



St Peter's Catholic Secondary School

URN: 148094

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

11 June 2026 – 12 June 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

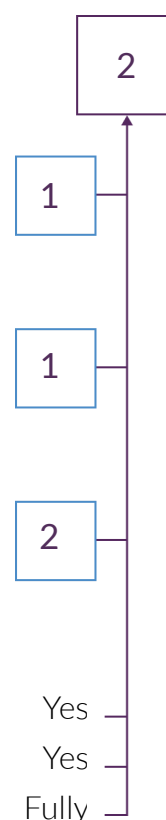
Collective worship (p.7)

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



What the school does well

- There is a strong sense of belonging to the St Peter's family; everyone is proud to be part of this community.
- Relationships are strong and, as a result, behaviour is exemplary; pupils feel known and loved.
- Teachers' subject knowledge in religious education is strong, as is their commitment to teaching, resulting in excellent attainment for pupils.
- The religious education curriculum is well designed and sequenced, enabling all groups of pupils to make excellent progress as they move through the school.
- The carefully planned and well-resourced calendar provides opportunities to celebrate key times in the Church's liturgical year and to receive the sacraments regularly.

What the school needs to improve

- Develop systems so that pupils readily reflect on their experiences of prayer & liturgy, articulating how these inspire them to act.
- Enable pupils to routinely prepare for and engage in a range of Catholic ways of praying.
- Empower pupils to articulate independently the Catholic theology that underpins their chaplaincy work.

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

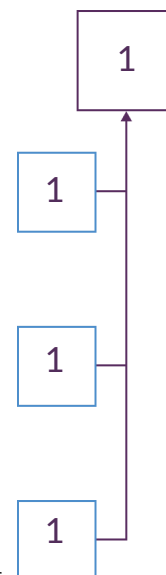
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 the mission greatly and actively participate in it at St Peter's Catholic School. They clearly understand they are valued and cared for as unique persons. Christ is at the heart of St Peter's, and pupils live out the Gospel values through charity and social action, including the Big Lent Walk, events for the elderly, and fundraising for those experiencing need. Furthermore, pupils embrace and lead opportunities to address issues that affect them and their community, such as attending the climate coalition protest at Westminster; however, they lack confidence in explaining the Catholic theology that underpins such actions. Pupils are deeply respectful of one another and show a sense of belonging to the school community. Pupils are beginning to play a more active role in shaping chaplaincy and leading social action within the school's Catholic life and mission.

The mission statement at St Peter's, 'Faith is our Foundation' is a clear and inspiring expression of the school's mission, which pupils and staff live out. It is the driving force of all the school's work. Staff commitment to the mission is clear; they are inspirational role models in their service to others and offer remarkable support in times of challenge. Staff speak positively about how the school's ethos strengthens their faith and enables them to enthusiastically model its values in their daily work. There is an embedded culture of welcome, with Christ at the school's heart. The school goes the extra mile for those most in need, for example, by making pre-loved uniform items available. The physical environment witnesses effectively to the school's Catholic identity through the St Peter's mission roundel displayed throughout the school, as well as through the chapel and prayer garden. The appointment of a prayer and liturgy coordinator has strengthened chaplaincy provision and

enriched opportunities for the spiritual development of pupils and staff. Retreat and pilgrimage opportunities, including a high-quality visit to Knock, further support the school's commitment to developing the whole person. Relationships, sex, and health education (RSHE) is thoughtfully and carefully planned and meets diocesan requirements.

Leaders and governors ensure that Christ is at the heart of the school; they are a source of inspiration for pupils and the wider community. Leaders and governors ensure the highest levels of pastoral care for staff; staff describe the school community as a 'family' because of leaders' explicit commitment to their wellbeing. Staff feel able to approach leaders for support because leaders are committed to their physical and mental well-being. The school and Our Lady and All Saints Multi Academy Company (MAC) provide high-quality induction, staff training, and other formation opportunities from external partners. Leaders and governors recognise that parents and carers are the first educators of their children and engage with them effectively through regular communication and by inviting them into school for Mass and other special occasions. They recognise that the relationship between home, school, and the parish is central to the Catholic life and mission of the school. Leaders work proactively with parents, the parish, and other schools. Parents embrace the school's promotion of strong Catholic values and its provision of a caring, respectful environment in which pupils are encouraged to live out the Gospel message. Pupil evaluation of Catholic life and mission occurs largely through the chaplaincy and pupil parliament groups, but it is not systematic enough to foster greater pupil leadership and ownership.

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

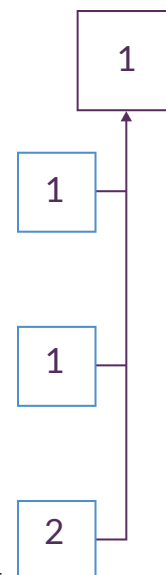
How well pupils achieve and enjoy their learning in religious education

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 consistently excel in religious education, one of the school's strongest subjects. All pupil groups develop secure knowledge and understanding from their varied starting points and make excellent progress across key stages. Outcomes in Key Stage 4 are consistently above national and diocesan expectations. Pupils enjoy their learning in religious education, responding well to the structure of their lessons and using regular 'Do it now' activities to recall prior learning and make links in their learning. Pupils' religious literacy is strong, and they confidently use progressively more complex subject-specific vocabulary. For example, A-level pupils offer thoughtful responses to Michelangelo's painting of the creation, drawing well on prior knowledge and understanding. Pupils show high levels of focus and concentration in religious education lessons. Their attitudes are consistently positive, and their behaviour is excellent. They are fully committed to doing well, and the work in their exercise and assessment books is presented well. Pupils are proud of their progress and speak confidently about their learning. They clearly understand how well they are doing and, through the 'green pen' system, improve their completed work. They are confident in assessing their work and know what they need to do to improve further.

Teachers display high levels of authentic subject knowledge and confidence in delivering religious education. They are ambitious for their pupils and create a positive, purposeful learning environment. There is a clear, tangible commitment to the subject amongst staff, with ongoing dialogue, collaboration, and reflection, which support consistently strong practice. Teachers use a clear framework for planning and delivery, which enables them to

work together to ensure that lessons are ambitious, well-sequenced, and supported by well-chosen resources. In-the-moment feedback, regular use of whiteboards, and whole-class feedback support ongoing assessment of pupils' needs and lead to timely adaptation of teachers' techniques within lessons. Teachers use questioning skillfully, and this is carefully considered to support pupils' learning. In examination classes, teachers place an additional focus on developing examination technique alongside securing subject knowledge. As a result, pupils approach examination questions with confidence and increasing precision. Work is assessed regularly, and clear feedback helps pupils to understand what they need to do to improve.

The curriculum reflects the requirements of the *Religious Education Directory* and relevant examination specifications. Religious education enjoys full parity with other core subjects and is a clear priority in curriculum planning. Survey responses from staff indicate that religious education is comparable to other core curriculum subjects in terms of training, resourcing, staffing, timetabling, and accommodation, and that leaders have a clear vision for teaching and learning supported by a high level of expertise. Leaders access appropriate training to support their work in religious education, and this training is regular and high-quality. The director of learning (subject leader) has a clear, inspirational vision for the department, promotes the wider moral and spiritual value of religious education for all, and plans a sequential curriculum. Detailed analysis of data and other monitoring activities informs leaders and governors, who have a thorough understanding of current achievement in the subject and priorities for improvement, leading to well-targeted improvement work to sustain the subject's successes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

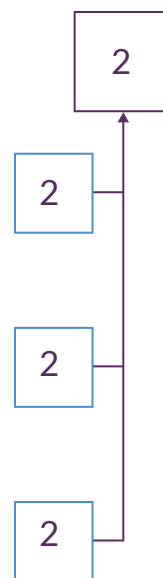
How well pupils participate in and respond to the school's collective worship

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



Most pupils engage and participate in prayer reverently and confidently, responding to the themes presented to them. This is evident in larger-scale worship opportunities, but it is more variable in tutor groups. Pupils have a good knowledge of traditional prayer and liturgy, reflected in their engagement and participation in weekly Mass, which is well attended by parents, regular opportunities for Eucharistic Adoration, and a biannual celebration of the Sacrament of Reconciliation. Pupils know the school prayer confidently, but they do not yet have a detailed understanding of a wide variety of prayers, particularly more contemporary styles, because their experience of these is limited. They have some knowledge of the liturgical year and understand its importance to the school's prayer life. However, they lack confidence in explaining how prayer changes during certain liturgical seasons. Pupils know that prayer influences the curriculum because, in some lessons, prayer links to their learning, but they have limited opportunities to plan, prepare, minister and evaluate prayer and liturgy. Pupils' opinions about prayer are sought as part of leaders' evaluation processes, and these are beginning to improve the school's prayer provision. Pupils understand the importance of prayer in school, though they struggle to offer concrete examples of how prayer has inspired them to action.

Prayer is central to school life, and each day is built around prayer, including morning prayer, regular assemblies and meetings, and the daily Angelus. The community always ensures prayer features in significant moments of joy and sorrow. The school chapel is a central space where the Blessed Sacrament is reserved, and pupils and staff value its accessibility. The quality of prayer spaces throughout the school varies; some are well maintained and used

regularly, but this is not always the case. While relevant staff have the skills to help pupils plan, prepare, minister, and evaluate prayer and liturgy, this is not currently part of the pupils' formation. There is a tradition of effective links with the parishes to support the school's sacramental prayer life. Leaders and governors clearly understand the importance of prayer and liturgy to the school community's life. The pupils benefit from opportunities to receive the Sacraments of Reconciliation and the Eucharist.

The prayer and liturgy policy ensures leaders' expectations are clearly communicated and that relevant training is offered to support staff in meeting them. Together with the recently appointed prayer and liturgy coordinator, leaders are committed to developing the school's prayer life and ensuring it is presented to pupils and staff in an accessible and inclusive way. They have compiled a whole-school calendar that ensures the themes chosen for prayer and liturgy are relevant and reflect the liturgical season and the school's values and priorities. Leaders and governors prioritise the sacraments and holy days of obligation and ensure that these celebrations are well resourced. Staff value leaders' 'open door' policy concerning advice and support about prayer. A strategy for building pupils' participation skills as they progress through the school has not yet been established. Staff speak positively about the regular opportunities leaders provide to deepen their understanding and experience of prayer, especially in the Catholic tradition. Staff speak of the strong impact this has on them, including some whose experience of working at Peter's has deepened their faith significantly. Parents and pupils have frequent opportunities to share their views through feedback sheets and questionnaires; however, leaders' are yet to ensure robust and accurate self-evaluation is always aligned to the national framework for the inspection of Catholic schools, colleges, and academies.

Information about the school

Full name of school	St Peter's Catholic Secondary School
School unique reference number (URN)	148094
School DfE Number (LAESTAB)	3344650
Full postal address of the school	Whitefields Road, Solihull, B91 3NZ
School phone number	0121 705 3988
Headteacher or Head of School	Stuart Shelton
Chair of Governors	Gerard Dufficy
School Website	www.st-peters.solihull.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady & All Saints Catholic Multi Academy Company
Phase	Secondary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	11 - 18
Gender of pupils	Mixed (Sixth Form: Mixed)
Date of last denominational inspection	20 November 2018
Previous denominational inspection grade	Good

The Inspection Team

Teresa Clare Cotter Lead

Andrew Maund

Alexandra Moakes

Luke Salkeld

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