



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Peter's Catholic School

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School Unique Reference Number: 125276

Headteacher:	Mr Toby Miller
Chair of Governors:	Mary Nugent and Peter Downie
Lead Inspector:	Damian G Fox
Associate Inspector:	John Lydon
Inspection date:	27/28 November 2018

	Previous Inspection: 1
Overall Effectiveness	This inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Peter's is an outstanding Catholic school because:

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| <ul style="list-style-type: none">▪ It has a distinctly Catholic ethos. The teachings and values of the Gospel are fundamental to the life and work of the school.▪ The partnership between leaders at all levels is highly effective. They have a clear understanding of the Church's vision for Catholic education to develop young people of faith with a commitment to serve others.▪ Leaders and managers are ambitious for each member of the school to achieve excellence. The achievement of disadvantaged and vulnerable students bears witness to their vocation to serve.▪ Governors play a significant role in ensuring the school is a genuinely Catholic school. They are knowledgeable and fully understand the strengths and areas of development in all areas of the school.▪ The Catholic life of the school is outstanding. The high level of inclusion ensures that no pupil is left out. Students are encouraged, praised and supported in lessons and assemblies. Pastoral care is significantly effective in providing a safe, spiritual learning environment.▪ Outcomes in Religious Education are outstanding and reflect the importance the school places on it as a core subject.▪ Collective Worship is recognised as fundamental to deepening the spiritual life of the school. It is led by a passionate and experienced Chaplain. The student Spiritual Life group work in partnership with him in delivering acts of worship. | <ul style="list-style-type: none">▪ Religious Education is recognised as a core subject. Outcomes are outstanding and put Religious Education as one of the lead departments in the school.▪ Students of all abilities make at least good progress. Students with specific challenges make outstanding progress.▪ Students agreed overwhelmingly in saying that they enjoy Religious Education and are motivated to learn. GCSE candidates are confident that they are well prepared, and that support is given to help them achieve their best.▪ Teaching is generally outstanding with several examples of innovative learning and teaching strategies.▪ Lessons in general are very well-structured. Teachers model a commitment to Religious Education and are keen to develop their knowledge and skills. Collaboration with other Catholic schools in terms of sharing resources represents a significant strength of the school.▪ Students in general display outstanding age-related standards of religious literacy.▪ The designated teaching assistant plays a major part in supporting students with particular challenges. She works effectively in partnership with the teachers.▪ Standards of religious literacy are very high as evidenced in lessons.▪ The headteacher, supported by his leadership team, is genuinely committed to the growth and development of the Religious Education department and chaplaincy provision. This is evidenced by outcomes in Religious Education and the quality of provision for the spiritual life. Students respond enthusiastically to the many |
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	<p>opportunities to participate in liturgical services.</p> <ul style="list-style-type: none"> ▪ Governors have a sound knowledge of standards of teaching and learning. They ensure that plans for sustained improvement are in place.
<ul style="list-style-type: none"> ▪ Prayer and worship are central to daily life. Students have many opportunities to practise their faith and experience moments of reflection and celebration. ▪ Daily prayer and high-quality weekly assemblies reflect the commitment of leaders and managers to deepening the spiritual ethos of the school. ▪ Resources have been invested in engaging a Chaplain and building a chapel for liturgy and private reflections. ▪ The chapel is an impressive addition to the school. The community is blessed to have the presence of the Blessed Sacrament. ▪ Students respond enthusiastically and respectfully in acts of worship. They are inspired by the chaplain. They recognise and value his personal faith and commitment to them. 	<ul style="list-style-type: none"> ▪ The Catholic life of the school is outstanding. The mission to be ‘Christ for all’ is a living reality and embodies the life and work of the whole community. ▪ Pastoral care is outstanding. Students were erudite in articulating their appreciation of what teachers do for them. The spirit of togetherness is evident in the relationships and calmness throughout the school. ▪ Parents overwhelmingly thank and praise the school for what they do for their children. They recognise that the level of service for students ensures that they are safe, happy and well educated. ▪ The school’s response to the needs of others in the school and the wider community reflects the commitment of governors and school leaders to foster the vocation of service in teachers and students.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Peter’s Catholic School is a Voluntary Aided Secondary co-educational school. It serves the Guildford Deanery of the Diocese of Arundel and Brighton. It is maintained by Surrey LA. The school serves the parishes of Guildford, Bramley & Cranleigh. The Catholic primary feeder schools are St Thomas of Canterbury, Guildford, St Joseph’s, Guildford, St Edmund’s, Godalming, St Cuthbert Mayne, Cranleigh and St Polycarp’s Farnham. The roll is 1198. This includes 242 in the sixth form. The academic profile of the School reflects the full ability range. The attainment of students on entry is above national average. The overall proportion of students who are baptised Catholic is 74%. A further 19% of pupil are from other Christian traditions. 10% students are on the SEND register covering all categories of need. Of these, 12% have an Educational Health Care Plan (EHCP). The proportion of students eligible for support from pupil premium funding is lower than the national average at 9.5%. 64% of

students identify themselves as white British, while 16% are from a variety of ethnic backgrounds. The proportion of homes where English is an additional language is 16.5%

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Increase the allocation of curriculum time for Religious Education at Key Stage 3 in line with the requirements of the Bishops' Conference.
- Continue to develop the monitoring and tracking of teacher feedback, assessment and progress at Key Stage 3 analogous to that in place at Key Stage 4 and 5.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which students contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- Students make an outstanding contribution to the Catholic life of the school and derive great benefit from attending St Peter's. They have pride in the school and in their achievements. They recognise that they belong to a spiritual and supportive school which inspires them to treat each other with respect and recognise the dignity of each individual.
- Through their attitudes and actions, students show their commitment to living the mission of the school. They take a leading role in activities that manifest the Catholic ethos, making the school mission, to be 'Christ for all', a living reality. One student said, 'You don't always realise it is happening.'
- Sixth form student leaders are outstanding role models for younger students. They set an example of leadership and maturity to which students can aspire. They lead the Spiritual Life group, CAFOD young leaders and student voice. They emphasise not only the importance of giving, but also the reason why they should be doing so in a Catholic school.

- Fundraising is a significant strength of the school. Students' understanding of Catholic social teaching is evident in the awareness they have of the needs of the school and wider community. Last year more than £10,000 was raised by students. A wide range of activities give the students a practical focus to their Christian mission of service and ensure that students are aware of their responsibilities towards others. Students said the highlight of the year is the 8 sponsored mile walk on the patronal feast day which raises more than £6,000. It occurs after a celebration Mass of St Peter. Students in each year group dress up as a character or theme and raise funds to meet or surpass the £300 target for each form group.
- The spiritual and pastoral care of the chaplain was described by parents as 'tangible', creating an ethos of care for each person. Students demonstrated a deep understanding of their vocation to serve in the erudite way in which they articulated the responsibility they have to others.
- Students take full advantage of the opportunities the school provides to learn and achieve, intellectually, morally and spiritually. They respect and appreciate the support and encouragement they receive from staff.
- Students recognise that St Peter's is a Catholic school. They are respectful of the traditions and values of the Catholic faith. Catholic students and those of other faith traditions are involved in the practice of the faith.
- Students benefit from the relationship between school and parish. The chaplain is an integral part of both communities and ensures they serve each other. As a result, students are regularly involved in parish and school celebrations, irrespective of their faith background.

The quality of provision of the Catholic Life of the school is outstanding

- The school's mission statement is a clear and inspiring expression of love and service. 'Christ to all' encapsulates the life and work of the community. All staff are fully committed to its implementation. Students respond to and speak warmly of the tangible sense of highly effective care and support that results in a calm, harmonious community.
- Pastoral care is outstanding and a significant feature of the school. A strength of the school is the transition process from primary school. Pastoral staff liaise with every primary school to develop an understanding of each pupil's strengths and unique needs. September is given over to establishing high expectations and participation in the spiritual life of the school. The 24-hour retreat for students in Year 7 further establishes a sense of togetherness and the mutual respect that is tangible throughout the community.
- Behaviour is exemplary at all times as a result of policies that are clearly communicated from the transition process. Students confirmed that good behaviour is the norm because everybody respects and wants the best for each other.
- Students highlighted the supportive nature of relationships between staff and students and between students across year groups and their impact on the academic,

spiritual, social and cultural development of students. They commented on the extent to which interaction between the year groups contributed to their pastoral wellbeing.

- Chaplaincy is central to the school's wide-ranging engagement with the local community, particularly in the context of its commitment to the more disadvantaged members of society. The efficacy of chaplaincy provision is profound and is instrumental in providing a range of opportunities for students to develop the practice of their faith.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders and managers are deeply committed to the Church's mission in education. They demonstrate a clear understanding of their role in providing a community of prayer and worship. The vision of leadership is to provide an environment that responds to and develops the social, moral, spiritual and cultural education of students.
- The priority leaders give to the Catholic life of the school is reflected in the life and work of the school. It is a model of Catholic education in faith and practice.
- Leaders have a well-informed understanding of the strengths of the provision for the Catholic life of the school and areas for development. This is reflected in the self-evaluation with which inspectors agreed.
- A detailed induction programme for new staff, 'What it means to work in a Catholic school', ensures they begin to understand their responsibilities in the growth of a spirit of care for students. All teachers become part of chaplaincy.
- There is a high level of engagement with parents as affirmed in the questionnaire feedback. The vast majority of parents expressed their appreciation for the Catholic ethos which provided a safe, caring and spiritual learning environment.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Students respond reverently and respectfully to the many opportunities to experience and participate in prayer and worship. Their enjoyment and appreciation of worship was evident in the quality of communal singing and prayerful silence in all examples of worship observed during the inspection.
- Students are at the heart of the community life of prayer. They display confidence in their use of a variety of approaches to prayer which use scripture, music and their own prayers. The high level of pupil engagement during the assembly observed reflects students' ability to create an atmosphere conducive to reverence and respect in prayer.
- Students have taken the initiative in leading the community in prayer. They recognise that prayer is part of the daily rhythm of school life. Leadership of collective worship has a high profile through sixth form spiritual life representatives. The head student coordinates the Spiritual and Community Life group at Masses and assemblies. They are highly effective in leading on the preparation of prayer and worship throughout the school. Younger students become involved and prepare prayers and other aspects of their tutor Mass.
- The experience of living in a praying community has a profound effect on the development of all students, irrespective of ability or faith background. The reverence and level of engagement reflects the impact of prayer on the community.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Collective worship is central to the life of the school. The extensive and varied religious experiences for staff and students form the heart of school celebrations. Students confirmed that prayer is not just at the start of the day. It is a significant part of the daily routine of learning.
- Staff are integral to the provision of collective worship. Staff liturgies serve to support staff on their faith journey and in their contribution to inspiring students to pray. Staff prayer is well planned and inspires them in providing prayer experiences for students.
- The extensive range of Masses, assemblies and prayer experiences serve to offer outstanding provision for all key stages. Collective worship has a clear purpose, message and direction. Themes chosen for worship reflect a deep understanding of the liturgical season.
- The retreat and reflection day programme for students provides further opportunities for students to examine their faith and develop an understanding of their responsibilities to themselves and the school community. Students affirmed their understanding that all they do stems from their faith and their commitment to being 'Christ for all'.
- Tutors are highly skilled in helping students plan and deliver collective worship. The chaplain is passionate about the growth of faith in each person. He provides extensive

resources to support staff and deepen their understanding of the purpose of collective worship.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- Leaders and managers, including senior leaders and the chaplain, have expert knowledge of how to plan and deliver quality experiences of collective worship.
- They demonstrate a deep understanding of their responsibility to provide spiritual and liturgical experiences in line with the Church's liturgical year. They ensure that prayer and collective worship are integral to the growth of a distinctly Catholic community.
- The headteacher is a highly visible leader of collective worship. His personal faith and vision for the school are understood and shared by all teachers.
- The effectiveness of the chaplain is evident in the range of opportunities for students to experience quality prayer and worship. Head students lead the Spiritual and Community Life group of students from across the school to work with him in leading the singing and music at both Masses and other acts of collective worship.
- Delivery of prayer and the development of liturgical understanding is a key element of the school's programme for professional development.
- Governors monitor and evaluate provision through their attendance at Mass and seasonal liturgies. The Curriculum, Community and Spiritual Life committee receives regular reports. Updates from the chaplain ensure governors have a clear understanding of the quality of collective worship and inform further improvements. They have supported the development of collective worship by investing in a new Chapel that is a prayerful oasis for staff and students.
- Chaplaincy constitutes a key strength of the school. The impact of the chaplain was affirmed by governors, staff and students. He is respected highly by all members of the community for his inspirational support. There is widespread trust in the chaplain by the school community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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

- The standards of attainment at GCSE for all groups of students since the last inspection have continued to be significantly higher than the national average. Attainment at A level has sustained its upward trend for the last three years and is well above the national average.
- From levels of attainment at entry that are broadly in line with the national average, the progress students make at Key Stage 4 is outstanding and significantly above the national average.
- Different groups of students, including those with special educational needs and who are eligible for pupil premium funding, demonstrate that they make rapid and sustained progress. SEND progress last year showed students exceed the FFT 20 grade by 0.36, pupil premium by 0.6 and EAL by 0.5.
- Students display good, and in most cases, outstanding age-appropriate standards of religious literacy. During the inspection, students in a Year 8 Religious Education lesson were studying the importance of prayer in Judaism. They displayed their knowledge of complex key words and the ability to use them correctly in context, for example, Shema and Mezuzah.
- Students' attitudes to learning are outstanding. They confirmed their enjoyment of Religious Education and an understanding of it in a Catholic school. During observations, almost all students quickly engaged in their learning and were rarely off task.

The quality of teaching and assessment in Religious Education is outstanding.

- Lesson observations and reviews of students' work during the inspection confirm the school's judgement that teaching is generally never less than good and often outstanding.

- Students make rapid and sustained progress in Religious Education as a result of effective lessons that are characterised by sound subject knowledge and a range of methods which motivate students to engage in their own learning. Progress was demonstrated in most lessons. Students were confident working together and individually.
- Lessons are planned in line with schemes of work and take account of students' prior learning. A range of styles ensures students are motivated and become engaged in learning. Students confirmed that they receive support and extra challenge as appropriate to their needs.
- A rigorous and effective assessment process at Key Stage 4 enables teachers to identify students' strengths and areas that need further support. For example, during observations, detailed scaffolding for a GCSE evaluation essay question was highly effective in enabling each pupil to respond to feedback and improve their answer.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The self-evaluation of Religious Education by leaders and managers is a coherent reflection of rigorous monitoring and self-challenge that demonstrates the understanding they have of the strengths of Religious Education in the school and areas for development.
- Leaders and managers are ambitious for sustaining high standards of teaching and learning in Religious Education. Governors are effective in supporting and challenging school leaders. They are proud of the school's achievements and are determined to lead the school in continually improving standards.
- The headteacher and his senior team demonstrate strong and inspirational leadership of teaching and learning in Religious Education. They are supported by joint heads of department who are working together effectively to take the department forward.
- The monitoring and tracking of pupil progress is thorough at Key Stages 4 and 5. Monitoring of student progress and teacher feedback at Key Stage 3 is a work in progress and needs to be developed further.
- A key area in the department development plan reflects the determination of teachers to provide effective support for students. Improving the support for lower ability students at GCSE is an integral part of their vision for each pupil to achieve excellence.
- The curriculum across all key stages meets the requirements of the Diocesan Directory. The allocation of curriculum time at Key Stages 4 and 5 meets the requirements of the Bishops' Conference. Governors are committed to ensuring the same for Key Stage 3 next year and this is in line with the recommendations of this inspection.

- At Key Stage 3, students follow a programme that provides a strong basis to engage with the GCSE. Students develop a good level of religious literacy and an understanding of evaluation and reasoning.
- Religious Education is extremely well resourced in terms of staffing, physical resources and curriculum time. It meets the curriculum requirements of the Bishops' Conference fully, including in the sixth form.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

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The quality of provision for the Catholic Life of the school

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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

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The quality of teaching and assessment in Religious Education

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How well leaders and managers monitor and evaluate the provision for Religious Education

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