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April 2017

Mr A. McGlown
Headteacher
St Peter's Catholic High School
Howard's Lane
Orrell
Wigan
WN5 8NU

Dear Mr McGlown,

Department for Christian Education Monitoring Visit of St Peter's Catholic High School on 27 April 2017

I am writing on behalf of the Department of Christian Education, Archdiocese of Liverpool to confirm our findings following the monitoring visit to your school on 27 April 2017.

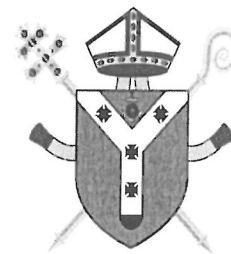
Thank you for your help and the time you, the governors, departmental leaders, staff and pupils offered on the day.

The basis for the visit was the Self Evaluation document and what improvement has been made since the last inspection. The main findings of the visit are enclosed with this letter.

The school's Section 48 inspection will take place during the academic year 2018 to 2019.

Yours sincerely

Rev Des Seddon
Director of Christian Education



**Department for
Christian Education**

MONITORING VISIT at St Peter's Catholic High School on Thursday 27 April 2017

THESE ARE AREAS TO CELEBRATE

- The Section 48 Self-Evaluation document is a detailed and realistic appraisal of progress made and areas identified for action. The content is a shared response from governors, senior and departmental leadership. Catholic Life, Collective Worship and Religious Education has continued to develop since the last inspection.
- Catholic Life at St Peter's is clearly expressed in its Mission Statement commitment to be, "A learning and serving community enriched through friendship and Christian Faith." Governors, and senior leadership monitor provision through active involvement and informed review. The Lay Chaplain has significantly enriched partnership between home, school and parish through networking and by invitation to parents and clergy to be part of school life. Pupils are confident in their understanding that living Catholic Life is connected to both the Mission and their emulation of the good example of staff. They respond well to increased involvement in the Faith in Action programme, regarding it as the *practical arm* of classroom Religious Education. At the wider level, school supports an impressive range of international, national and diocesan projects dedicated to the needs of others. They are inspired to be part of the Chaplaincy Team and School Council because they have a tangible sense of belonging and realisation that their beliefs and opinions count.
- Collective Worship highlights the whole prayer dimension of Catholic Life. During monitoring, the sharing of year group prayer and worship was of *copy-book quality* in its expression of staff and pupil interaction. The message was clear and challenging; the result of prior research and consequent motivation to make a difference. There is daily prayer in form time, with year groups gathering weekly. There is regular Mass celebrated by members of the local clergy. This is another dimension whereby members of home and parish are invited to participate. Members of staff are actively involved and they too have prayer time. Weekly *Breakfast with God* and *Chilling with God* are acclaimed times for sharing prayer in a variety of ways, the latter having a clear focus on *Lectio Divina*. The Lay Chaplain coordinates provision. Themes and resources are explicit, creative and open to personalised adaptation. Monitoring is efficient and informs in-service

training. Pupils value Collective Worship because they are participants. For them it is an invitation to reflect, respond and to take action.

- Religious Education is very well led and managed at all levels. The Curriculum Leader, ably supported by the Second in Department, ensures a team collegiality ongoing consultation and conversation. The teaching team is highly committed and professional. Teaching and Learning is well monitored. The process for assessment continues to impact and to develop well. There is frequent moderation and standardisation.
- Achievement and attainment in Religious Education is strong. Levels of progress attained in Key stage 3 underpin the sustained levels of pupil performance at the end of Key Stage 4 for GCSE, which remains well above the national average. This is the result of standards of teaching and learning, together with the focus on assessment using Levels of Attainment and GCSE grading. This is efficiently informing intervention strategies through personal target setting. Formative marking and annotation is developmental and inclusive of pupil dialogue which provides direction for improvement, which is closely reviewed. Consequently, pupils highly rate Religious Education because it both motivates their sense of purpose and inspires achievement.
- Teaching and Learning on the day of monitoring demonstrated the highest standards. Content was organised. Learning objectives and outcomes were shared with pupils. Efficient use was made of prior learning. Content was imaginative and creative. Progress measures were rigorous. Differentiation was by group placement and by outcome. Teaching assistance was well deployed. Pupils were confident to share learning and to work independently. There was tangible enjoyment in class. Pupils' behaviour was exemplary.
- The curriculum fulfils the requirements of the Bishops' Curriculum Directory (2012). There is 10% provision. In Key Stage 3 *People of God - Called to Serve*, has been successfully implemented through a meticulously detailed programme of study. In Key Stage 4 thorough research has informed the introduction and establishing of the 2018 GCSE specification, which is undertaken by all pupils. Curriculum content and resourcing is the result of departmental emphasis upon imparting Catholic Religious Education founded upon Scripture and Catholic Tradition that is relevant to pupils' contemporary lives. The latter is particularly well exposed through pupils sharing and reflection. Classrooms are well appointed. The new campus has provided the department with a suite of rooms so enriching identity and collegiality.

- At St Peter's, Catholic Life, Collective Worship and Religious Education, founded upon Gospel Values, inform an understood commitment to British Values. Other world faiths and religions are expressed, understood and celebrated.

AREAS FOR DEVELOPMENT

- Continue with the successful implementation of the Section 48 Self Evaluation Document

Monitoring Visitor Dcn Paul Mannings