

St Peter's Catholic Primary School

URN: 116489

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

20–21 June 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

1

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

1

What the school does well

- The whole school, led by the inspirational head teacher, lives out its mission statement 'Walking hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make our world a better place'; this has a powerful, positive impact on pupils, staff and the wider community.
- Pupils are exceptional ambassadors for their school and can clearly and precisely articulate their individual role in the Church's mission.
- Pupils work in religious education is of a high standard; they really enjoy their learning and can talk eloquently about the progress they have made.
- The subject leader for religious education, supported by senior colleagues, has successfully implemented her clear vision for the subject.

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- All pupils are involved in planning, preparing and evaluating high-quality worship appropriate to their age and ability.

What the school needs to improve

- Ensure that teachers use targeted questioning in lessons to challenge pupils and improve their progress in religious education.

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

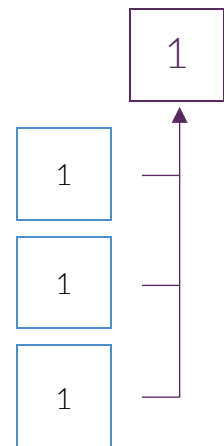
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



St Peter's Catholic Primary School is a welcoming, vibrant Catholic school whose values and inclusive nature fully embody its mission to 'Walking hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make our world a better place.' This inspiring message significantly impacts the lives of everyone in the school, who demonstrate it daily through their actions and deeds. Pupils are rightly proud of their school and can confidently explain how their school helps them to follow Jesus' teachings. They can provide many examples of how they live this out, linking it to Catholic social teaching and the school's Romero values. These include practical acts of charitable giving, such as the Stella Maris appeal for Easter eggs, a year group sponsored swim to raise money for Simon Says or the CAFOD Big Lent Walk. One innovative example is the house point system, whereby the winning house's reward is the selfless act of selecting a charity to support where they can make a difference locally, nationally or globally. Pupils demonstrate exemplary behaviour which stems from the school's strong focus on moral development and respect for each other. Many pupils told inspectors they feel safe and happy because the staff respect them and they can therefore talk to them about anything. Pupils have multiple opportunities to take leadership roles which they clearly value, for example peer mediators, house captains, pupil chaplains or prayer buddies.

Based on the mission statement and sense of community, the staff commitment to St Peter's is exceptional. All staff feel valued and they enthusiastically participate in the life and mission of the school, this means they are inspirational role models for pupils because they care deeply for everyone. One staff member summed this up by saying 'I am blessed to work in St. Peter's Catholic School. In a busy world I am surrounded by Christ and his teachings.' Staff talked about how the leadership team support them and their wellbeing as well as their work life balance.

Because staff feel so well cared for, they similarly provide the highest levels of pastoral care for pupils, with, for example, the Pumpkin Room, the school's ELSA provision, available at all times and the use of 6th form students from Oaklands Catholic School to provide mentoring to the most vulnerable pupils in Year 6 as part of an enhanced transition programme. Relationships, sex, and health education is carefully planned to reflect Catholic teachings and principles fully and the school has successfully implemented the *Life to the Full* programme.

Leaders and governors embody Catholic leadership values by esteeming all staff and working with them to provide a high quality of education within a nurturing and faith-filled environment. The inspirational head teacher models servant leadership and is highly regarded by the whole community: he successfully unites his team to 'look at the outside world and bring it into school.' Parents are exceptionally supportive of the school's mission and culture, with one parent saying 'St. Peter's School has been instrumental in nurturing and helping my son grow in his Christian faith.' The school and the parish see themselves as equal partners, with the parish priest describing the school as 'an evangeliser'. He regularly visits the school to lead liturgies, support the religious education curriculum or simply be there for staff and pupils, whilst the school regularly attend services at the church. Governors successfully monitor and evaluate provision in their meetings. They are passionately supportive of the mission, well organised and provide appropriate challenge and support, they have been instrumental in the school's success over recent years.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

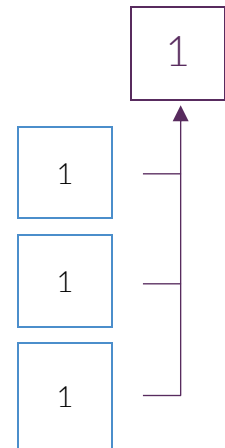
How well pupils achieve and enjoy their learning in religious education

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 are actively engaged in their religious education lessons and show great passion for the subject. Many of them voiced how they love learning about religious education and look forward to their lessons. Because of this high engagement, enthusiasm, and interest, behaviour in lessons is exemplary. Pupils can speak eloquently about the progress they have made in religious education and can articulate their learning in speech and writing. For example, older pupils explained how they have developed their knowledge of linking Bible stories to Catholic social teaching values as well as the fruits of the Holy Spirit. Even the youngest pupils respond enthusiastically to the many varied teaching strategies their teachers use, for example role-playing the rite of Baptism in the Reception Year or sequencing the bible story of the sinful woman in Year 1. Pupils know how well they are doing with their work and what they need to improve because teachers provide helpful feedback following the school's policy; this includes the use of pupil evaluation bubbles which help them to verbalise what they are doing well and what their next steps are; one Year 4 pupil explained that she could improve a particular piece of work by making more links to the school's Romero values.

Teachers at St Peter's have a high level of subject knowledge and teaching expertise and benefit significantly from the first-class support they receive from the subject leader. All staff are deeply committed to ensuring high standards and effectively teaching pupils how to meet consistently high expectations across the school. Religious education is carefully planned based on the skills of the children and any gaps in their learning: this is identified through meticulous tracking against the assessment framework. Lessons therefore appropriately consolidate and extend pupils' learning. Support for pupils with SEND is thoughtful and effective, ensuring that all children access the learning in religious education, examples include the use of adapted worksheets with visual cues, guided support from adults and more practical opportunities for

these children to demonstrate their learning. Teachers make use of innovative strategies such as Catholic social teaching challenges, windows of reflection and evaluation bubbles to allow pupils space and time to reflect in lessons. Pupils are given opportunities to present their learning through various forms of expression, including drama and role play, artwork, and written work; one example is Year 6 children preparing a presentation about a sacrament for the parish priest and being asked to consider how it links to Jesus' life, Catholic social teaching and their own lives. Although teachers make extensive use of questioning during lessons to identify where pupils are in their understanding, they now need to make this questioning more precise and targeted to specific pupils.

Leaders and governors ensure that the curriculum meets the requirements of the Religious Education Curriculum Directory and that all classes cover the required content. The subject leader for religious education is an exceptional leader focused on striving for the best quality of teaching and learning. Her inspiring vision for outstanding provision ensures action is continually taken to improve pupil outcomes and crucially that these are embedded and become part of the learning culture at St Peter's. She is ably supported in this by the leadership team and together they ensure that there is a rigorous staff development timetable in place, which includes, for example, working with new staff on how to provide challenge in lessons and training teaching assistants on how best they can support pupils' learning in religious education. Leaders' and governors' self-evaluation demonstrates a thorough approach and forensic monitoring of progress, for example, in each year group any trends are identified and actions agreed to improve as necessary.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils are fully engaged in all forms of prayer and liturgy throughout the school day. They participate confidently and reverently in liturgy, joining in with responses with a sense of purpose and embracing the opportunities they are given to pray through song, which they do with great joy and enthusiasm. Some pupils take on the role of pupil chaplains and act as role models to others by such acts as praying every day, reading at Mass and leading prayers. Pupil-led prayer is well-established at St Peter's and pupils take on various ministries and leadership roles appropriate to their age, for example, Year 5 and 6 pupils regularly plan, prepare and lead celebrations of the word for the younger age groups. Pupils' ability to evaluate and reflect on areas of strength and development is particularly impressive and is comprehensively recorded in their class evaluation books. Scripture is consciously at the heart of all prayer, meaning pupils readily relate its messages to their lives: they confidently demonstrate the connections they make between bible readings and the wider life of the school. One pupil told inspectors that just like the mustard seed in the parable, her faith had grown stronger during her time at the school.

The centrality of prayer and liturgy is evident in all aspects of school life: the school is a prayerful community with Christ at its head. Staff are positive role models of excellent prayer and liturgy practice, and school leaders provide an inspirational example for staff and pupils alike. The weekly whole school worship led by senior leaders models this good practice for staff and pupils and provides a whole school mission for the week, for example linking the parable of the mustard seed to Refugee Week and Catholic social teaching. Relevant scripture is chosen well by the staff, who are highly skilled at helping pupils to interpret the meaning behind readings. They regularly review the strengths and next steps identified by the worship evaluation team and consider how they can improve. The use of music, artwork, creative displays, prayer stations, and visual images around the school help to provide a range of prayerful experiences. The school

must now seek to broaden the prayer opportunities it offers to pupils and staff. There are strong family and parish links to support the developing prayer life of pupils and the school works hard to ensure parents feel invited and included, for example, by not only letting parents know in the parish newsletter but also sharing this information through weekly class blogs. A parent told inspectors, 'I am truly grateful for the supportive and faith-filled environment St. Peter's offers.'

Leaders and governors together with the lay-chaplain and priests ensure that the school has an appropriate and well planned liturgical calendar for the whole year, resulting in a programme of worship that is matched to pupils' ages and experiences, enabling all pupils to fully participate in a variety of ways, such as liturgies for significant moments, penitential services, Stations of the Cross and Lenten days of reflection. The leader of religious education has developed a 'Progression of Pupil Participation in Worship and Liturgical Roles' and although this is continually evolving, it is well embedded across the school with pupils knowing their roles thoroughly. Leaders ensure that staff receive high quality and effective induction training to deliver prayer and liturgy and this is highly valued by the staff. Governors and the parish priest have a clear schedule for monitoring and evaluating collective worship, which includes pupil conferencing on prayer and spirituality. This is evidenced in full governing body minutes and helps to inform future practice of staff and pupils.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	116489
School DfE Number (LAESTAB)	8505209
Full postal address of the school	St Peter's Catholic Primary School, Stakes Hill Road, Waterlooville, PO7 7BP
School phone number	02392262599
Headteacher	Richard Cunningham
Chair of Governors	Liz Holford
School Website	www.stpeterswaterlooville.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	27 June 2018
Previous denominational inspection grade	Good

The inspection team

Michael Lobo

Lead

Roxy Ashworth

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