



# Archdiocese of Birmingham

## INSPECTION REPORT

## ST. PETER'S CATHOLIC FIRST SCHOOL

## BROMSGROVE

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Inspection dates 28<sup>th</sup>-29<sup>th</sup> November 2006  
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	First
Age range of pupils	4- 9 years
Number on roll	284
Appropriate authority	The governing body
Chair of governors	Mr P Weston
School address	Rock Hill Bromsgrove Worcestershire B61 7LH
Telephone number	01527 831872
Fax number	01527 874629
E-mail address	office@st-petersrc.worcs.sch.uk
Parish	St. Peter's, Bromsgrove
Date of previous inspection	February-March 2001
<b>Headteacher</b>	<b>Mrs D Rollason</b>

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## Description of the school

St. Peter's Catholic First School is a larger than average first school in the parish of St. Peter, Bromsgrove, Worcestershire. There are 284 pupils on roll of whom 143 are baptised Catholics who come mainly from the parish but some pupils come from outside the parish. Most of the pupils are of White British origin with a small proportion of White and Caribbean, White and Black African or other mixed background families. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties and disabilities is below the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Unsatisfactory

## Overall effectiveness of the school

St. Peter's is a good Catholic school with some outstanding aspects. It fulfils its own mission and aims well. Standards are good and pupils make good progress as they progress through the school. Pupils enter school with a wide variation in their knowledge and understanding of the faith. By Year 2 standards are in line, with some pupils achieving above, diocesan expectations. By Year 4 pupils have progressed well and achieve standards above the diocesan expectations with the higher achieving pupils achieving standards which are well above expectations. This is good progress. The Catholic ethos and values of the school are clearly evident and accepted by all the school community. The provision made enables pupils to make very good development spiritually, emotionally, socially and morally. The school mission "Love God and love one another" is visible around the school and understood by all the children. This distinctive nature of the school permeates every aspect of the curriculum and the life of the school. All staff contribute to the religious character and mission of the school. The leadership of the school is good and the headteacher is well supported by the deputy headteacher and the subject leader. Attractive displays of a Catholic nature throughout the school enhance the school's Catholicity.

**Grade: 2**

## Improvement since the last inspection

Good improvement has been made since the last inspection. There has been staff development to implement the new RE policy and scheme of work. This staff development is being continued. Good assessment procedures are in place and are being further developed to ensure pupils make continuous progress in RE. The marking of pupils' work is positive and much is now developmental.

**Grade: 2**

## Capacity to improve

The school has good capacity to improve. Priorities for the improvement of RE and the Catholic life of the school are derived from the school's own evaluation. The staff and governors recognise clearly areas for further development. The school understands that the standard of work in RE, the skills used and the achievement attained is good. There is the desire to improve further and the

school looks for ways to achieve this. To this end they have planning in place to help monitor, guide and improve standards.

**Grade: 2**

### **What the school should do to improve further**

- Develop their methods of monitoring, recording and assessment to include the involvement of governors.

## **The Catholic Life of the School**

### **Leadership and Management**

The leadership and management of the Catholic life of the school is good. This is in agreement with the school's own evaluation. The Catholic life is strong and vibrant. Even though the governing body is not at full strength they still carry out their responsibilities in relation to the school's Catholic Foundation effectively and informally monitor the Catholic life of the school. The headteacher keeps them well informed about procedures and practices in the school. They provide support to the headteacher, oversee developments, have confidence in the leadership and attend worship in the school. The headteacher is a dedicated and very good leader of the Catholic life of the school. She has a clear vision as the leader of a Catholic learning and worshipping community which she shares with the staff in the school. She is well supported by the deputy headteacher and the subject leader. Management is good: planning priorities are derived from the school self evaluation and the headteacher manages change successfully. The leadership encourages very good links with the parents, the parish, and the wider community including the partnership of Worcestershire Catholic Schools, the RE cluster of schools and the Bromsgrove and Redditch Catholic pyramid. The school awakens awareness in the children of the needs of others and how they have the capacity to help them. The pupils are encouraged to be generous in their support of local and international charities.

**Grade: 2**

### **Collective Worship**

Provision for collective worship is outstanding in respect of frequency and quality. There are daily acts of worship in all classes. Prayer and collective worship are embedded in school life. Pupils learn the traditional prayers of the Church and write and say their own. The inspection took place during a period when the parish had no priest. During the Mass, said by a visiting priest, pupils acted with reverence, their concentration was very good, they were keen participants and their behaviour exemplary. A large number of parishioners and parents joined the pupils for the Mass. The Foundation Stage assembly was a calm delightful occasion of prayer. All pupils from the Foundation Stage were included in the actions, singing and speaking individually or with a partner. The school arranges differing types of liturgy throughout the year. These include a May procession in honour of Our Lady and a special Mass and celebration for the feast of their patron saint. On Palm Sunday there is a joint Mass with St. Augustine's High school, Redditch. All liturgies are well planned. Prayer tables in the classrooms are the focus of classroom prayer. Pupils are capable of reflective prayer. Parents collaborate closely with the school in the good sacramental programme. The school is a living family community of prayer and worship. Inspection evidence finds that collective worship is of outstanding quality and contributes very well towards the very good spiritual and moral development of the learners.

**Grade: 1**

## Religious Education

### Achievement and Standards in Religious Education

Pupils enter school with a very varied knowledge and understanding of the faith. Due to the good structured teaching, assemblies that reinforce scriptural concepts and an active spiritual life that meets the needs of the pupils together with the references to the mission of the school, pupils make good progress and achieve high standards. Pupils feel safe and secure and become confident learners. By Year 2 pupils' attainment is in line with diocesan expectations. During the next two years pupils' progress increases and by Year 4 they achieve standards that are above diocesan expectations. All pupils achieve well including those with special educational needs. The high achieving pupils achieve well above expectations. The school monitors achievement to ensure that there is no difference in attainment between groups of pupils. Work in the RE books is comparable with the pupils' literacy work. Some extended writing in RE by high achieving pupils in Year 4 was outstanding. Pupils' attitude to RE is very good and pupils enjoy their RE lessons. Behaviour is particularly good. Pupils know the prayers that they say regularly in school. Knowledge of the traditional prayers of the Church develops as they progress through the school. Pupils are capable of writing personal prayers and psalms and some poignant prayers responding to their need were written by pupils as a result of a sadness that affected the school community. Good use is made of partner discussion to raise achievement. There is evidence that ICT is being integrated to support learning. Inspection is in agreement with the school that achievement is good.

**Grade: 2**

### Quality of Provision for Religious Education

#### Teaching and Learning

The quality of provision for RE is good. The quality of teaching and learning is good which is in agreement with the school's own assessment. A variety of teaching styles, questioning and recording techniques are employed. Lessons move at a lively pace. The good teaching provides for good learning. The teaching makes a considerable contribution to the development of the whole child. Teachers plan across the year group in RE to meet the differing needs of the pupils. They have good subject knowledge. Learning objectives are shared with the pupils at the beginning of the lessons and reviewed at the end, so aiding teacher and pupil self assessment. Pupils enjoy their lessons, learn well and make good progress. Efforts are made to make the tasks and activities interesting and enjoyable. Some interesting pupil recording systems are used. Teacher monitoring, assessment and recording systems are rigorous and being developed. Teaching assistants support pupils effectively to ensure that all pupils achieve well. Marking is at all times positive and much is developmental.

#### Curriculum

The time allocation for RE meets the requirements of the Bishops' Conference and the curriculum meets the expectations of the *Curriculum Directory for Religious Education*. Access to the curriculum is equal for all pupils. The curriculum is well planned using the diocesan *Curriculum Strategy*, family life teaching and a programme of teaching about other faiths. Good cross-curricular links are employed especially with the focus on writing that has been adopted by the school. In preparation for the assemblies pupils share readings, hymns, role play, dance, artwork and prayers to convey the theme and reflections. During lessons there is very good identification of religious vocabulary. Pupils learn to respect themselves, each other and others in the wider world of different faiths and cultures. Provision for RE makes a good contribution towards the provision for pupils' spiritual and moral development. The leadership have established a climate where the Catholic ethos permeates every aspect of school life and the treatment of the whole curriculum.

**Grade: 2**

## **Leadership and Management of Religious Education**

The leadership and management of RE are good. There is clear direction set by the management and the subject leader which all support. The subject is very well organised. Monitoring of teaching and learning is in place both by the headteacher and the subject leader. The long standing subject leader is diligent and conscientious in fulfilling her role and sets an example to the other staff of high expectations in every aspect of the development of RE. There are good and developing monitoring, recording, assessment and moderating procedures in place which inform future progress. Books are regularly monitored, lessons observed and pupils interviewed. Resources are good and up-dated to meet the needs of the curriculum. The nearby parish church is a rich resource well used by the school. Governors are kept well informed but do not formally monitor the standards in RE. They rely too heavily on information from the headteacher rather than being involved in the formal monitoring of the pupils' progress. This has been identified by the school as a priority for development. There is an ethos that aspires to high standards and hard work in a caring environment.

**Grade: 2**

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 unsatisfactory.</b>	<b>School Overall</b>
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### Overall Effectiveness

<b>The overall effectiveness of the provision for the Catholic life of the school and religious education</b>	<b>2</b>
The effectiveness of any steps taken to promote improvement since the last inspection	<b>2</b>
The capacity to make necessary improvements	<b>2</b>
The effectiveness of the school's self-evaluation	<b>2</b>

### The Catholic Life of The School

<b>The effectiveness of leadership and management in developing the Catholic life of the school</b>	<b>2</b>
How well the governing body fulfils its role in relation to the school's Catholic foundation	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education	<b>2</b>
The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school	<b>1</b>
How effectively leadership at all levels in the school promotes learners' spiritual and moral development	<b>2</b>
How effectively the school monitors and evaluates its Catholic life	<b>2</b>

### Collective Worship

<b>The quality of Collective Worship</b>	<b>1</b>
The quality of the provision for prayer, collective worship and the liturgical life of the school	<b>1</b>
Pupils' response to the school's provision	<b>1</b>
How well collective worship contributes to the spiritual and moral development of the pupils	<b>1</b>

**RELIGIOUS EDUCATION****Achievement and standards**

<b>How well pupils achieve</b>	<b>2</b>
The standards reached by pupils in RE	<b>2</b>
Pupils' progress in their work	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>
How well pupils enjoy their work in RE	<b>2</b>
The contribution pupils make to the school community	<b>2</b>
Pupils' behaviour	<b>1</b>

**Quality of Provision**

<b>Quality of provision for religious education</b>	<b>2</b>
How well teaching promotes good learning in RE and meets the needs of all pupils	<b>2</b>
How well the curriculum meets pupils' needs	<b>2</b>
How well provision promotes pupils' spiritual and moral development	<b>2</b>

**Leadership and Management of RE**

<b>The effectiveness of leadership and management of RE</b>	<b>2</b>
How well the subject leader supports and leads staff in raising achievement and promoting high quality RE	<b>2</b>
How well performance is monitored and evaluated leading to clear priorities for improvement	<b>2</b>
The adequacy and management of resources for RE	<b>2</b>
The extent to which governors discharge their responsibilities towards religious education	<b>3</b>