



Ss Peter and Paul's Catholic Primary Academy

Northumbrian Road, Cramlington, NE23 6DB

School Unique Reference Number: **141832**

Inspection dates:	25 – 26 June 2018
Lead inspector:	Angela Boyle

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 and Paul's Catholic Primary Academy is a good Catholic school because:

- Ss Peter and Paul's is a very inclusive and welcoming Catholic community where the well-being and personal development of each person is at the heart of its mission.
- The Catholic Life of the school is outstanding because the mission and ethos of Catholic education underpins all that the school does. The welcome from pupils, staff and governors is exceptional and an indication of excellent relationships which are a key strength of the school.
- 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. Self-evaluation by leaders and managers is beginning to impact positively on provision and outcomes.

It is not yet outstanding because:

- Collective Worship is not yet outstanding because pupils across the school are not skilled in planning and leading worship independently using a range of approaches.
- Religious Education is not yet outstanding due to inconsistencies across the school in the quality of assessment, marking and feedback provided by teachers.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Ss Peter and Paul's is a smaller than average sized primary school. It is recently formed, September 2017, from St Peter's Middle School and St Paul's First School.
- The school is part of Pax Christi Catholic Partnership which is a multi academy trust including St Benet Biscop Catholic High School.
- The privately run Two Little Dickie Birds childcare facility is on the same site, and the pre-school shares an early years foundation stage unit with the school.
- A below average proportion of pupils are known to be eligible for pupil premium.
- The number of pupils with special educational needs or disabilities is below the national average.
- The large majority of pupils are of white British heritage, with a small minority of pupils from minority ethnic backgrounds including recently welcomed Syrian refugees for whom English is an additional language.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
 - ensuring driver words are used to determine learning objectives, success criteria, and appropriate challenge.
 - making sure that all pupils are aware of their targets and that pupil self-assessment is implemented across the school.
- Improve the quality of Collective Worship by:
 - offering further opportunities for pupil involvement in planning, preparing and leading Collective Worship independently throughout 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 have an excellent grasp of what it means to belong to a Catholic school community and take full advantage of the many opportunities offered to contribute to the Catholic Life of the school.
- Pupils say they feel valued and they can clearly articulate the importance of Gospel values and how their school is helping them to become better people. One pupil said 'Jesus did some amazing things. I can't cure a blind man but I can be a Good Samaritan and help someone'.
- Pupils are proud of their school, their religious backgrounds and beliefs. They are able to discuss their own faith and spirituality with confidence and demonstrate religious tolerance and a deep respect for faiths different to their own. The recently arrived refugee children have been warmly welcomed accepted and supported by the school community.
- Pupils are alert to and respond willingly to the needs of those who are less fortunate than themselves and have a well-developed sense of justice and concern for others. They talk confidently about their charity work throughout the year, including Red Nose Day, Christmas jumpers and CAFOD.
- Behaviour is exemplary, pupils show great care and respect for one another and they feel safe and cared for. They are quick to forgive and offer praise to each other.

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

- The provision for the Catholic Life of the school has the highest possible priority with the school mission statement, 'learning to value, learning to give, learning to achieve and to grow in the peace of Christ', lived out by all in the school community and prominently displayed throughout the school.
- People are at the heart of this family community. Strong relationships and mutual respect are a key feature of the school, Catholic values are embedded in the life of the school and adults are excellent role models.
- Pastoral care for pupils and their families is outstanding. School provides the highest level of pastoral support and there is an explicit commitment to the most vulnerable and needy. The inspector was told, 'with the lead from the headteacher, this filters down through the whole school and into the wider community where neighbours are looking out for them'.

- The learning environment is a reflection of the schools Catholic character evidenced through, displays, artefacts and the creation of sacred spaces around the school.
- Personal and social education is consistently well taught with 'Statements to Live By' contributing to this. The relationships and sex education programme is delivered at an age appropriate level following the diocesan model and is currently under review to reflect the new guidelines.

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

- Leaders and managers are deeply committed to the mission of the church and provide a clear direction for the Catholic Life of the school which is a priority along with the spiritual and moral development of pupils.
- Focused staff training has developed awareness, understanding and a commitment to the school's Catholic ethos.
- Effective systems are in place to monitor and evaluate the Catholic Life of the school which are clearly linked to school improvement and subsequently outcomes for pupils. However these are not yet embedded and have not yet had time to show impact.
- The school has successful strategies for engaging with parents and carers; they have a thorough understanding of the school's mission and are highly supportive of it and the values the school imparts. Parents said, 'pastoral care is a strength of the school, they provide a nurturing environment and our children are happy to come to school'.
- Governors make a significant contribution to the Catholic Life of the school; they are involved in the self-evaluation process and in monitoring visits including a written report. They make informed decisions are supportive and are prepared to challenge when necessary.

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

2

2

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

- Ss Peter and Paul's is a prayerful community. There is a calm and peaceful ethos which pervades the school, reflected in pupils' excellent behaviour and consideration for others.
- All pupils from reception to year six participate with reverence and respect. They join in prayers with confidence and sing with enthusiasm; they are at ease when praying with their school community. Pupils speak of, 'being able to connect with Jesus' during worship times and 'feeling a heavy weight lifted off my shoulders', when praying with my class.
- Pupils know what constitutes the various elements of Collective Worship and are now able to prepare and lead class Collective Worship with increasing confidence appropriate to their age and development. With support, pupils are becoming skilled in the use of scripture and religious artefacts, hymns and other forms of prayer. However, they are not yet fully competent in planning, preparing and leading worship independently using a variety of approaches and styles.
- Pupils have a very good understanding of the Church's liturgical year, seasons and feasts.
- Pupils are able to confidently discuss what being part of a prayerful community means to them and Collective Worship contributes significantly to pupils' spiritual and moral development.
- There is a deep sense of respect for different faiths and pupils are aware that religious beliefs are important; pupils are well informed about world faiths.

The quality of provision for Collective Worship is good.

- Collective Worship is at the heart of every school celebration, is inclusive and reflective and is very well resourced.
- A regular rhythm of prayer is built into the daily life of the school and an established pattern of opportunities are offered for the school community to gather for prayer reflection, liturgy and masses.
- Parents, parishioners and governors are invited to share the spiritual life of the school; they appreciate and take full advantage of the opportunities offered to be involved in worship particularly the reflective Friday Liturgy. The parish Mass is celebrated in school each Friday with a different class in attendance each week, pupils and parishioners are appreciative of this opportunity.

- Staff are becoming increasingly skilled in planning and leading worship and actively encourage pupils to do so. Many pupils can plan, prepare and lead acts of worship guided by staff. However, the school recognises the need to increase pupil knowledge of prayer styles and to further develop their skills in preparing materials for worship and in leading them independently.
- Themes for Collective Worship are based upon the liturgical year and the scheme of work topic; they are responsive to the religious diversity of the pupils.

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

- Leaders and managers are enthusiastic and know how to plan and deliver high quality experiences of Collective Worship. They have a deeply rooted understanding of the church's liturgical year, its seasons, rites and symbols and ensure displays and artefacts around the school reflect this.
- The Religious Education coordinator provides good leadership, supporting staff in their spiritual and liturgical understanding.
- Together leaders, including governors have a very good understanding of strengths and areas for development of Collective Worship, through both formal and informal monitoring. However formal monitoring is not yet sufficiently embedded in the review process.
- Leaders have provided professional development opportunities for staff to support formation in the development of their spiritual and liturgical understanding and have a clear vision that Collective Worship is seen as a priority for continued professional development.
- Leaders seek the views of pupils, staff and parents regarding the quality and significance of worship. Parents often comment upon the high quality of worship. However the formal recording of parents' views and the collection of feedback is not yet fully embedded in practice.
- Governors are regular visitors to the school, they ensure that Collective Worship forms part of the review of school performance

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.

- Pupils demonstrate passion and commitment in their lessons, they have very positive attitudes and speak enthusiastically about their learning and want to do well. Books are well presented with a good standard of work and an interesting variety of activities; pupils in all classes take pride in their work.
- Pupils value and appreciate the support they receive from their teachers. Pupils in all lessons observed across the school concentrate well and are rarely off task ensuring that behaviour for learning is outstanding.
- Overall outcomes are good and improving. Across the school pupils quickly acquire knowledge, understanding and skills and are developing their ability to reflect on meaning. Many pupils are articulate and reflective in their responses showing signs of their developing religious literacy. They are well able to consider the impact of religious ideas on their own lives.
- Pupils identified as having special educational needs make very good progress because their needs are accurately identified and they are well supported by skilled teaching assistants.
- Systems are in place to evaluate the progress of different groups of learners. Inspection findings and evidence presented by the school show no notable differences between groups of learners.

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

- Teaching and assessment is good overall with some outstanding teaching observed. The Come and See programme is being used effectively and teacher subject knowledge is good.
- A wide variety of teaching strategies, good questioning skills, clear explanations and well-paced lessons ensure that pupils are interested and engaged in their learning and make good progress.
- Creative activities engage and motivate pupils and facilitate a high level of enjoyment. There are some excellent examples of differentiation by task, especially in upper key stage two where pupils are set challenging tasks, well-matched to their needs and abilities. This is not consistent throughout the school. Consequently not all pupils are sufficiently challenged and able to experience the best activities for learning.
- Teachers mark work regularly and the feedback given to pupils is positive and supportive.

There are some very good examples of focused marking with accurate steps to improve learning; this is not yet in place across the school. Pupils also require further opportunities to respond to feedback in greater detail to improve pieces of work.

- The school has an effective tracking system to monitor pupils' progress and achievement in Religious Education. Staff are becoming more confident and accurate in their assessments. However they do not share driver words with the children or the language of levels so that children are not aware of their targets in Religious Education or involved in self-assessment.

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

- The commitment and leadership of the Religious Education coordinator, ably supported by the headteacher has had an impact on raising standards in Religious Education.
- The coordinator has attended training and worked conscientiously to implement all advice and guidance from the diocese and disseminate this to staff. Leaders ensure their vision for Religious Education is shared through staff meetings, briefings and training.
- Leaders now have a cycle of regular monitoring and analysis of teaching and learning in place. This includes planning and work scrutiny, lesson observations and whole school moderation and ensures leaders and governors have an accurate picture of achievement.
- The school tracking system and analysis provide a firm basis for diagnosis of the schools strengths and areas for development. Planning for improvement is therefore based upon sound evidence and data and the school is well placed to further improve and support teaching and learning.
- Religious Education has a very high profile in the life of the school. Governors are regular visitors to the school and are actively involved in the school community. They have a good understanding of the schools performance in Religious Education and are regularly involved in monitoring and evaluation activities. They are supportive of leaders and staff but also confident and questioning in their approach.
- The school ensures that pupils have very good sacramental preparation in line with diocesan policy.

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.

2

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 and Paul's Catholic Primary Academy
Unique reference number	9293770
Local authority	Northumberland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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