



St Peter's Roman Catholic Primary School

URN: 147278

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

05–06 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education

The quality of curriculum religious education

1

Collective worship

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

What the school does well

- Christ is clearly at the heart of St Peter's school, and this underpins its being. The school values all its members, without exception, especially the most vulnerable. This is lived out by adults and pupils alike.
- The executive headteacher demonstrates and lives out ethical and genuine Catholic leadership, which provides a clear vision for the moral and spiritual foundation for this school.
- The monitoring and analysis of religious education is strategic and well planned. The impact of bespoke, personalised professional development has ensured outstanding

outcomes in religious education. This is facilitated by the diocese, St Cuthbert's Catholic Academy Trust, and the sharing of good practice between schools.

- Leaders have ensured that prayer and liturgy reflects the liturgical year and celebrates the traditions of the Church. Pupils engage fully and actively in prayer and liturgy. They undertake liturgical ministries with confidence, skill and understanding.

What the school needs to improve

- To ensure pupil-led groups within school take a leading role in the initiation and implementation of projects which enable them to live out their mission.
- To ensure the consistency of high-quality presentation in religious education books.
- To consistently offer, across the school, a wide range of engaging and creative experiences in prayer and liturgy, expressing the richness of the Catholic tradition.

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

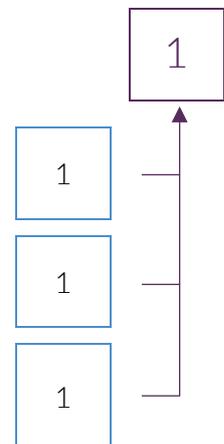
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 is a Catholic school where its pupils truly understand and live out the mission of their school, 'Following Christ, Working Together, Striving for Excellence and Growing in Faith'. Pupils are able to talk with confidence how they are one family, made in the image and likeness of God, where all are welcomed and loved. Pupils show great empathy and care for each other, especially the most vulnerable in school. They state that some of their friends may have challenges and difficulties, but they are part of the same family. The many roles pupils undertake show a deep sense of their care for each other, including Year 6 buddies, servers at lunchtimes and playing alongside the pupils in the school's special education needs and disabilities (SEND) hub. Many opportunities are provided by the school to enable pupils to contribute to the Catholic life of the school: Mini-Vinnies, junior chaplains and the Laudato Si club. Pupils are proud to belong to these groups and can talk about the work they do with pride, including their commitment to the local care home, supporting a local seafarer's charity and the support shown for the work of CAFOD. Some opportunities are given to allow the pupils to take a leading role in the initiation of projects and how these are to be implemented. The behaviour of pupils is exemplary in lessons and throughout the school. They show respect to their peers and to all adults in the school. Pupils respond with enthusiasm to the school's chaplaincy provision and can clearly articulate how as a school and parish community, they follow the teachings and example of Jesus in their respect for each other, in the support they give to the local community and those in need in the wider world. The principles of Catholic social teaching are known and lived out by the pupils.

The quality of the provision for the Catholic life and mission of the school is outstanding. Catholic life and mission are deeply rooted in the word of God and the mission of the church. The school is a joyful, welcoming community, valuing all members without exception, where Christ is

acknowledged in each person. Pastoral care is of the highest level, where there is a deep commitment to the most vulnerable. Chaplaincy provision enhances the spiritual and moral development of all members of the school. Chaplaincy provision is valued by all. Staff are exemplary role models for pupils, consistently giving witness to the Catholic life and mission of the school. The provision for relationships, sex and health education is carefully planned to ensure that it meets all the statutory requirements, it also meets diocesan requirements and is firmly rooted in the teachings of the Church.

Leaders and governors ensure that Christ is at the heart of St Peter's school. They are energised, joyful and determined in the pursuit of the mission of the Church. Leaders embrace and actively promote the principles that Catholic schools are at the service of the local church. They work hard to ensure a flourishing partnership between home, school and parish. Leaders embody the Church's option for the poor by ensuring that the school supports those in greatest need, including those enduring financial hardships within the local community. They demonstrate exemplary commitment to care and support for the most vulnerable. Leaders are deeply committed to supporting staff new to the school. As a consequence, all staff are inspired to actively contribute to the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

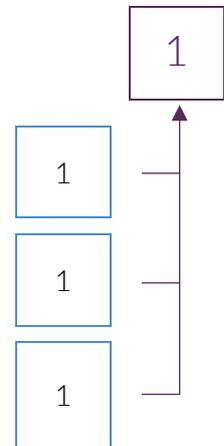
How well pupils achieve and enjoy their learning in religious education

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



Relative to their age, pupils are becoming increasingly religiously literate. They reflect on their religious knowledge spiritually and ethically, and can articulate how this is lived in everyday life. Teachers show great skill in developing this. During lessons in upper school, pupils reflect on scripture they have already studied and could consider how this links to their own faith and the actions they should choose to follow. Older pupils considered carefully how Jesus served the poor and the needy and reflected on this being not just for the materially poor but also the spiritually poor. They did this with great consideration and reflection. Pupils work with great independence; they are actively engaged in lessons and are committed to improving their knowledge, understanding and skills. Pupils enjoy their learning in religious education and contribute with enthusiasm in lessons. Learning behaviour throughout school is outstanding. Pupils consistently make good progress and have a clear understanding of what they have done well, and what they need to do to improve. Pupils speak fluently and confidently about what they have learned in religious education, using subject specific vocabulary.

The quality of teaching, learning and assessment in religious education is outstanding. Teachers have strong subject knowledge. They question skilfully during lessons to check pupils' understanding and promote deeper thinking. Teachers are highly skilled in ensuring the teaching of religious education positively impacts on the spiritual and moral development of the pupils, enabling them to live out their learning. The principles of Catholic social teaching are interwoven into lessons. They are often referred to, and expanded upon, so pupils can consider and develop a deeper understanding and an appreciation of how they can be lived out in their own lives. Teachers ensure pupils have many opportunities to present their learning in a variety of ways and ensure the different needs of all pupils are met. Teaching strategies and resources are adapted and are used successfully to enable all pupils to access learning. Older pupils because of well-structured teaching can consider and give reasons as to how responsibility also brings freedom. They do this by drawing upon their knowledge of scripture to develop their thinking

and their articulation of their beliefs and views. High-quality presentation of work in books is not yet consistent across the school.

Leaders and governors, supported by leaders of St Cuthbert's Catholic Academy Trust, are committed to securing regular, high quality professional development in religious education, resulting in excellent teacher subject knowledge, and teaching and learning practice. The subject leader for religious education has an inspiring vision which is fully supported by the wider senior leadership team. There are clear systems in place to ensure learning is targeted to meet needs and offers appropriate challenge and builds on prior learning. There is clear commitment to ensuring teaching and learning is outstanding. The self-evaluation of religious studies by leaders and governors, demonstrates purposeful monitoring, analysis and self-challenge. This results in strategic action and well targeted planning leading to outstanding outcomes for pupils.

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

2

Leadership

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

1

1

The quality and range of collective worship at St Peter's is outstanding. The experience of prayer and liturgy engages pupils deeply and leads to full and active participation of all. Pupils demonstrate this in periods of respectful and prayerful silence, attentiveness and their response to prayer. Pupils work with adults to prepare well-constructed prayer and liturgies. They undertake liturgical ministries with confidence, skill and understanding. Appropriate to their age, pupils demonstrate an excellent understanding of the Church's liturgical year and how it is lived in the life of the school. Pupils participate fully in a variety of ways of praying including the use of scripture, meditation, reflection and liturgical music. Pupils can articulate clearly the ways in which these experiences have shaped how they think about themselves and the world around them, and how this inspires them into action. Pupils are able to spiritually reflect in moments of sustained silence and stillness. They can contemplate on what acts of prayer and reflection mean to them. One older pupil, after coming to the end of an act of worship, spoke very profoundly: this reminds me that God is always with me.

Prayer and liturgy is central to the life of St Peter's school. The daily pattern of prayer faithfully reflects the prayer life of the Church. Well-chosen scripture, informed by the liturgical season, forms the heart of prayer and liturgy. Music and other art forms are used in prayer and liturgy in a way that enhances these experiences for participants. However, this is not yet consistently developed throughout school to ensure all pupils experience the richness of the traditions of the Church. The school makes imaginative and creative use of the spaces available to provide well cared for areas conducive to prayer. Sacred spaces in classrooms reflect the liturgical year and are very well resourced. The school has a dedicated prayer room which is cherished by pupils and is regularly used for class prayer and liturgy. An outdoor prayer space is located in the heart of the school and is used regularly as a place of worship.

The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and is purposeful. Leaders and governors have planned the school calendar to ensure opportunities to celebrate the liturgical year, as well as regular opportunities to celebrate the Eucharist. Class Masses are celebrated each week, where the staff and pupils are welcomed by the parish priest and parishioners. Parents and carers are welcomed to share in the prayer life of the school through invitations to class worship, as well as through newsletters and the parents' learning portal, See-Saw. Leaders, including chaplains, have a clear understanding of the traditions of the Church and this is planned into the prayer and liturgy provision. The school benefits from the Trust chaplaincy team who provide a wide range of resources to facilitate prayer and liturgy, as well as providing professional development for teachers. This results in all staff understanding the centrality of prayer and liturgy to the life of the school.

Information about the school

Full name of school	St Peter's Roman Catholic Primary School
School unique reference number (URN)	147278
School DfE Number (LAESTAB)	8153615
Full postal address of the school	St Peter's Roman Catholic Primary School, North Leas Avenue, Scarborough, North Yorkshire YO12 6LX
School phone number	01723372720
Headteacher	Andrew Krlic
Chair of Governors/Trustees	David Laws (Chair of SCRCAT Directors)
School Website	http://www.stpetersrcprimary.co.uk/web/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Cuthbert's Roman Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	December 2018
Previous denominational inspection grade	1

The inspection team

Helen Lickess

Lead

Mark Ryan

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