



SS Peter & Paul Catholic Primary Academy & Nursery

URN: 139894

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

17–18 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- There is a strong culture of welcome for all community members, including the most vulnerable.
- Governors invest in all leaders' spiritual formation so that they are well-equipped to lead the school's mission and prayer life with secure knowledge and skills.
- Numerous opportunities are provided for pupils to actively live out Catholic social teaching principles, focusing on their embracing the responsibility to care for our common home.
- The head teacher is an inspirational role model of Catholic leadership.

What the school needs to improve

- Ensure pupils can clearly articulate the theology underpinning their enactment of Catholic social teaching principles.
- Enable pupils to independently plan, lead, and evaluate high-quality prayer and liturgy.
- Develop pupils' profound understanding of the impact religious education has on their moral and spiritual development.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

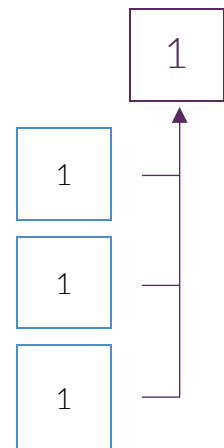
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils confidently articulate living the school's mission, 'Building our future together in Christ, on a firm foundation of love, learning and service.' For example, they say, 'Sharing love and service is about helping one another because that is what Jesus would want us to do.' This is a happy and nurturing school. Exemplary behaviour and actions, modelled on Christ, are embraced by the pupils. The school council is developing an understanding of following the instruction of Pope Francis to care for our common home. In addition to the *LiveSimply Award*, the school council is preparing to join a national project with King Charles to protect the planet, further developing pupils' understanding of Catholic social teaching. However, they are yet to be able to speak confidently about the theology which underpins their actions. Pupils are committed and active in enacting their faith and supporting those in need locally, nationally, and globally. For example, pupils led a defibrillator campaign, demonstrating their commitment to promoting human dignity and winning a parliamentary award for their efforts. Furthermore, Key Stage 2 pupils are involved in Fare Share food distribution and the Mini Vinnies participated in a 'Big Summer Sleepout.' Pupils have a strong knowledge of traditional and contemporary saints and articulate how they inspire them to make the right choices. One pupil shared, 'Saints are important leaders who inspire others. They help me follow God's path.'

All staff and governors are examples of Christ-inspired compassion and love. SS Peter & Paul is a haven for its pupils and families. There is a steadfast commitment to providing various opportunities to promote every child's spiritual development. This is evident through the many accolades and external commendations the school has achieved. Among these are the Silver Artsmark Award, Active School of the Year Award, Anti-bullying Charter Award, and Well-being Award for Schools. The school's behaviour policy embraces Catholic values and virtues. It instils the language of negotiation with pupils; this promotes deep respect and valuing of others' opinions. Leaders invest in the spiritual development of staff across all levels. This investment culminates in opportunities for both pupils and staff to thrive. The school regularly seeks

parents' views, demonstrating that parents value the school's culture of welcome. One parent shared, 'I wasn't sure what a Catholic school meant before I came to this school, but it clearly means inclusion, love, and compassion.' Relationship and health education (RHE) provides a holistic vision of the human person and fully meets diocesan requirements.

Leaders align with the archbishop's vision for diocesan schools. A thorough induction programme for new staff instils the senses of value and care. All staff actively develop the school's Catholic ethos and support the community's most vulnerable. Close collaboration with the parish ensures strong sacramental preparation and supports parents as the primary educators of their children. Leaders actively encourage participation in parish activities, resulting in pupils who feel part of the wider Catholic community. Traditional faith celebrations are the foundation of the school calendar; for example, the Corpus Christi procession in the town centre features pupils who recently received the Eucharist for the first time. Collaboration between school, parish, and families has inspired individuals' faith journeys. The curriculum is gradually being enriched from a Catholic perspective. This is evident in science, for example, where pupils explore stewardship of God's creation, insights from visiting speakers, and various projects that enhance pupils' experiences. A formal curriculum plan for a fully Catholic curriculum is in place but not yet fully embedded. Accurate self-evaluation reliably informs school improvement plans related to Catholic life and mission. A rigorous plan for monitoring and evaluation supports leaders in ensuring the development of effective action planning with a continual drive for the best outcomes for all pupils.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

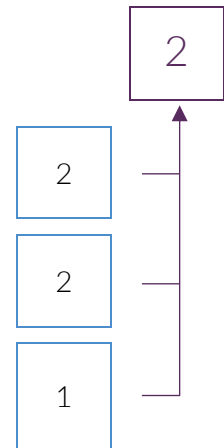
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils enjoy religious education lessons, and their learning behaviours and attitudes are positive. Pupils take great pride in their work, evident in their exercise books, displays, and big ‘class faith’ books. A culture of working collaboratively and supporting each other is firmly embedded, leading to pupils confidently working in pairs and groups. Consequently, pupils know that you can have different opinions from others, but you must be able to justify them respectfully. Pupils with additional needs are nurtured and inclusively integrated into all learning activities, mirroring the school’s welcoming and inclusive ethos. Religious vocabulary is explained clearly, and pupils develop a strong knowledge of this. Teachers’ planning, combined with their deployment of often captivating and innovative activities to promote learning and understanding, ensures that pupils are thoroughly engaged in their learning experiences. Younger pupils respond well to resources for ‘Godly play’; teachers model this well, resulting in engaged, responsive learners. Due to pupils’ high motivation levels, the quality of work produced is good, as shown by examples of exemplary written work from older pupils. Pupils reflect on prior learning, demonstrating they know more and remember more in lessons.

Teachers’ secure subject knowledge results from the high-quality training the head teacher provides. Pupils understand the importance of scripture within the liturgical year because of the emphasis teachers place on it. Consequently, pupils demonstrate palpable joy and celebration as they celebrate the risen Lord. Collaborative planning, observations, and moderation, internally and within the multi-academy company (MAC), support staff to confidently impart subject knowledge. Good learning behaviours and practices are embedded with high standards expected from all. Careful planning and adaptation of teaching strategies to meet the diverse needs of all pupils allows time for reflection in lessons. However, pupils do not yet fully understand the impact of what they learn on their spiritual and moral development. Teachers’ positive relationships with pupils ensure an ethos of confidence, sharing learning, and respectful opinions. Investment in teacher training to improve questioning skills has resulted in deeper thinking and justification of pupils’ views. Religious artwork is used to engage pupils; this shows

the impact of recent diocesan training and is used well in all year groups. A wide range of resources are carefully selected to optimise learning at all levels. Occasionally, teachers skilfully link scripture to traditional prayers and introduce how this impacts pupils' daily life choices.

The head teacher articulates a clear vision for religious education and has a rigorous plan for monitoring provision and outcomes. She monitors and analyses religious education data to ensure that support and appropriate coaching are available to staff as needed. This detailed professional development enables all pupils to succeed in line with other subjects. Leaders ensure the Learning and Growing as the People of God curriculum is delivered in all classes. Teachers are supported to have positive, professional, and challenging conversations in phase meetings; these, accompanied by access to diocesan training, have improved subject outcomes. This is evident in strong transitions between year groups, demonstrating a cohesive approach to teaching religious education. Leaders have excellent subject knowledge, and consequently, teachers thoroughly understand where pupils need to be, ensuring they challenge pupils to reach these high expectations. Leaders conduct regular detailed monitoring and analysis, which leads to rapid staff support. There is an embedded culture of 'being there for each other'. There is some outstanding teaching in the school, which is used to support the development of teaching elsewhere within the subject.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

2

Pupils thoroughly enjoy and respond well to experiences of prayer and liturgy the school provides. Engagement in prayer across all ages is reverent and respectful. Teachers plan carefully to ensure that an appropriate mood and setting are in place during prayer and liturgy. This enhances opportunities for pupils' spiritual reflection. Pupils of all ages are adept at following the various prayer routines, encompassing singing and open and traditional prayer. Quiet contemplation and silence are valued, and all pupils engage fully. Sufficient time and space are allocated to enable pupils of all capabilities to establish meaningful relationships with God. Pupils demonstrate increasing confidence and ease when leading prayers across the school. However, their involvement in evaluating different types of prayer and liturgy is not yet fully realised, meaning they do not always know how to improve their leadership. Parents are regularly invited to pupil-led liturgies, thoughtfully linked to relevant scripture passages. Pupil liturgy leaders can confidently explain why the tone of prayer may change at different points in the liturgical year. Pupils confidently recall traditional prayers, celebrating a deep love and respect for Our Lady through appropriate prayers being shared in Marian months. Pupils work well with their teachers in planning and preparing classroom liturgy, though they do not yet routinely plan prayer and liturgy independently.

Prayer and liturgy are central to school life. The head teacher provides parents with a comprehensive calendar of events that encompass the regular celebration of Mass, class liturgies, sacramental preparation sessions, and celebrations of class saints' feast days. These are valued and well-attended. The school works closely with parish clergy to ensure all staff are fully trained to support pupils in worship linked to the liturgical year. Staff and pupils appreciate the varied settings used to celebrate the Eucharist; they speak reverently about celebrations in church and school, including outdoors, reinforcing the belief that Jesus is always with them. Mass is a joyful celebration for all who attend, and all are welcome to attend.

Governors value the inspirational Catholic leadership modelled by the head teacher. Directors and governors are well-informed and constructively support and challenge leaders to ensure each child receives quality prayer provisions. For example, they understand the role of strategic leadership by using a skills audit to ensure excellent leadership at all levels. They are fully involved in school life. Leaders and staff speak positively about the support from the local governing board and the MAC. Governors' learning walks are planned for the school year to validate leaders' self-evaluation judgements and be confident in the school's provision of clear routines for prayer. The school is leading a project teaching others in the MAC to sign the Lord's Prayer in British Sign Language to celebrate the Year of Prayer. The school demonstrates a keen awareness and welcome of the diverse community and actively endeavours to authentically engage and incorporate the Catholic faith, embracing all cultures within the school. Leaders have further promoted the Lord's Prayer in various languages as part of a homework project, which engaged many families across the diverse school community. Leaders value feedback from all stakeholders. Clergy are regular visitors to the school; this is welcomed by pupils and staff who feel well supported by them. Leaders have responded to pupil feedback by introducing new hymns and procuring additional prayer resources. Similarly, parental feedback led to leaders re-evaluating venue choices for class-based liturgical sessions. Effective training has supported staff to deliver the prayer and liturgy policy.

Information about the school

Full name of school	SS Peter & Paul Catholic Primary Academy & Nursery
School unique reference number (URN)	139894
School DfE Number (LAESTAB)	336 3315
Full postal address of the school	Hordern Close, Hordern Road, Newbridge, Wolverhampton, WV6 0HR
School phone number	01902 556447
Headteacher	Jenny Byrne
Chair of governing board	Christopher Walker
School Website	www.sspeterandpaul.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Francis and St Clare Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	2

The inspection team

Rebecca McKinney
Julie-Anne Tallon

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement