



Diocese of Westminster

St Peter and St Paul Catholic Primary School
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DFE Number: (206/3575)
URN Number: 100447

Headteacher: Mr D Keane
Chair of Governors: Mr P Ronchetti

Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 1st May 2013
Date of previous inspection: 8th February 2007

Reporting Inspector: Deacon A Clark

Introduction

The inspector would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspector spent one day in school, visited seven lessons and one assembly, and carried out five interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons, and examination of school documents.

The Inspection of St Peter and St Paul, Islington was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Description of School

The school is a one form entry in the LA of Islington and the locality of Clerkenwell. The school serves the parishes of St Peter and St Paul, Clerkenwell, St Josephs Parish, Bunhill Row as well as the Italian Church. The proportion of pupils who are baptised Catholic is 100%. There are no pupils who are from other Christian denominations or other faiths.

There are 234 pupils on roll, with 4 pupils with statements of Special Educational Need. The proportion of pupils from ethnic minority groups is well above average. The number of pupils speaking English as an Additional Language is well above average. There is a well above rate of families claiming free school meals.

Key for inspection grades:

Grade 1: Outstanding;*
Grade 1: Very Good;
Grade 2: Good;
Grade 3: Requires improvement;
Grade 4: Causing Concern.

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade: [1*]

Classroom religious education is outstanding in developing the pupils' religious literacy. The pupils are able to articulate the teachings of Jesus and know how they apply to their own lives. They gain increasingly deeper understandings of the areas of the RE Curriculum Directory, whose requirements are very well met by RE curriculum. By the time the pupils have reached Yr 6 they are able to demonstrate thoughtful understanding of the teachings of the Church. The marking policies in RE give the pupils an accurate understanding of how well they are doing, and how they can achieve even better marks in their classroom work and homework. The pupils are taught to become familiar with the scriptures and are confident in using the bibles so well provided for in the school.

What has improved in classroom religious education since the last inspection and what should the school do to further improve in classroom religious education?

Since the last inspection the school has developed in its confidence in using the levels of attainment to track pupil progress. Staff have a solid understanding of what constitutes each level and their ongoing assessment of pupil learning each term is firmly based. Moderation of the pupils' work is both carried out by the RE Coordinator and also in conjunction with other Catholic schools in the Borough. The range and extent of resources used in classroom presentations, especially in the use of ICT, has been extended. The teaching about other faiths has been increased and pupils are aware of the diversity of faiths both in their local community and more widely.

To further improve in classroom education the school must be careful in its choice of the new RE programme which it is proposing to make in the coming year. Currently it is benefitting from the time and cooperation that the local Catholic schools are devoting to the Year of Faith materials. The advice of the diocese alongside the professional views of its own staff will all play a role in this choice. It will be important to give time and resources to reviewing why the Year of Faith materials have led to the improvement that they have, especially by putting aside time for staff reflections on what was specially effective for them about the Year of Faith initiative.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade [1*]

The match between the content of classroom religious education and the requirements of the Curriculum Directory is very close. Together with other Catholic schools in the Borough, teaching units closely linked to the Curriculum Directory and in line with the topics of the Year of Faith, have been developed and are used throughout the school. There is a strong emphasis on teaching through Scripture and the pupils have grown in their confidence of using the Scriptures. The locally developed Year of Faith materials clearly detail each area of the Curriculum Directory and recent in-service opportunities have enabled the staff to familiarise themselves with the new materials and how they meet the requirements of the Curriculum Directory.

Pupil achievement (as well as attainment and progress) in religious education

Grade [1*]

Pupil achievement in religious education is outstanding. Individual attainment by the pupils and the progress they make in each year is very good. The school has invested in a tracker system which brings together the various outcomes in RE and the other core subjects. The tracker results indicate that the progress made by pupils in RE is the highest of all subjects. This illustrates the objective of the school to make RE the core of the curriculum. Both the book scrutiny and the classroom participation by pupils in the RE lessons showed that the pupils make steady progress. The measurement of the progress is rooted in comparing individual pupil work with the school portfolio of levelled, annotated samples of RE work. The agreed marking policy is used in each year. Pupils are informed clearly about how to take the next steps to make progress in their work.

The quality of teaching

Grade [1*]

The quality of teaching in RE is outstanding. The teachers have absorbed and worked on the topics, incorporating the suggested teaching strategies and learning outcomes of the Year of Faith materials. There is a high degree of cooperation between the teachers and, along with the involvement of the TA's, a tradition of innovative and high quality teaching has strengthened. The close monitoring of the teaching by the senior leadership, together with the improved tracking of pupil progress through the levels, have resulted in focussed improvements in teaching. RE homework, often linked to Gospel values and sometimes shared with the family, is regularly set and marked. A priority is the development of independent learning skills by the pupils. Teachers are confident in their use of ICT, both as a teaching medium and the use of content to stimulate discussion and reflection.

The effectiveness of the leadership and management of religious education

Grade [1*]

The leadership and management of religious education is outstandingly effective. The joint leadership of the head and the deputy head, who is also the RE Coordinator, focusses on ensuring that religious education is at the core of the school's curriculum. High expectations are in place for the quality of religious education teaching and development. The climate of mutual support in using the Year of Faith topics is a consequence of steady and generous support of the Coordinator to each teacher for adapting and applying the topics to their own classes. There is a clear vision and direction for religious education shared by all staff members, and this clarity has been especially helped by the process of learning and using the Year of Faith materials. Five members of staff have the CCRS and two are in the process of studying for it. There is well planned CPD on a regular basis.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade: [1*]

The Catholic life of the school is outstandingly effective in developing the pupils' experience of the fullness of a Catholic way of living and believing. The pupils find in the school a rich and integrated experience of a school community trying to live the teachings of the Catholic Christian tradition. Prayer and worship are integral to the daily life of the school. Concern for the poor and learning to respond to the demands of social justice are well embedded in the ethos of the school. Finding ways to reach out to the other Catholic schools in the neighbourhood and to contribute to building the local Catholic community are features of St Peter and St Paul.

What has improved since the last inspection and what should the school do to further develop the Catholic life of the school ?

Since the last inspection the school has had a major review of its mission statement. It has adopted a new one which known by the pupils and prominently displayed throughout the school. It reads 'A new rule. I am giving you a new rule, love one another'. The school has built new strong links with the local parish of St Peter and St Paul now that it is a diocesan parish, and in particular, formed a good relationship with the parish priest. The school has introduced 'The Wednesday Word' a weekly RE publication sent home to all the families in the school, which introduces the themes of the following Sunday's liturgical readings. The school's weekly newsletter posted on its website also keeps parents informed of upcoming assemblies and liturgical feasts.

To further develop the Catholic life of the school, the school should look to ways to make its Pallottine heritage better known to the staff and pupils. The local parish until very recently was run by the Pallottine fathers and the Italian church still is. Their charism and character has something to offer to the spiritual and religious development of the pupils. The Pallottine motto is 'The love of Christ impels us' and the charism of the Pallottines is to assist all in finding and living their apostolic vocation in life. The school has renamed the mezzanine floor as the Pallottine floor and information boards informing pupils and visitors of the Pallottine tradition would be appropriate.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade [1*]

The school is assiduous in placing religious education at the core of the curriculum. The head and deputy head, who is also the RE coordinator, are committed to achieving this. The School Development Plan focusses on this aim. 10% of curriculum time, in accordance with the Bishops' expectation, is dedicated to teaching religious education. The budget for RE is higher than many subjects and the subject enjoys high status in the school. The in-service and CPD of teachers is regularly planned for, and the development of the staff's knowledge of the Catholic tradition is ensured by the number of teachers either with, or on the road to obtaining, the CCRS. The governors are active in their interest and support of the subject and are particularly helped by the

local parish priest being the governor with specific responsibility for religious education. To better promote the use of scripture by the pupils, the school has invested in full set of bibles for each class. The pupils in KS2 are comfortable and confident in using them.

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

Grade [1*]

Prayer and worship are a strong feature of the daily life of the school. Each day begins with morning prayer, either in the classroom or in weekly school assemblies, sometimes whole school, sometimes Infant or Junior. Singing at the assembly attended during the inspection was noticeably joyous and all pupils joined in. At midday, grace is said before the meal. Class and whole school Masses are regularly celebrated, sometimes in the local parish, sometimes in the school. Pupils are involved in helping prepare for these celebrations and a number of pupils are altar servers or readers. For class masses the school benefits from a chapel, also used for Reconciliation services. Each classroom has a prayer corner, well displayed, and with the opportunity for pupils to express their individual prayers through prayer intention envelopes or boxes. The local parish priest is a regular visitor to the school and he ensures there is continuity between the school and parish in liturgical planning. The First Holy Communion group is based in the parish but has strong links and support from the school. A parish catechist is also a member of the school's administration staff. Both staff briefings and staff meetings begin with prayer.

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

Grade [1*]

The school is achieving its vision of its pupils developing as global citizens with a strong and secure commitment to social justice. The school links its fundraising to CAFOD and other Catholic charities to help the pupils appreciate the extent of poverty and injustice in the world today. Currently the school is raising funds for the children displaced as a result of the war and terrible tragedies taking place in Syria. It has arranged for a speaker from The Passage to come during the summer term to provide input to the unit on The Common Good and to help arrange the pupils collecting money and goods for The Passage. In this way and in many other instances pupils are helped to understand why they are called to action for social justice, following Jesus' teaching that the least you did to the least of these ones, you did to me. The school enjoys a wide cultural diversity among its pupils and these are celebrated as appropriate at Christmas and other times. There is a particularly strong link with the Italian community related to the nearby Italian Church. The school council provides opportunities for pupils to assume responsibility, as well as forum for communicating suggestions and discussing difficulties.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade [1*]

The school has firm and established links with the parents, parish and diocese. There is a clear understanding of the partnership with parents regarding their different roles in educating the children. The inauguration of the The Wednesday Word is evidence of this joint working – each Wednesday a worksheet goes home, linking the Sunday gospel with related activities to share with their children. The partnership with the local parish is very strong and the parish priest is a governor of the school as well as a regular visitor to it. Parents are invited to the school Masses and recently a joint school and parish mission was arranged, led by the Sion Community.

The partnership with the other Catholic schools in the borough is fostered and supported. The schools have engaged actively with the Westminster Diocese Education Service and its local adviser to work on the Year of Faith teaching units, prepared together in the deanery of Islington. Diocesan

advisory and inspection staff have visited the school and led in-service sessions for the staff. The head teacher and the deputy headteacher have regularly attended diocesan conferences and training days. The governors keep up to date with diocesan guidance documents and attend governor training sessions.

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

Grade [1*]

The Governors, headteacher and RE coordinator effectively promote the Catholic life of the school. Parents and teachers are aware of the vision and commitment of the school to develop and live the Catholic tradition in all areas of the school's organisation and curriculum. The school has been successful in creating a climate of cooperation and generosity towards building the Catholic life of the school, whether in respect of receiving the sacraments, working on local charity and justice causes or finding out more about the teaching of Jesus Christ. Staff, pupils, governors and parents cooperate constructively in appropriate ways to build and sustain the Catholic ethos of the school. Regular inservice for both governors and staff is organised to develop Catholic life. The school community benefits on receiving encouragement and ideas in this area from the contacts it has with other Catholic schools in the borough and from the visits of Diocesan Education officers.



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Grade 3: Requires improvement;
Grade 4: Causing Concern.*

A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy? Overall Grade [1*]

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?	Grade [1*]
Pupil achievement (as well as attainment and progress) in religious education	Grade [1*]
The quality of teaching	Grade [1*]
The effectiveness of the leadership and management of religious education	Grade [1*]

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing? Overall Grade [1*]

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget	Grade [1*]
The experience of Catholic worship – prayer and liturgy – for the whole school community	Grade [1*]
The commitment and contribution to the Common Good – service and social justice.	Grade [1*]
The partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf	Grade [1*]
The effectiveness of the leadership and management in promoting the Catholic life of the school.	Grade [1*]