

# St Peter's Catholic Primary School

URN: 149293

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

27–28 February 2025

## 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 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

1

## 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 Relationships, Sex and Health Education curriculum stipulation.
- St Peter's has fully responded to the areas of improvement from the previous inspection.

## What the school does well

- The school mission statement 'Love is at the centre of everything we do' is lived and witnessed by all and extends to the wider school community.
- Pupils are exceptionally joyful ambassadors for their school; they thrive and are motivated by the school's all-encompassing Catholic life and mission.
- The executive head teacher and head of school ensure that Christ is at the heart of St Peter's and are living witnesses for other staff to follow.
- Because religious education is at the core of the curriculum, all pupils have a high level of religious literacy, enjoy their learning and achieve extremely well.
- Scripture is at the heart of the high-quality prayer and liturgy experiences at this school; as a result, all pupils are reverent and respectful and able to reflect spiritually.

## What the school needs to improve

- Share the school's excellent practice more widely, particularly in creating high-quality prayer experiences, to have an impact on the practice of other schools within the deanery and Diocese.

## 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

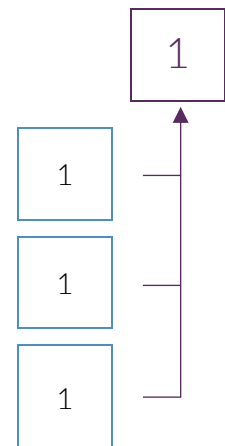
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 joyful and enthusiastic ambassadors for St Peter's, with one pupil telling inspectors, 'Everyone has a say and everyone will listen to you.' They live and breathe the mission statement "Love is at the centre of everything we do" and have a deep understanding of what this calls them to do in their daily lives. They can link their acts of kindness to this mission and the teachings of the Church, knowing for example, that the many charities for which they raise money, including the NSPCC, Hands of Hope and Cafod, are part of their response to Catholic social teaching. Pupils feel safe, secure, and well looked after and mirror this support from the adults by taking good care of each other. They have many opportunities to take on responsibilities associated with the Catholic life of the school, for example, serving on the school council or Deanery council or being house captains or liturgy monitors: these roles are very well-developed and lead to improvements within the school or wider community. The school has a lasting impact on its community and many former pupils come back to support the life of the school, following the school's mantra, 'Once a St Peter's child, always a St Peter's child.'

St Peter's is a school where the mission statement underpins every facet of school life: it is known and constantly lived by the whole community. For example, parents were not only able to tell inspectors what it was, but were also able to explain what it meant and give examples of how their children were witnesses to it. Because of the enthusiastic way that the mission is lived out, all staff are exemplary role models in the way they strive to show love and care for the pupils and the entire community. As one parent put it, 'everyone goes above and beyond at St Peter's.' Pastoral care lies at the heart of daily life: relevant staff form a 'Welcome Party' at the gates every morning to greet vulnerable pupils and they support parents with such matters as filling in forms and providing second-hand uniform and food parcels. The school environment is attractive and

distinctively Catholic, with beautiful and well-cared for liturgically themed displays throughout the building and much thought has gone into providing The Den, a comforting regulation space for vulnerable pupils. The school delivers a well-sequenced relationships, sex and health education (RSHE) curriculum using diocesan-approved materials.

The executive head teacher and head of school ensure that Christ is at the heart of St Peter's and set an inspirational example to leaders and governors so that they too are energised, joyful and committed to ensuring the school's unique Catholic character is upheld and continually developed. The school's curriculum truly reflects its Catholicity, with innovative topics such as *Catholic Scientists*, *Space Science vs the Church* and *Should Catholics Care about Climate Change?* Staff are valued, recognised, and appreciated, this is reflected in their high morale. Leaders' and governors' care for the welfare of workers is also reflected in the long service of many staff, who talk of the 'extremely strong Catholic staff family' which has kept them at the school for so long. Parents are highly supportive and proud of the school's work; 100% of parents who responded to the survey said that their child feels happy and safe at school, with one adding that 'there's always reassurance that staff are listening.' There is a flourishing partnership between the school and the parish, with the parish priest and deacons being regular and welcome visitors, providing both wellbeing support and spiritual guidance to staff and pupils.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

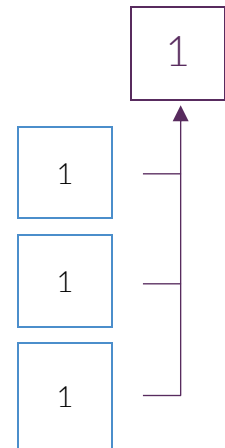
How well pupils achieve and enjoy their learning in religious education

#### 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 thoroughly enjoy their religious education lessons at St Peter's and are actively engaged in their learning. Because of this, their behaviour in lessons is exemplary, demonstrating a curiosity and love for the subject. In a Year 6 lesson, for example, pupils were completely absorbed in expressing their different points of view about the anointing at Bethany. They make consistently good progress in all year groups and develop very secure knowledge of the curriculum, making appropriate links to prior learning. For example, in a Year 5 lesson on Lent, pupils were able to recall scripture references that linked to Ash Wednesday. Their work is of a very high standard and is meticulously well-presented, with an impressive range of tasks to present their learning, such as booklets, gift tags, playscripts and emails as well as opportunities for sustained writing. Pupils are religiously literate and articulate and can make links between the religious education curriculum and what this means for us in our everyday lives: in a Year 4 lesson on God's love, for example, one pupil explained that they would do this by 'doing something nice and not expecting anything in return'.

Teachers have strong subject knowledge, well informed by their ongoing training and the first-class support they receive from the subject leader. A well-established approach to teaching religious education focuses on remembering and recalling prior learning before moving on to new content. In a Year 1 lesson about Lent, for example, the teacher used a picture to help pupils recall the story of Zacchaeus and its significance before moving learning on, to Jesus in the desert. This effective approach helps pupils know and remember more. Teachers plan meticulously to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils, including drama and role play, artwork, and written work. For example, in a Year R lesson on caring for others during Lent, children were able to make up a recipe for caring in the outdoor area while

in the role play kitchen some chefs were preparing pancakes in preparation for Lent. Teachers provide useful feedback to recognise and celebrate pupils' efforts, which is reflected in the pride pupils take in the quality and presentation of their work. This feedback is specific and developmental, giving pupils the next steps they need to improve.

Leaders and governors ensure that the religious education is at the heart of the curriculum and is delivered to the highest standard. It is given equal status to other core subjects in terms of training, resourcing and strategic development and has a very high status amongst everyone in the school community. The subject leader for religious education has a clear vision for the subject, which is developed and reinforced by evaluation and supported by senior leaders. She successfully supports staff in such ways as helping with planning and modelling outstanding practice, which has led to sustained improvements in the quality of teaching and learning. The monitoring and evaluation process, which includes pupil surveys, lesson observation, and reviewing books, ensures that priorities for improvement are clearly identified, regularly revisited and reviewed. Leaders ensure that religious education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils: in many lessons, SEND pupils were effectively and subtly supported to access the same learning as the rest of the class. The link governor for religious education visits the school regularly to support and challenge as necessary: this means they know the strengths of the school and contribute to decisions for future developments.

## 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 participants in a wide range of prayer opportunities. They act with deep reverence and have a wealth of knowledge about different forms of prayer, including traditional Catholic prayers, communal prayer times and more personal moments. Even the youngest children act with respect and reverence, as seen during a class celebration of the Word in early years, where children calmly placed heart-shaped Lenten promises on the class tree. Pupils enjoy taking the class prayer bag home and writing a prayer which is then shared with the class. They have a detailed understanding of the liturgical year and can explain how it influences the life of the school, for example, that during Lent there is a focus on charitable works as well as forgiveness and reflection. Pupils work well with each other, staff and clergy to prepare and lead high-quality prayer experiences, as set out in the school's progression in pupil-led liturgy document. This ranges from younger pupils choosing and setting the prayer table to older pupils choosing scripture and music and leading parts of a class act of worship.

Prayer is at the heart of St Peter's. It is present in the ordinary experiences of school life with an embedded, daily pattern that impacts the whole community. As one staff member put it, 'this school through prayer understands so much about kindness, love and respect'. The executive head teacher, head of school and subject leader are strong role models in the school's prayer life, leading by example and offering support and guidance. As a result, other staff are also models of excellent practice to pupils and to each other, for example, supporting pupils in Years 5 and 6 to prepare and lead a weekly celebration of the Word for their classes. Relevant scripture is chosen well by the staff, who are highly skilled at helping pupils to interpret the meaning behind readings. In an excellent example observed in Year 2, the teacher carefully led pupils to understand how they could action the Bible verse 'Do not judge and you will not be judged'.

Several interactive prayer displays are present around the school, inspiring prayer, reflection, awe and wonder: pupils and staff can contribute to these displays by writing their own prayers. Families are thoughtfully included into the school's prayer life and appreciate the various opportunities they have such as attending liturgies in school and borrowing prayer bags to use at home.

Leaders and governors are committed to continually improving the prayer life of the school. Working determinedly and strategically, they have developed a comprehensive plan of provision as well as a clear strategy which outlines the progression and development of pupils in leading prayer. Impressively, they spent a whole year working with the whole school community to develop the St Peter's Prayer, ensuring it is meaningful to pupils and encompasses the school's values. The school calendar revolves firmly and naturally around the liturgical year and key points are celebrated, such as the feast of Saints Peter and Paul, All Saints Day and Epiphany. Leaders, governors and Bosco Catholic Education Trust ensure that staff receive detailed training to deliver high quality prayer and liturgy: recent training, for example, has focused on spirituality in liturgy and how to set up an awe-inspiring prayer focus: these elements were evident in all liturgies observed. Senior leaders and governors monitor the school's provision of prayer in line with their monitoring and review cycle, which leads to well-planned improvements. The parish priest and deacons are a valued resource to the school, providing guidance with liturgical preparation as well as modelling exemplary practice to the school community.



## Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	149293
School DfE Number (LAESTAB)	9383333
Full postal address of the school	St Peter's Catholic Primary School, Sullington Way, Shoreham-by-Sea, BN43 6PJ
School phone number	01273 454066
Executive Headteacher	Kate Crees
Chair of local governing body	Margisel Adams and Alex Hodson
School Website	<a href="http://www.stpeterscatholicprimary.com">http://www.stpeterscatholicprimary.com</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bosco Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	4 <sup>th</sup> October 2017
Previous denominational inspection grade	Good

## The inspection team

Michael Lobo	Lead
Ursula Hargrave	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