

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education Collective Worship and The Catholic Life of the School



School: St Peter's Catholic College of Maths and Computing
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Headteacher: Mr Gavin Salvesen-Sawh

Chair: Mrs Barbara Hewitt

Date: March 1st-2nd, 2007

Inspector: Mr Paul Benfield

A Report from
The Diocese of Middlesbrough Education Service
Section 48 Inspection Team
50a The Avenue
Linthorpe
Middlesbrough TS5 6QT

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Factual information about the school

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St Peter's Catholic College of Maths & Computing is a small 11 – 16 Catholic Comprehensive School serving East Middlesbrough, an area of high social deprivation. The school has 478 pupils on role with 90% baptised Catholics. The percentage of pupils eligible for free school meals is 37% which is much higher than average. The proportion of pupils with learning difficulties is significantly above the national average and shows a rising trend. Over recent years the Headteacher and Governors have made a substantial commitment to investment in the infrastructure. As a result the school is able to provide a very pleasant teaching, learning and working environment for pupils and staff. Since the last inspection the school has become a Specialist College for Maths & Computing. Attendance at the school has been improving over recent years. The school achieved Investors in People Status in 2005.

OVERALL EFFECTIVENESS OF THE SCHOOL

St Peter's Catholic College of Maths and Computing is a good Catholic School with a number of outstanding features.

The Headteacher, Leadership Team and the Head of Religious Education all have a clear vision and direction in improving and promoting high quality care and education for all pupils. The school demonstrates its commitment to the Mission of the Church by providing a rich, broad and balanced curriculum with spiritual development a priority. The Mission statement is owned by staff and is understood by pupils. The school's Mission statement is clearly displayed throughout the school with a copy in all pupil planners. A strong Pastoral Care system is evident within the school and inclusion is given a high priority. The Governors are supportive, committed and knowledgeable in the drive to raise standards. Staff at all levels support and encourage learners in their spiritual and moral development. A Catholic Christian ethos permeates the daily life of the school. The revamped infrastructure is acting as a catalyst in helping to improve learning. The status of Religious Education within the school and wider community is paramount. The Catholic life of the school is continually being carefully monitored and evaluated.

Improvement since the last inspection

Improvement since the last inspection is good.

The improved infrastructure includes room reorganisation which has resulted in the Religious Education Department having a suite of rooms and dedicated office space. The Head of Religious Education has been able to relinquish the role of Head of Year thereby giving more time to Religious Education. The recommendation that a further Religious Education specialist be appointed has been met. There are now 3 specialist Religious Education teachers in post. A new chaplain has been appointed since the last inspection and additional training has taken place using Diocesan sources as well as in school training, buddy pairing with chaplains from other schools and working with the Diocesan Youth Officer. Additional financial resources have been found to support a comprehensive retreat programme within the school. The issue of Key Words (literacy) has been addressed by the use of imaginative displays in all Religious Education rooms and providing key word booklets for pupils.

Capacity to improve

The school's capacity to improve is outstanding.

The Headteacher and Governors have worked very hard to ensure that the infrastructure is able to provide a learning environment fit for the 21st century. The school has achieved Specialist Status and has invested heavily and wisely in staffing and resources. The focus is clearly on driving up standards and achievement at all levels. A keen awareness of differing learning styles, skilful use of ICT, careful monitoring and evaluation in all areas are being used to enhance pupil's progress. Supported by a strong leadership team and commitment at every level, the school is in a position to continue to identify and create opportunities for further improvement right across the board.

What the school should do to improve further

To improve further the school should:

- Continue to focus on pupil learning by regularly sharing good teaching practice and further developing the peer observation systems.

- Continue to focus on ensuring that targets are clearly identified for pupils' further attainment within marking.
- Further develop the internal assessment system at both Key Stages so that all pupils are in tune with their ability levels and have very clear targets.
- Share the valuable expertise and skills within the department across other curriculum areas.

THE CATHOLIC LIFE OF THE SCHOOL

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

The effectiveness of leadership and management in developing the Catholic life of the school is outstanding.

The Headteacher and the Senior Leadership Team along with the Governing Body are deeply committed to Mission of the school. This is fully and extensively expressed in all areas of the life of the school. They see the Catholic life of the school as a priority and this is reflected in every aspect of the community. The Headteacher has a clear vision of the strategies required to maintain and further develop the ethos of the school. There is clear evidence of a caring, supportive pastoral system where inclusion is given a high priority. The school serves an area of high social and economic deprivation but every effort is made to support encourage and to cater for the needs of the individual. The leadership style is compassionate but is also ready to challenge where necessary. There are clear structures for monitoring and evaluation.

Collective Worship

Collective worship in the school is good.

There is a clear programme for assemblies based on Form groups, Year groups and occasional whole school worship. These assemblies are structured, well planned and prayerful. Pupils act with reverence. Both staff and pupils are involved in leading assemblies using a variety of techniques including drama, music and ICT. Mass is celebrated in the school chapel monthly with a clear rota which ensures involvement. Attendance at Mass is good and members of the wider community often participate. Other liturgies take place in the chapel on a regular basis. A staff prayer group, led by the Headteacher, meets on a Monday morning before school. This group is well supported and has led to other prayer groups of staff and pupils, being developed throughout the week. Prayer is seen as a normal and integral part of everyday activity.

RELIGIOUS EDUCATION

Achievement and standards in Religious Education

Achievement and standards in Religious Education are good.

Teaching methods are imaginative and lead to good pupil participation from most pupils. ICONS forms the basis of KS3 work and the EDEXEL programme, both full and short course is followed at KS4. Individual needs are catered for and good use is made of different teaching styles. There was clear evidence of excellent relationships in the classroom and in and around the school. Most pupils make good progress and achieve well at both key stages. They are able to apply previous learning in a new context and to evaluate their own work. Information from assessments of pupil's learning is used in planning and teaching. Most pupils are aware of their levels of achievement. Staff regularly collect and record information on pupils' experiences and achievements. Information about pupils' needs and achievements is shared frequently.

Quality of provision for Religious Education

The quality of provision for Religious Education is outstanding.

The school fully meets the Bishop's Conference requirements for Religious Education. The curriculum is socially inclusive and includes and respects the faith backgrounds of pupils of other denominations and other faiths. Religious Education is given high priority in the school and full use is made of training opportunities. There is a dedicated area of the school set aside for the teaching of RE. This includes 3 specialist classrooms fitted with interactive whiteboards along with office space and resource area. There is also carpeted space for drama. Interesting displays of pupils work are to be found in the classrooms and the Religious Education area of the school as well all key areas throughout the building. The school has a beautiful, well used chapel at the heart of the school situated just inside the main entrance.

Leadership and Management of Religious Education

Leadership and Management of Religious Education is outstanding.

The subject is efficiently managed and organised by a very able Head of Department. There are three specialist teachers in the department who are very clear about the purpose of Religious Education and they have access to guidance, support and relevant professional development. Resources and accommodation are of a very high standard and are used efficiently and creatively to ensure excellent provision for pupils. The Headteacher and the Senior team are working very hard with the department in their focus on high standards. The Religious Education Department is, rightly, being used as an exemplar for other curriculum areas in the school.

Inspection Judgements Form

Area	Key to judgements: grade 1 is outstanding, grade 2 is good, grade 3 is satisfactory, and grade 4 inadequate.	Judgement
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Overall effectiveness

A1	Effectiveness and efficiency of the provision of Catholic education	2
A1.1	Distinctive nature of the Catholic life of the school	1
A1.2	Overall effectiveness	2
A1.3	Effectiveness of the home / school / parish partnership	2
A1.4	Improvement since the last inspection	2
A1.5	Capacity to improve further	1

The Catholic Life of the School

B1	Effectiveness of leadership and management in developing the Catholic life of the school	1
B1.1	Governing body	1
B1.2	Leaders and managers at all levels set clear direction	1
B1.3	Quality of the leadership of the Headteacher and senior staff in developing the Catholic life	1
B1.4	Contribution to spiritual and moral development	1
B1.5	Effectiveness of monitoring and evaluation	2

B2	Quality of collective worship	2
B2.1	Frequency and quality of provision	1
B2.2	Learners' response	2
B2.3	Contribution to spiritual and moral development	2

Religious Education

C1	<i>Achievement and standards in Religious Education</i>	2
C1.1	Learners' success in achieving targets, trends over time and variations between groups of learners.	2
C1.2	Standards of work	2
C1.3	Progress	2
C1.4	Enjoyment	2
C1.5	Behaviour and strategies in use	2
C1.6	Contribution to spiritual and moral development	1
C1.7	Learners' contribution to the school community	1

C2	Quality of provision for Religious Education – teaching and learning	1
C2.1	Match to learners' needs and curriculum requirements	2
C2.2	Suitability and rigour of assessment in planning, monitoring and informing learners' progress	2
C2.3	Additional learning needs	1
C2.4	Involvement of parents and carers	1

C3	Quality of provision for Religious Education - curriculum	1
C3.1	Match to aspirations and potential	1
C3.2	Match to external requirements and response to local circumstances	1
C3.3	Contribution to spiritual and moral development	1

C4	Quality of provision for Religious Education – leadership and management	1
C4.1	Effectiveness of leadership and support of staff	1
C4.2	Effectiveness of monitoring of performance – quality assurance and self-assessment	2
C4.3	Equality of opportunity	1
C4.4	Adequacy and suitability of staff	1
C4.5	Adequacy and suitability of resources and accommodation	1
C4.6	Deployment of resources	1
C4.7	Effectiveness of Governors' responsibilities	1