

Inspection of St Peter's Catholic College

Normanby Road, South Bank, Middlesbrough TS6 6SP

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

St Peter's Catholic College is an improving and inclusive school where staff are proud to serve the pupils who attend. Most pupils feel safe and well looked after. There is a renewed trust in staff to deal with poor behaviour, and many pupils have responded well to the new behaviour policy. There are still some pupils who do not always behave well. Leaders work with these pupils and use appropriate systems that help to support them.

St Peter's is a small school but there are a large number of extra-curricular activities that pupils can attend. Staff are committed to helping pupils access experiences beyond the taught curriculum. Pupils can become prefects and they are proud to hold these positions. They act as excellent role models.

Pupils have mixed views on bullying. The majority of pupils feel that bullying is dealt with well by staff if it happens. Other pupils report that staff do not always resolve it well enough.

Leaders are ambitious that all pupils should access an aspirational curriculum. There are a range of subjects for all pupils to study. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. St Peter's is an inclusive school and leaders are proud to serve the pupils who attend.

What does the school do well and what does it need to do better?

Since the last inspection, school leaders have worked determinedly to review and improve the school's curriculum. They have a clear understanding of where further work is needed to continue improvements. There is a vision, shared by all staff, to provide a high-quality curriculum for all pupils. This vision is being realised. It is making a positive difference to pupils' education.

Curriculum leaders carefully consider the important knowledge that they want pupils to know. Many curriculum leaders have been supported by directors from the multi-academy trust (the trust) to plan their curriculum effectively. They appreciate the support that they have been given in curriculum design. In some subjects, clear consideration has been given to pupils' starting points. Rigorous assessment has been used in English, for example, to ensure that staff have a clear understanding of what pupils already know. This is not the case in all subjects. The curriculum in modern foreign languages does not support pupils' learning as well as it might. Limited consideration has been given to pupils' different starting points. This means that pupils are not always ready to move on in the curriculum as their previous knowledge is not fully secure.

Teachers demonstrate strong subject knowledge. They select appropriate activities for pupils. Pupils are well supported by teachers, who model and scaffold pupils' learning well. This particularly helps pupils with SEND.

Leaders ensure that staff are provided with appropriate information relating to the needs of pupils with SEND. This ensures staff can use specific teaching strategies or make relevant adaptations to lessons so that pupils with SEND can access the same curriculum as their peers. For pupils with a specific or higher level of need, there are a range of intervention programmes. These include academic interventions such as phonics and mathematics interventions. Leaders of SEND review pupils' progress towards targets regularly to ensure that the support is always appropriate and pupils with SEND make progress in their learning.

Personal development provision is clearly mapped out and structured for pupils. The personal development curriculum covers a full range of learning activities based around health and well-being, relationship education and living in the wider world. The curriculum provides pupils with plenty of opportunities to learn about protected characteristics, healthy relationships and online safety. This means that pupils are developing appropriate knowledge about issues beyond the academic curriculum.

Careers education is established in the school. Leaders have made strong links with a range of providers and employers, including in industry and the NHS, as well as apprenticeship providers. As a result, pupils learn about the various routes and options available to them. Pupils move on to appropriate destinations.

Pupils' attendance, while improving, remains a focus for leaders. Even when taking into account the context of the pandemic, persistent absence remains high for the most vulnerable groups of pupils, including disadvantaged pupils and those with SEND. While leaders have made steps in improving the attendance for some pupils, too many pupils are not attending regularly.

Leaders and the trust have an accurate view about what is now more effective and what needs to improve in the school. They are mindful of how their changes impact on staff workload and well-being. Staff are overwhelmingly positive about enjoying working at St Peter's.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a positive safeguarding culture across the school. Staff are well trained to spot if a pupil is at risk of harm. Staff know and use the clear safeguarding systems to report concerns about pupils. Relationships between staff and pupils are strong. Most pupils feel that they have a trusted adult in school who they can talk to if they are worried. Leaders work closely with external agencies to ensure that vulnerable pupils get appropriate support if they need it.

Detailed safeguarding records show how leaders quickly follow up any worries about pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' attendance has risen because of leaders' work to ensure that increasing numbers of pupils attend every day and enjoy doing so. However, some pupils are still absent from school too often. Leaders must build on the work done before, and during, the COVID-19 pandemic to improve pupils' attendance further.
- While the quality of education pupils receive continues to improve, there is more work to do to ensure that pupils learn and act with independence. Some teachers provide too much support. This sometimes leads to pupils becoming overly dependent on adult support. Leaders should work with staff to ensure pupils are provided with opportunities to develop their independence in lessons and beyond.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140751
Local authority	Redcar and Cleveland
Inspection number	10241507
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	547
Appropriate authority	Board of trustees
Chair of trust	Joseph Hughes
Headteacher	Stephanie Garthwaite
Website	stpeters.npcat.org.uk
Date of previous inspection	1 and 2 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Nicolas Postgate Catholic Academy Trust.
- The school uses two alternative providers for a very small number of pupils.
- The headteacher joined the school in September 2020.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in the evaluation of the school.
- Inspectors carried out deep dives in the following subjects: English, history, science and modern foreign languages. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke with teachers and pupils about learning and looked at a sample of pupils' work.

- Inspectors also viewed curriculum plans in personal development and religious education.
- To inspect safeguarding, inspectors looked closely at safeguarding records, procedures and processes. They talked to leaders, trustees, other staff, and pupils about safeguarding in the school.
- Across both days, inspectors met with a wide range of pupils from different age groups to talk about their experiences of the school.
- The lead inspector met with trustees, the chief executive officer, and members of the governing board.
- Inspectors considered responses made by parents to Ofsted Parent View, Ofsted's online questionnaire. Inspectors also considered the responses to Ofsted's online staff questionnaire and responses to Ofsted's pupil questionnaire.

Inspection team

Jessica McKay, lead inspector	His Majesty's Inspector
Adam Ryder	Ofsted Inspector
Kate Morris	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022