



## Catholic Schools Inspectorate inspection report for St Peter's Catholic Voluntary Academy

URN: 146133

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: 17-18 January 2024

<b>Overall effectiveness</b> The overall quality of Catholic education provided by the school.....	<b>2</b>
<b>Catholic life and mission (p.2)</b> How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	2
<b>Religious education (p.3)</b> The quality of curriculum religious education.....	2
<b>Collective worship (p.4)</b> The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- Thanks to the dedication and commitment of the headteacher and her staff, pupils feel confident, happy and secure at St Peter's. They are well cared for and valued by all staff.
- The pastoral, emotional and educational support provided for vulnerable pupils is excellent.
- Pupils know that God loves them and that they are unique in his eyes.
- Pupils enjoy their religious education lessons, especially when they are active and creative.
- Prayer and worship are strong, due to the skilled and enthusiastic chaplaincy provision, enabling pupils to experience a wide variety of forms of prayer within the Catholic tradition and to understand the planning, delivery and evaluation process involved in worship.

What the school needs to improve:

- Conduct a thorough review of the school's mission statement, involving all stakeholders, ensuring that it is deeply rooted in the word of God, and is prominently acknowledged and celebrated in every aspect of school life.
- Ensure that all pupils are exposed to an appropriate level of challenge within religious education lessons so that they can make the best possible progress.
- In pupil-led worship, ensure that the liturgy structure and religious artefacts used are sharply focused on the chosen theme.

## 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

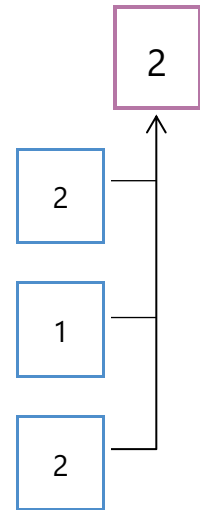
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

### 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 and staff understand and live the distinctive Catholic identity of their school. Pupils are happy, confident, and secure. They know that God loves them. Pupils follow the example of Jesus and participate with enthusiasm in opportunities to grow in their faith. They support those less fortunate than themselves. Pupils in the chaplaincy team organise charitable activities, supporting Ukrainian families, Children in Need, Street Pastors, Kingfield Court Care Home, the local food bank, and even Hope House Orphanage, in Nigeria, among others. Two boys in Year 6 raised money for The Little Princess Trust by climbing the three peaks and one even donated his hair. Pupils participate in the evaluation of the Catholic life, where practical. Some pupils are involved in activities such as litter picking, and writing to the prime minister about plastic recycling. However, not all pupils are clear that such activities are rooted in a Catholic pursuit for the care of the earth as our common home. Pupils respect themselves and others, including those from other faiths, who feel very welcome and fully included.

The school's mission statement is encouraging in that it inspires pupils to aim high, strive to improve, have fun and be creative, amongst other noble intentions. Although everyone is proud of it and they strive to live its expectations, it does not explicitly refer to the word of God or fully reflect the Catholic ethos of the school. The headteacher and her staff are excellent role models in their relationships with each other and with the pupils and parents. The pastoral care provided by the family support worker, special educational needs coordinator, emotional literacy support assistant, and others, is outstanding. Their actions supporting the most disadvantaged families and pupils bears exemplary witness to Catholic social teaching. A particular strength is the provision made by the lay chaplains, which has significantly contributed to pupils' experiences and their engagement in the Catholic life of the school. The detailed and well-planned chaplaincy programme, much of it provided by the St Thomas Aquinas Catholic Multi-Academy Trust, enables all pupils to enjoy creative and varied activities. High quality training for teachers,

and support staff, contributes significantly to this impressive feature of the school's provision. Relationships, sex and health education complies with statutory and diocesan requirements.

Leaders, including governors, ensure that all decisions, including financial and policy commitments, are guided by the teachings of Christ. They work closely with the diocese and trust, participating enthusiastically in activities such as the bishop's spiritual themes. Despite some practical challenges, they engage effectively with the local parish. The priest, allocated to the school community quite recently, is bringing renewed energy to faith activities. The school's mission statement is mainly based on general human values rather than rooted in a Catholic expression of the word of God. It is not shared clearly on the school website, in the school hall, on some official documents, such as policies, and most parents are not clear about it. However, parents are well-informed about the Catholic life of the school, and praise the commitment of the staff. Employees are valued by leaders and their well-being is an important consideration in decision making processes. Professional development is a high priority, and staff, including new teachers, value the impact this has on their teaching. Leaders ensure high quality mental health support is available to both pupils and staff.

## 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

In religious education lessons, pupils across the school, including those who are disadvantaged or have special educational needs, develop secure knowledge and skills. Although the majority of pupils enter the Early Years Foundation Stage with little experience of the Catholic faith, they make good progress. As they move through the school, their capacity to articulate their understanding, reflect spiritually and think through concepts, grows and reaches a level in older pupils that is never less than good. Pupils, appropriate to their age, can compare the traditions of other faiths or denominations, and can talk about discipleship in the local area and the wider world. Key Stage 2 pupils discuss ecumenism and investigate the Dead Sea Scrolls through an 'escape room' task. A small number of pupils do not listen or concentrate in some religious education lessons. However, pupils produce good, well-presented work in their exercise books and most enjoy their lessons, especially when they have a visiting speaker joining them, or when they are involved in physically active tasks, using art, music, hot seating, researching, singing or doing some drama, to enhance their learning. Special moments take place in the Early Years Foundation Stage classroom which link with lesson themes, such as, for example, pupils and staff moving from one area to another pretending to ride camels. Pupils have an understanding of the marking and feedback they receive from their teachers, enabling them to know how well they are doing. The achievement of pupils is good, and is at least comparable with other core subjects.

Teachers are confident in their subject knowledge and ensure that pupils understand the positive impact religious education can have. Pupil achievement is celebrated in books, with stickers and stamps, in addition to on-going 'dojo' rewards and visits to the headteacher, who distributes special badges. There are also whole school awards for good work or behaviour, presented in celebration assemblies. Most lessons include thoughtful reflection and purposeful moments of silence. Learning support staff have a good level of expertise, assisting and encouraging pupils who find learning more challenging. Resourcing

is strong throughout the school, helping to present learning activities in a variety of formats. Good use is made of technology and media applications to enhance lessons. Pupils enjoy enrichment activities, including clubs, trips, a Year 6 residential and visits from external agents. Occasionally, opportunities are missed to correct a misunderstanding or reshape answers. Teachers' questioning and planned extension tasks can lack challenge.

Leaders ensure that the religious education curriculum is faithful to the expectations of a Catholic education. The school is one of the first in the diocese to address the new Catholic Religious Education Directory. The subject leader is trialling its use this year. Full parity with other subjects is a priority for leaders, with significant funding being allocated to religious education resourcing. Professional development opportunities for staff are given a high priority and the impact of this is evident in teachers' subject knowledge and confidence. The subject leader has an inspiring vision for religious education in the school. He and the headteacher, who share some subject responsibilities, both demonstrate strong personal faith and commitment. As a result of their leadership, teaching is always at least good. The school follows the 'Come and See' religious education scheme, ensuring that learning is sequential, coherent and appropriate to each year group. Governors and school leaders have systems in place to monitor religious education and the achievement of pupils. Governors exercise an appropriate level of involvement in self-evaluation and self-challenge.

## Collective worship

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

Collective worship key judgement grade:.....

1

### 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

.....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship.....

1

Thanks to the very effective lay chaplains who serve the school, and the increasingly confident teachers, pupils respond well to opportunities for prayer and worship. In classroom and whole school celebrations of the word, pupil engagement is at least good. Almost all participate fully in moments of silent reflection, dance, listening, and personal and collective prayer, meditation, and singing, often with accompanying hand gestures. Appropriate to their age, they are familiar with a variety of forms of prayer, including traditional Catholic prayers. Pupils can talk about the Church's liturgical year and the events associated with them. Pupils collaborate with their peers and staff to prepare creative, varied, and engaging prayer and celebrations of the word. This starts at a very early age, with appropriate adult support, and reaches an impressive standard in older classes, where minimal adult supervision is needed. In a small number of instances, the thread of the worship can be lost or confused, because of the inclusion of too many elements such as artefacts, activities, conversation or pupil feedback.

Prayer is central to the life of the school. It is extremely well organised and planned through the year. It is a routine part of every gathering. Daily prayer is embedded in both traditional and innovative forms. Teachers are not afraid to take risks and will offer pupils varied praying and worshipping opportunities, including, for example, performing a liturgical dance, playing a game based on the Dragons' Den television programme, or spending quality time reflecting on a piece of scripture or a piece of religious art work as part of their prayer. Senior leaders and lay chaplains are inspiring models of exemplary practice to the community. A small prayer room and a prayer garden are used by pupils and staff regularly. All classrooms have prayer tables and, in the corridors and other transition spaces, there are well-presented displays, statues, and pieces of art celebrating the distinctive Catholic ethos. The school works well with families, ensuring they are informed and included, where possible, in the school's prayer life. Parents are supported in their roles as the first teachers of their children. The priest from the parish has recently returned from working in Nigeria, but has already had a considerably positive impact on the provision of worship in school. A particular strength is the way teachers are very comfortable sharing

their own personal experiences, to make prayer, liturgy or lessons more real.

Leaders have a thorough understanding of the broad range of Catholic prayer tradition and they make confident use of liturgical sources in their planning. Leaders have ensured that the school's policy on prayer and worship is clear, comprehensive and appropriate. Teachers feel well supported in their delivery of worship because of this, and the provision of high-quality professional development, provided by the lay chaplains. There is a clear strategy for building pupils' skills and participation levels, which means they make substantial progress. Holy days and key feasts of the Church are celebrated in school, or within the nearest parish church, with Mass or a celebration of the word. Parents are welcome to attend these, and the school does its best to encourage more of them to do so. Leaders strive to offer the Sacrament of Reconciliation and support preparation for First Holy Communion in the parish. Prayer and worship resources are a priority and this leads to high quality experiences for the pupils. Pupils' views are sought as part of the evaluation process for worship. Leaders have effective systems to review worship and prayer life, leading to planned improvements.



## Information about the school

Full name of school	St Peter's Catholic Voluntary Academy
School unique reference number (URN)	146133
Full postal address of the school	Mill Lane, Earl Shilton, Leicestershire, LE9 7AW
School phone number	01455 843840
Name of headteacher or principal	Helen White
Chair of governing board	Zoe Morgan
School Website	<a href="https://stpetersprimary.org/">https://stpetersprimary.org/</a>
Multi-academy trust or company (if applicable)	St Thomas Aquinas Catholic Multi-Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Nottingham Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	08 October 2015
Previous denominational inspection grade	2

## The inspection team

Mark Brennan	Lead Inspector
Rachael Snowdon-Poole	Team Inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement

