunities for the children to gain knowledge and understanding and respect for other world faiths. Relationships in the school are good. The school is socially inclusive offering equal access of opportunity for all pupils to make progress. A safe and secure environment is provided and pupils are encouraged to take responsibility for themselves and others. This was observed when the Y6 pupils paired with the Reception pupils in assembly. Pupils are encouraged to think of others in the wider community by supporting charities e.g. CAFOD, Mission Together, Good Shepherd and a local charity for the homeless called M 25. There are good opportunities for personal and private prayer in the school’s upper room [prayer area], which is a quiet, peaceful, well resourced area set aside for pupils to use when they want.

Each year the Y6 pupil’s are given a retreat experience that they look forward to and which prepares them for moving to their secondary school. Rainbows has been successfully implemented and is used very effectively.

**LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION**

**How effective are leadership and management in raising achievement and supporting all learners in Religious Education?**

Leadership and management are good at raising achievement and supporting all learners. The Governors, Headteacher and Religious Education Co-ordinator work well together to promote high standards in all aspects of school life and Religious Education is given a high profile. There is a detailed School Improvement Plan in place, which includes a Religious Education action plan. The Religious Education Co-ordinator has good subject knowledge and the willingness to support other teachers in school. New teachers, who are soon to be appointed, will need his guidance. The Religious Education Co-ordinator has provided good teaching resources and has a clear idea what needs to be purchased next.

There are good links between parishes, parents, the Diocese and the local Catholic schools.

\*\*\*\*\*

## Information about the school

<b>Type of School</b>	<b>Primary, Voluntary Aided</b>
<b>Age profile of Students</b>	<b>4 - 11</b>
<b>Number on roll</b>	<b>207</b>
<b>Number of Students on Special Educational Needs Register</b>	<b>29</b>
<b>Number of Students with a Statement of Special Educational Needs</b>	<b>2</b>
<b>Number of Catholics on roll</b>	<b>137</b>
<b>Number of Other Christian Denominations</b>	<b>39</b>
<b>Number of Other Faiths</b>	<b>31</b>
<b>School address</b>	<b>Sandy Lane, Doncaster DN4 5EP</b>
<b>Telephone Number</b>	<b>01302 369143</b>
<b>Fax Number</b>	<b>01302 739413</b>
<b>Email</b>	<b>admin@stpeter.doncaster.sch.uk</b>
<b>Website</b>	<b><a href="http://www.stpeter.doncaster.sch.uk">www.stpeter.doncaster.sch.uk</a></b>

<b>Summary of Inspection Judgements:</b>	
<b>Overall Effectiveness</b>	<b>Good</b>
<b>The Catholic Life of the School</b>	
How effective are leadership and management in developing the Catholic life of the school?	<b>Good</b>
How good is the quality of Collective Worship?	<b>Good</b>
<b>Religious Education</b>	
How well do learners achieve in Religious Education?	<b>Good</b>
How effective are teaching and learning in Religious Education?	<b>Good</b>
How well does the RE curriculum meet the needs and interests of learners?	<b>Good</b>
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	<b>Good</b>

Further copies of this report are obtainable from St Peter's Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440