



St Peter's Catholic Primary School

URN: 103469

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

05–06 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

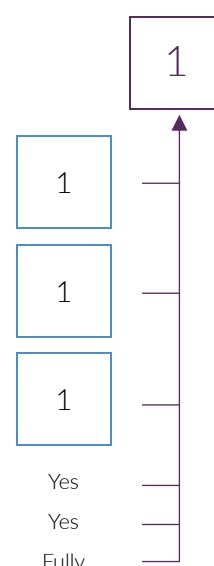
Collective worship (p.7)

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

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



What the school does well

- Leaders are inspirational in driving their vision forward, ensuring that the mission is clear and understood by all.
- Catholic social teaching is firmly embedded in all curriculum areas; pupils talk confidently about it and can apply it to their daily lives.
- The teaching of religious education across the school is excellent because teachers have secure subject knowledge and constantly build upon pupils' prior learning. Consequently, the quality of pupil's work is of a very high standard.
- Teachers' questioning skills allow opportunities for pupils to respond and reflect, deepening their faith.
- Teachers are highly skilled in supporting pupils in confidently planning creative and well-constructed prayer and liturgy.

What the school needs to improve

- Provide opportunities for pupils to select a suitable personal level of challenge to extend their knowledge in religious education.
- Plan for progression in prayer and liturgy, giving pupils of all ages more autonomy over their leadership skills.
- Refine assessment practices in religious education so pupils can articulate how they know and remember more.

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

Provision

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

Leadership

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



Pupils know the school's mission statement and can talk confidently about it. This is because staff regularly refer to the mission in lessons and assemblies, so pupils embrace how the St Peter's family live this out in school, the parish, and the wider community. Catholic social teaching is firmly embedded within the school, and pupils are empowered to respond locally, nationally, and globally through charitable works. For example, great care has been shown by staff and pupils to those experiencing homelessness in Birmingham city centre when the children chose to bring hats, gloves, scarves, and socks to keep them warm, and the staff delivered them to those in need before Christmas. Across the school, pupils play an active role in Mini Vinnies, Cafod, as liturgy leaders and the school council, all working together to raise money for others such as the Poppy Appeal for the fallen soldiers or the Good Shepherd Appeal and Cafod's Water Appeal Behaviour within the school is exemplary; they are polite and respectful of both adults and peers, and they show great care for younger pupils; for example, by supporting them in prayer and liturgy. The staff are excellent role models living out gospel values, demonstrating that 'St Peter's has Christ at the centre of its heart.'

Staff service to the community is exceptional, as witnessed by the youth club, children's liturgy, charitable works, and community events. Subsequently, this encourages a flourishing relationship within the parish and at the youth club. Relationships, sex, and health education (RSHE) is effective and meets diocesan requirements. Leaders constantly evaluate and review the scheme to see what is appropriate for their diverse cohort, ensuring it is well-planned to meet their needs. The school embraces other cultures, with a high proportion of pupils who use English as an additional language (EAL) on-roll. For example, they provide many opportunities to celebrate each other's faith and involve everyone in every aspect of the community. Staff

encourage pupils to make links with their faith and Catholicism, helping St Peter's to witness a lived sense of community that is fully inclusive and respectful.

Leaders and governors are passionate about promoting the school's Catholic life and mission. They say, 'Our faith is at the centre of everything we do', and this is clearly visible. The school works closely with the diocese, implementing many new initiatives; for example, prayer is currently a central focus during Pope Francis' Year of Prayer. Pupils can now choose from a range of traditional prayers and pray spontaneously. The head teacher has a positive and supportive outlook which is reflected by all staff, who feel they are part of a team, going out of their way to nurture others' well-being. They are a family caring for each other and leading by outstanding Christian example. The school seeks to work well with the local parish and show a commitment to its mission. Leaders recognise that there is work to do to grow and embed a flourishing partnership between the school and the parish and they take an active role in leading children's liturgy and leading and promoting the Catholic youth group. The school and parish work closely celebrating achievements; for example, the induction of Mini Vinnies who work alongside the parish's main branch of the St Vincent de Paul Society. The parish priest makes regular visits to school to support the faith formation of the pupils and staff. Staff use many highly effective strategies to engage with parents, including inviting them to meetings, prayer services, assemblies, and Masses and sharing pupils' work on social media.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

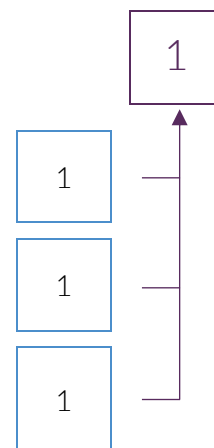
How well pupils achieve and enjoy their learning in religious education

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



Pupils are enthusiastic learners and can speak fluently about what they have learnt. They consistently make good progress in knowing, remembering and doing more with their learning. They can relate their understanding of scripture to everyday life, meaning they clearly understand how to be a disciple of Christ. Pupils speak confidently, confidently using religious vocabulary to reflect upon their learning theologically and ethically. Pupils at St Peter's produce work of an exceptionally high standard. It is well-presented and uses various recording techniques so that all pupils can demonstrate their achievements to maximum effect. They are familiar with many religious art pieces, which helps them develop their spirituality and contributes to their enjoyment of lessons. Consequently, behaviour in all classes is outstanding. 'Reflect and respond' questions give the pupils opportunities to further their understanding by asking incisive questions about their learning and to apply new learning to the community in which they live.

Teachers plan and deliver lessons that build upon prior learning and apply new knowledge to real-life experiences, which, in turn, develops their moral compass. There is a focus on a rich curriculum that encourages success for all, no matter their starting point, with Christ as the focus. There are high expectations within all lessons. Pupils with special educational needs and disabilities (SEND) are supported very well to achieve in line with their peers. Teachers confidently use higher-order questioning throughout lessons to extend pupils' learning so that progress is always made. Because all teachers have a profound understanding of the significant part religious education plays in pupils' moral and spiritual development, they offer regular opportunities for the pupils to think about and share personal reflections on what they have learned. This helps to maximise learning because it increases pupils' active engagement in their lessons. This means that all pupils remain focused and on-task. Pupils with higher prior

attainment need more opportunities to extend their learning further by writing in-depth, as teachers do not routinely provide enough of these. Excellent work is shared with parents by posting photographs daily on social media. Pupils recognise what a good example looks like and praise each other through paired work. Pupils' engagement and behaviour in lessons are exemplary, meaning it is easy for pupils to concentrate in lessons, and they learn very well. Attainment in religious education is high and compares favourably to other core subjects; this has been sustained over time.

Leaders and governors have invested heavily in staff training, which has increased their confidence in teaching religious education. Training is planned and of high quality, leading to all staff having excellent subject knowledge, and they are effectively empowered to be creative in their delivery of lessons by using a wide range of resources that help make lessons memorable for pupils. There is remarkable consistency in the teaching of religious education across the school. For example, in each class, the teacher identifies key vocabulary and sentence starters to ensure pupils can get down to work quickly so that as much time as possible is devoted to making progress; this is a strength of the school. The subject leaders are inspirational and have high expectations of the staff and pupils. They are relentless in their drive to improve standards throughout the school to get the best for every pupil. The head teacher presents reports to the governors who, in turn, provide challenge to ensure leaders achieve their strategic subject improvement goals. Leaders and governors regularly monitor, evaluate, and review the curriculum to secure high-quality provision for all pupils, which leads to outstanding outcomes.

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

Prayer and liturgy fully engage all pupils' interest and inspire enthusiastic, heartfelt responses while making their messages and themes relevant to their lives. Pupils throughout the school talk confidently about the Church's liturgical year and have a wealth of approaches to prayer that reflect this. They work well with others to create engaging liturgies which have creative outcomes. For example, pupils have made prayer chains, monstrances, and rosary beads to help make memorable prayer experiences for everyone in the school. Pupils use the four sections of the 'gather, listen, respond and go forth' model competently in all acts of prayer, significantly increasing pupils' understanding of prayer structures and liturgical norms. Pupils make strong links between their prayers and the wider community, as shown through their awareness of current affairs, including how they can support charity work in prayer. Pupils talk confidently about how they have helped others through Harvest, the Good Shepherd Appeal and Remembrance Day and how these were enshrined in prayer. Pupils take time to evaluate prayer and constantly look for ways to improve their practice, considering their peers' views.

A range of prayer experiences is offered to pupils, including meditation, prayerful silence, music, reflection, and prominent use of scripture. In addition, pupils have many opportunities to pray through traditional daily prayers, Gospel mission assemblies, weekly Masses, and both teacher and pupil-lead prayers based on celebrating God's word. This means there is a naturally embedded rhythm to prayer at St Peter's, which reflects that of the Catholic Church and balances the provision of creative and routine prayers. Pupils choose traditional prayers known by heart and create their own bidding prayers. Well-chosen scripture passages are used in prayer services to enhance and deepen staff and pupil understanding of the liturgical seasons and their themes and messages. Staff support pupils in planning prayer services, which they lead across the school, especially younger pupils; many Upper Key Stage 2 pupils can do this independently. The

school has prioritised prayer by creating a chapel. The chapel offers all staff and pupils a place of solitude and prayer. Pupils throughout the school use the chapel for prayer, meditation and reflection. The school has a prayer area that links to Jesus' commissioning of St Peter, 'Upon this rock I will build this Church'. Stations of the Cross are placed around the school grounds so pupils can walk the Way of the Cross and reflect upon Christ's final journey.

Leaders and governors plan a clear programme of events throughout the liturgical year to support each pupil's faith formation. A plan to develop pupils' skill progression in prayer leadership year-on-year is needed to give younger pupils autonomy sooner. The whole community is aware of holy days of obligation and saints' days; leaders prioritise these in their planning of prayer and celebrate them in Church through Mass or school through assemblies. All staff understand the prayer's centrality because leaders ensure that all staff are well supported to lead worship through effective staff training. Staff training is a high priority in school. All staff have attended diocesan training, the impact of which is evident in their practice, and senior leaders attend training from national providers, which has enabled them to grow, reflect, and apply the theory to everyday life. Staff take it in turns to lead staff prayer time. It offers time for individual spiritual growth and an environment for staff to refine their leadership skills beyond the classroom for each other and their pupils.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	103469
School DfE Number (LAESTAB)	330 3385
Full postal address of the school	Adams Hill, Bartley Green, Birmingham, B32 3QD
School phone number	0121 464 6921
Headteacher	Joanna McAleenan
Chair of governing board	Lisa Murphy
School Website	www.stpeterc.bham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	2

The inspection team

Veronica Gosling
Victoria Brickley

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