

St Peter and St Paul Roman Catholic Primary School

URN: 105225

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

27–28 March 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

Religious education (p.5)

The quality of curriculum religious education

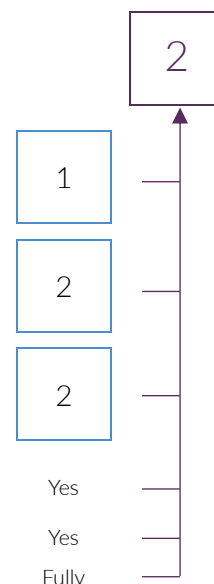
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

- The school meets the 10% teaching compliance status in relation to the general norms for religious education laid down by the Bishops' conference.
- The school meets the compliance status in relation to any additional requirements of the diocesan bishop.
- The school has met all the areas for improvement from the previous inspection.

What the school does well

- The culture of welcome resonates around the school. There is a strong feeling of support, and the school ensures that everyone feels part of the St Peter and St Paul family.
- The pastoral support offered by all staff is excellent. Staff are particularly committed to supporting pupils and their families in times of need.
- The mission to dream, believe and achieve is known by all, and staff bear witness to this each and every day.
- The behaviour of children is excellent: they are happy and know they are valued and cared for.

What the school needs to improve

- Greater focus is required on vocabulary development in religious education lessons to ensure all pupils develop good levels of religious literacy.
- Continue to focus of the development of prayer and liturgy so that all types of services are of a consistent quality.
- Provide all pupils with further opportunities to respond to, and articulate, the demands of Catholic social teaching.

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

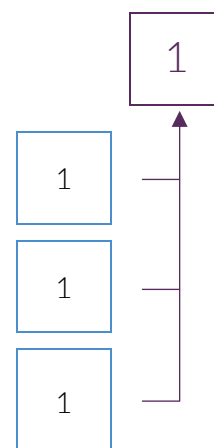
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 and St Paul is a school deeply rooted in love. Their mission to 'dream, believe, achieve' is known, lived and breathed in all aspects of school life. A strong sense of respect permeates throughout the school, where there is a clear connection between all children, rooted in spiritual and moral development. Children are confident and happy, and know they are valued and cared for. The *Caritas Ambassadors* recognise their role in caring for those in need both locally and nationally, and by doing so, 'follow in the footsteps of Jesus.' Through a culture of openness at St Peter and St Paul's, children feel confident to be proactive in addressing local, national and global issues through their charity work for Cafod and Caritas. Every Year 6 child has an area of responsibility, and all are willing and able to engage in this mission, for example, the connection between Year 6 and younger children through the *gardeners and seeds* programme. Behaviour in all aspects of school life is excellent. Children respond readily to the high expectations of staff and have a well-developed understanding of other faiths and cultures. The *Gowing in Faith Together* (GIFT) team are knowledgeable about times in the liturgical year where they can make the most impact. They actively visit classes to encourage others to participate in opportunities to make a difference.

The build-up of the mission statement throughout the year groups ensures it is well known and has been revisited by all stakeholders since the last inspection. Consequently, the excellent pastoral care is centred around the strong relationships formed from an early stage, with one parent stating, 'inclusivity is at the heart of this school.' Staff serve as exemplary role models for children providing love and care for all through extremely positive relationships, as one Year 5 child stated, 'this is a school of joy.' Staff continue to provide excellent pastoral care for all, showing commitment to supporting the most vulnerable in the school community in a place

where families of all cultures and faiths are warmly welcomed. As a result of this, the pupils are engrossed in the school community where the dignity of every individual is considered and cherished. The school environment is pristine, which bears witness to its mission and the Catholic character of the school. The provision for relationship and health education meets both statutory and diocesan requirements and the school has adopted the '*Life to the Full*' scheme of work, with staff and the nominated governor accessing relevant training.

Passionate leadership from the headteacher, who is driven by an unwavering commitment of care to all, has created a school which is highly regarded by the wider community. Backed by her chair of governors, and a loyal and dedicated team, this provides children with the best possible opportunities to be determined in their pursuit of their mission. School policies clearly reflect the priority given to the Catholic identity given to St Peter and St Paul's and are enthusiastically embraced by all. Leaders, at all levels, value the role of parents and carers in their child's faith journey, with supportive parish links from the parish priest at St Patrick's. Parents recognise that, 'this school goes above and beyond for their families.' They seek to work with all families, and many parents shared examples of facing challenging circumstances where they had been extensively supported by the school. Parents of children with special educational needs and/or disabilities talked about the excellent support they were offered. Detailed self-evaluation of the Catholic life of the school represents the views of all stakeholders. Senior leaders place a high importance upon the nurture and nourishment of every member of the school family. Staff commented on the continuous professional development on Catholic life giving them a clear and profound understanding of the school's mission and how they can contribute in support of it.

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

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

2

2

Right from the beginning of nursery, children are developing secure knowledge and understanding of the *Religious Education Curriculum Directory*. Lessons are well-planned and build upon prior learning. In particular, the check in and check out activity at the start and end of each unit of learning is clearly known by all children, particularly across Key Stage 2. Children recognise how they are doing in these activities and therefore clearly understand the school's marking policy. Behaviour in lessons is excellent, and show there is a great care for all in their learning, for example, in a Key Stage 2 lesson where children were fully engaged in exploring pieces of religious artwork. Children take pride in their learning and books are often presented to a high standard. Children, particularly those who are more able, would benefit from further development of religious vocabulary when discussing their learning in lessons. This would result in expressing their knowledge and understanding more confidently and clearly enabling them to make stronger connections between what they learn from Jesus and their daily lives. Attainment in religious education is in line with other core subjects and often above. Children understand how well they achieve in religious education because teachers provide regular feedback and suggestions.

Teachers are confident in their own subject knowledge. All staff create a positive atmosphere for learning at St Peter and St Paul's with children being encouraged to support and help each other. The feedback for children is strong and celebrates their progress, effort and attainment overtime. Adaptations to learning ensures most children with special educational needs and disabilities (SEND) achieve well in lessons and are supported well by adults. Where questioning is effective, teachers heavily structure this to enable thought-provoking ideas and allow children time to engage and debate with each other. This was evident in a Key Stage 2 lesson. In most lessons, teachers give children space and time to reflect on their learning and to deepen their

thinking, with one child stating, 'It helps me be closer to God.' To progress further, this needs to be consistent across school to ensure children of all ages are given the opportunity to ask their own questions and deepen their understanding, with more children actively participating in this area of learning. To make more effective use of provision, resources, such as vocabulary and sentence stems are needed to meet the needs of all children including those that are high prior attainers.

Leaders at all levels have ensured that religious education is given at least the same parity as other core subjects. The religious education governor is a regular visitor to school and reports back to the governing board on her findings, resulting in provisions that meet the requirements of the bishop. The dedicated subject leader has a clear vision for the teaching and learning of her subject and is enthusiastic in her role of raising standards. She regularly attends diocesan training and then delivers the key messages to staff back in school because of her aspirational development for the outcomes of all pupils. She is effectively supported by senior leaders in continuing to drive the progress of the subject forward and staff comment how leaders often 'check in' with them to ensure consistency in the subject. This results in increasing staff confidence, especially for those who are not Catholic. This was evident in the range of different types of worship witnessed and evidenced. The process of self-evaluation is thorough, which leads to good outcomes for the children. To develop further, leaders and governors are to forensically monitor the teaching and learning in religious education with well-targeted plans and opportunities for further creativity.

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

2

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

2

2

Prayer is at the heart of life at St Peter and St Paul's. Children respond well to experiences of prayer and liturgy. They are given and have many opportunities to do this throughout the year. For example, in a Key Stage 2 worship, they confidently reflected, through silent meditation, impacting on their moral and spiritual development. Other forms of prayers are evident, including singing, music and reflecting. Through these lived experiences, children understand how to reflect upon their immersion in prayer and liturgy and often turn this into action. During collective worship, younger children were seen joining in all responses, being reverent and respectful, and developing knowledge of traditional prayer. Children are actively involved in Mass through ministries such as reading and devising their own prayers. This is encouraged by the parish priest and staff who are good role models in demonstrating how to pray. For further development, children choosing their own scripture and explaining its impact on them would allow for a deeper understanding. Leaders, at all levels, need to continue to develop the work already undertaken by the GIFT team, so that they independently plan and evaluate their work in order to impact further on the spiritual of all children.

Children can connect praying for the most vulnerable with their actions. For example, the GIFT team understand the importance of prayer and how it supports others in need when they raise money for charities such as Cafod. Prayer is routinely planned and is a central part of every day, forming routine gatherings of pupils, staff and the community. For example, the newly-introduced Monday virtues assembly where a different theme runs throughout the week. Seasonally appropriate scripture is mapped across the liturgical year and opportunities are given to enhance home prayer life such as prayers bags during Lent. All staff have received training on planning and delivering of class prayer and liturgy and are committed to ensuring high quality opportunities for children. However, ways of using these prayer spaces across

school could be explored more effectively. Throughout the school, there are some attractive spaces to pray and reflect with the continued development of these prayer spaces, inside and out, being of importance. Parents are encouraged to attend Masses and many school events such as celebration assembly for award winners every Friday. At St Peter and St Paul's there is a genuine delight for winners of these by all stakeholders attending. Parents did voice they feel very much part of the prayer life of the school through the open invitation to weekly gatherings as well as the sacramental programme.

Leaders and governors recognise the importance of prayer life across the school. A clear strategy, as part of the policy, has been developed by all. Regular opportunities are given for professional development for staff, however, further monitoring of prayer and liturgy by leaders, including governors, will ensure all staff continue to provide spiritual experiences for children that are engaging and of a consistent nature in all year groups. Leaders ensure there is a clear annual timetable for prayer at key times of the liturgical year. This includes all holy days of obligation and feast days. There are regular opportunities for professional development which are offered to all staff for liturgical formation including staff coaching in meetings. Continuing with this process will allow all staff to be highly skilled in the delivery of prayer and liturgy at the appropriate age for the children. Leaders recognise there are a variety of ways of praying that are part of the Catholic tradition which includes all children as part of the multi-cultural community that the school serves. To develop further the school should give children an increased opportunity to plan and deliver class prayer and liturgy sessions, bringing greater depth to their level of understanding.

Information about the school

Full name of school	St Peter and St Paul Roman Catholic Primary School
School unique reference number (URN)	105225
School DfE Number (LAESTAB)	3503328
Full postal address of the school	St Peter and St Paul Roman Catholic Primary School, Pilkington Street, Bolton, BL3 6HP
School phone number	01204 333030
Headteacher	Louise Bates
Chair of governors	Maria Borszcz
School Website	www.sspp.bolton.sch.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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	23 rd January 2017
Previous denominational inspection grade	Outstanding

The inspection team

Matthew Lawrence
Fiona Robinson

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