

# Inspection of St Peter's Catholic High School

Howards Lane, Orrell, Wigan, Lancashire WN5 8NU

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Inspection dates: 5 and 6 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils describe the school as a welcoming and friendly community. Warm interactions between pupils and staff reflect the positive relationships that they have. Staff prioritise pupils' well-being. This helps pupils to feel happy.

Pupils are free to be themselves in this school. Individuality is embraced. This is reflected in the rich variety of extra-curricular opportunities in which pupils eagerly participate. For example, they can sing along at karaoke club, catch up with their friends at 'knit and natter' or get involved in a wealth of sporting activities.

Pupils welcome opportunities to support each other. For instance, pupils take on responsibilities such as being anti-bullying ambassadors or well-being champions. Others help their younger peers to learn about important issues such as online safety. Pupils benefit from training to fulfil these roles effectively.

Pupils from Year 7 to Year 11 place a high value on behaving exceptionally well. They know that the school expects nothing less. Pupils learn the importance of being respectful and considerate towards others. Their conduct in lessons and around the school exemplifies this learning. Pupils try their best. This helps most pupils to successfully meet the ambitious standards that the school sets for their achievement.

## **What does the school do well and what does it need to do better?**

The school provides a broad curriculum for pupils, including those with special educational needs and/or disabilities (SEND). Pupils spoke enthusiastically about the educational trips that enhance this curriculum. The English Baccalaureate suite of subjects has an increasingly high profile. For example, the number of pupils opting to study modern foreign languages at key stage 4 is growing.

Careful thought has been given to what pupils will learn and when. Pupils' knowledge builds logically from Year 7 to Year 11. In the main, the curriculum is delivered well. Typically, staff are skilled at checking what pupils know and remember. Staff act swiftly to address pupils' misconceptions.

The school has appropriate processes in place to identify any additional needs that pupils may have. Some of the support that the school provides for these pupils is successful. For example, pupils with SEND appreciate, and thrive in, the nurture room. However, the information that the school gives to staff about the needs of these pupils is not as useful as it could be. At times, this makes it difficult for staff to adapt their delivery of the curriculum effectively for pupils with SEND.

The school ensures that pupils in key stage 3 who struggle with their reading receive the help that they need to read confidently and accurately. However, this is not the case for pupils in key stage 4. A small number of older pupils do not receive the help that they need to improve their reading.

The school provides a formidable programme of personal development that helps to prepare pupils well for life in modern Britain. Meticulous thought has been given to weaving this programme through different aspects of school life. For example, pupils' learning about democracy in 'curriculum for life' lessons is put into practice when they elect their school councillors. Some of the most vulnerable pupils benefit from additional support to learn about more sensitive issues. Pupils of all ages consider this learning to be important and relevant. They said that 'it helps us to grow as people'.

Pupils experience an extensive careers programme. The school provides carefully tailored opportunities which help pupils to make informed decisions about their next steps.

The school is a haven of calm. Pupils have highly positive attitudes towards their learning. They are exceedingly attentive and respond quickly to staff instructions. Pupils understand the importance of attending school regularly. The vast majority do.

Members of the governing body think carefully about how to make best use of their wide-ranging expertise. They are sharply focused on supporting and challenging leaders to refine the quality of education that the school provides. Staff appreciate the careful thought that is given to deadlines so that their workload is manageable. They are happy and proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school has not ensured that staff are provided with detailed information to enable them to support pupils with SEND as well as they should. On occasions, this makes it difficult for staff to appropriately adapt the delivery of the curriculum for these pupils. The school should accelerate its work to equip staff with the necessary information and guidance to support pupils with SEND effectively.
- The school's approach to identifying and supporting pupils in key stage 4 who find reading more difficult is underdeveloped. Consequently, some older pupils do not receive the help that they need in a timely and effective way. The school should ensure that it knows who these pupils are and then provide appropriate support to help them to read fluently so that they can access the curriculum more easily.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106537
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10321312
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1046
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clive Hough
<b>Headteacher</b>	Andrew McGlown
<b>Website</b>	<a href="http://www.saintpetershigh.wigan.sch.uk">www.saintpetershigh.wigan.sch.uk</a>
<b>Dates of previous inspection</b>	26 and 27 February 2019, under section 5 of the Education Act 2005

## Information about this school

- This Roman Catholic School is in the Archdiocese of Liverpool. The school's last section 48 inspection, for schools of a religious character, was in June 2019. The next section 48 inspection is due to take place this year.
- The school uses one registered and four unregistered alternative providers for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other leaders and staff.
- Inspectors met with representatives of the local governing body, including the chair of governors.
- An inspector spoke with representatives of the local authority and of the archdiocese.
- Inspectors carried out deep dives in these subjects: mathematics, science, art and design, history, modern foreign languages, and design and technology. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. An inspector also spoke to leaders about the curriculum in other subjects.
- Inspectors spoke to pupils about their experiences of school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors considered the responses shared through Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for pupils and staff.
- The inspectors reviewed a wide range of evidence, including the school's self-evaluation documents and records relating to pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## **Inspection team**

Sally Rix, lead inspector	His Majesty's Inspector
Tuesday Humby	Ofsted Inspector
Mark Cocker	Ofsted Inspector
Deborah Bailey	Ofsted Inspector

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