



# St Peter's Catholic Primary School, Lytham

URN: 119628

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

13–14 March 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## What the school does well

- A happy, welcoming, and inclusive community that lives out its mission statement daily.
- Strong home, school, and parish links to nurture faith, together with a supportive parish priest.
- Purposeful pastoral support to meet the changing needs of the community.
- Strong senior leadership who live out their own Catholic faith and share it with the whole community.
- Pupils have a strong sense of belonging and pride in their school. They value and respect their peers and the adults who work with them.

## What the school needs to improve

- To further develop links with local schools in the cluster to plan for shared prayer and liturgy opportunities.
- To develop the curriculum in line with *Religious Education Directory* guidelines.
- To develop prayer and liturgy in line with current Catholic guidelines.

## 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

1

**Provision**

The quality of provision for the Catholic life and mission of the school

1

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Pupils are proud to be members of St Peter's school and they live out their motto, 'Jesus is at the heart of all we do'. This enhances the Catholic life and mission of the school. The children are happy, kind, and confident and demonstrate a sense of security through their relationships, willingness to have a go at new things and their understanding that they are loved, valued, and cherished. Pupils are committed to following the teachings and examples of Jesus in their everyday life. For example, the active Mini Vinnies group spoke of 'bringing happiness to those who are struggling while following God'. Pupils are actively involved in responding to the demands of Catholic social teaching, supporting those in need locally, nationally, and globally. The Laudato Si group are great role models in showing faith in action by looking after and developing squirrel woods and caring for their school grounds, in response to Pope Francis' encyclical. The family learning mentor leads discussions, one-to-one sessions, whole class work and outdoor activities, guided by the message of the gospels. This provision promotes feelings of self-worth and is supported by the explicit teaching of the Jesuit virtues, enabling children to value themselves as followers of Christ and embrace opportunities to make a difference to daily school life. The four house saints were chosen for their commitment to looking after God's creation.

Inspectors witnessed a sense of deep respect from all children, staff, parents, and governors for those of other faiths, religions and those less fortunate than themselves. The school has a very strong Catholic identity, built on strong Catholic values and tradition. Enrichment opportunities enable pupils to reflect on their responsibilities and their ability to make a difference to society. Year 6 pupils spoke about their retreat to Castlerigg at the start of the

year that helped them gel as a group and plan for the year ahead. Staff feel appreciated and cared for and contribute to and participate in activities which enhance the Catholic life and mission of the school. They are a close, strong team who are exemplary role models for the pupils. Pupil leadership is excellent through the active student council, Laudato Si, Minni Vinnies and Guardian Angel groups. The behaviour of pupils is exemplary in lessons and throughout the school. Restorative practice underpins all aspects of school life with a real sense of tolerance and forgiveness. This was particularly evident in prayer and liturgies observed. For example, pupils wrote their bad choices on a twig and burnt them in the forest, offering them up to God and asking for forgiveness - linking it to the new life and hope at Easter.

The parish priest is a regular and welcome visitor to school, assisting the religious and spiritual formation of staff, parents, and pupils. He sends videos in every week of the Sunday gospel with a simplified homily to enable pupils to live out the gospel message that week, both at school and in their homes.

The school environment bears witness to the school's distinctive Catholic character, the forest is used throughout the day to support the ethos and curriculum. For example, for the travelling Nativity, Stations of the Cross, Rosary and prayer and liturgy. The provision for relationships, sex and health education is carefully planned and monitored to ensure that as well as meeting all the statutory requirements, it is firmly rooted in the teaching of the Catholic Church and celebrates a holistic vision of the human person. Pupils and staff talked about the positive impact of the *My Happy Mind* scheme across the whole school to support mental health and emotional wellbeing.

Leaders and governors are mindful of their duty as guardians of the Catholic life and mission of the school and are very ambitious for the pupils in their care. The dedicated senior leadership team, including the religious education leader and pastoral leader, have many years of experience and a clear vision for St Peter's school. All classrooms have designated prayer areas with colours and readings connected to the liturgical year.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

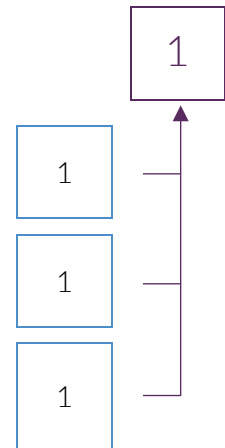
How well pupils achieve and enjoy their learning in religious education

**Provision**

The quality of teaching, learning, and assessment in religious education

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils have excellent knowledge, understanding and skills with 90% of them working at age related expectations in religious education throughout the school. They are proud of the work they produce and are able to discuss their learning confidently. Pupils are religiously literate, making connections with prior learning, they are highly engaged and motivated in lessons. They can confidently articulate the chosen virtues for the half term from the Jesuit pupil profile and reflect them throughout the curriculum. For example, in a lesson observed, pupils understood the virtue of compassion and how this was shown to the Good Samaritan. As a consequence, they ask incisive questions of adults and peers, which indicate an innate curiosity and a desire to deepen learning. A pupil asked the parish priest ‘Why do we have to set prisoners free when they have done wrong?’

Throughout the school, children show independence in their learning. An early years child said, ‘Thank you Jesus for coming to Lytham – I really love you’. Children from an early age know that Lent is a waiting time and a difficult time for Jesus.

The quality of teaching and learning in religious education, as evidenced through pupils’ books, discussions with pupils and the teaching observed during inspection, is of an excellent standard. Teachers use questioning skilfully during lessons to identify precisely where pupils are in their understanding. As a result, they adapt explanations and tasks, thus increasing engagement and maximising learning for all pupils. The high-quality professional development and faith background of staff ensures a high level of authentic subject knowledge, which leads to high quality lessons. Teachers use questioning skilfully during lessons, they adapt explanations and tasks to improve outcomes for children. Behaviour is excellent in lessons. Pupils are actively engaged and are reflective and appreciate feedback. This ensures next steps in learning, to which they respond. They enjoy their learning and approach lessons with great

interest and enthusiasm. In Reception Class, the children were really enthused by the story of Palm Sunday and reacted by shouting 'Hosanna!' and saying how much they love learning about Jesus.

Scripture is at the heart of lessons with purposeful reflection time given. The use of high-quality resources including religious art, music and vocabulary are used effectively to stimulate imagination of all pupils. The introduction of the new curriculum in targeted year groups has been well received by pupils and staff, with plans to roll out further, in line with diocese recommendations. A parent commented that 'my children frequently quote stories from the Bible and relate events in our lives to events in Jesus' life. This is due to the emphasis the school places on the service to God and to others.'

Leaders and governors are committed to securing high quality professional development of staff, as demonstrated by school inviting a diocesan adviser to lead a day in Advent, focussing on the Jesse tree. There is an experienced, ambitious, and supportive subject leader of religious education who has brought about improvements since the last inspection with the added rigour from the newly appointed, experienced head teacher. Religious education ambassadors are in every class and work effectively with governors and staff to articulate their learning in religious education and the impact it has on their lives. As a result, leaders and governors have an excellent understanding of the strengths and areas to improve. Religious education has full parity with other core curriculum subjects, which includes professional development, resourcing, timetabling, monitoring, evaluating, communicating, and reporting to parents.

## Collective worship

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

### Collective worship key judgement grade

**Pupil outcomes**

How well pupils participate in and respond to the school's collective worship

1

**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

1

Prayer and liturgy are central to the life of St Peter's and are a strength of the school, being valued by all. Prayer is a regular part of the daily experience for all pupils and staff. From a young age, pupils are reverent and respectful during times of prayer. This was evident in every class where the atmosphere was very calm and prayerful silence was naturally in place. They respond well during the celebration of prayer and liturgy and sing with enthusiasm. This was powerfully witnessed when the oldest pupils in Year 6 (gardeners) joined with their prayer partners in Reception Class (seedlings) for a shared liturgy that was reflected on and evaluated.

Pupils understand the rhythm of the week, with Monday's Celebration of the Word for the whole school, Tuesday adult led liturgy in each class, Wednesday word class-based prayer, pupil led liturgies every Thursday and whole school celebration liturgies every Friday, with parents invited.

Pupils demonstrate confidence in articulating the ways in which prayer and liturgy both influence and are influenced by the curriculum and the wider life of the school. During discussions, they shared their many experiences of supporting charities, including CAFOD, Streetlife and local foodbanks, amongst others. Practice is liturgically accurate, with regular use of the Sunday Gospel and other seasonally appropriate resources used as a focus, both inside and outside the school building. Prayer spaces in classrooms are central, well-resourced and a clear focus.

The school has worked hard to develop further partnerships with the parishes of St Peter's in Lytham and St Joseph's in Ansdell, senior leaders support monthly family Masses in both parishes. This is very much appreciated by parishioners who speak highly of the school. All Holy days of Obligation and other significant days are prioritised in the school's calendar to

celebrate the Eucharist, and parishioners are invited to school to class Masses. Pupils join the parish for Mass e.g. first Friday devotions with a small group and the whole school feast day Mass. The Sacrament of Reconciliation is offered at key times in the liturgical year – in Advent and Lent.

Staff have a thorough understanding of a broad range of ways of praying that are part of the Catholic tradition and are highly effective in facilitating others to plan and lead experiences of prayer and liturgy that are engaging, meaningful and relevant for the whole community. An area to develop would be cluster work with local schools to plan shared liturgies. There are also plans to develop prayer and liturgy in line with the recently published national guidelines.



## Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	119628
School DfE Number (LAESTAB)	8883716
Full postal address of the school	St Peter's Catholic Primary School, Norfolk Road, Lytham, Lytham St Annes, FY8 4JG
School phone number	01253734658
Headteacher	Cate Gili-Ross
Chair of Governors	Julie Cowser
School Website	<a href="http://www.st-peters-pri.lancs.sch.uk/">www.st-peters-pri.lancs.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	November 2017
Previous denominational inspection grade	2 – Good

## The inspection team

Frances Wygladala  
Nicola Holt

Lead  
Team

## Key to grade judgements

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