



# St Peter's Catholic Primary School

URN: 100175

Catholic Schools Inspectorate report on behalf of the Most Rev. John Wilson, Archbishop of Southwark

27–28 September 2023

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### 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

#### Religious education

The quality of curriculum religious education

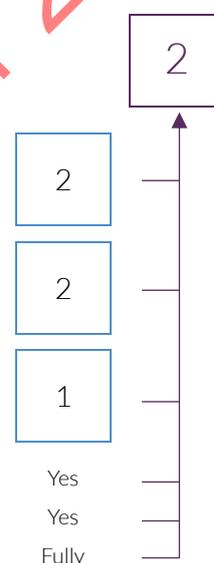
#### Collective worship

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

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



## What the school does well

- St Peter's is first and foremost a loving, family school where all are supported and cared for.
- There is a strong relationship between school and parish. As parents told the inspectors, 'the school is the parish and the parish is the school.'
- The school develops pupils into confident and religiously articulate individuals, giving pupils a secure foundation for life beyond the school.
- Pupils embrace opportunities to plan and lead prayer and liturgy which is impacting on the faith development of the whole school community.
- The school uses a common language to articulate its mission which is understood and acted upon by pupils and adults alike.

## What the school needs to improve

- Provide opportunities for pupils to take a leading role in responding to the demands of Catholic Social Teaching.
- Intensify the Catholic identity of the school so that its Catholic presence becomes more vibrant.
- Approach teaching and learning consistently across the school to ensure pupils' knowledge and understanding are developed more deeply.

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## 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

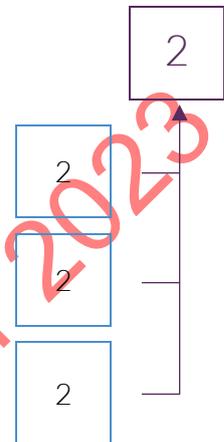
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 at St Peter's understand and respond to its distinctive Catholic identity which they highly respect. They can articulate an understanding that they are loved, cared for and know that they are made in the image and likeness of God. As a result, they feel safe, happy, secure and confident. They actively engage with school projects, for example: in keeping with the school focus; 'to grow like a seed', pupils respond well to the opportunity to grow and share home grown produce for local and wider consumption. Pupils talk with passion about how they carefully consider the needs of those less fortunate. They are proactive in finding ways to respond locally, globally and nationally. Most importantly, they understand why; their faith in action is heartfelt and it is further enhanced because pupils are respectful of themselves and others. They have a well-developed sense of respect for those of other faiths and cultures. Pupils at St Peter's are enthusiastic faith leaders and enjoy this opportunity to shine. The mission statement is a clear expression of the educational mission of the Church and of the school's unique identity. It is revisited regularly and lived out daily by all members of the community.

The word of God informs and shapes school life ensuring that there is a lived sense of family and community. School leaders ensure there is a culture of welcome that permeates every aspect of school life. Staff welcome the opportunity to actively participate in the activities that live out the mission statement, the staff work tirelessly to support families and are exceptionally supportive. The highest levels of pastoral care are evident as is concrete evidence of support of the most vulnerable. They are role models for pupils and this is reflected in the relationships in the school. One member of staff told inspectors that, 'Christ is at the heart of this school'. The school environment reflects the mission and identity through explicit signs of the school's character. St Peter's provides a range of well-planned and effective opportunities for the spiritual and moral development of both pupils and staff. Provision for Relationship and Health Education (RHE) is compliant with diocesan requirements. The Ten Ten programme used, is faithful to the teaching of the Church.

Leaders and governors are clear as to the Church's mission in education at St Peter's. They view it as a core leadership responsibility and it is at the forefront of all policies. The school works in partnership with the diocesan bishops and actively participates in the services offered by the diocese. For example, professional development and attendance at special Diocesan Masses at St George's Cathedral. Leaders and governors recognise and act upon the principle that Catholic schools are at the service of the local Church. The school actively supports the parish in remote preparation for the sacraments. This is highly valued by all. At St Peter's the Catholic life and mission of the school is awarded the highest school improvement priority and the governors are partners in reviewing and monitoring this area of school life. Catholic social teaching is beginning to be developed through the curriculum and the school's leaders and governors encourage the pupils to share God's love with the wider community. This can be seen in the support of various charities, globally, nationally and locally. These include Cafod, Children in Need and The Passage a local charity supporting the homeless. Leaders at St Peter's are deeply committed to supporting staff new to the school and staff highly value their induction. One staff member commented, 'induction and well-being is a priority at St Peter's'.

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## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

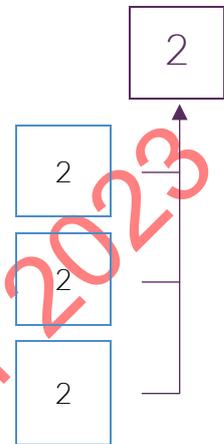
How well pupils achieve and enjoy their learning in religious education

#### 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 at St Peter's make good progress in knowing more, remembering more and doing more when measured against the planned curriculum. As a result, pupils, including those disadvantaged, and those with special educational needs and disabilities, achieve well across the school. There is evidence of the attainment gap narrowing between groups of vulnerable and non-vulnerable children. They relish the opportunities to reflect spiritually, ethically and theologically. They use the learning from their lessons to live out the mission and religious commitment daily. At St Peter's the adoption of 'Kagan Strategies', a questioning technique, has an impact on the pupils' ability to speak with confidence about their learning and pupils show that they are inquisitive by asking relevant questions. Pupils produce good work, which is well presented and shows signs of emerging creativity and evidence shows overall that work extends and builds upon prior learning. They are keen and willing to further develop their knowledge, understanding and skills. Pupils are religiously literate and engaged in lessons. Behaviour in lessons is good because the vast majority of pupils are engaged and on task. The attainment of pupils at St Peter's is in line with other core curriculum areas.

Teaching staff at St Peter's are confident in their subject knowledge and have a good understanding of pedagogy. Moderation with a cluster of local Catholic primary schools is helping to lead to accuracy in assessment and builds collaborative networks. Tracking systems are used well to ensure that pupils' misconceptions are picked up and acted upon quickly. Religious education progress meetings at St Peter's include support staff which highlights their importance for all. Teaching staff are committed to the value of religious education, and they communicate this effectively to the pupils. The adoption and embedding of the dialogical marking of work has impacted on the progress the pupils make. They know their next steps and targets. At St Peter's questioning is used effectively to develop pupils' knowledge, skills and understanding, thus improving outcomes for most pupils. Teaching staff give time and space for pupil reflection in religious education. Parents told inspectors of its impact on the moral and spiritual development of their children. Additional adults are used well and pupils are

presented with a variety of forms of expression and resources. Celebration is clearly evident through the much-anticipated weekly merit assembly which is highly motivating for the pupils.

The promotion of religious education can be seen in professional development, school improvement planning and budgeting. Leaders and governors ensure that religious education has parity with other core curriculum subjects. The quantity and quality of work in books has parity with English and there is evidence of age appropriate and extended writing. The subject leader has a clear vision for developing teaching and learning and a good level of expertise in securing this vision. She is impacting upon practice with her inspirational approach. She is rightly proud of the high status of religious education at St Peter's and its centrality to the lives of families and staff alike. At St Peter's religious education is effectively planned to meet the needs of the different groups. Enriching programmes, for example the focus on art appreciation and scripture, is enhancing pupils' knowledge, understanding and skills. A strength of St Peter's is its commitment to celebrating difference and diversity. The work on decolonising the curriculum and focus on other faiths illustrates this well. The self-evaluation process is informed by regular monitoring, analysis and self-challenge by leaders and governors alike. Termly headteacher's reports to governors demonstrate leaders working together to improve the outcomes for pupils and to further strengthen the provision.

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## Collective worship

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

### Collective worship key judgement grade

**Pupil outcomes**

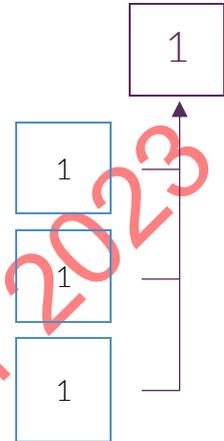
How well pupils participate in and respond to the school's collective worship

**Provision**

The quality of collective worship provided by the school

**Leadership**

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



At St Peter's the experiences related to prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation. A good example of this was seen in the weekly prayer club before school. Pupils demonstrate their heartfelt and attentive responses through their engagement with communal singing, which is their opportunity to, 'pray twice'. Spontaneous prayer is encouraged and welcomed. Age appropriately, the pupils have a detailed understanding of the wide ways of praying that are a part of the Catholic tradition. For example, the use of scripture, reflection and exemplary liturgical music. Pupils compose their own music to celebrate the glory of God. They have an excellent understanding of the liturgical year and how it translates into the prayer life of the school. Pupils enjoy the opportunity to prepare prayer and liturgies in collaboration with others, teaching staff and their peers alike, leading to creative and inspiring experiences. At St Peter's the pupils can clearly articulate the ways in which these experiences have shaped how they think about themselves, others and the world. They talk with confidence about how they show their faith and why they are inspired into action as children of God.

The routine and rhythm of daily prayer and liturgy provided at St Peter's is always integral to routine gatherings of pupils, staff and leaders, both in school and beyond its gates. Innovative experiences of prayer and liturgy are wide ranging and often creative. Well- chosen scripture passages, informed by the liturgical season, local and world events, form the heart of prayer and liturgy. They are thoughtfully and sensitively chosen and lead to full and active participation. Pupils are reverent and provision for prayer and liturgy creates moments of awe and wonder. Pupils at St Peter's are inspiring role models as participants and leaders of prayer and liturgy. Planning in this area is exemplary and pupils are experienced prayer and liturgy leaders as a result. They are adept at using scripture to independently form their prayer and liturgy. A planning proforma has been devised to aid pupils' independence further. St Peter's makes good use of the environment to provide prayer spaces within classrooms and elsewhere. The entrance area displays mark this school as distinctly Catholic.

The school works hard to secure a flourishing relationship with the local parish. Key stage 2 pupils attend Mass weekly and the pupils enthusiastically contribute with readings and prayers of intercession.

Leaders, including governors, offer regular opportunities for the professional development of staff, including liturgical formation. It is well planned and effective. At St Peter's leaders and governors have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community. Leaders, including pupil faith leaders, have a thorough understanding of a broad range of prayer and liturgy that are part of the Catholic tradition. Overall there is a clear strategy in place to build up provision for prayer and liturgy. Pupils' voice and stakeholders' feedback including staff, governors and parents, are an integral and valued part of the school's self-evaluation of prayer and liturgy. One parent prayed, 'May God Almighty continue to strengthen this school.' The impact of policy is evident in the pupils' good behaviour and feeling of security at St. Peter's.

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## Information about the school

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| Full name of school                            | St Peter's Catholic Primary School   |
| School unique reference number (URN)           | 100175   |
| School DfE Number (LAESTAB)                    | 2033585  |
| Full postal address of the school              | St Peter's Catholic Primary School, Crescent Road,<br>London, SE18 7BN           |
| School phone number                            | 02082650028  |
| Headteacher                                    | Marna Du Bruyn   |
| <b>Chair of Governors/Trustees</b>             | Gerry Franklin   |
| School Website                                 | <a href="http://www.stpeters.greenwich.sch.uk">www.stpeters.greenwich.sch.uk</a> |
| 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                            | 5-11   |
| Gender of pupils                               | Mixed  |
| Date of last denominational inspection         | November 2016  |
| Previous denominational inspection grade       | Outstanding  |

## The inspection team

Helen Frostick

Lead

Stephen Horsman

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 |