



# St Peter & St Paul Catholic Primary School

URN: 141158

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

22–23 February 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

#### Religious education (p.5)

The quality of curriculum religious education

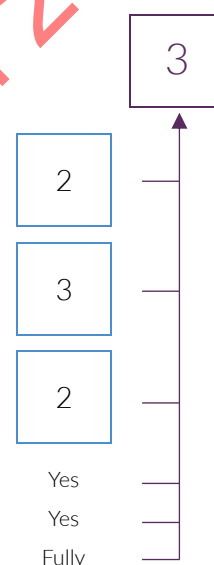
#### Collective worship (p.7)

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

- Pupils have a good understanding of the lives of St Peter and St Paul, so that they can live out their Catholic mission to 'spiritually follow our saints'.
- Virtues education has been embraced and implemented effectively by the head teacher, so that pupils can articulate how their every day actions are guided by the virtues.
- Improvement in pupils' religious literacy is supported by a consistent whole-school focus on vocabulary.
- Pupils feel loved and respected by adults and peers, resulting in behaviour which is consistently good both within and beyond the classroom.
- Pupils have the opportunity to use their gifts to enhance prayer and liturgy, both in their excellent communal singing and in their individual leadership of class prayer.

## What the school needs to improve

- Develop leadership within both the governing body and the senior leadership team , so that monitoring and evaluation of Catholic life, religious education and collective worship can be undertaken regularly and acted upon effectively to systematically drive improvement, especially in the provision for religious education.
- Develop teacher confidence to plan and deliver religious education lessons which are at least consistently good, by accessing a planned programme of regular support for teacher subject knowledge and by taking opportunities to observe best practice in pedagogy for religious education beyond the school.
- Build pupils' understanding of expected learning outcomes and feedback in religious education, so that they can articulate clearly what they have done well and what their next steps will be.

Date Published: 15th March 2024

## 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

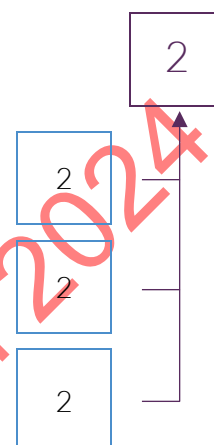
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 describe their school as 'safe and caring'. They understand how St Peter and St Paul can inspire them to follow in the footsteps of Jesus. Focus on the saints gives a regular rhythm to the school year, which begins with focus on the mission statement and the lives of St Peter and St Paul then culminates with a feast day celebration in June. 'Virtues Awards' are sought after by pupils and recipients of the awards can explain how they were achieved. One pupil shared, 'My virtues award is for self-control. I have a temper and I am getting better and better at controlling it.' Pupils and parents feel that children here learn to respect and care for each other. Parents especially note that, 'Year 6 children are good role models for the younger children.' Behaviour is consistently good both within and beyond the classroom. Catholic social teaching is at an early stage of development; however, Key Stage 2 pupils confidently make links between virtues and Catholic social teaching explaining that Lenten fundraising for Cafod relates both to the principle of preferential option for the poor and to the virtue of love of neighbour because 'we respect our brothers and sisters around the world'.

The school mission statement, based on an acrostic of JESUS, is displayed in every classroom and lived out by pupils and staff alike. Staff appreciate the importance of their community and note the enduring links to the school family even after pupils and staff have left the school. The committed staff team provide the highest levels of pastoral care for pupils. They have strong positive relationships with each other and with parents. Parents and carers feel this is a welcoming community and they especially appreciate the increasing opportunities for involvement in the life of the school, including increased interaction in the playground at the beginning and end of the day, as well as invitations to participate in whole school Mass. Relationships and health education is delivered effectively using the *Ten Ten Resources: Life to the Full* programme which fully meets diocesan and Department for Education requirements. Pupils and staff speak enthusiastically about their engagement with the programme

and teachers identify that the materials can be used beyond the weekly taught session to support work on feelings and on friendships as they arise.

Leaders and governors are proud to be part of the Bromley Catholic Schools Trust and the head teacher benefits from regular meetings to share best practice. The school also seeks links both with the parish church and with neighbouring parishes to enhance home-school-parish connections. The induction of new staff is comprehensive and supported effectively by a '*Survival Guide to teaching in our Catholic School*'. Parents and governors are very supportive of the school's educational mission and are keen for Catholic life and mission to be at the forefront of school life. However, leadership of Catholic life in school is largely limited to the head teacher, who works very hard to ensure the school is living out its Catholic mission. Challenges in leadership capacity have impacted on the effectiveness of leadership across all three areas of the report and are explored in more detail under religious education. In the area of Catholic life and mission, the impact is largely restricted to the accuracy of self-evaluation, which correctly identifies some areas of strength and focus but lacks the rigour and challenge which a wider cross-section of contributing voices can bring to the self-evaluation process. Nevertheless, the overall leadership of Catholic life and mission is largely good.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

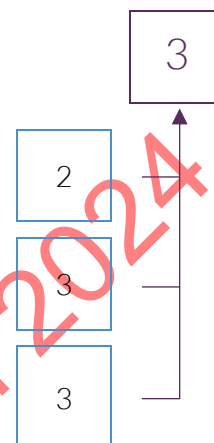
How well pupils achieve and enjoy their learning in religious education

#### 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



Religious education is based on the *Come and See* programme, in line with current diocesan recommendations, as work continues towards implementing the new *Religious Education Directory* nationally. Pupils engage well and approach learning in religious education with a good attitude. They respond well where there is challenge in their learning and use some subject-specific vocabulary, supported by a whole-school focus on developing vocabulary. Some pupils are able to talk confidently about how the ideas explored in religious education have an impact on how they live their lives; a Year 6 child expressed that, 'RE is great because we learn how other people see the world and how to understand them.' Work is very well presented across the school and broadly in line with age-related expectations. However, pupils' attainment in religious education is not always in line with their attainment in other core subjects, with fewer pupils attaining greater depth and more pupils working below expectation. When discussing their work in religious education, pupils are enthusiastic about lessons but they are not sure how well they are doing in religious education or how to improve. Particularly in Nursery, records of pupil progress in religious education do not always match the planned curriculum.

Teachers recognise the central importance of religious education in a Catholic school and they communicate this priority to their pupils. Due to a prior misunderstanding of Catholic nursery provision, religious education in Nursery is in the very early stages, having been implemented in September 2023, and thus provision in Nursery lags behind other areas of the school, with continuous provision activities not clearly linked to religious education. Planning is broadly based on *Come and See* which ensures progression across the school and assessment is in line with other subject areas, linked to diocesan attainment targets on the school's online tracker. Teachers are aware of pupils' current assessment but it is not clear that provision is adapted accordingly, except by outcome. Pupils' effort is regularly praised and this leads to high levels of pupil motivation. However, teachers across the school are not always confident in their subject knowledge of Catholic religious education which

leads to significant errors in both lesson content and resources. Opportunities for purposeful reflection are not fully grasped and the range of provision is relatively narrow. Closed questioning techniques limit opportunities for pupils to demonstrate higher level thinking and thereby make the faster progress of which they seem capable.

Religious education at St Peter and St Paul has core parity with other curriculum subjects, in provision of time and resources; leaders and governors recognise that this parity is not yet matched by parity of quality in provision and outcomes. Governors have now recognised that there is a shortfall in capacity for leadership in religious education. The committed head teacher has been the curriculum lead for religious education for the last two years. The head teacher also leads personal, social, health and economic education, as well as relationships and health education, Catholic life and mission and prayer and liturgy. The interim deputy headteacher is the only other senior leader involved in religious education; he has developed a growing understanding of the Catholic faith during his time at the school and supports with assessment of religious education. There has been no active link religious education governor for an extended period and the current link governor is an interim arrangement. As a result of these challenges, monitoring and evaluation in religious education is very limited in extent and impact. Self-evaluation lacks rigour and challenge and the support afforded by the Bromley Catholic Schools Trust and the Education Service are not yet being used to their fullest extent.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

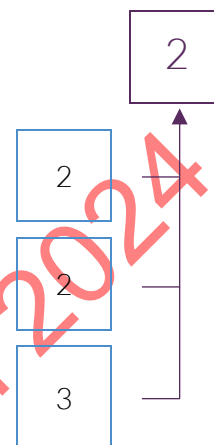
How well pupils participate in and respond to the school's collective worship

#### 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



All pupils participate respectfully in prayer and liturgy. Singing is a strength of the school and pupils of all ages engage enthusiastically, raising their voices joyfully in praise. The pattern of the liturgical year is already familiar to Key Stage 1 pupils, who can explain differences in the liturgical season, such as why the focus area has a purple cloth for Lent. During recent years, there has been great improvement in pupil leadership of prayer and liturgy including the use of the Ten Ten resources morning worship slides which are led by pupil Prayer Leaders in every class. In Year 6, groups of pupils have been supported effectively to develop their own liturgy, which they can deliver confidently, giving their peers the opportunity to reflect and respond to scripture. There seem to be more limited opportunities for personal or silent prayer and pupils have not yet had the opportunity to evaluate the impact of liturgies. Sometimes the impact is clear; hearing the scripture reading of the temptation of Jesus, a Year 5 child stated, 'It tells us that if you trust in God, you'll be able to do the right thing.' Pupils are well prepared by the family worker to undertake ministries such as reading at whole-school Mass.

There is an established pattern of prayer which is central to life at St Peter and St Paul. The *Wednesday Word* Gospel assembly is cited by parents as a useful tool to support their children during Sunday Mass and to make links between home, school and parish. Weekly virtues assemblies enable pupils to understand the virtues in the context of scripture and how to apply them in their lives. Pupils identify Church traditions including the crowning of Our Lady and praying the rosary as highlights. Prayer focus areas in each classroom and around the school are generally well-kept, with class prayer books (or prayer bears) to encourage links with home. All staff participate well in prayer and liturgy, but they do not lead it; prayer and liturgy is led principally by the head teacher or the interim deputy head teacher and sometimes by pupils. Use of the Ten Ten resources prayer and liturgy package scaffolds the inclusion of appropriate scripture passages effectively. Creativity in other forms of personal prayer and in development of liturgy could further enhance provision for prayer and liturgy.

Leadership in prayer and liturgy suffers from a lack of capacity. There is no written policy and self-evaluation and monitoring are not undertaken formally by school leaders or governors. The head teacher is passionate about the importance of her leadership of prayer and liturgy but policy and skills have not been developed to assist others to plan and lead thus allowing distribution of responsibility for prayer and liturgy across the wider senior leadership and staff team. As a result, the impact of prayer and liturgy is limited to what it is possible for one or two people to achieve. Where focus and professional development has been given, for example to establishing pupil prayer leaders, prayer bags or pupil-led liturgy in Year 6, the impact is very clear. Leaders do ensure that there is a timetable of regular worship in school: the parish priest celebrates Mass in school regularly and describes a nuanced approach to reconciliation, including opportunities for Catholic pupils to receive the Sacrament of Reconciliation in Lent and Advent. The parish priest and parents especially value the commitment of the head teacher to attending First Holy Communion in the parish, underlining that this is a celebration for the whole community.



## Information about the school

Full name of school	St Peter & St Paul Catholic Primary School
School unique reference number (URN)	141158
School DfE Number (LAESTAB)	3053505
Full postal address of the school	St Peter & St Paul Catholic Primary School, St Paul's Wood Hill, Orpington, BR5 2SR
School phone number	01689828208
Headteacher	Kirsty Everson
<b>Chair of Trustees</b>	Grace Kosua-Faah Bonse
School Website	<a href="http://www.saintpeterandsaintpaulcatholicprimary.co.uk">http://www.saintpeterandsaintpaulcatholicprimary.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Peter And St Paul Catholic Primary Academy
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	9 <sup>th</sup> February 2017
Previous denominational inspection grade	Good

## The inspection team

Catherine Burnham  
Vera Jajechnyk

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