



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 100175

**St Peter's Catholic Primary School
Crescent Road
Woolwich
SE18 7BN**

Inspection date: 9th November 2016

Chair of Governors:	Mrs S. Heywood
Headteacher:	Mrs M. O'Regan
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EDUCATION COMMISSION

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**DENOMINATIONAL EDUCATION
AND COLLECTIVE WORSHIP**

Introduction

Description of the school

The school is voluntary aided. It is situated in the Greenwich Deanery of the Archdiocese of Southwark. It is maintained by Greenwich Local Authority. The principal parishes which the school serves are St Peter's, Woolwich and St Patrick's, Plumstead. The proportion of pupils who are baptised Catholics is 96%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 204. The proportion of pupils for whom Pupil Premium funding is received is 19%. 9% of pupils are classified as having a Special Educational Need or Disability (SEND). 99% of pupils are of minority ethnic heritage. Of these, the principal group is Black African. 28% of pupils have English as an Additional Language (EAL). The area which the school serves has a high level of deprivation.

The school has the Silver Award for Healthy School status and the Active Mark for sports, as well as the Gold Club Award in recognition of its outstanding achievements for disadvantaged pupils.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness of the school in providing Catholic Education

GRADE 1

St Peter's is an outstanding Catholic school offering an exceptionally high standard of Catholic education. It is a warm and welcoming inclusive community where the mission statement pervades all aspects of school life.

The Headteacher provides inspirational leadership to a cohesive staff team committed to excellence in Catholic Education. Parents greatly value her warm welcome and concern for their wellbeing; they feel part of the school family. Responses to parent questionnaires distributed as part of this inspection showed overwhelming appreciation of all that the school does for the children, both academically and spiritually. High quality teaching and learning ensure that all pupils achieve their full potential. Academic standards are very high. All groups of pupils, including those for whom Pupil Premium funding is received, make good progress and attain well. Pupils are happy and enjoy coming to school. They take a pride in their work and feel part of a caring and supportive community. Their behaviour is excellent.

Governors are committed and conscientious in their role. They know their school well and fulfil their role of support and challenge. They are frequent visitors to the school and are well informed regarding school standards and self-evaluation. School self-evaluation and development planning is well structured and comprehensive. It is focused on continuing improvement and raising standards across the school. Collective Worship and prayer are at the heart of school life, nurturing pupils' spiritual development and their relationship with God.

Beautiful displays and high quality religious artefacts reflect the school's Catholic identity and enrich the learning environment. The school has good links with the parish and values the strong support provided by the priests who celebrate school liturgies and support the Religious Education curriculum. Both priests are well known in the school and popular with the pupils, many of whom commented on how pleased they were to meet the parish priests in school.

The excellent relationships between all members of the school community are a notable feature of the school and make a significant contribution to its success.

What steps need to be taken to improve further?

- Continue to extend and develop the role of pupils in leading and preparing prayer and collective worship.
- To ensure developmental dialogical marking is fully embedded in all year groups.

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

The rich and multi-faceted Catholic life of the school embraces and enriches pupils' lives and they in turn are proud and happy to be active participants in this. Pupils are fully aware of the mission statement and its importance at the heart of the school. They are involved in reviewing the mission statement annually. Discussions in class and Religious Education lessons contribute to their understanding of the mission statement and its application to school and daily life. A pupil commented that he would show the mission statement to a new pupil to illustrate what was special in this school. The inclusive nature of the school welcomes and supports all pupils and their families. Cultural days, assemblies and class discussions enable pupils to learn about, explore and share different backgrounds and identities, enabling them to develop their own sense of worth and personal identity whilst respecting the beliefs and culture of others.

Pupils describe their school as a caring community and know that it is their responsibility to care for, support and encourage each other. They know "It's nice to be nice" and "It's not what we say, it's what we do" and that it is important to forgive others even though this may sometimes be difficult. They are able to relate this ethos to their Religious Education lessons and the teachings of Christ.

The school fosters pupils' sense of community, within the school and beyond. Links with the parish, other Catholic schools and the wider community are strong. Pupils participate in Diocesan and Deanery events and many community ventures. Pupils know they have a responsibility to care for others less fortunate than themselves and are active in fundraising for local, national and international charities. The school has a link with a school in Ghana; reciprocal messages and gift giving add to pupils' experience of being part of a worldwide family.

The behaviour of pupils is exemplary. During this inspection they were polite, courteous and thoughtful in lessons and around the school. They are kind and considerate to each other and pleased at the success of others as well as their own. The school behaviour policy is firmly based on Christian values. High expectations and a recognition of the unique individual worth of every pupil underpin a well-structured and consistently implemented policy which is known and valued by all members of the school community. Pupils understand that the high standards of behaviour expected should apply in school and beyond.

The school offers pupils many opportunities to take responsibility. Pupils take these responsibilities seriously and are happy to serve their school in this way. Examples include: The School Council and monitors to help with break and lunch times.

Pupils are proud of their school and its Catholic traditions. They are able to speak confidently of the Church's feasts and seasons and how they are celebrated in school. Examples of these are saying the Rosary in October and celebrating Lenten Stations of the Cross.

Pupils' spiritual and moral development is fostered and enhanced by curriculum provision, assemblies and liturgies and the strong Catholic ethos of the school. They are encouraged to seek help for any anxieties and know that any problems are dealt with swiftly and sensitively.

The supportive and inclusive nature of the school ensures that every individual is valued, encouraged and enabled to achieve their full potential both academically and spiritually. All groups of pupils, including disadvantaged pupils, make excellent progress and achieve well. Academic results are excellent.

How well pupils achieve and enjoy their learning in Religious Education

Standards in Religious Education are in line with those in Mathematics and English, which are high. End of Key Stage results indicate that the great majority of pupils meet or exceed age related expectations. All groups of pupils make good or better progress, reflecting the school's accurate provision of support and challenge.

Pupils enjoy Religious Education lessons and appreciate the importance of Religious Education in their daily lives. They are encouraged to make links between their lessons and life in school and beyond. In the lessons observed, pupils were interested and keen to do well.

Pupils show excellent knowledge and understanding and a high standard of religious literacy across all age groups.

Behaviour for learning is excellent. In the lessons observed, pupils were attentive, interested and worked very well together. They were able to talk confidently about their learning and to reflect on what they had learned.

Parents are encouraged to support their children's learning. Religious Education newsletters and the Wednesday Word help to keep them involved and informed. A parent commented that the Wednesday Word helped them as a family, providing a link with school and involving all family members. They also appreciated the Religious Education newsletters and information on the school website.

Work in books is of a very high standard. Pupils take a pride in their work and treat their Religious Education books as special books. They are able to record in a variety of ways. Cross curricular links and the use of dance and drama enrich the curriculum and enhance pupils' experience of Religious Education.

How well pupils respond to and participate in Collective Worship

St Peter's provides a wide range of Collective Worship opportunities. Pupils value these and respond very positively, sharing their skills and talents by contributing through religious art, dance, music, drama and prayers.

Pupils participate as altar servers and readers. They enjoy planning and preparing class Masses and assemblies, choosing prayers, hymns and readings with care. The school has identified developing child led liturgies as an area for development to encourage pupils to take greater responsibility in this area of school life.

Pupils recognise the importance of prayer in their lives. They are aware that prayer and Collective Worship enable them to deepen their relationship with God. They are familiar with the traditional prayers of the Church and are at ease with composing their own prayers and offering spontaneous prayer. They know that prayer can help them and those they pray for. Prayer is an integral part of the school day and important to all members of the school community. Class prayer books offer opportunities for pupils to write their own prayers which can be used as part of class prayer.

In the act of Collective Worship observed, pupils were engaged and reflective. They showed reverence and respect, sang joyfully and enjoyed being part of their school worshipping community. They were responsive to the questions asked and willing participants in discussion with partners.

Pupils enacting the role play illustrating the parable of the Prodigal Son spoke well and communicated the conflicting emotions involved. The choir was ably led and conducted by one of the pupils.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, governors and managers are wholeheartedly committed to the Church's mission in education and to ensuring that St Peter's school is the embodiment of this. Their clear aim is "Christ is the reason for our school and his teaching underpins all we do." Leaders are excellent role models and have created a cohesive staff team with a strong sense of Christian community and the importance of the traditions of the Catholic Church.

The Catholic life of the school is a high priority for school leaders. The Governing Body is well informed, with regular reports from the Headteacher which include the school's Catholic life. Governors attend events and celebrations as part of their monitoring of school life and as part of the school community. They are committed to ensuring the school reflects and serves its community; several are from the local parish.

The school provides effective induction, support and advice for new members of staff, particularly those who are not Catholic or are new to teaching in a Catholic school, ensuring the Catholic character of the school is strong.

The mission statement is at the heart of school life. It is regularly reviewed by all leaders, managers, staff and pupils and underpins all policy and practice. Governors and school leaders ensure that all statutory policies are in place, particularly with regard to safeguarding and child protection. PREVENT training has been provided for staff and governors.

The school has wide ranging systems of pastoral care to support pupils and their families and ensure their wellbeing. These include workshops for parents to assist them with form filling, bilingual support where appropriate and work with a range of outside agencies. Pupils are encouraged to talk about their problems and know that these will be listened to and dealt with.

The school includes parents and carers in its Catholic life. They are invited to events and celebrations and to participate in its prayer life. Parents and carers have very positive attitudes towards their children's education at St Peter's. One parent described it as "A caring school that puts the children first" and another commented "This is a wonderful school; I'm blessed to have my children here." In service training, Deanery and Diocesan courses help staff to strengthen and inspire provision for the school's Catholic life.

School self-evaluation is accurate and reflective. It informs development planning, which is comprehensive and has clear time scales and lines of responsibility. Staff and governor training is provided on a regular basis and often shared with other local schools where appropriate. This ensures that staff and governors are kept up to date and reflects the school's drive towards continued self-improvement.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

Leadership and management of Religious Education is excellent. High standards of teaching and learning, together with effective systems of assessment and pupil tracking contribute to the high standards of attainment in Religious Education. Standards of attainment with regard to pupils achieving at the higher levels at the end of each Key Stage have risen steadily over the past three years.

The subject leader is recently in post. She is supported by the Headteacher and senior leaders, providing effective and supportive leadership to the staff team.

A comprehensive system of monitoring, including lesson observations, book scrutiny and planning scrutiny is used to raise standards and ensure consistency across the school. Assessment data is used effectively to target and support individuals or groups and to evaluate performance.

Religious Education is well resourced and receives an appropriate budget allocation. The school follows the "Come and See" programme of Religious Education and meets the requirements of the Bishops' Conference in terms of provision and time allocation.

Governors have a clear understanding of provision and standards in Religious Education. They conscientiously fulfil their monitoring role and are frequent visitors to the school.

Areas for development identified by the last inspection have been addressed

and continue to be further developed.

The quality of teaching and how purposeful learning is in Religious Education

Standards in teaching and learning are high. School monitoring of lessons indicates that the quality of teaching and learning in Religious Education is good or better, with many outstanding features. This is in line with lessons observed as part of this inspection.

Four lessons, across three Key Stages were observed as part of this inspection. Lessons showed careful preparation and interesting content. A range of teaching strategies and styles were used effectively to engage learners. Lessons built on previous learning, incorporated probing questioning and provided evidence of progress within the lesson. Pupils were keen to work hard and do well. Teachers showed good subject knowledge and had high expectations of their pupils. In the best lessons, pace was excellent and open ended questions encouraged pupils to explore their understanding. Pupils enjoy their Religious Education lessons. Religious Education is effectively enriched by cross curricular links.

Marking is developmental and affirmative. There is evidence of a dialogue between teacher and pupil, enabling pupils to extend their learning, although this is not completely consistent across the school. Where formative marking is used, it extends and deepens pupils' understanding.

Peer and self-assessment give pupils direct involvement in their learning. Pupils' assessment of their own learning is clearly evident in their books. Peer assessment is largely on a less formal, verbal basis.

Formal assessment in Religious Education is comprehensive. Assessment tasks are used regularly to monitor knowledge, understanding and progress. Moderation of these takes place within school and external moderation validates these judgements.

The extent to which the Religious Education curriculum promotes pupils' learning

The school ensures that the Religious Education curriculum is well matched to the needs of all pupils and effectively engages and enthuses them.

Differentiation is well planned, with appropriate levels of challenge and support provided. Other adults in the classroom provide effective and sensitive support for pupils with SEND.

The curriculum is enriched by cross curricular links and a range of teaching strategies. The school's continued drive for excellence in academic achievement extends to the Religious Education curriculum. Rigorous monitoring of lessons, books and samples of work ensures standards are high.

Pupils are encouraged to work independently and in groups, exploring spiritual and moral questions as well as growing in the knowledge of their faith. Questioning and discussion deepen pupil understanding.

Pupils are enthusiastic and thoughtful learners. They appreciate that Religious Education is important to their lives. The study of Other Faiths is well established. Pupils are aware of the need to respect the beliefs and practices of others and that everyone is part of their wider community family.

The quality of Collective Worship provided by the school

St Peter's is an inclusive community, uniting its members in prayer and worship and offering a wealth of opportunities for spiritual development. Collective Worship is central to school celebrations. The school day begins and ends with prayer. A group of pupils meets weekly to pray for personal intentions, the school, the parish and local community and the world. Pupils' prayers are displayed in classrooms and pupils are encouraged to use different forms of prayer through dance, movement, singing and actions.

The school has a rich calendar of celebrations throughout the school year. Priests from the local parish support the school in its liturgies and celebrations and form valued links between school and parish. Celebrations reflect the liturgical year as well as events in school life.

A Welcome Mass marks the beginning of the school year; Advent and Lent are marked and celebrated as part of the Church Year, as well as feast days and Holy Days. Parents and the parish community have regular opportunities to join the pupils in worship and prayer.