



St Peter's Catholic Primary School

URN: 142724

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

19 March 2026 – 20 March 2026

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 RE

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

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Yes

Yes

Fully

What the school does well

- St Peter's is a welcoming Catholic school which promotes the welfare and wellbeing of all its pupils, staff and families.
- The well-established governing body, school leaders and lay chaplaincy team strive to ensure that Catholicity is maintained by fostering strong home, school and parish links.
- Pupils' behaviour is exemplary, enhanced by the range of opportunities provided for them to take a lead in promoting the Catholic ethos of the school.
- Leaders are committed to providing a rich and nurturing religious education curriculum for all pupils.
- Pupils are central to the leadership of, and ministry in, prayer and liturgy. They participate with reverence, confidence and understanding.

What the school needs to improve

- In religious education lessons, provide pupils with clear success criteria to enable them to achieve, and exceed, expectations.
- Provide pupils with relevant and specific feedback to ensure that they understand what they need to do to make progress in their learning in religious education.

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

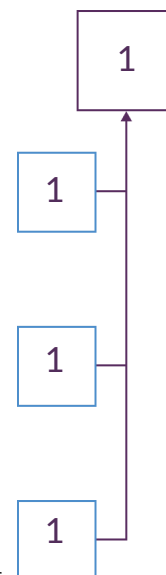
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 value their part in the Catholic life and mission of St Peter's. They live out the school motto, 'Christ at the centre, excellence at the heart'. Pupils are friendly, confident and play an integral part to significantly enhance the Catholic life of the school. They say they feel valued and cared for, as 'everyone always makes sure you are okay and looked after'. Their understanding of Catholic social teaching is a strength, and they play a leading part in support through outreach and fund-raising, actively supporting the local food bank, Lawrence House (a residential centre for the homeless), Cafod, the mental health charity MIND, as well as the 'African Village Dream' project based in the Gambia. Pupils are keen to be part of class-based Catholic life groups, such as Mini Vinnies, the eco club and the school council. Pupils can explain the theology behind their actions, and, as such, the eco club recognises the importance of caring for the environment and supporting the most vulnerable. Pupil behaviour is exemplary: they demonstrate care and empathy for others, and pupils from older year groups often 'buddy up' with younger peers to support them during parish worship, such as the stations of the cross. Year 6 pupils lead by example and all are active members of the chaplaincy team, subdivided into specific roles promoting worship, witness, service, communication and charity work effectively. Pupils also provide a monthly parental newsletter, The Rock, which celebrates all their initiatives.

Staff are valued and appreciate the compassionate and nurturing ethos of the school. They say that they 'are made to feel so welcome, and it makes you want to be part of things'. The school reaches out to vulnerable families and signposts appropriate, external support. As a result, parents feel listened to and valued. Leaders are positive role models working across

school providing support and guidance to ensure that St Peter's is rooted in the word of God. There is a real sense of community which is articulated by all staff and validated by parents and governors. Displays promote many aspects of Catholic life and mission around school. A statue of St Peter sits in the heart of the building and reinforces the school's strong, Catholic identity. Chaplaincy provision is dynamic and expertly modelled, promoting high quality opportunities for the spiritual and moral development of pupils. The school's relationship, sex and health education curriculum is well designed and provides a holistic vision of the human following diocesan requirements.

Leaders and governors are committed to ensuring that the Catholic faith is at the heart of daily practice. All are invested in ensuring the school is living out its mission as an inclusive, welcoming and supporting link for all families and cultures. There is a flourishing partnership with the parish which brings everyone together to celebrate the word of God throughout the liturgical year. Staff reach out to the community in supporting the vulnerable. Links with the Catholic secondary and local Catholic primary schools are well-developed under the headteacher, and have led to the sharing of expertise. Staff attend diocesan training and formation ensuring that they stay up-to-date with new initiatives. An induction pack is provided for trainee teachers, and new teachers attend all diocesan 'new to working in Catholic schools' courses. Support is supplemented by in-house professional development sessions with the lay chaplain, ensuring staff keep abreast of new initiatives. Leaders are keen to promote Catholic social teaching and ensure that all classes cover a range of themes.

Religious education

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 key judgement grade

Pupil outcomes

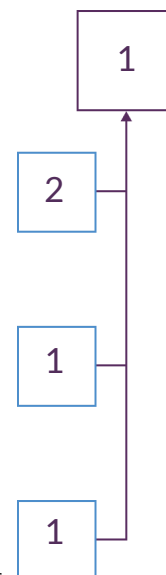
How well pupils achieve and enjoy their learning in religious education

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 are enjoying the new *Religious Education Directory* work and developing their knowledge. On entry, reception pupils receive well-planned religious education lessons. Pupils continue to make good progress during their time at St Peter's, as learning is structured so that it builds upon prior knowledge. Pupils talk willingly about what they like best about lessons: they say, 'we like the way teachers explain scripture'. Attainment is in line with that of other core curriculum subjects. Pupils are focussed and display good listening skills in lessons. They are given time to think, and time to talk to partners to formulate answers. Pupils become increasingly religiously literate and can use their prior knowledge, illustrating that they know more and remember more. Although they have learning objectives, pupils are not always certain about how to fully achieve or exceed expectations. Pupils are able to use key vocabulary around religious seasons, such as Lent. They are confident speakers. Written work shows signs of emerging individuality and creativity, and books are generally well-presented.

Teachers are committed to embedding the new *Religious Education Directory* programme of study and have high expectations. They have been supported to deliver subject and pedagogical knowledge, and are confident practitioners. They communicate clearly with pupils. All staff follow agreed approaches to planning. Marking systems are being adapted in order to show year-on-year consistency. Teachers prepare and deliver religious education lessons diligently. There is a clear structure to lessons: they begin in prayer, followed by revision of prior learning, which is effective in ensuring pupils are able to revise and recall content from previous lessons; best practice is highlighted, which models high-quality

answers for pupils to emulate in their written work. A 'big question' is included to gather thoughts as the lesson's theme evolves. Pupils have established strong learning behaviours and, as a result, they show excellent listening skills. Within lessons, feedback is 'in the moment' which means that it is instant and can be helpful, but this is not always precise enough for pupils to fully understand how to make progress in their work. However, teachers use praise effectively and they use different teaching methods to add interest, such as role-play and art, which supports creativity and helps to engage and enthuse pupils. Teaching assistants support the vulnerable pupils effectively and with empathy, ensuring that they are able to access the curriculum, engage and be part of peer-group learning.

Leaders and governors have implemented the *Religious Education Directory* with drive and enthusiasm ensuring fidelity to the scheme. Religious education has parity with other subjects in terms of continuing professional development and financial resources. Catholic social teaching is skilfully interwoven into the whole curriculum ensuring Christ is at the centre of learning. Leaders ensure that staff have access to regular and effective training to improve their practice. Teachers have access to high quality subject content and provision. They attend the necessary diocesan training and sessions. As a result, they feel supported and mentored effectively. The subject leader is enthusiastic and shares diocesan updates and relevant training with staff. Moderation takes place regularly both internally and externally, with the diocese as well as within the St Thomas Aquinas Catholic Multi-Academy Trust. As a result, teaching and learning has a clear focus. Governors are proactive and able to articulate their awareness of standards in religious education through scrutiny of work and reviewing pupils' progress. They are accurate in their self-analysis and can identify 'next steps' to maintain and improve outcomes for staff and pupils. Leaders strive to maintain the drive for consistently high standards.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

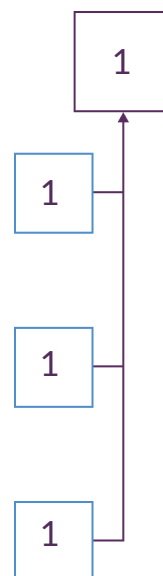
How well pupils participate in and respond to the school's collective worship

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



Pupils are witness to a wide range of rich liturgical opportunities. They are all given the opportunity to participate in high quality celebrations of the word in the whole school setting and in their classrooms. Lectio Divina and Visio Divina are observed with reverence and prayerful silence, and these occasions enhance provision. Pupils use the 'LetUsPray2together' resources confidently, taking this common format as a starting point. Over time, pupils are able to shape and create engaging and meaningful celebrations of the word following the recognised diocesan structure. This aspect of prayer and liturgy is firmly embedded. Pupils are proud to lead during prayer and liturgy, showing knowledge and understanding as well as independence in undertaking their ministry. Pupils work closely with the lay chaplain to develop prayer and liturgy to a high standard, demonstrating an excellent understanding of the Church's liturgical seasons. Pupils are able to reflect upon their experience of prayer and liturgy with confidence. The care and respect they show for one another transfers to all aspects of their daily interactions. Self-evaluation is used effectively to continually fine tune plans, and pupils can confidently talk about links with the wider curriculum and how they are inspired to live out faith through action.

There is a developed daily pattern of prayer throughout the week, allowing pupils to pause and spend time together in focussed reflection. The liturgical year is carefully followed, ensuring that scripture is carefully chosen to reflect the Church's seasons and enabling pupils to make links to Catholic social teaching. Classrooms and the hall are used effectively for prayer gatherings. Each classroom has its own focus area which reflects the liturgical season. Teachers oversee a common planning format which is enhanced by thoughtful and liturgically

correct preparation ensuring high quality celebrations of the word. Mass is offered throughout the year and feast days are routinely celebrated in the parish church. The parish priest is an active visitor to the school and there are strong home, school and parish links. The creativity and expertise of staff and pupils ensure that prayer and liturgy reflects the richness of the Catholic Church.

Leaders and governors are committed to ensuring that quality provision involves all pupils participating and taking ownership of prayer and liturgy. They support all classes to plan and develop meaningful reflections and celebrations of the word which are linked to Catholic social teaching. Work has been undertaken by leaders to establish a clear planning structure for celebrating class and whole school celebrations of the word. The school's liturgical calendar and timetable is carefully planned. Faith formation and the development of a rich variety of prayer and liturgy is facilitated by the lay chaplain alongside leaders. The school has an excellent relationship with the parish priest to ensure that the Eucharist is celebrated on important feast days and significant times in school, such as the end of the year, Advent and Lent. Leaders use a bank of religious artefacts to create effective focal points for celebrations of the word. Resources are readily available in all classes to provide enhanced experiences of prayer and liturgy. Staff have received professional development in relation to liturgical formation and the planning of prayer and liturgy. Self-evaluation of prayer and liturgy is given the highest priority and this is conducted regularly, with pupils at the centre. Parents say, 'It feels like a community when we come together in prayer'.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	142724
School DfE Number (LAESTAB)	8553336
Full postal address of the school	London Rd, Hinckley, LE10 1HJ
School phone number	01455 634087
Headteacher or Head of School	Luisa Rinaldi-Oxley
Chair of Governors	Liz Franklin
School Website	www.stpetershinckley.net
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Thomas Aquinas CMAT
Phase	Primary
Type of school	Academy
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	27 March 2019
Previous denominational inspection grade	Good

The Inspection Team

Gregory Hughes Lead

Lucy Saxton

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