



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PETER'S CATHOLIC HIGH SCHOOL

ORRELL

Inspection Date	Tuesday 17 June 2014
Inspectors	Deacon Paul Mannings, Mrs Elizabeth Dolan
Unique Reference Number	106537

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

Type of School	Catholic voluntary-aided, mixed comprehensive
Age range of pupils	11-16
Number on roll	929
Chair of Governors	Mr. Terence Sweeney
Headteacher	Mr. Andrew McGlown
School address	Howards Lane Orrell Wigan WN5 8NU
Telephone number	01942 747693
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Date of last inspection	Tuesday 18 September 2007

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 situated in the Archdiocese of Liverpool and within the Wigan Authority.
- There are 929 pupils on roll of whom 99.95% are baptised Catholics, with 0.05% from other Christian denominations and 0% from other world faith or religious traditions.
- Pupils are drawn from associated Catholic primary schools in the Pastoral Area.
- The school has 69 teaching staff, 62% of whom are Catholic.
- The Religious Education department has six members. Of these, five are full-time. One member is part-time in addition to teaching another subject. Five are qualified in Religious Education.
- The headteacher has been appointed since the last inspection.
- The lay chaplain has been appointed since the last inspection.
- The head of Key Stage 3 Religious Education has 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 provides outstanding Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- They demonstrate how, according to the Mission Statement, St Peter's is '*A learning and serving community enriched through friendship and Christian faith.*' Pupils interviewed spoke about the process for its formulation. Their concluding decision was that the content, "Says it all. It is what we are about, what we aspire to." They offered wide ranging practical examples. These include extensive outreach programmes dedicated to the wellbeing of others.
- Pupils understand that Gospel values underpin the extent to which they are valued. Due to effective pastoral care they feel happy and safe in school. They have a sense of purpose. They are encouraged to strive for personal excellence. Equally there is an unselfishness demonstrated by levels of mutual support and community celebration.
- Religious Education enables pupils to put faith into action. They are confident to talk about and share their beliefs and world views.
- Pupils are proud of the school's standing within the pastoral area. They are part of the threefold process involving home, school and parish and understand how the three are linked.
- Pupils are particularly proud of the tangible expressions of religious life in and around the school including artwork, craft and photography.
- They are confident in the guidance provided by all staff. In return pupils want to live up to the standards set for them. This is demonstrated by their maturity and sense of responsibility.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show outstanding levels of achievement and attainment in Religious Education.
- In Key Stage 3 over time the majority of pupils achieve their expected two levels of progress. The current percentage is 95.3%, with 22.3% attaining three levels of progress. Pupils receive a solid foundation for GCSE.
- Achievement at Key Stage 4 remains consistently high and well above national averages. Percentages for GCSE A*-C over time have remained upwards of 80%. In 2013 this reached 92% for A*-C. Percentages achieving A*-A have increased to beyond 50%.
- Achievement and attainment is the result of good and outstanding teaching. It is well enriched by highly effective monitoring of pupils' individual performance.
- Pupils are given clear direction about how to progress. This is accompanied by much personal challenge well linked to their starting points. Differentiation is evident in all activities. Its quality enables pupils to have the personal security to know they are making progress.

- This results in pupils remaining on task for extended periods of time. They ask for help when it is required. Their prior learning informs current progress. This is supported by focused learning outcomes shared at the start of each lesson.
- Highly constructive plenary activities celebrate what has been achieved. They set the scene for individual progress.
- Their enjoyment of Religious Education triggers a willingness to succeed. This is matched by their outstanding behaviour and an almost business-like approach to learning.
- Consequently pupils are equipped to succeed and so produce their best work.

How well pupils respond to and participate in Collective Worship

- Pupils response to and participation in Collective Worship is good.
- There are a number of outstanding features. Pupils are more readily accepting the invitation to lead or to take more active participation in Collective Worship. They are rehearsing their inputs and benefitting from training in public reading. They are responding well to increased scope for personal stillness and reflection.
- Other pupils will benefit from prayer and worship activities that encourage more than a passive level of involvement.
- A number of pupils would like more scope for all form groups to either lead or to be more constructively involved in Collective Worship. A number of forms do present well. They feel, however, that this is an area for development overall.
- Pupils are respectful during worship. They listen to the keynote prayer focus. The majority respond to the invitation to join in with activities.
- Pupils appreciate the challenges provided by the themes. They feel motivated to make responses that bring alive the Gospel in everyday life.
- They are encouraged to offer their opinions and views on content. This reveals an ability to listen to each other. It also demonstrates a confidence to contribute in public.
- Pupils appreciate school prayer and worship as a bridge between their home and parish communities. They value praying for the specific needs of families.
- They are clear about the Liturgical Year because of the carefully constructed themes. Pupils relate well to the masses and services celebrated within school. In their opinion these are occasions when pupils do go that extra mile to participate.

The quality of teaching and how purposeful learning is in Religious Education

- On the day of inspection the quality of teaching and purposeful learning in Religious Education was good.
- There were a significant number of outstanding features. These included consistent challenge for pupils which enabled them to take control of their own learning. Pace and progress was maintained at all stages. The style of teaching was highly effective in enthusing pupils. Assessment and marking is outstanding overall.
- Lessons that were good aspired to the above standards. Planning was effective. The majority of pupils remained on task. A number of activities were prolonged yet pupils remained absorbed. Their responses indicated good understanding.
- Use of the Five Minute Lesson Plan is highly successful in drawing together all of the strands of a productive lesson.
- Teachers show in-depth knowledge. They use innovative and imaginative approaches. Teachers monitoring is effective in directing learning. Pupils are confident that guidance is always at hand.

- Assessment and marking is well organised and defined. Scrutiny of pupils' books indicates consistent use of the school's marking policy. Teachers' written commentary is diagnostic and formative. Feedback for pupils provides the basis for a continuing dialogue. Quality differentiation enables them to access the curriculum at an appropriate level. Pupils are enabled to be actively involved in their own progress and target setting. They take pride in their work and thrive on abundant praise and encouragement.
- Consequently teaching and learning maintains outstanding levels of achievement and attainment. It contributes to pupils' motivation and consequent enjoyment of Religious Education.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum promotes pupils learning is outstanding.
- The required 10% time allocation, provided since the last inspection, applies to the whole of Key Stages 3 and 4.
- In Key Stage 3 the curriculum has been thoroughly revised and further enriched. Content is linked specifically to assessment tasks supported by levels of attainment.
- In Key Stage 4 GCSE is taken by all pupils. There is an accelerated learning programme to enable high achievers to gain GCSE in advance of Year 11. For those who achieve, there is an appropriate supplementary course "Research, faith and action" focused on Key Skills – Working with others, which carries accreditation for further education.
- All programmes and schemes are well grounded in Catholic belief and practice. This is systematically applied to pupils' contemporary lives. There is particular emphasis on Catholic Social Teaching.
- Other world faiths and religions are included in each Key Stage. They are taught within the main body of the curriculum. Content is thorough and informed.
- There is comprehensive provision of resources. In many areas this has been created by teachers. The curriculum enables teachers to adapt the content according to their own strengths. Throughout, there is high quality differentiation.
- There is provision for pupils' frequent personal reflection in support of their spiritual development. This enables pupils and teachers to share thoughts and to readily apply Catholic knowledge and understanding.
- Consequently provision supported the requirements of the Religious Education Curriculum Directory for Schools and Colleges – 2012.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Outstanding features include the continued development of themes and resources, particularly the daily prayer reflections and the Worship Book. The school has continued to develop the range of prayer and worship. Retreat experiences are offered on and beyond campus.
- There is daily provision for form and year group prayer and worship. Each department participates. Masses and services are well planned and focused on the needs of the worshipping community.
- The school should now focus on continuing to increase pupil involvement and providing a more structured process for monitoring quality provision.

- The content is stimulating. Key issues are presented. These are designed to challenge participants. Abundant scope is offered for pupils to comment and express their beliefs. Consequently pupils are confident to either practically participate or be part of the praying community. The latter are encouraged to experience more than passive involvement.
- Many aspects of Collective Worship are used to emphasise partnership with the local and diocesan Catholic communities, particularly in serving those in need.
- Other world faiths and religions are celebrated in the light of spreading the Gospel through celebration difference and concentration upon ways in which all people can and do work and serve together.
- The coordination team is clear in its understanding of the nature of Collective Worship and its contribution in enriching overall spiritual and moral development.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show good understanding of and commitment to the Mission of the Church.
- This is clear from the dedication and effort afforded to planning the Mission Statement review process, which involved the whole community.
- Governors and leadership ensure pupils are empowered to live the Gospel call by encouraging them to fulfil their commitment to the school's mission and to be part of the review process.
- The Self Evaluation document highlights the key strands of evidence. This should now focus more upon referencing this evidence with supporting policy documents.
- Monitoring of Catholic life includes departmental reports to governors and senior leadership.
- The school is part of the Wigan and West Catholic Schools Direct. This ensures the sharing of best practice in Catholic life and other professional expertise through in-service amongst member schools.
- Since the last inspection a full time lay chaplain has been appointed. This role has made an outstanding impact on school life. It includes pastoral availability for pupils and staff. There is active networking with the pastoral area and the diocese. Numerous projects exist whereby pupils and staff can become involved at national and global level. There is a strategic contribution to the provision for Collective Worship and the participation of the community. Management regards the role of lay chaplain as implicit to the Catholic life as a whole. Lay chaplaincy in turn facilitates pupils and staff who together form a wide, varied and gifted chaplaincy team.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.
- This judgement is a joint celebration of the works of governors, senior leadership, head of department, head of Key Stage 3 and all who teach and contribute to Religious Education.
- It is a commendation of the conscientious improvements undertaken since the last inspection and duly described within the body of this report.

- The Self Evaluation document is a concise, informative and accurate appraisal of the strengths of Religious Education. It also identifies areas for continued improvement. There is a cohesive link with the departmental development plan.
- All departmental documentation is clear, thorough and comprehensive.
- There is a robust programme of continued professional development. This includes participation in all diocesan events. The school is generous in enabling the head of Key Stage 3 to maintain a strategic role in developing the new national 11-14 programme for Religious Education.
- Teachers in the department are enabled to flourish by devising teaching and learning strategies that celebrate their own strengths. Effective performance management means good practice can be shared.
- Programmes of study and schemes of work are well supported by exemplary attention to marking and to assessment overall.
- Consequently teachers in the department are responsible for the maintenance and development of outstanding achievement and attainment in Religious Education. Their mission is to ensure the Gospel message of Religious Education is proclaimed through the wider Catholic life and by the lives of all pupils. This is a success that is known, appreciated and respected by parent and by pupils.

What the school needs to do to improve further:

- Continue the successful further development of Collective Worship by:
 - training more pupils to lead prayer in form time;
 - further enriching the scope for more active pupil participation in form time;
 - providing a more structured process for monitoring overall provision.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate