



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

St Peter's Catholic Primary School

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School Unique Reference Number: 126041

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| Headteacher: | Ms Kate Crees |
| Chair of Governors: | Mr Thomas Donovan |
| Lead Inspector: | Ms Ann Oddy |
| Associate Inspector: | Ms Francis Novis |
| Inspection date: | 4 th October 2017 |

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| | Previous Inspection: | 2 |
| Overall Effectiveness | This inspection: | 2 |

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| Catholic Life: | 1 |
| Collective Worship: | 1 |
| Religious Education: | 2 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

| St Peter's is a good Catholic school because: | |
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| <ul style="list-style-type: none"> ▪ St Peter's is a warm and welcoming school which nurtures its pupils spiritually and academically. All are valued, encouraged and supported to achieve their full potential. Pupils thrive in the happy and harmonious atmosphere of this caring school. They make good progress and achieve well. Pupil behaviour is excellent. The headteacher provides clear direction for the school. She inspires a cohesive and dedicated staff team committed to the ethos of the school. Governors are well informed and fulfil their role of support and challenge. They know their school well and are very involved in the school community. <p>Parents and carers demonstrate a high level of support for the school and an appreciation of the Catholic education it offers.</p> <p>School self-evaluation is comprehensive and reflective.</p> <p>Areas for development identified by the last inspection have been addressed.</p> | <ul style="list-style-type: none"> ▪ The Catholic life of the school is central to the school community. All aspects of school life reflect the school's Catholic ethos and its mission statement. The school has good links with its feeder parishes. The priests are frequent and welcome visitors to the school. They support the curriculum, provide pastoral care and take part in school celebrations. <p>Pupils are kind and courteous in class and around the school. They understand the need to respect and care for each other and to consider those less fortunate than themselves. They actively support a wide range of charities.</p> <p>The school benefits from strong links with other Catholic schools in the deanery and with the diocese.</p> |
| <ul style="list-style-type: none"> ▪ Collective worship nurtures pupils' spiritual growth and their knowledge of the celebrations and traditions of the Church. Pupils are reverent and respectful in collective worship, understanding that these are special times. They are engaged and responsive and enjoy being together as part of a worshipping community. Parents, carers and parishioners are invited to school celebrations and are pleased to attend, strengthening the links between home, school and parish. <p>The school's collective worship complements the themes studied in religious education, events and celebrations.</p> <p>Pupils are increasingly involved in planning and leading school collective worship.</p> | <ul style="list-style-type: none"> ▪ Standards in religious education are good. Pupils enjoy their lessons and achieve well. Work in pupils' books demonstrates the pride pupils take in their work. Religious education is well planned and takes into account the individual needs of each pupil. Interesting activities engage and enthuse pupils. The religious education curriculum is enriched by cross curricular links. Pupils appreciate the value of religious education and its importance to their own lives. <p>The school has successfully implemented significant improvements to teaching and learning in religious education and is well placed to continue this.</p> |
| St Peter's school is not yet outstanding because: | |
| <ul style="list-style-type: none"> ▪ Some religious education lessons need improved pace and a clearer focus on the lesson objective. | <ul style="list-style-type: none"> ▪ Recently introduced systems of marking need consolidating and embedding across the school. |

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Peter's Catholic Primary is a one form entry school. It is situated in the Worthing Deanery in the Diocese of Arundel and Brighton. It is maintained by West Sussex Local Authority.
- The school takes pupils from 4 to 11 years. There are 209 pupils on roll.
- 84% of pupils are baptised Catholics. 13% of pupils are from other Christian denominations. A small number of pupils are from other faith backgrounds.
- The principal parishes the school serves are East Worthing and Our Lady Queen of Peace, Adur Valley.
- 11% of pupils are on the school's register as having a special educational need or disability (SEND). This is below the national average. Of these, two pupils have statements of SEND and three have education and health care plans (EHCP).
- Pupil Premium funding is received for 6.7% of pupils. This is below the national average. The proportion of pupils eligible for free school meals is 3.8%.
- 16% of pupils speak English as an additional language (EAL).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to raise standards of teaching and learning in religious education by:
 - a) Using the sharing of best practice and focused monitoring to ensure that all lessons have a clear focus and good pace.
 - b) Continuing to embed recently introduced systems of dialogue marking and ensuring consistency across the school.
- Continue with the school's identified focus to facilitate and encourage pupil involvement in planning, preparing and leading school liturgies.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils 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 because:

- The school's mission statement is at the heart of school life. Pupils and all stakeholders have been closely involved in shaping the mission statement, ensuring that it is child friendly and memorable. As a result it is known and referred to in school daily life, reflecting its centrality in the school. Pupils were able to quote the mission statement and say how it applied to their life in school.
- A holistic approach to education ensures that all pupils acquire 'skills to be a messenger for God', in line with the school's mission.
- Pupils take great pride in their school community and demonstrate a clear sense of belonging to the school family. They know it is important to include others and to care for each other and that this is what makes their school a Christian community. They appreciate the need for tolerance and forgiveness and that this is part of school life. A pupil said, 'If you are upset, people will always help you. It is like a family.'
- Pupils feel safe and secure in school. They know that adults in school will help them with any difficulties. They appreciate that they have a part to play in helping to resolve problems. Peer mediators help to ensure harmonious playtimes.
- Pupils are given many opportunities to take responsibility and are happy to serve their school in this way, relating it to their sense of vocation and service. Buddies, prefects, 'Mini Vinnies', School Council and Religious Education Council are examples of this. In addition, pupils help to run the school library and organise lunch time activities for their peers. Inspectors observed prefects rewarding pupils going to assembly, giving out house points in a very positive and sensitive way and reinforcing the behaviour expectations of the school.
- Pupils are aware of the needs of others and of their responsibility to care for them. The school supports a wide range of charities, local, national and international.
- The school's behaviour policy is clear and firmly rooted in Christian values. Pupils are aware of its systems of rewards and sanctions and appreciate its clarity. During this inspection, pupil behaviour was exemplary both in class and around the school. Pupils were polite and courteous to adults and each other. The atmosphere in the school is a calm and happy one.
- Pupils are encouraged to consider themselves part of the wider community. They participate in deanery and diocesan events and celebrations and know they are part of a wider Catholic family. They appreciate the need to respect the beliefs of others and enjoy learning about other faiths.

- Parish links are exceptionally strong, and embrace the different parishes the school serves. The parish priests are regular and welcome visitors to the school.
- Systems of pastoral care are strong, ensuring support for those who need them. These include mentoring and counselling.
- The school's Catholic life and ethos effectively nurtures, supports and challenges all pupils to achieve their God given potential. As a result, pupils enjoy school life and achieve well academically, morally and spiritually in this inclusive and welcoming school community. A parent wrote, 'I cannot express how pleased I am . . . Both my children have responded positively to the welcoming, nurturing and Christian based ethos at St Peter's.'

The quality of provision for the Catholic Life of the school is outstanding because:

- Members of the school community appreciate the importance of the mission statement to the life of their school and to the wider mission of the Church. Evidence includes positive feedback from staff and parental questionnaires and from interviews conducted as part of this inspection. One response was, 'As a member of the St Peter's school community I feel very supported by the shared vision of the school and valued as part of that community.' This view was clearly shared by staff and other parents and carers.
- Staff form a very supportive team committed to the Catholic life of the school. Effective induction processes and continued professional development (CPD) training promote and develop their role in school life and their own spiritual development. Staff have attended a recent spirituality conference and deanery inset sessions. One wrote, 'St Peter's is a hugely supportive school and I am proud to be part of the caring team where everyone works their hardest to ensure the children are at the heart of all we do and the spiritual growth of each child is fostered.'
- The Catholic identity of the school is evident in the many attractive displays and well resourced prayer areas around the school. Many are interactive and feature ongoing contributions from the pupils. An excellent example was the prayer bracelets which pupils could make and use in their own prayers.
- The school is a community living out its mission 'to love and to be loved' and this is reflected in its behaviour policy. Rewards include regular awards for being 'a messenger for God'. Pupils are encouraged to respect and care for each other and to know that forgiveness is important.
- Relationships and Sex Education (RSE) is well established in the school and is in line with the teachings of the Catholic Church. Parents and carers have been involved in reviewing and updating the school's policy and are kept informed of provision. Personal, Social, Health and Citizenship Education is linked to the religious education curriculum.

- Pupils are encouraged to explore and discuss moral and ethical issues and to understand their responsibilities as world citizens. They show an understanding of sustainability and of caring for the world we live in. They are taught about civil rights and British values and the importance of these. As a result, they have a good understanding of justice and moral responsibility.
- The school community benefits from regular visits from the parish priests who provide spiritual and pastoral support and strengthen school and parish links. Many parents commented on the strong links between school and parish.
- Chaplaincy provision has been part of working as a deanery group. This has strengthened the Catholic life of the school, providing links with other Catholic schools and supporting staff.

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

- School leaders and governors are fully committed to the Catholic life of the school and to the mission of the Church in education. They are clear in their objective to ensure that their mission statement is known and lived and that the Catholic life of the school nurtures the academic, spiritual and moral development of its pupils.
- Senior leaders and governors promote the Catholic ethos at all times. Senior leaders provide support and training for staff and encourage and enable full participation in the Catholic life of the school.
- Governors make an active and significant contribution to the school's Catholic life. Governor visits and learning walks, together with reports from school leaders, ensure that they are well informed regarding the school's Catholic life and able to fulfil their role of support and challenge. They may now wish to consider including religious education and the school's Catholic life as a standing agenda item at governing body meetings to reflect their considerable and evident commitment to this area of school life.
- The school's self-evaluation of its Catholic life is honest and reflective. It is clearly evidence based and includes input from a range of stakeholders. Areas for development are identified, together with steps towards achieving these.
- Deanery and diocesan links show awareness of the school as part of the wider Catholic community. School leaders provide support for other schools in the deanery. The headteacher and one of the governors is on the BOSCO Catholic Education Trust (CET) strategy board and supports other schools as appropriate.
- The headteacher is an inspirational role model. Together with senior leaders she has built an enthusiastic staff team fully committed to the ethos of the school and to ensuring all pupils are embraced by it.

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.
- 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 because:

- Acts of worship inspire and engage pupils' interest and encourage them to explore and deepen their relationship with God. A well planned programme of worship opportunities celebrates events in the liturgical year, religious education topics and school events.
- Pupils play an increasingly active part in the school's collective worship. They have started to plan and prepare liturgies and organise and lead class prayer. Pupils on the Religious Education Council are committed to their role and enthusiastic in their mission to develop and participate in school worship. They monitor the prayer tables, ensuring that these are up to date and beautifully presented. The Religious Education Council has been formed relatively recently. As the pupils grow in confidence and experience they will be able to play an increasing role in the collective worship and prayer life of the school. School leaders have accurately identified this as an area for further development.
- Pupils have a good understanding of the Church's liturgical year and of celebrations appropriate to its feasts and seasons. They enjoy sharing these with the school community. Year 3 and 4 pupils plan Easter liturgies for the school and Year 5 and 6 pupils plan an Advent liturgy to present to parishioners at St Peter's Church. They speak of these occasions with pride and are clearly happy to contribute to and participate in these.
- Pupils know that they are a worshipping community and respond well to acts of collective worship. In the assembly observed as part of this inspection, pupils were interested and responsive participants. The assembly included a beautiful prayer written and read by a pupil. Pupils responded well to questioning and were engaged and focused throughout.
- Regardless of their faith backgrounds, all pupils are valued and welcome in the school's collective worship and prayer life. Pupils are respectful of the beliefs and religious practices of others.
- A parent spoke appreciatively of pupil involvement in preparing the monthly Family Mass in St Peter's parish. The school facilitates this by providing a room for planning and practising the pupils' contributions. All pupils are welcome and all contributions are valued.

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

- Prayer is central to school life. Pupils and staff pray together during the school day. Pupils take prayers home to share with their families and are familiar with the traditional prayers of the Church.
- All classrooms have prayer focus areas. These are attractive, well resourced and feature contributions from pupils. They are monitored by the Religious Education Council. Pupils are encouraged to plan and lead class prayer. They enjoy writing their own prayers for use in class and school worship.
- Staff meetings include time for prayer. Staff have attended the deanery conference on spirituality and spoke of how much they had gained from the experience. Prayer is also included as an essential part of governing body meetings.
- Collective worship is planned to ensure a clear purpose and to reflect the liturgical year as well as school and religious education themes.
- Senior leaders and the chaplain provide support for staff to enable them to develop their skills and confidence in leading worship.
- Staff support pupils to develop their skills in planning and leading prayer and worship. Pupils' own prayers are used in class worship and pupils are helped to choose readings and music.
- The school welcomes attendance by the wider community at its Masses and celebrations. It has good links with the parishes it serves and the clergy from these parishes regularly visit the school. Parents and carers enjoy attending Masses and liturgies and being part of the school worshipping community. They spoke very appreciatively of these opportunities and said they always felt welcome. Parishioners are also invited to attend school Masses and are happy to take up this invitation.
- Parents and carers are appreciative of all the school offers. One wrote, 'The school offers some lovely opportunities for families to join in religious celebrations e.g. assemblies and Masses. Both my children have developed their sense of respect during prayer time and often talk about issues discussed in assemblies and in class religious education lessons.'

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

- Senior leaders are skilled in planning and delivering high quality collective worship opportunities and support the staff team to enable others to do the same. The assembly observed as part of this inspection was an excellent and inspiring example of high quality collective worship.
- School, deanery and diocesan training ensures up to date knowledge and resourcing.
- The school recognises the importance of a variety of approaches to collective worship to inspire, engage and enthuse the school community and to nurture the development of spirituality in the individual.
- Liturgical and spiritual development is a clear priority. Training and quality time is appropriately allocated to it and it is a key focus for the School Development Plan (SDP) which is approved and monitored by governors.

- School leaders are excellent role models and model good practice. The weekly gospel assembly allows pupils to extend their understanding of the Sunday Gospel and the 'Faith message' in the newsletter is appreciated by parents.
- Collective worship is planned, monitored and evaluated. Results form part of school self-evaluation and feed into planning for school improvement.
- Feedback from pupils and parents and carers is sought and acted upon. Pupil and parent/carer responses are discussed and form part of school self-evaluation.
- Governors regularly attend school collective worship. They provide feedback to the whole governing body as part of their monitoring role.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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 because:

- Pupils enjoy their religious education lessons and are keen to do well. They take a pride in their work and appreciate the importance of religious education to their school and daily life.
- Pupils spoke enthusiastically of their religious education lessons. They enjoyed the challenge of interesting questions, 'which make us think for ourselves' and tasks which enabled them to develop their own research into the topics studied. They appreciated that, 'Sometimes there are no right answers, it's your own ideas and you have to make up your own mind.'
- A pupil said, 'Religious education is fun – there are lots of different topics and different things to do. I'm always excited to see what it's going to be.' Pupils enjoyed the wide variety of activities offered using a cross curricular and creative approach to the teaching of religious education.
- In the lessons observed, behaviour for learning was very good. Pupils were attentive and focused throughout. When tasks were clear they approached these thoughtfully. Pupils took a pride in their work. Presentation of written work was excellent.
- Pupils make good progress and achieve well in religious education, with the great majority attaining or exceeding age related expectations at the end of Key Stage 2. All groups of pupils, including SEND pupils and those in receipt of pupil premium funding, do well.
- Pupils demonstrate good subject knowledge and have a high standard of religious literacy. The school's focus on developing skills ensures that they develop and apply a range of skills to their learning. These include the ability to reflect and evaluate, to investigate questions, to engage with religious ideas and to integrate these into their lives.
- Pupils appreciate that religious education is a special time. Music, candles and prayer help to create an atmosphere of reverence.
- Pupil attainment and progress in religious education match or exceed standards in mathematics and literacy throughout the school.

The quality of teaching and assessment in Religious Education is good because:

- School self evaluation judges teaching and learning in religious education to be good. This is in line with the findings of this inspection.
- Four lessons across Early Years, Key Stage 1 and Key Stage 2 were observed as part of this inspection. In the best lessons pace was good and the lesson focus was clear, leading to pupils extending and consolidating their learning. The school should now ensure that all lessons in religious education are raised to the standard of the best practice, using modelling and focused monitoring to achieve this.
- Teachers demonstrate good subject knowledge and use a variety of teaching styles and strategies to interest and engage pupils. The sharing of good practice and support from the chaplain has resulted in a good standard of planning across the school.
- Pupils with SEND receive support to enable them to access the curriculum and make progress. This is monitored by the Special Educational Needs Coordinator (SENCO) to ensure support is effective and appropriate.
- Marking in pupils' books is regular and affirmative. There is some evidence of a dialogue between teacher and pupil, including questions to encourage pupils to explore and reflect upon their learning and suggestions regarding how they can improve their work. Time is allocated to allow pupils to respond to teachers' comments. As this process becomes embedded and consistent across the school, it will facilitate and extend pupils' learning.
- The school has focused on developing and responding to questioning as a key skill. This is effectively used in religious education. Examples were noted in lessons as part of this inspection.
- Marking of pupils' work and pupils' responses to marking are monitored and evaluated, with feedback given to staff.
- Standards of written work are high in presentation and content. Pupils' books show clear development of religious literacy and evidence of AT1 and AT2.
- Assessment in religious education is regular, with assessment tasks taking place half termly. These are moderated in school and at deanery level, to validate the accuracy of teachers' judgements.
- Pupils are familiar with using peer and self assessment. An excellent example of peer assessment was observed as part of this inspection. Pupils approached this responsibly and with sensitivity, making it both worthwhile and productive.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good because:

- School leaders and governors are committed to provision of high quality religious education and use monitoring and evaluation effectively to support this.
- The school follows the 'Come and See' programme of religious education, enriched by cross curricular links as appropriate. Curriculum time allocation is 10% in both Key Stage 1 and Key Stage 2 and is in line with the requirements of the Bishops' Conference.
- The teaching of other faiths takes place as part of the planned programme of religious education.
- Religious education is well resourced and receives an appropriate budget allocation.
- Senior leaders, including the religious education coordinator, benefit from deanery cooperation and diocesan training to ensure up to date knowledge and resources and to continue to raise standards of teaching and learning.
- Monitoring includes learning walks, lesson observations, planning scrutiny and book scrutiny. Feedback is given to individuals and as a staff to continue to improve performance. Results are reported to the governing body. Subsequent discussions ensure that the results of monitoring feed into school self evaluation and identify areas for development to be included in school improvement planning.
- The governor with responsibility for religious education regularly visits the school and has discussions with the subject leader regarding provision and progress.
- Good links exist with the parishes, other Catholic schools, the deanery and the diocese, enriching pupil experience and providing training and support for staff.
- Sacramental preparation is parish based. It is supported in school and embedded in the religious education curriculum. The school brings together the First Holy Communion candidates from all the parishes to share a celebration Mass in school.
- School leaders and governors show passion and commitment towards driving school improvement in religious education. This has resulted in improvements in teaching and learning and a culture where religious education is clearly valued by the whole school community. The school is well placed to take this further.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

1

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

1

The quality of provision for the Catholic Life of the school.

1

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

1

Collective Worship and Prayer Life

1

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

1

The quality of provision for Collective Worship and Prayer Life.

1

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

1

Religious Education

2

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

1

The quality of teaching and assessment in Religious Education.

2

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

2