

Catholic Schools Inspectorate inspection report for Ss Peter And Paul Catholic Primary School, New Brighton

URN: 105071

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: 14-15 June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	N/A

Summary of key findings

What the school does well

- The Catholic life and mission is central to daily life at Ss Peter and Paul's, therefore relationships are rooted in the Gospel values and this permeates the school community.
- Pastoral support for pupils and staff is a priority. It is well resourced and has a positive impact on the emotional well being of the school community.
- As a result of the two strengths above, pupil behaviour is exemplary and there is a calmness around the school environment.
- Catholic Social Teaching is a significant part of the life of the school and is driving all improvements.

- The inspirational leadership of the recently appointed head teacher who is supported by the religious education leader, deputy head teacher, staff and governors, has high ambitions for the school.

What the school needs to improve:

- Develop the roles of the newly formed religious education team, so that they are able to identify actions through more rigorous monitoring and analysis to further improve teaching and learning.
- Involve all stakeholders in the self-evaluation of Catholic life and mission, religious education and collective worship.
- Allow pupils to have more independence in their learning so that they take more responsibility for planning, reflecting and developing their own ideas in religious education lessons and in prayer.

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:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



The mission statement, 'To grow in knowledge and love and walk in the footsteps of Jesus,' is known and lived out by the youngest to the oldest pupils and because it permeates through the school community, pupils are keen to participate in the Catholic life and mission of the school. They know it is important to support those in greater need locally and globally and visits from Cafod and Caritas help to reinforce this. Mini Vinnies lead activities so that everyone can contribute to those who need support. Examples of their faith in action locally include organising foodbank collections, litter picking, posting Christmas cards with chocolates and singing in residential homes. Their involvement in the Junior UN Council, contributing to shoebox collections, litter picking, and tree planting demonstrate their understanding of Laudato Si. Pupils are learning how they can make a difference. They know they belong to God's family, and they feel valued, cared for and safe in school. Pupils told inspectors they know who they can talk to if they are worried. Older pupils embrace the opportunities to be part of groups, such as the School Council, Eco Council, and Mini Vinnies. One pupil said she 'was shy before and now I'm more confident.' Respectful is a key word at Ss Peter and Paul's and behaviour is exemplary. Pupils would benefit from more opportunities to develop their own ideas and put them into action.

Relationships demonstrate that Christ is at the heart of the school, therefore staff are positive role models and are keen to support pupils, parents, and each other. Everyone is welcome and the school community provides a nurturing education for all, including more vulnerable children. One parent told us that her daughter 'has been loved and cared for' since coming to the school. Pastoral care is a high priority for all children and staff, so there is a safe space for the more vulnerable pupils, who need regular support. This safe place also offers opportunities to support those who have days when they may need some space to cope with unexpected situations. One parent's

response to the survey described the school as: 'A lovely caring school which encourages children to follow in the footsteps of Jesus'. The school is supported by the parish priest and the deacon, who makes weekly visits to school.

The head teacher is a visionary leader who has high ambition for Ss Peter and Paul's. He is committed to making the Catholic life and mission of the school a foundation for the lives of all who learn and work there. He is supported by staff, the dedicated deputy head teacher, passionate religious education leader and the governors, who are committed to supporting and driving the school forward. The chair of governors is a regular visitor to the school and while she understands the role of governors is to challenge leaders, she is also mindful of the need to support the wellbeing of the head teacher and staff. Responses to the school's staff survey indicate clearly that all staff who responded support the leadership of the school and discussions with staff reiterate this. Leaders recognise that parents are the first educators of their children and work hard to engage parents in the Catholic life and mission of the school. Leaders have an open-door policy and parents are responding well to this. The pastoral leader has a visible presence every day and is ready to support parents in a variety of ways. Leaders are developing their self-evaluation processes to involve all stakeholders in the review of the Mission statement.

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



It is evident from lessons observed, and the standard of presentation in books that pupils value their religious education lessons. They are religiously literate and good examples of their ability to use appropriate vocabulary to express their knowledge were observed by inspectors. Younger pupils know that 'Jesus died on Good Friday', 'came back to life' and 'his friends were shocked'. Older pupils, considering the qualities of St Peter and the Pope said: 'trust in God' and 'a kind caring heart'. These examples demonstrate how pupils are learning more and deepening their understanding and ability to express their own views as they get older. In pupil discussions with inspectors, and in the pupil voice with the parish priest and head teacher, children confidently answer questions to demonstrate that they know and remember more. In the observed lessons, behaviour was exemplary and therefore there was a high level of engagement. From the youngest to the oldest pupils, levels of concentration and interest in their activity shows they are making good progress.

There are a significant number of teachers who have the *Catholic Certificate of Religious Education*; therefore they are confident in their subject knowledge and understand the value of religious education. They help pupils make links between knowledge and relevance to their daily lives. Those teachers who need more help with planning their lessons have support from the enthusiastic religious education leader. Teachers use scripture in lessons, which helps pupils make the connections between God's word and their daily lives. Teachers use the Balance assessment wheels at the end of most lessons and this helps pupils plan for the next steps in learning. However, allowing more time for pupils to reflect would provide opportunities for them to express their own views and develop the life skill of discernment. In most classes observed support staff were effectively engaging with pupils, so that all groups can make good progress. However, this provision should be provided in all classes across all phases.

The Way the Truth and the Life programme is taught in accordance with diocesan regulations to ensure that all topics are appropriately covered. Leaders encourage creative ways of learning and are developing a range of enrichment activities. They are introducing ways that encourage pupils to consider their own learning in each topic and this helps pupils understand the progress they are making. One example of this is the 'Check in, Check out' activity. The head teacher has allocated a significant amount of time during the year to enable subject leaders to make connections between Gospel values and their own subject. This highlights the commitment of leaders to 'realign our school curriculum with religious education – allowing children to have a deeper understanding of their lives in the world, meaningful prayer and a closer connection to God', as stated in the School Improvement Strategy document. Diocesan courses are attended so that Leaders are kept up to date with diocesan directives, guidance, and support. They can then provide internal training for staff. The new leadership structure for Catholic life and mission, religious education and prayer and liturgy has recently been put in place, utilising the expertise of the team more effectively in monitoring, evaluating, analysing, and implementing actions to support all staff in these areas. This now needs to be embedded.

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 respond well to the experiences of prayer and liturgy provided throughout the liturgical year. When the whole school gathers, pupils can reflect in silence and join in prayerful singing. Children from two to eleven years of age were always engaged and contributed their thoughts when asked during the whole school liturgical prayer. Pupils enjoy a wide variety of prayers, and these are recorded in the school liturgical yearbook. Examples include outdoor prayer at a residential, prayers on the beach during a retreat, class assemblies for parents and Lenten prayer bags. These times are appreciated and enjoyed by the pupils and parents, which is evidenced by the positive feedback on post it notes in the liturgical yearbook. For example, 'thank you for inviting me', 'the children are so happy' and 'it has been a moving experience'. Pupils reflecting on their prayer trail in church wrote 'I felt very calm'. Examples of their own prayers are written in their books and in some classes, pupils place private prayers in a prayer basket. Pupils are excited when they are given the opportunity to plan and lead prayers in their classes. However, these opportunities are limited. During discussions with pupils, it was clear that most pupils have not had many opportunities to contribute their own ideas for prayer. This needs to be developed more fully across the school.

Prayer and liturgy are central to the life of the school. Staff ensure that daily prayer is a regular part of the day, so that pupils of all ages can confidently describe what this looks like. There is a weekly liturgical prayer for the whole school linked to the Sunday Gospel with relevance to what is happening in school. It is also planned so that global links are identified. Each class invites their parents to join their liturgical prayer at least once during the year. All classrooms have a focal point for prayer, but these could be developed so they become a more prominent feature of the classroom and become more interactive. Appropriate scripture is read from the Bible, so pupils understand it is the word of God and what it means for them in their daily lives. Staff appreciate the

regular visits from the deacon who supports this aspect of the school. To enhance this provision staff should provide more opportunities for pupils to plan and lead prayer and liturgy.

Leaders are supported by the parish priest and deacon to ensure there are opportunities to celebrate significant feast days throughout the liturgical year. Mass is celebrated in school, and funding for transport is being sourced to enable pupils to celebrate Mass in church. The first sacraments are given a high profile by all staff and governors. Teachers act as catechists to prepare the pupils, and parents are invited to join a celebration in school before the sacraments are received. There are strong links with the parish and a significant number of staff willingly join the First Holy Communion Mass. Ten Ten resources provided are valued as a good resource for prayer. The religious education leader is currently seeking more creative opportunities for engaging families in prayer. During Advent and Lent the whole school takes part in prayer trails in church. Leaders are also keen to involve pupils in local community worship, for example they join in the Wallasey Street Nativity. Leaders and governors now need to ensure that the Prayer and Liturgy policy document is fit for purpose with regular reviews and contributions from all staff. This will further enhance the good quality prayer and liturgy that is already evident at Ss Peter and Paul's.

Information about the school

Full name of school	Ss Peter and Paul Catholic Primary
School unique reference number (URN)	105071
Full postal address of the school	Atherton Street, New Brighton, CH459LT
School phone number	0151 639 2991
Name of head teacher or principal	Mr Thomas Wallace
Chair of governing board	Mrs Monique Stevenson
School Website	https://www.sspp.school/
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	2-11
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	21 June 2016
Previous denominational inspection grade	Outstanding

The inspection team

Sue Lyonette	Lead inspector
Louise Conlon	Team inspector
Name of inspector	Lead/team
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