

# St Peter's Catholic Primary School

URN: 125211

Catholic Schools Inspectorate report on behalf of the Bishop of Arundel & Brighton

03–04 October 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

1

#### Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

2

## Compliance statement

- St Peter's is compliant with the general norms of the Bishops' Conference in relation to 10% curriculum time.
- St Peter's implements the diocesan Bishop's requirements in relation to phased implementation of the *Religious Education Directory* and the RSE curriculum stipulation.
- St Peter's have fully responded to the areas for improvement from the previous inspection.

## What the school does well

- Staff at St Peter's are a key strength of the school: their commitment to the pupils and the school's mission is evidenced in countless ways.
- Because of this, all pupils feel happy, confident and secure.
- Due to the strong provision and leadership of religious education, pupil outcomes are outstanding.
- There is a clear commitment to pupils of all abilities being able to make progress in their understanding of religious education.
- Links with parents and the local parishes are extremely strong and effective.

## What the school needs to improve

- Pupils live out the mission of the Church and the values of Catholic Social Teaching but are not always clear why they are doing so. The school needs to ensure pupils understand and can clearly articulate the theology underpinning their actions.
- Ensure that all relevant staff are able to help pupils to confidently plan and lead well-constructed prayer and liturgy in a variety of contexts.
- Provide spaces and opportunities for prayer outside the classroom that are owned by the pupils so that they are available whenever required.

## 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

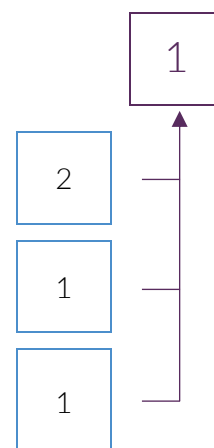
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 are very proud of their school, where they feel a real sense of belonging. The warm, welcoming environment ensures that pupils feel loved, happy and valued as part of the St Peter's community. Pupils are able to articulate the school's mission, which is known and lived throughout the school. They respond to the demands of Catholic Social Teaching, serving those in need in their local community and beyond, through for example, the Mission Weeks where each year group chooses a cause to support by raising money and raising awareness. Pupils embrace opportunities to act as positive role models, enthusiastically taking on a range of roles, such as Wellbeing Ambassadors, Eco-Stewards, Librarians and Animal Stewards. They respect and accept each other for who they are, as demonstrated in a Year 2 class where every pupil could describe a positive quality about another pupil. These strong relationships with each other and with staff lead to excellent behaviour both in and outside the classroom. Staff should now support pupils to understand further how their charitable actions and secure relationships are linked to and underpinned by the mission and principles of the Catholic Church.

Staff at St Peter's truly embrace its mission statement and are a key part of the school's success. As one staff member put it, "the mission statement is the thread that permeates every aspect of school life." This has led them to create a Christ-centred and loving community where every person feels valued and unique. Staff are excellent role models who clearly care about their pupils and each other, regardless of faith, culture or background. The pastoral care offered to pupils and their families is extremely strong and ever-evolving, as demonstrated for example by the recently set-up Young Carers Group which now has 15 pupils meeting regularly. The philosophy to 'look after the whole family to look after the children' is evident in everything the school does, from organising coffee mornings for parents of children with special educational

needs and/or disabilities to just being available to parents every morning on the playground. The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space contributing positively to the formation of all pupils, with a variety of well cared-for displays and focus areas throughout the building. The school's provision for relationships, sex and health education meets both statutory and diocesan requirements and is faithful to the teaching of the Church.

The headteacher and deputy headteacher view Catholic life and mission as a core responsibility and ensure that it permeates all school policies and practices. Together with the senior leadership team, they ensure the highest level of pastoral care for the staff, as evidenced by the overwhelming positive responses to the staff survey. Induction for new staff is comprehensive and all staff speak warmly of the headteacher's care for them as individuals. Leaders and governors actively promote the principle that Catholic schools are at the service of the local church; they work hard to ensure a flourishing partnership. Many staff are parishioners and one of the priests spoke warmly about how staff are well known within the parish community. Leaders recognise the importance of engaging fully with parents and as a result parents are highly complimentary and have a thorough understanding of the school's mission; one parent commented, 'kindness is key at St Peter's'. Governors have a clear vision for Catholic life and are regular visitors to the school, meeting with children and staff. Their challenge and support ensures that the Catholic life and mission continues to develop and thrive.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

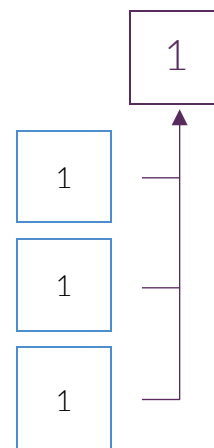
How well pupils achieve and enjoy their learning in religious education

#### 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 demonstrate a high level of religious literacy and can make insightful links to scripture passages and learning from previous years. For example, in a Year 5 lesson, pupils could confidently articulate the meaning of the Ten Commandments and many related it back to previous learning about Moses. Pupils enjoy their learning, approaching lessons with enthusiasm, and consequently behaviour in lessons is excellent. This is beautifully exemplified in Reception classes where children not only sit and listen attentively but then seamlessly and quietly choose which activities to follow up with, for example drawing their family, setting the prayer table and playing with models of families. Work in books is presented thoughtfully, is of an exceptionally high standard and reflects their increasing knowledge, understanding and skills. Books show the use of a range of media, including artwork, poems and stories, and tasks allow pupils to show their creativity and individuality. For example, pupils had designed stained glass windows to represent different saints and could explain why each part of the design had been chosen. Pupils have a clear understanding of how well they are doing and know what they need to improve because teachers have embedded these strategies across all subjects. One example is teachers using green pen to write a leap question to enable pupils to extend learning further.

Excellent provision enables pupils to make progress in their learning of religious education from the earliest ages and this continues throughout key stages 1 and 2. All staff have high expectations of themselves, which translates to what is expected from the pupils. They use questioning skilfully to keep pupils interested, deepen understanding, and refer to prior learning to build on what pupils already know. This is clearly effective: for example, in a challenging Year 2 lesson about Psalm 139, one pupil was able to relate learning about 'fearfully and wonderfully made' to their previous understanding of the story of Noah and Catholic Social Teaching, saying 'We can be like Noah by being a steward of the world'. Through live feedback, teachers know

what pupils have achieved and adapt work accordingly or ask more searching questions. In a Year 6 lesson about creation, the teacher encouraged some profound 'I Wonder' questions from pupils such as 'If God created humans, who created God?'. Differing needs of pupils are well catered for; this ensures all pupils are achieving the best outcomes.

Leaders and governors ensure that the religious education curriculum is taught consistently and with reverence and has full parity with other core subjects. They have provided resources, training and support so that religious education is carefully planned and meets the needs of all pupils. The subject leader, ably supported by the shadow subject leader, displays passion and a clear vision for religious education. She is pro-active, willing to share advice and expertise with others and is well respected: as a result, all staff are confident to plan and deliver high quality sequences of lessons, as seen, for example, in a well-planned Year 4 lesson about making links between the call of David and the call of Samuel. Staff new to the school are very well supported to understand the requirements of the religious education curriculum. Monitoring is effective and governors are informed of progress in religious education via head teacher reports. The RE link governor does a termly subject review which involves meeting the subject leader, visiting religious education lessons and discussing strengths and areas for development in the subject. The overall vision and determination for high-quality teaching and learning results in exceptional learning in religious education.

## 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

2

2

Pupils engage in a variety of prayer and liturgy opportunities. They are respectful and responsive and participate well in communal singing, responses and traditional prayers, which are a well-established part of prayer life at St Peter's. Even the youngest children are able to listen reverently to the Gospel and reflect in prayerful silence, led and modelled by their teachers, as seen in a Year 1 Visio Divina session and a Reception collective worship where children were able to be still and quiet. There is some evidence of pupils working with adults to plan and prepare prayer but they now need further support to enable them to have a more active role in preparing and leading prayer and liturgy and to enable them to do it more independently as they move through the school. The St Peter's Pals are proud of their role and enjoy the responsibilities of preparing focus worship tables, reading scripture and leading prayers which are appropriate to the season, such as an observed Rosary session for pupils, parents and grandparents. Pupils are regularly involved in evaluating the quality of worship in the school and spiritual journalling forms an important part of school life. One pupil's response to this was 'I chose to pray with a grateful heart because that's the best way to pray'.

Prayer has a central place in the daily life of school and it reflects the prayer life of the church. There are appropriately planned opportunities for prayer and liturgy throughout both the week and school year. Significant moments are appropriately marked such as a Mass to celebrate 25 years of service of two members of staff as well as regular celebrations such as the Service of Light during Advent and Stations of the Cross during Lent. The daily pattern of prayer is well-established and all classes have a prayer focus area that is appropriately used: pupils are involved in preparing this such as Year 1 pupils choosing the items for their prayer table. Work has begun to create prayer spaces in school; for example, the prayer garden and prayer room which pupils spoke about, but which are not regularly available to pupils on a daily basis. More

thought should be given to the siting of prayer spaces around school so that they are available to inspire and support spontaneous prayer. Home-school-parish links are very strong and families and parishioners are included in worship across the year, for example on Grandparents Day and for the weekly class-led liturgies.

Leaders have developed a detailed Annual Plan of Provision that includes the liturgical year and important feast days as well as daily and weekly expectations. Key celebrations outlined include St Peter and St Paul's Day, reconciliation during Advent and Lent, a Harvest liturgy and a May procession, all of which are spoken about enthusiastically by the pupils. Leaders have given staff the flexibility to plan and lead class worship in their own way; however this has led to some inconsistencies in the provision of prayer and liturgy. They should now ensure there is a clear policy to address this and to outline a clear and comprehensive strategy for building up pupils' skills of participation as they progress through the school. Governors ensure that adequate funding, resources and training are allocated to the on-going development of prayer and liturgy in the school, for example in developing the prayer garden. As a result, the importance of prayer and worship is understood by all staff. This is evident in discussions with staff who recognise its importance in developing the spiritual life of pupils.



## Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	125211
School DfE Number (LAESTAB)	9363443
Full postal address of the school	St Peter's Catholic Primary School, Grange Road, Leatherhead, KT22 7JN
School phone number	001372274913
Headteacher	Lisa Kelly
Co-Chairs of Governors	Laura Jackson; Annie Cunningham
School Website	<a href="http://www.stpeters-leatherhead.co.uk">www.stpeters-leatherhead.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	1 <sup>st</sup> November 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Michael Lobo  
Sarah Norville

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