

St Peter and St Paul Catholic Primary School

Compton Street, Goswell Road, EC1V 0EU



Date of inspection by Westminster Diocese: 14 June 2018

Summary of key findings for parents and pupils

A. Classroom religious education is good

- The curriculum is planned in line with the expectations of the Religious Education Curriculum Directory.
- Staff create a positive and nurturing climate for learning for all pupils.
- Pupils are well engaged and keen to learn.
- Pupil attainment is generally in line with expectations, and with core subjects.
- Teaching is good overall.
- There are good resources, including ICT.
- Subject knowledge of many teachers is good.
- The behaviour and attitudes for learning by all pupils from the earliest age in nursery are exemplary.
- Opportunities for reflection and spontaneous prayer are provided within the lessons.
- The commitment of all staff, especially the recently appointed leader in religious education, to improve religious education provision for all is strong.

Classroom religious education is not yet outstanding because

- There are inconsistencies in approaches to teaching and in feedback to pupils so they are not always challenged appropriately, as in other core subjects.
- Tasks in religious education are not always effectively matched to the different levels of ability within classes.
- Pupils are not always experiencing a broad and creative curriculum in religious education.

B. The Catholic life of the school is good

- The school fully meets the requirements for 10% curriculum time, laid down by the Bishops' Conference.
- Prayer and worship are central to the school's understanding of itself.
- The school benefits from dedicated and committed leaders, who encourage staff and pupils to deepen their faith experience, from the very young in Nursery and at a more mature level for older pupils, thus influencing their growing spirituality and faith development.
- Positive and nurturing relationships are seen across the whole community.
- The articulate and confident pupils are able to express their love of the school and how it influences their faith journey.
- Pupils recognise the call to serve and to be good neighbours.
- The committed leadership team, led by the headteacher, is determined to move the school forward.
- The parish priest, as chaplain and designated governor, informs the governing body and ensures that all aspects of the Catholic life of the school continue to grow.

The Catholic life of the school is not yet outstanding because

- There are not yet enough opportunities provided for all pupils to plan and deliver worship across the school.
- Pupils are not yet able to fully articulate their response to the call for human flourishing and social justice.
- The leadership of the Catholic life of the school is not yet fully consolidated.

A. Classroom Religious Education

What has improved since the last inspection?

The school has experienced a range of staff turnover since the previous inspection, including the role of the leader for religious education. They have recently introduced a new scheme. The school has purchased a range of resources, appointed chaplains and have adopted house saints, including one linked to the Pallotine Fathers. The school has focused on developing the knowledge, respect and understanding for the pupils regarding other faiths. This has included visits to places of worship and invitations to leaders and practitioners of other faiths. They also benefit from the faith experience of members of staff who share their faith and practice, leading some assemblies for the pupils across the phases.

The content of classroom religious education is good

The school fully meets the requirements laid down by the Bishops' Conference of England Wales, in delivering the 10% curriculum time for religious education (RE) for the pupils. The content of religious education is also meeting the requirements of the Religious Education Curriculum Directory (RECD). The newly established scheme is being developed to support the teaching in religious education, to impact on learning across the key stages. Staff are being supported to develop their subject knowledge by the recently appointed leader, in partnership with the senior leaders. The governing body are committed to providing a rich variety of resources and ensure that budgetary decisions include generous funding for religious education and the Catholic life of the school as for other core subjects.

Pupil achievement in religious education is good

The progress of pupils in religious education is good overall. The scrutiny of the work in the books, shows that not all tasks are effectively matched to the different ability levels within classes. The leader has recently introduced more formal ICT based tracking for all subjects, as well as for religious education. The embryonic tracking system has not yet had enough time to be a useful tool for analysis of progress over time. However, currently the data and moderated examples of work, informs that religious education progress is broadly in line with English. The school now recognises that in order to challenge for higher standards and expectations, they will install the 'steps to success' framework, which includes a challenge within the areas of learning in religious education as for other core subjects. This will be merged with a clear and succinct learning objective, set at the beginning of the lesson. The school is using the diocesan samples of best practice to check the accuracy of their in-house moderation. The leader of assessment has rolled out a cycle of assessing religious education attainments half-termly, through the triangulation of planning, lessons and learning. The embryonic systems and structures are now being implemented, to ensure that pupils demonstrate effective levels of attainment and achievement in religious education.

The quality of teaching is good

Creative learning opportunities are encouraged, including role play and drama, for example in an Key Stage 1 class the pupils were encouraged to demonstrate their understanding of the gifts and fruits of the Holy Spirit, and 'how they can continue Peter's work today'. This succinct link to scripture and their everyday experiences are enhancing their religious literacy. The planning for the curriculum is linked to the scheme used by the school. The pupils across the phases would benefit from a broader range of activities and exploration of the themes being covered, using a wider range of supplementary materials. Teaching across the school is good and in the early years children are taught by excellent practitioners, both teachers and support staff. The teachers across the school endeavour to ensure pupils are consistently engaged in their learning, Pupils achieve well when the

lessons are thoughtfully planned and there is variety in the activities included in teachers' planning. There were examples in some pupils' books where teachers' marking had helped them to improve their understanding and deepen their thinking of the work covered; this was reflected in their responses. However, this kind of marking was not consistently applied across the school. The parish priest actively supports the teaching of religious education, including the new scheme. He also supports the staff subject knowledge especially outlining the theology underpinning the concepts being delivered.

The effectiveness of leadership and management in promoting religious education is good

The school has experienced changes in the leadership of religious education over recent years. The recently appointed RE leader is working in partnership with the headteacher and the leadership team. The diocesan advisor has been supporting the RE leader through diocesan protocols and processes. She has also participated with the leadership and governors in the completion of the self-evaluation document. The RE leader has recently become an active partner in the Islington deanery network. The leader of the deanery network has shared models and samples of good practice, which the school is embracing in its drive towards raising standards in religious education. The strategic partnership with other school leaders in the deanery has been most beneficial in supporting the school to identify priority action areas.

What should the school do to develop further in classroom religious education?

- Increase the subject knowledge for teachers, through continuing professional development, including Catholic Certificate in Religious Studies accreditation for those identified members of staff
- Senior leaders to embed good practice and drive standards across the school, to ensure that pupils know and understand what is expected of them, related to the levels of attainment against the agreed understandings.
- Purposeful, tailored and meaningful tasks to be planned, to meet the need of all pupils of different ability levels.

B. The Catholic life of the school

What has improved since the last inspection?

The school is very proud of its newly developed chapel, dedicated to the Pallottine Fathers, which houses the Blessed Sacrament. Pupils have been encouraged to research their house saints. The school has encouraged more parental engagement, in particular invitations to weekly and other special events. Some Year 5 and 6 pupils have been appointed as 'School Chaplains', and are very proud of their role. The school has developed its set of values which are prominently displayed through all public areas of the school and are effectively linked to relevant Scripture phrases. The 'Chaplains' have contributed regularly to the revised newsletter.

The place of religious education as the core of the curriculum

is good

The school fully meets the 10% of curriculum time requirement set down by the Bishops' Conference of England and Wales. The leadership team is increasing capacity with the recent appointment of the leader for RE and the appointment of a deputy headteacher, from September 2018. The governing body has invested in the new scheme to deliver RE and other artefacts. Their investment includes the renovated chapel and a wide screen projector to support pupil response in assemblies and whole school celebrations. The rich range of stimulating and colourful displays include banners and liturgical pictures which reflect the school's revised values.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

This school exudes Catholicism, with its outstanding ethos of prayer, mission and worship. The 'Chaplains' have just set up a 'Chaplains Information Board,' where they ask the 'Big Question.' They support planning and lead acts of worship. The 'Pallotine Chapel' is a central place for prayer, reflection and worship to the Blessed Sacrament. It is used throughout the year for a range of appropriate liturgical celebrations and regular class Masses. The traditions of the Catholic faith are central to all that is explored with pupils from the youngest nursery age, as seen in the excellent assembly for their 'graduation' to the Reception class. The older pupils, as 'Chaplains', are extremely confident and proud of their role as leaders and ambassadors in the school. The Nursery assembly presented an excellent portrayal of how the children are nurtured and encouraged to grow in faith. There is strong evidence of how pupils can pray spontaneously in class, adding to the class prayer books. They respond in a reflective manner, especially in the tributes paid following the Grenfell disaster. During school visits to the local church, pupils demonstrate a deep reverence in their reflections, and respect the views and opinions of their peers. The chaplain is a regular visitor to the school, leading a range of liturgies and empowering the pupils to explore the traditions and rituals of their faith. The weekly assemblies are led by the headteacher, reflecting on the gospel for that week, guiding the pupils to reflect and understand the meaning of the gospel in their everyday lives. In this way the assemblies enable pupils who do not attend Church to remain in full contact with the scriptures. The assemblies promote a school approach to faith, reminding the pupils of the school's values and how important it is for the pupils to reflect on them in school, on the playground and in their everyday lives.

The contribution to the Common Good – service and social justice –

is good

There is a regular school newspaper, which is sold for a nominal fee with the profits donated to Cafod. They are aware they should 'give money to charity so that they can help the poor people and

the people who don't have enough', but there is insufficient understanding of the theology underpinning these actions. Pupils collect food for the harvest festival, which is distributed to those in need at St. Luke's day care centre, where they also visit the elderly, singing and entertaining the residents. The choir has performed at St. Bartholomew's Hospital. The school council members were confident and enthusiastic to share their roles and responsibilities and to represent their class. They meet regularly with the headteacher to suggest ideas. Each class has a suggestion and a worry box. There are not yet sufficient opportunities to provide more ownership to pupils so they can plan and develop their response to social justice and the Common Good at age appropriate levels.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is good

The parents who met with the inspectors were pleased to share their appreciation of RE teaching in the school. The parents were very positive about their children's experience at the school. 'My child knows more about RE than me.' Parents feel children's RE knowledge develops as they move through the school. Another parent mentioned religious education homework and how impressed he was with the knowledge required to complete the activity. Parents felt they were well informed and a number mentioned the Wednesday Word sheet with the activities for parents and children to complete together and how it links to Mass on Sunday. They also mentioned the weekly newsletter containing information from the children. There are lots of opportunities for parents to come in to school for assemblies, masses and other celebrations. The headteacher has established links within her deanery and is benefiting from deanery and diocesan moderation. An advisor from the deanery has recently shared the moderation, to validate the school's assessment. The headteacher has developed partnerships with experienced executive diocesan headteachers. The governing body has good relationships with a variety of diocesan officers and advisors.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is good

The headteacher and the governing body are fully committed and dedicated to the Catholic life of the school. They ensure that the policies and practices have Christ at the centre. The recent appointment of a leader for religious education and the appointment of the deputy headteacher from September 2018 will place the school in a good position to continue to lead and manage both the religious education and Catholic life of the school. They set high expectations in relationships to ensure that the values are inculcated through the day to day life of the school. This is depicted through the exemplary behaviour and courteousness of all of the pupils across the school. Relationships are very strong and the mutual respect and love of God is testimony to the example set by members of the leadership team. The governing body is fully committed to its responsibility and mission in the church, developing their ethos and strategies with Catholicism at the centre. They are active partners with the leadership team and give generously and tirelessly to their roles and responsibilities within the school.

What should the school do to develop further the Catholic life of the school?

- Continue high quality targeted professional development to support leaders in driving school improvement.
- Encourage more pupils to be active in leading worship, demonstrating their growing personal relationship with God.
- Guide the pupils across the school to understand, articulate and respond to the call to justice and service.

Information about this school

- The school is a one form entry Catholic Voluntary aided school in the locality of Islington.
- The school serves the parishes of SS Peter and Paul, Amwell Street, St Peter's Italian Church, St. Joseph's Bunhill Row, St Ethelreda's Ely Place, St. John the Evangelist, Duncan Terrace, Our Lady of Czestohowa and Saint Casmir, Devona Street, and Notre Dame de France, Leicester Square.
- The proportion of pupils who are baptised Catholic is 94%.
- The proportion of pupils who are from other Christian denominations is 4% and from other faiths is 0.8%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 64%.
- The number of teachers with a Catholic qualification is 3.
- There are 12% of pupils in the school with special educational needs or disabilities of whom 4 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is above average.
- There is an above average rate of families claiming free school meals.
- 102 pupils receive the Pupil Premium (47%).

Department for Education Number	206/3575
Unique Reference Number	100447
Local Authority	Islington

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number of pupils on roll	211
The appropriate authority	The governing body
Chair	Mr Giles Buckenham
Headteacher	Miss Tracey Peters
Telephone number	0207 253 0839
Website	www.stpetersandstpauls.islington.sch.uk
Email address	email@stpetersandstpauls.islington.sch.uk
Date of previous inspection	May 2013
Grades from previous inspection:	
Classroom religious education	Outstanding
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection eight lessons or part lessons were observed.
- The inspectors attended an assembly and some classroom of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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Lead Inspector

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