



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

### St Peter's Catholic Voluntary Academy

London Road, Hinckley, Leicestershire, LE10 1HJ

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| <b>School URN:</b>      | 142724                                      |
| <b>Inspection Date:</b> | 27 March 2019                               |
| <b>Inspectors:</b>      | Mrs Fionuala Boucher and Mrs Amanda Greaves |

|                              |                         |             |          |
|------------------------------|-------------------------|-------------|----------|
| <b>Overall Effectiveness</b> | Previous Inspection:    | Good        | 2        |
|                              | <b>This Inspection:</b> | <b>Good</b> | <b>2</b> |
| <b>Catholic Life:</b>        |                         | Outstanding | 1        |
| <b>Religious Education:</b>  |                         | Good        | 2        |
| <b>Collective Worship:</b>   |                         | Good        | 2        |

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### St Peter's Catholic Voluntary Academy is a good Catholic school.

- The community of St Peter's Catholic Voluntary Academy is joyous. Committed leaders and local governors are unrelenting in their drive for improvement and their desire for all aspects of school life to be outstanding. Having built an atmosphere of mutual respect, love and partnership, the headteacher and her team ensure that pupils encounter the face of God on a daily basis. Strong parental engagement reflects the school's success in harnessing the commitment of parents in pupils' education and faith development.
- The quality of Catholic Life is outstanding. All members of the school community feel a sense of belonging and are proud to be part of the school family; they actively participate in maintaining the Catholic character of the school. Respect for others is shown in many forms: high standards of behaviour; quality of relationships; care for those in need, near and far. The mission of the school, 'Christ at the centre, excellence at the heart', is lived out by all.
- The quality of Religious Education is good. Pupils enjoy their lessons and work hard; they see this subject as paramount within their school curriculum. Teachers are committed to developing their skills, as are leaders and local governors. Addressing targets from the last inspection, there have been recent improvements in tracking systems and analysis of data. The school's next steps are to ensure that pupils remain active in all parts of lessons and ensure consistently good or better presentation in books.
- The quality of Collective Worship is good. Prayer is clearly treasured and is an important part of the school day. In whole-school worship, pupils participate in prayerful silence, sing with enthusiasm and appreciate the relevant purpose and mission provided. They now need to have wider experience in planning and leading worship, so that pupils other than the oldest develop their own skills. Worship links with the parish are exemplary.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Peter's Catholic Voluntary Academy is an average sized primary school situated in Hinckley, Leicestershire. It is part of the family of schools belonging to the St Thomas Aquinas Catholic Multi-Academy Trust.
- The school serves the parish of St Peter's, Hinckley, which is part of the St Dominic's Community of South West Leicestershire.
- There are 207 pupils on roll, of whom 75% are baptised Catholics, 16% are from other Christian denominations, 3% are from other world faiths and 6% have no religious affiliation.
- 10% of pupils receive support for their special educational needs and/or disabilities; very few pupils have an Education, Health and Care Plan (EHCP).
- Less than 5% of pupils receive Pupil Premium funding, provided to schools in order to overcome barriers to disadvantage.
- 18% of pupils have English as an additional language (EAL).
- A new headteacher has been appointed since the last diocesan canonical inspection.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Religious Education:
  - Ensure that pupils take a more active role in lessons by providing further opportunities for them to share their ideas more regularly and readily within introductions to lessons.
  - Embed a more consistent approach to marking and feedback systems throughout the school so that:
    - The driver words are linked to teachers' comments, thereby aiding pupils' 'next steps' in learning;
    - The expectation of pupils' presentation in workbooks is raised;
    - An increased proportion of pupils reach greater depth in Religious Education.
- Collective Worship:
  - Provide more regular opportunities for pupils throughout the school to plan and lead worship at a level which is relevant to their age.
  - Enhance pupils' participation in whole school worship by including opportunities for a wider response from those other than the pupil leaders.

## CATHOLIC LIFE

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| THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL | 1 |
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school – outstanding**

- Pupils at St Peter's are immensely proud of their school. Through their actions, commitment and behaviour, they embody the school's mission to always hold 'Christ at the centre, excellence at the heart'.
- Pupils show a deep respect for themselves and others. They say, 'We help each other' and that, 'You'll never be lonely here!' Pupils pride themselves on their own exemplary behaviour and their positive relationships with others, reflecting their understanding of each person being precious in the eyes of God.
- Pupils are keen to contribute to the Catholic Life of the school and undertake charity work with passion, recognising their contribution to supporting others and working for the common good. CAFOD, Mary's Meals, the Jumbulance, cancer charities and the Jesuit Nevitt Fund (which links to a school in India) all benefit from pupils' fundraising activities.
- Pupils value the school's chaplaincy provision highly. All Year 6 pupils are involved in chaplaincy work, relishing the opportunities to support five aspects of the Catholic Life of the school: pastoral, fundraising, welcome, monitoring and evaluation and liturgy. The pupils make a significant impact on the school community. The support of a highly effective and experienced lay chaplain enhances provision.
- The strong links with the parish are a strength of the school. Pupils speak vociferously about their love and respect for Father Frank, ably reciting many occasions when he has supported them in school and at church in the development of their faith. As a consequence, pupils support the parish at weekend and midweek services: two pupils felt 'honoured' to be asked to serve on the altar at the forthcoming funeral of a parishioner.
- Pupils speak enthusiastically about the Catholic traditions of the school, irrespective of their own faith commitments. They express themselves with confidence and pride, saying that at St Peter's school, 'We talk about Jesus and how we can live - how God wants us to be a better person in our everyday lives'.

### **The quality of provision for the Catholic Life of the school – outstanding**

- The school's mission statement is a clear and inspiring expression of the educational mission of the school. It is well known and visible in all areas of the building, displayed in classrooms, on the cover of Religious Education workbooks and included within external signage.
- Relationships reflect the commitment of all to the school's mission across the curriculum and this is woven into the Catholic Life of the school. There is a strong sense of belonging; prayer is central to the life of the school; the community is outward-looking; the parish is bound closely to the school; parents are welcomed and supported.
- The school's Catholic character is unmissable when surveying the environment. Unique artefacts emphasize the commitment of the community to providing effective symbols of the Catholic Life of the school. These are enhanced by displays of pupils' own creations, driven by homework tasks which take Catholic Life into the home, such as a variety of home-made palms to reflect the school family's journey in Lent towards the feast of Easter.
- All staff promote the highest standards of behaviour and empower pupils to thrive in an environment of acceptance and respect. Staff manage any rare instances of less positive behaviour extremely well: the pupils report that 'there are not many fallouts. Teachers sort it out, or the (Year 6) pastoral team come in – we feel it is our responsibility to help'.
- Clear policies and procedures are in place at St Peter's ensuring all receive high levels of care and support. The senior staff, teachers, teaching assistants, ELSA (Emotional Literacy Support Assistant) and extended staff team promote health in body, mind and spirit. This ensures that all pupils, including the most vulnerable, receive the time and attention they need – as do the staff members. Arrangements for the teaching of Relationships and Sex Education (RSE) further support this work.

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

- There is a deep commitment to Catholic Life of the school on the part of leaders and local governors at St Peter's. Development of this area has continued since the last inspection, so that an increased sense of ownership of Catholic Life has been realized by all stakeholders. Monitoring and evaluation systems have strengthened. This includes high quality support from the recently established St Thomas Aquinas Catholic Multi-Academy Trust.
- Leaders and local governors are strong role models for promoting the Catholic Life of the school. Active involvement of the local governing body, including the parish priest, ensures that challenge as well as support is on offer; in turn, the headteacher, Religious Education subject leader and key staff are not complacent, despite their success in this area, and continue to plan for further development - for example, through their Catholicity Improvement Plan.
- The provision for Catholic Life is afforded the highest priority by leaders, who correctly identify this in their own self-evaluation documents. High quality visual displays, the commissioning of a statue of St Peter and the choice of artefacts on display support this view.
- As a result of successful strategies and a nurturing, welcoming ethos, parents and carers speak very highly of the school and the staff. They say, 'We love the school. Our child goes to church regularly and is close to her faith'.
- The school is enthusiastic in its response to diocesan policies and initiatives and actively promotes the Bishop's vision for the diocese throughout the school. This is evidenced in the school's focus over recent terms on Adoration of the Blessed Sacrament, Encounter, Discipleship and Missionary Discipleship which are reflected in record books, creative displays and word of mouth.

## RELIGIOUS EDUCATION

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| THE QUALITY OF RELIGIOUS EDUCATION | 2 |
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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

- Behaviour of pupils in lessons is exemplary. Pupils show interest and enthusiasm in Religious Education lessons; they are particularly engaged where learning is active and benefit from opportunities to share and collaborate. Pupils articulate their learning positively and have an increasing level of understanding.
- Pupils in Key Stage 1 and 2 make good progress from their starting points across the school. Pupils are able to make links confidently using their first-hand experiences of the Mass and the work of the parish due to excellent relationships and regular visits between the school and the parish priest.
- Pupils with additional needs are well catered for in terms of classroom support, resourcing and attention to their needs. The school has recently introduced a whole school tracking sheet for staff, enabling them to see a child's progress from when s/he joined the school. The tracker identifies groups, including pupils with English as an additional language, special educational needs and/or disabilities (SEND) as well as higher attaining pupils.
- Attainment in Religious Education is in line with diocesan expectations. Driver words are present and known throughout the school; they now need to be used in a targeted fashion through verbal and written feedback in order to secure future progress - in particular for the higher attaining pupils.
- Pupils have an awareness of their next steps in learning. They are able to explain the use of symbols reinforcing knowledge, their thoughts and actions, responding consistently throughout the school through the use of a purple pen. By Upper Key Stage 2, pupils are demonstrating pride in their written work, however, a greater consistency of high expectations regarding the presentation of pupils' work is required throughout the school.

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

- Across the school, teachers show confidence in their subject knowledge and use a range of strategies and resources to engage pupils; consequently, pupils learn well, and teaching is good. In the best examples, pupils are encouraged to be active learners throughout the lesson where teacher talk is limited and tasks are open ended.
- Pupils who require additional support within Religious Education lessons make good progress due to effective adult support. This now needs to translate to higher attaining pupils in order to challenge and accelerate their progress, utilising all parts of the lesson in order to secure greater depth in Religious Education.
- The school provides a strong environment and a wide range of high-quality resources to support pupils' learning: for example, links cards, working walls and quotations from significant people and scripture. These now need to be more frequently and independently accessed by the pupils during lessons.
- In the best lessons, teachers ask a range of key questions and interject subject knowledge to move learning on; they address misconceptions and pitch activities to the needs of individuals. Good outcomes are evident in classes where pupils are encouraged to be actively involved in high quality collaborative tasks from the beginning of the lesson.
- Pupils understand the importance of Religious Education and they say, 'It means we are always thinking and learning about God and Jesus. We make sure we put devotion into our work, being respectful'.
- Assessment judgements are secure. In order to ensure pupils are carefully targeted and opportunities for accelerated progress are not missed, the school has rightly identified the need for a revised approach towards tracking and has devised an appropriate format. This should provide opportunities for staff to identify higher attaining pupils at an earlier stage, as well as ensuring progress for all.

### **The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – good**

- Leaders and local governors ensure that the curriculum in Religious Education meets the requirements of the Bishops' Conference of England and Wales. The timetable allows for adequate provision for the teaching of Religious Education and ensures that this subject is comparable to other core curriculum subjects in terms of budget, CPD (continuing professional development), resources and staffing; including deployment of additional teaching assistants.
- The headteacher works closely with the subject leader for Religious Education. They are both reflective practitioners who are eager to continue the development of staff to deliver the curriculum with a stronger knowledge base and confidence.
- Leaders have supported staff to embed the *Come and See* programme as well as complementary materials focusing on the needs and interests of the pupils. The curriculum design provides opportunities for Relationships and Sex Education (RSE) as well as pupils' spiritual, moral and cultural development.

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- The subject leader for Religious Education is committed to school improvement and has engaged fully in diocesan training. She has recently attended training on the new End of Year Expectations document and has adapted the materials given, personalising them in order to support staff in their understanding.
- The headteacher and Religious Education subject leader carry out regular monitoring tasks; learning walks, lesson observations and book scrutinies, ensuring that the monitoring time committed for Religious Education is comparable to English and mathematics. The school would benefit from further moderation tasks with neighbouring Catholic schools in order to share practice and expectations.
- Local governors are clear about the school's strengths and areas for development. They monitor the work of the school regularly and rigorously. Local governors are key partners in monitoring activities and are astute in their understanding of the direction of the school in terms of Religious Education.

## COLLECTIVE WORSHIP

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| THE QUALITY OF COLLECTIVE WORSHIP | 2 |
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

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

- The community of St Peter's take pride in their preparation and delivery of Collective Worship; evaluation sheets are used effectively to monitor and evaluate the Acts of Worship for the adults and pupils who attend. These are scrutinized by staff and pupils and any suggestions are acted upon. More detailed and frequent completion of planning sheets would add further depth.
- In whole-school Acts of Worship, pupils enter and leave the hall with complete reverence and respect; it is clear that this practice is commonplace. All pupils sing with enthusiasm and likewise appreciate moments of quiet reflection, built-in appropriately. The chaplaincy team reports that it is given the opportunity to plan Acts of Worship around the scripture and video clips suggested by an adult. The team is clearly proud of the contribution that it makes to the school community; it now needs to explore ways in which to engage other pupils within the worship.
- The chaplaincy team leads Acts of Worship confidently with a child-friendly approach which includes all the required elements of worship. Pupils bring the Gospel to life using drama and visual aids. Pupils are challenged to go forth with a mission, such as to accept others' apologies if they have caused hurt. Classes are also asked to follow up on the key messages during the week and to complete evaluation bubbles. The chaplaincy team's effective leadership now needs to be cascaded to the rest of the pupils in school. More frequent opportunities for all pupils to lead Collective Worship will strengthen this area.
- Acts of Worship are led by Year 6 pupils over lunchtimes in the newly developed 'prayer space', supported by the lay chaplain. Pupils lead with enthusiasm, independence and confidence, using scripture and religious artefacts. They are inspirational in their delivery, engaging the other pupils' and adults alike. They reinforce the strong links between the school, home and parish in how they are active members of the altar serving team at church.
- Encountering Christ is at the centre of the prayerful life at St Peter's, in keeping with the Bishop's diocesan focus on the themes of Encounter, Discipleship and Missionary Discipleship. There are many prayer spaces around the school which children can utilise as and when required, including for spontaneous prayer. The chaplaincy team and school council remember taking part in a recent 'Adoration', led and supported by Father Frank. The school celebrates these activities as an enhancement of the pupils' experience of encounter and prayer.



### **The quality of provision for Collective Worship – good**

- There is an action plan in place for Collective Worship; worship has a clear purpose, message and direction. There are opportunities in the school for pupils to develop their knowledge of traditional and spontaneous prayer, an example of which successfully took place in Lower Key Stage 1, where the majority of pupils were able to write personal prayers using the Stations of the Cross as their starting point.
- Collective Worship is well organised and equally well resourced: the entrance area of the school sends a very clear message to visitors that it is a Catholic school with Catholic values linked to worship. The staff prepare this area on a rota basis, demonstrating a shared responsibility. St Peter's opens its doors with a genuine heart where everyone feels welcomed and included. Parents appreciate the regular invitation into school to be part of the class Acts of Worship.
- All stakeholders and visitors are very much part of the landscape of worship where their contribution is valued, as evidenced by the comments in the monitoring files. Under the guidance provided by the parish priest and the newly employed lay chaplain, the school has the capacity to move forward in this area relatively quickly, by involving the other pupils other than the chaplaincy team in leading regular Acts of Worship from Foundation Stage to Year 6.
- Staff provide very clear guidance for the liturgical seasons and pupils are very aware of the Church's liturgical year, which is evidenced in the classrooms and around the school. As a result, pupils discuss the liturgical year with a good level of knowledge and understanding - for example, they can explain how they select resources for the focus areas when preparing the worship space.
- Staff facilitate opportunities for some pupils to use their skills in organising liturgies and Collective Worship. Whilst children have the opportunity to plan an Act of Worship as part of the 'Respond' phase of the curriculum, they now require more regular opportunities to plan, resource and lead liturgy in groups for their peers and within the whole-school context.

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

- Leaders are clear about the components required for planning and leading quality Collective Worship. They have a good understanding of the Church's liturgical year, seasons and feasts; they use these times (e.g. Lent) to support children's understanding of Catholic faith traditions and how people pray and praise God.
- Collective Worship is strongly promoted by leaders and local governors. While monitoring takes place regularly, the evaluation does not yet identify ways in which children in infant and lower junior classes can develop opportunities to develop their skills related to pupil-led liturgy, thus limiting the Collective Worship judgement.
- Leaders ensure that staff receive regular opportunities to develop their own practice; they access training and professional development offered by the diocese and their Catholic Multi-Academy Trust, including the Bishop's Certificate programmes of study and the sessions offered for those new to Catholic schools and/or the Religious Education programme.

**continued**

- Local governors work in partnership with leaders to challenge and support during discussions, meetings and monitoring activities: this is evident in minutes from meetings, plans and verbal feedback. They are keen to further develop pupil-led liturgy so as to ensure that all pupils have the opportunity to plan, resource and lead worship – relevant to their ages.
- The school has developed a particularly strong link with the parish and parish priest which enhances worship opportunities within and beyond the school. This mutually beneficial partnership is the life-blood of the Catholic community in Hinckley and a testament to the school leaders and local governors involved.

## SCHOOL DETAILS

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| <b>School Name</b>             | St Peter's Catholic Voluntary Academy          |
| <b>Unique Reference Number</b> | 142724   |
| <b>CMAT</b>                    | St Thomas Aquinas Catholic Multi-Academy Trust |

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *Evaluation Schedule (September 2018)* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 7 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the chair of governors, a local governor, the lay chaplain and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the college development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

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| <b>Chair of Governors:</b>                 | Mr Jim Connolly                     |
| <b>Headteacher:</b>                        | Mrs Luisa Rinaldi-Oxley             |
| <b>Date of Previous School Inspection:</b> | 15 January 2014                     |
| <b>Telephone Number:</b>                   | 01455 634087                        |
| <b>Email Address:</b>                      | lrinaldi-oxley@stpetershinckley.net |

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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| <b>Grade 1</b> | Outstanding          |
| <b>Grade 2</b> | Good                 |
| <b>Grade 3</b> | Requires Improvement |
| <b>Grade 4</b> | Inadequate           |

In the context of the whole school, the overall effectiveness grades have the following meaning:

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| <b>Grade 1</b> | Outstanding          | The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.  |
| <b>Grade 2</b> | Good                 | The school is an effective Catholic school. Pupils' needs are met well.  |
| <b>Grade 3</b> | Requires Improvement | The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 18 months and the school will be re-inspected within 3 years.           |
| <b>Grade 4</b> | Inadequate           | There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years. |