

St Peter's Catholic Primary School

URN: 116381

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

03–04 July 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

Compliance statement

- St Peter's is compliant with the general norms of the Bishops' Conference in relation to 10% curriculum time
- Currently there are no additional requirements of the diocesan bishop.
- St Peter's have fully responded to the areas for improvement from the previous inspection.

What the school does well

- Christ is truly at the heart of St Peter's as witnessed by all members of the school community.
- The headteacher is an inspirational witness to the mission of the school and the Church; her vision permeates to all parts of the community,
- Pupils speak fluently and confidently about their learning in religious education and make consistently good progress.
- All pupils are deeply engaged by the prayer and liturgy provided by the school.
- There is a wide variety of high quality prayer and liturgy experiences provided for the school community.

What the school needs to improve

- Ensure that pupils have opportunities to choose how they want to present and demonstrate their learning of a topic in order to showcase their creativity and individuality.
- Improve the quality of pupil evaluation of collective worship so that it leads to specific actions and improvements.

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

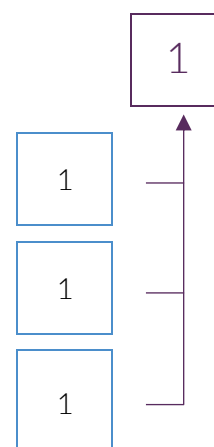
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Being a 'Peteronian' is the ambition of all pupils at this school. They thoroughly understand the school's Catholic identity and mission and know exactly how this impacts on the way they treat each other and the wider world. As one pupil told inspectors, 'we look up to St Peter and follow his example'. They can confidently articulate how their school helps them to follow Jesus' teachings and make links to the principles of Catholic social teaching, for example, explaining that by visiting the elderly in a care home they are promoting human dignity and the common good. Pupils take on many responsibilities associated with the Catholic life of the school: they can serve on the school council, as eco-warriors, as mission ambassadors and as junior road safety officers, among many other roles, all of which allow them the opportunity to take the lead and make decisions on, for example, which charity to support. Recent charities include Stella Maris, Firefly International and Friends of the Family, a local charity chosen because of a personal connection. Pupils feel safe, have a sense of self-worth, and demonstrate high levels of respect and care for others. A particular feature is their understanding of the needs of other pupils and their desire to be inclusive, one pupil summarised this, saying, 'we are a community and everyone is welcomed'.

The whole community at St Peter's operates through its mission to keep 'Christ at the centre'. Staff readily embrace the mission and exemplify it in the way they work with each other, their pupils, and their families. There is a strong sense of inclusivity in the school, this is evident in the priority the school has placed on its work to achieve the School of Sanctuary Award, highlighting the plight of refugees and their duty to welcome everyone. Pastoral care is exceptionally strong and includes regular check ins with pupils and families, soft starts to the day and calm lunchtime activities as well as financial support with uniform and school trips. Staff plan creatively to

provide for all pupils whatever their needs, vulnerabilities, and incapacities, because of their fundamental belief that all are created in God's image and likeness. The school environment is an explicit representation of its mission; there are beautiful religious displays showcasing pupils' work, and religious artefacts, statues, and prayer stations are located around the site, including an inspiring and well-used prayer garden.

Leaders and governors are deeply committed to ensuring the school's uniquely Catholic character is upheld and continually developed. The headteacher is an inspirational leader; her vision, commitment and dedication to the school's mission shine out to all and she is instrumental in keeping the community united on its journey. Staff say that she is 'rigorous in demonstrating her faith and is genuine and authentic'. Leaders are highly committed to the wellbeing of all staff, as shown by the extremely positive feedback from the staff survey and new staff are very well cared for and supported in all aspects of school life; they particularly value the guidance from the senior leadership team and their open-door policy. Parents are generally very supportive of the school; they acknowledge that the changing demographics of the community has brought challenges and necessitated changes but recognise that school leaders always keep 'Christ at the centre'. One parent commented that 'it is a warm, faithful, respectful, safe, inviting place for all to participate in the beauty of the Catholic faith'. The parish priest is a welcome and regular visitor, supporting staff in many ways and making himself available for parents and pupils. Governors are very ambitious for the school and have a secure understanding of its mission; they are highly organised and involved in the school's self-evaluation.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

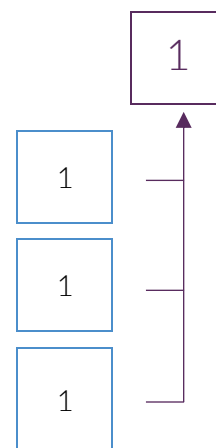
How well pupils achieve and enjoy their learning in religious education

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 very much enjoy their religious education lessons and value the opportunity to 'learn what Jesus did and so what we need to do,' as explained by one of the younger pupils. They make consistently good progress across the school from their different starting points and achieve very high standards by the end of Year 6. They speak fluently and naturally about a wide range of religious stories, messages, and practices using subject-specific vocabulary. Year 2 pupils, for example, were confidently able to explain and demonstrate the meaning of genuflecting as well as the significance of the Paschal Candle. Pupils use their knowledge and understanding to think ethically about the demands of religious commitment in everyday life, one pupil telling inspectors that 'as a follower of Jesus I know to listen, be kind and be helpful'. An older pupil was able to draw on her knowledge and understanding of a range of scriptures about the Holy Spirit to describe how to use right judgement to care for creation. Pupils' written work is very well presented and of a high quality and older pupils particularly have many opportunities to write at length, allowing them to display their deep understanding of the subject, as seen for example in some challenging Year 6 work on the fruits of the Holy Spirit.

Teachers have strong subject and pedagogical knowledge, well informed by their ongoing training and the support of the subject leaders. They are deeply committed to ensuring high standards and know how to engage and enthuse pupils to achieve these in a variety of ways. This was seen many times during the inspection, from the use of a basket of pebbles in Year 1 to teach the pupils about forgiveness lightening our sin to a Year 4 teacher's infectious enthusiasm and use of strategies to maintain interest when teaching about holy orders. Teachers plan highly effective lessons that consolidate and extend pupils' learning, ensuring that prior learning is checked and tasks enable pupils to acquire knowledge and challenge their thinking. They routinely use questioning to check pupils' learning and make adaptations where

necessary, as seen in a Year 6 lesson where the teacher skilfully re-shaped a question about spiritual nourishment in order to elicit deeper responses. Pupils are provided with a vast and exciting array of opportunities to present their learning through various forms of expression, including drama and role play, artwork, and written work. However, as rightly identified by the school, they now need to allow pupils the responsibility to choose how they want to present and demonstrate their learning of a topic in order to showcase their creativity and individuality.

Leaders of religious education have an inspiring vision of teaching and learning and are models of excellent practice. They have the skills to disseminate this across the whole school by such means as support with planning, teaching and assessment. Together with the senior leadership team, they ensure that self-evaluation is accurate and robust and identifies precise areas for improvement, for example, a recent focus on ensuring that questioning is effective in all classes. Staff are highly appreciative of the support they are given by leaders to improve their delivery of the curriculum. Leaders ensure that religious education meets the needs of all groups of pupils, enabling staff to use a range of strategies, including pupils scribing for each other, pictures to support, sentence starters and the use of key questions. Through the link governor for religious education, governors contribute to the evaluation process. Leaders and governors ensure that religious education has at least full parity with other core subjects in terms of training, resourcing, and strategic development.

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 deeply and fully engaged in the wide variety of prayer experiences provided by the school. They are respectful and reverent and relish the diverse opportunities to be still and calm and reflect on the word of God. Older pupils are confident in collaborating to lead prayer and worship with younger pupils, working under the guidance of the subject leader. The standard of these prayer experiences is particularly impressive and due to the excellent examples provided by staff. In a beautiful Year 2 celebration of the word, for example, pupils were able to pray in silence for an extended period led by Year 5 mission ambassadors. Pupils' wholehearted respect for prayer forms a firm basis to their lives in school and beyond, with many of them telling inspectors that they 'always keep Christ at the centre'. They regard the adjacent church building as their own, using it frequently as a joyful place to gather and pray. Pupils thoroughly understand the liturgical year and can describe various important celebrations, such as the feast day of St Peter, Ash Wednesday and the Advent service. They evaluate their experiences of prayer but as the school recognises, adults now need to support them to improve this so that evaluation leads to specific actions and improvements.

Prayer is truly the rock on which this school community is built. It is present in the ordinary experiences of school life with an embedded, daily pattern that impacts everyone. Relevant scripture is chosen well by staff, who are highly skilled at helping pupils to interpret the meaning behind readings. In a Year 5 class celebration of the word for the feast of the Sacred Heart, for example, the scripture reading was linked to a picture of the sacred heart. Staff are exemplary models of good practice, ensuring that time is given to preparing the room and environment for prayer. The use of music to enhance worship is a particular strength of the school, with the use of a highly talented pupil worship band supporting pupils to sing joyfully and enthusiastically. There is a variety of prayer and worship opportunities, such as celebrations of the word and

stations of the cross as well as innovative and creative experiences, such as pilgrimages through the school grounds for Pentecost and for Mary. Families are thoughtfully included in the school's prayer life and the school's worship calendar is shared with parents at the start of the year. One parent commented, 'the prayer services in school, to which parents are invited, are incredibly beautiful and deeply spiritual'.

Leaders clearly understand high-quality prayer and liturgy and ensure that regular formation and training is provided to all staff. This leads to staff being confident both when leading prayer and liturgy themselves and when supporting pupils to lead. The school operates a system for class worship over three weeks, giving first teachers, then a combination of teacher and pupil, and finally just pupils the opportunity to lead worship using a common format; this has been incredibly successful in securing engaging prayer experiences across the school. Leaders have a developed understanding of the liturgical year, seasons, and feasts and ensure that school calendar revolves around the liturgical year. The Eucharist is celebrated regularly and special days such as All Saints, Epiphany and Corpus Christi are given due prominence. The parish priest is a great source of guidance and support for leaders, visiting the school regularly to provide feedback and advice to staff, modelling best practice and ensuring everything is done in line with the traditions of the Church. Leaders and governors have spent time and money to ensure resources are attractive, providing such items as beautifully packaged rosaries, coloured tealights and wooden artefacts, all designed to enhance the reverence and wonder of the worship.

Information about the school

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| Full name of school | St Peter's Catholic Primary School |
| School unique reference number (URN) | 116381 |
| School DfE Number (LAESTAB) | 8503417 |
| Full postal address of the school | St Peter's Catholic Primary School, Oliver's Battery Road North, Winchester, SO22 4JB |
| School phone number | 01962 852820 |
| Headteacher | Louise Buxton |
| Chair of governors | Kevin Mahony |
| School Website | www.stpetershants.co.uk/ |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | Non-selective |
| Age-range of pupils | 2-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 25 June 2019 |
| Previous denominational inspection grade | Good |

The inspection team

Michael Lobo
Laura Park

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 |