



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. PETER'S CATHOLIC HIGH SCHOOL

#### ORRELL

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Inspection Date: Wednesday 12 June 2019

Inspectors: Deacon Paul Mannings and Mrs Elizabeth Dolan

Unique Reference Number: 106537

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School: Catholic, voluntary-aided, mixed comprehensive

Age range of pupils: 11- 16

Number on roll: 979

Acting Chair of Governors: Mr Clive Hough

Headteacher: Mr Andrew McGlown

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Date of last inspection: Tuesday 17 June 2014

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St. Peter's Catholic High School is a voluntary-aided, 11-16 mixed comprehensive.
- The school is under the trusteeship of the Archdiocese of Liverpool and situated within the Wigan Authority.
- There are 979 pupils on roll of whom 922 (94%) are baptised Catholics, with 43 (4%) from other Christian denominations and 7 (1%) from other world faith or religious traditions. There are 7 pupils (1%) who express no religious affiliation.
- The school draws pupils from partner primary schools within the local pastoral area.
- The school has 74 teaching staff, 50% of whom are Catholic.
- The Religious Education Department has eight members. All are qualified in Religious Education.
- The Acting Chair of Governors, Lay Chaplain and Head of Religious Education have all been appointed since the last inspection.

### Key for inspection grades

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

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## OVERALL EFFECTIVENESS

St Peter's High School is outstanding in its provision of Catholic Education.

## CATHOLIC LIFE

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils value and actively participate in Catholic Life because they are confident the Mission Statement is a true representation of what their school stands for. It provides them with a pathway toward fulfilling personal potential and serving the needs of each other and those in the wider community.
- They contribute to evaluating Catholic Life by participation in the Archdiocesan youth ministry and by annual foci on how they are actively living-out the mission. This year, pupils have elected a Student Director for Catholic Life whose role is to lead the student chaplaincy team and report to governors and senior leadership each term. All of this highlights their expressed confidence in how the lay chaplain promotes their total involvement and ensures they are listened to and invited to contribute.
- Such contributions include wide ranging commitment to others and includes CAFOD, Teardrops, Shoe Box appeals and charity fundraising marathons.
- Pupils appreciate how staff make all of their lessons and school activities release a sense of purpose in the fulfilment of holistic wellbeing. They feel safe in school because of the pastoral system which ensures they have points of contact for conversation and advice.
- Relationships and Sex Education provides them with the clear understanding of loving relationships based on personal and mutual respect, all within the Catholic Christian context.
- Pupils value the Catholic Tradition of the school because of its place within the wider parish communities. Pupils liken school to a parish community because as well as nurturing their faith they are encouraged to look beyond the boundaries and to take an active part in preparation for Synod 2020.

### The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The Mission Statement accurately describes St Peter's as "A learning and serving community enriched through friendship and Christian faith". This is because the very essence of community is based upon interaction between home, school and parish. There is a robust process for transition from partner primary schools which ensures frequent interaction through visits, joint projects and liturgical celebration. There is consistent growth in links with local clergy. The annual provision of *Mission May* is a successful initiative in evaluating the success of living the school's mission statement.
- The school environment beautifully reflects its mission and spirituality through inspiring art, meaningful displays of works undertaken by staff and pupils that express its Catholic character and specifically by the Saints Hall, named after the partner parishes.
- Faith in Action is provided both as an accredited route planned by staff for pupils and by the very living of faith in all aspects of school life.

- The staff working groups for mission and wellbeing promote the school's commitment to secure pastoral care for the whole community. There is highly effective provision of nurture facilities for those pupils who require extra care, support and building of personal confidence.
- The provision for chaplaincy is highly successful as the backbone for the above support and guidance. Its strength lies in the extent to which the community is keen to share the role through extensive participation.
- Relationships and Sex Education is systematically provided by the coordinator, within the programme of Curriculum for Life and accompanied by appropriate staff training. The process for delivery includes regular curriculum focus and a number of full day programmes. References to Catholic Teaching is included within each stage of the content.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- The headteacher, senior leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Evidence of their commitment is contained within the Governors' Vision which refers to the schools continued striving to maintain safety, inclusivity and care for all its members. It defines their commitment to the provision of a holistic curriculum that is diverse, challenging and secure it its provision of opportunities to achieve success.
- The living of this Vision is implicit within the associated policy documents and the rates of success achieved throughout the school in terms of pupil and staff wellbeing. Link governors are well deployed, with reports made to the full governing body each term. Here, too, there is full involvement of both the Student Director for Catholic Life and the pupil representatives.
- There is regular and appropriate continued professional development that promotes Archdiocesan policies and initiatives. The school is part of Wigan and West Lancashire Catholic School Direct, and so full use is made of its facilities which includes teacher training, middle and senior leadership programmes and the promotion of the Catholic Certificate in Religious Studies. Governors too make full use of all Archdiocesan training.
- Consequently, the returns from parental questionnaires show in the main their strong support for the values and attitudes fostered herein. The large majority of parents are confident that their children enjoy being at this school. This is because they are kept well informed about activities. They are invited to participate in school life and to share any hopes and anxieties they may have.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils are making good and outstanding progress in most areas, in relation to their individual educational action plans matched to capabilities and starting points. Those with special educational needs benefit from optimum levels of differentiation, so equipping them to readily access their work and make challenging progress according to their needs.

- Data drops are used three times a year to monitor progress and highlight areas for intervention. There is regular and efficient formative monitoring in class, well-supported by teacher consultation to ensure that pupils individual progress routes are both diagnostic and structured toward achievement. Parents are kept well informed about the progress of their children through notes in journals, regular contact and frequent review meetings.
- In Years 7 and 8 some 90% of pupils are at or above their expected rates of progress. During the last year this rate slowed down in Year 9 as pupils were introduced to the demands of reformed GCSE.
- St. Peter's has a tradition of high performance at GCSE, which has been maintained on the whole since the last inspection. The 2018 cohort were the first to be entered for the new GCSE and results overall were good or outstanding. The percentage of pupils gaining Grade 4 and above compared favourably with the national average. Those achieving Grade 7 and above either met or exceeded the national average.
- Teachers' focus on achievement is thoroughly structured to enable appropriate challenge and purpose. Pupils respond positively by speaking about how they are engaged in a classroom learning environment that is interactive, encouraging and for the most part joyful. They are encouraged to consult with their teachers about what is going well and what could be done better.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching and learning is outstanding and therefore makes a major contribution to pupils' achievement.
- Six lessons observed during inspection ranged from good to outstanding.
- There was maximum use of time. Lessons were well-planned and differentiated for all levels of ability. Content was robust and well balanced to ensure knowledge and understanding of Religious Education that is relevant to pupils' everyday lives. Teachers presented some potentially dull topics with flair and inspiration that was emulated by pupils. There were particularly skilled levels of questioning designed to bring about widespread contributions from pupils that were in turn affirmed and ensured a learning environment in which pupils wanted to take part. Pupils are well practised in individual and collaborative learning. They are closely monitored and kept well on task.
- There is a clearly-defined process of assessment and marking feedback, supported by well-defined strategies for intervention. New style formative assessments in Years 7 to 9 focus on enabling pupils to learn and practise techniques and skills required for GCSE. In Years 9 to 11 the grade boundaries for GCSE are efficiently used to measure progress. The departmental marking policy clearly sets out the process for written feedback to pupils. Formative assessments are either peer or self-marked and thoroughly checked by the teacher. Summative assessments are marked by the teacher who ensures that pupils record progress on their tracking sheets. The process is implemented consistently across the department and demonstrates a triangular dialogue that enables teachers, groups and individual pupils to know where they are in terms of progression, what skills they have developed and what they must do to make further progress.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders, governors, line and departmental managers are outstanding in promoting, monitoring and evaluating the provision for Religious Education, which is firmly secured at the core of the school's provision for Catholic Life.

- The Curriculum Leader for Religious Education together with two staff who together hold the post of Second in Department, meets regularly with the headteacher, who is the line manager. There are frequent reports to governors. This has resulted in the department having a seamless process of monitoring and accountability for overall staff support, their performance and focus on pupil achievement.
- There is an annual review of the Section 48 Self-Evaluation Document and Departmental Improvement Plan. In the last year the latter has benefitted from the worthy inclusion of the sections that monitor staff work-load and well-being.
- There is generous departmental resourcing, which now includes the new Religious Education suite of rooms. Staff are enabled to take a regular part in Archdiocesan continued professional development.
- The curriculum is fully inclusive of other world faiths and traditions. British Values are underpinned daily by the studies and application of Gospel Values.
- The curriculum has benefitted from a strategic over-haul that includes assessment and formative strategies that fully prepare pupils for GCSE.
- Governors and leaders provide the required 10% curriculum time. *People of God – Called to Serve* has been fully implemented. GCSE provision is in accordance with the required specification, undertaken by all 14-16 pupils. Consequently, the requirements of Bishops Religious Education Curriculum Directory (2012) and those of the Archdiocese are being met.

## COLLECTIVE WORSHIP

### How well pupils respond to and participate in the school's Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- During inspection the two acts of Collective Worship engaged pupils because they were provided with time to listen, to reflect and to participate. Both occasions provided thought-provoking experiences for the pupils. They were challenged to put belief into action. Scripture was made meaningful to their lives. One occasion included a singing trio which encouraged joyful participation by the whole worshipping community.
- The two experiences positively typified pupils' comments about Collective Worship. They value it because they are encouraged and trusted to become involved, to receive training and to lead or be part of a presenting group.
- Pupils are creative and resourceful in what they provide. Rightly, there is no element of competition or show, rather the support of each other in expressing a message of prayer and action.
- Pupils speak confidently about what the Liturgical Year means to them and how it unfolds through weekly Collective Worship themes and in masses and services. They also understand that Collective Worship is expressed in many forms. Several members of Year 10 justifiably feel privileged to be Ministers of the Eucharist for their school.
- Those interviewed expressed a general feeling that Collective Worship provides the context whereby they are able to learn about the beliefs and views of others, whether religious or secular. These are occasions in which they are secure in knowing they are listened too and respected. Two pupils who don't regard themselves as having any religious affiliation referred to Collective Worship as inclusive because they and many more, are encouraged to become involved in serving the needs of others. One correctly pointed out that opportunities for reflection benefits everyone regardless of belief.

## **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Prayer is part of the daily experience for pupils and staff during briefings, in form time and in year groups. *Chilling with God* (Wednesdays in Chapel) and *Breakfast with God* (each Thursday) provide occasions whereby the wider community of pupils and staff can meet informally for prayer, reflection and social interaction.
- The whole nature of provision is to empower the community to want to be together to share what they have in common and to celebrate differences
- The weekly themes contain strategies for action, prayer and presentations. These are tailored to the Liturgical Year. They included other world faiths and religions. The content is entirely inclusive to the extent that staff and pupils are encouraged to adapt it to their own needs.
- The staff fully encourage pupil involvement by providing advice and training as appropriate. They are confident in doing this because they have a clear understanding of what Collective Worship is about, as well as the many ways in which it can be expressed and celebrated. The staff know how to gain maximum pupil involvement during prayer and worship by their strategies of questioning and through the positive atmosphere that pervades gatherings.
- Spiritual and moral development is provided in Collective Worship in a way that is caught, not taught. The community is provided with content that encourages them to listen, to think and to take action. The context is set to enable reflection upon the meaning of life, whether religious or secular.
- The Chapel is an attractive and well used space for private and public prayer and reflection. Its provision is highly-regarded because it is a key tangible expression of the school's Catholicity, a place where members of the community can go to have personal moments.
- Overall provision ensures there are a range of guest speakers and groups. Parents are regularly invited to participate as appropriate, throughout the year.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- They are regularly and reliably informed about the nature and quality of Collective Worship.
- Coordination is efficient and conducive in ensuring meaningful experiences in prayer and worship that is entirely distinct from a corporate assembly.
- The policy document and guidelines for implementation is wholly accurate and practical. The context and aims of Collective Worship are expressed in a way which clarifies that governors and leaders thoroughly understand its unique place as an expression of Catholic Life. The detailed coverage of provision and implementation includes a range of purposeful objectives designed to uphold the context and fulfil the aims.
- Much attention continues to be given to monitoring and evaluation, which is led by senior leadership, chaplaincy and the curriculum leader for Religious Education, in conjunction with heads of year. A formal monitoring takes place once each term. This provides evidence of good practice and any areas requiring improvement. The process also includes a thorough focus on consistency in provision throughout all form groups. The Student Director for Catholic Life ensures that pupils views are gathered and noted.
- All outcomes of monitoring and evaluation ensure appropriate training as required for pupils and staff. In addition, informal ongoing training is a regular feature of Collective Worship in the weekly planning of year group gatherings and for the organisation of services.

- Consequently, leaders and governors at St Peter's ensure that Collective Worship underpins its Mission Statement and fully meets Archdiocesan requirements.

## **What the school needs to do to improve further**

The last inspection identified three areas for action, all related to Collective Worship. These have been addressed. Pupils regularly lead prayer during form time. There is significantly more pupil participation in form time. There is a thorough process for monitoring and evaluation.

During the last monitoring visit the school had maintained and enriched its high standards.

The Section 48 Self Evaluation Document is a collaborative and qualitative expression of strengths and areas for improvement. The content is regularly reviewed. It is entirely fit for purpose as a development plan in its own right. Therefore, the school should:

Continue to maintain the high standards in each of the documents three sections by:

- Systematically addressing each area identified for development;
- Sustaining the robust training for pupils in GCSE question styles and techniques for all levels of ability, whilst maintaining the strategic focus on the needs of middle to lower ability pupils.



## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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### CATHOLIC LIFE

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***