



Ss Peter & Paul RC Primary School

Olive Street, South Shields, Tyne & Wear, NE33 4RD

School Unique Reference Number: **108717**

Inspection dates: 12 – 13 October 2017
Lead inspector: Lisa Stokoe

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:		Outstanding	1
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Ss Peter & Paul RC Primary School is a good Catholic school because:

- The Catholic Life of the school is outstanding because the well-being and personal and spiritual development of each pupil is at the heart of the school's vision. The staff and governors are united in implementing this within all areas of school life.
- The quality of Collective Worship is good because it is central to the life of the school and all pupils from a very young age are reverent and respectful during worship.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in most lessons.

It is not yet outstanding because:

- In Collective Worship there is not yet an embedded system for pupils to plan and prepare worship independently. More voluntary prayer opportunities would also be welcomed by both staff and the pupils.
- In Religious Education there are inconsistencies in the quality of marking and feedback provided by teachers. Pupils are not provided with specific guidance to help them improve their work on a regular basis.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Ss Peter and Paul is an average sized primary school serving the parish of Ss Peter and Paul, Tyne Dock.
- The proportion of pupils with special educational needs is well above national average, but the percentage of those requiring a statement or education health care plan is below.
- The proportion of pupils known to be eligible for support through pupil premium funding is above national average.
- The majority of pupils are white British and there are a low number of pupils with English as an additional language.
- The school provides a breakfast club each morning.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Collective Worship by:
 - Developing opportunities for pupil involvement in planning, preparing and leading Collective Worship independently across the school.
 - Offering more and varied voluntary prayer opportunities for both staff and pupils.
- Improve the quality of teaching and learning in Religious Education by:
 - Ensuring that marking is consistently providing information to pupils about how to improve their work.
 - Ensuring that pupils are given the time they need to respond to feedback in order to move their learning forward.
 - Ensuring that all pupils are aware of their targets and best practice in self-assessment is implemented across the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

2

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

- Pupils appreciate the community to which they belong. They understand the school’s high expectations of behaviour and can clearly articulate how they are encouraged by all staff to ‘live like Jesus’; as a consequence their behaviour and treatment of each other is excellent. This view is endorsed by pupils themselves as well as staff, governors and parents.
- Pupils are very responsive to the opportunities they are given to support their personal development and as a result they are happy and secure in their own development both spiritually and emotionally.
- Pupils belonging to the school council embrace their responsibilities to serve the needs of others with enthusiasm. They speak with a sense of pride about their recent fundraising efforts for local, national and international projects such as Samaritan’s Purse shoeboxes and food contributions for a local food bank linked to their harvest liturgy.
- Pupils have a good understanding of key liturgical celebrations throughout the year and treat religious artefacts with respect. They have taken part in diocesan activities and celebrations such as Faith 15 and The Event.
- Pupils show an interest in, and are developing knowledge of, the religious life of others, and many pupils mention their visit to the Sikh Temple.

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

- The quality of provision for the Catholic Life of the school is given a high priority by all. The school is ‘a calm oasis where every child matters’ and where pupils freely express their feelings of security and sense of belonging.
- The excellent relationships and the close cooperation of the whole school team are key strengths of the school. There is a strong sense of teamwork in all areas of school life evidenced in the quality of relationships between all key partners including support staff and governors. The open door policy of the school is clearly appreciated and effective, as a parent said, ‘it’s such a caring school – they always go that extra step’.

- Clear policies and procedures are in place which provide high levels of pastoral support from the school inclusion coordinator, prayer lead and alongside many other agencies this has a significant impact for both pupils and their families and demonstrates the schools explicit commitment to the most vulnerable. Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) are well planned and well taught across the age ranges.

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

- Leaders and managers, including governors, are highly ambitious for all children providing clear direction for the Catholic Life of the school. They are held as a source of inspiration for the whole school community and the development and promotion of the Catholic ethos is seen as a core leadership responsibility.
- A range of monitoring systems are in place which allows leaders to analyse the provision and outcomes of the Catholic Life of the school. Subsequent action planning allows leaders to tackle key areas of development involving all partners and to build on their areas of strength.
- Staff and pupils work together to live out the ethos of the school with appreciation and understanding, consequently pupils have a high regard for the Catholic Life of the school and are keen to improve the school to make it 'a welcoming place, where no-one is ever left out'.
- Governors are influential in determining the direction of the school and are fully involved in evaluating Catholic Life. Consequently, they discharge their duties effectively and appreciate the need to offer challenge, as well as support.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

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

2

1

2

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

- Ss Peter and Paul's is a very prayerful community. Collective Worship engages the interest of all pupils and they respond enthusiastically.
- All pupils from nursery to year six participate with reverence and respect; joining in prayers with confidence and singing with enthusiasm.
- Pupils know what constitutes the various elements of Collective Worship and are able to prepare and lead class worship with increasing confidence. One pupil said, 'we remember God is in our heart when we pray and so we take it seriously'. However, pupils are not given sufficient opportunities to plan and lead worship independently in a range of contexts.
- Pupils have an excellent understanding of the churches liturgical year, seasons and feasts.
- Collective Worship contributes positively to the spiritual and moral development of all pupils.
- Pupils are at ease sharing prayer experiences with those of different faiths and none, making Collective Worship inclusive.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the school's mission. Staff and pupils pray regularly together and prayer is an integral part of school celebrations.
- Pupils say that Collective Worship in school makes them feel safe and relaxed as 'God is always listening and will love us no matter what'.
- There is a clear policy for Collective Worship and the school ensures that it is regular and inclusive. Themes are based on the liturgical calendar, Come and See and Statements to live by.
- Parents, parishioners and governors are invited to share the spiritual life of the school; they appreciate and take full advantage of the many opportunities offered to be involved in worship. Families are involved in pupils' religious development through travelling cribs and Year of Mercy boxes.

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

- The headteacher and senior leaders are enthusiastic and know how to plan and deliver good quality experiences of Collective Worship. They have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols and ensure that artefacts and displays around the school reflect this.
- Throughout the school, the prayer lead and whole staff demonstrate a good knowledge of Collective Worship skills which are successfully transferred to the pupils.
- The school has developed an inspirational prayer garden, which involved the input of the whole school community, and this is now a place for quiet reflection appreciated by all.
- Governors are regular visitors to the school, taking part in Collective Worship and Masses and contributing to its monitoring and evaluation.

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.

2

2

2

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

- Most pupils enjoy Religious Education and can explain its value. They know it is a core subject. They are keen to do well, apply themselves in lessons and work at a good pace. Behaviour for learning is excellent.
- Outcomes for pupils are good. Pupils make progress over time in all key stages. Pupils begin at very low starting points but by the end of key stage two standards are broadly in-line with diocesan averages.
- Pupils identified as having a special educational need make good progress because their needs are accurately identified and they are well supported by highly skilled teaching assistants.
- Inspection findings and evidence presented by the school show no notable differences between groups of learners.
- Pupils in most classes acquire knowledge well and are able to identify links with their previous learning. They are developing well in their knowledge and understanding, as well as in their ability to reflect upon meaning and are able to consider the impact of religious ideas on their own lives.

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

- Overall teaching is good as teachers are knowledgeable and use appropriate resources well. There is a good level of expertise and a willingness to share good practice. Teachers have a clear understanding of the value of Religious Education, evident in the quantity and quality of work in children's books. Therefore most pupils and groups of pupils make good progress over time.
- The standard of marking and feedback in books is variable. Marking doesn't always relate to the religious content. Opportunities for pupils to develop their responses to feedback are infrequent and questioning to extend pupils knowledge is sometimes missed.
- As a result of sharing learning objectives and 'I can' statements, pupils are beginning to understand how well they are doing and what is expected of them, however there are some inconsistencies across the school.
- Teachers use the Come and See programme effectively to plan well-structured lessons and support staff are used well to reinforce learning and to help engage all pupils.

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

- The subject leader of Religious Education is very committed, knowledgeable, enthusiastic and well informed about current developments.
- Leaders ensure that their vision for Religious Education is shared through staff meetings, briefings and staff attendance at diocesan training events. As a result Religious Education has a high profile in the school and is well planned to meet the needs of all pupils.
- Through a range of systematic and rigorous monitoring activities, including lesson observations, work and planning scrutiny and moderation, leaders have an accurate picture of achievement.
- Staff and governors are kept well informed of the priorities which are identified in the school improvement plan and Religious Education coordinators action plan. Thus they are very knowledgeable about the school's strengths and further areas for development. Governors are regular visitors to the school and are committed to the development of the school providing appropriate support and challenge to the headteacher and senior leadership team.
- Pupils have access to good quality sacramental preparation led by parish catechists and supported by the school.
- Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school, contributing very effectively to pupils' spiritual and moral development.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****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.

2

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

1

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

2

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

2

SCHOOL DETAILS

School name	Ss Peter & Paul RC Primary School
Unique reference number	108717
Local authority	South Tyneside
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
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