



St Peter's Catholic Primary School

URN: 147282

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

23 April 2026 – 24 April 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

- Pupils demonstrate high levels of engagement and a deep sense of how prayer can transform.
- Staff act as exemplary role models of the school's Catholic ethos and are committed to engaging with the school's strong professional development offer.
- Senior leaders give authentic and visible witness to Catholic education.
- Religious education is central to the school with carefully planned sequences of learning that result in deep levels of pupil understanding.
- The school has created sacred spaces within the classrooms, corridors and outdoor spaces for reflection and prayer.

What the school needs to improve

- Evaluate the current mission statement to ensure that it fully reflects the school's mission.
- Map Catholic Social Teaching principles across the curriculum so that pupils can articulate these independently.
- Ensure the new relationship and sex education curriculum is fully embedded throughout the school's wider personal, social, health and economic curriculum.

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

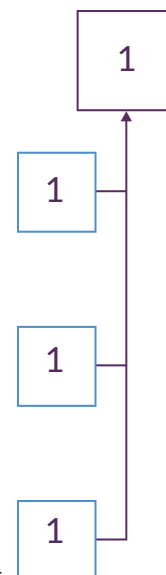
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 thrive because they see themselves as an important part of the St Peter's family and fully understand what it means to be part of a Catholic community. They have a strong moral compass and show exceptional levels of care for one another, empathising with the needs of others in their school community. Pupils highly value the school's chaplaincy provision and they are eager to take on leadership roles across the school. The participation in and contribution by pupil groups, such as Junior Disciples and Faith in Action, is outstanding. Behaviour is exemplary in lessons and across the school, with pupils learning, playing and praying together in a harmonious manner that is deeply impressive. Pupils can talk with confidence about the principles of Catholic Social Teaching that they have learned about in their classrooms. To reflect the high levels of religious literacy that are evident in all other aspects of religious education, prayer and liturgy, pupils would benefit from more opportunities to explore these principles across the wider curriculum.

The school's strong sense of welcome to everyone is tangible, with Christ at the centre. As described best by one parent at the school; "Staff go above and beyond to develop children's faith ... children are genuinely engaged and developing closer relationships with God." Staff value all children without exception. Those with additional needs are very well catered for by all at the school and their needs are well met both within the classroom and beyond. The quality of relationships between pupils and staff are remarkable; they are characterised by calmness, patience and love. The parish priest is a regular and well-known visitor to the school, whose presence is valued by all. Great care and attention has been given to the development of the school environment, with attractive displays and beautiful religious

artwork created by the pupils that enhances every space. The school has a bespoke personal, social, health and economic curriculum that it has built over time. The introduction of a new relationship and sex education curriculum scheme is a good addition to this existing scheme. It would be beneficial to now review and evaluate how these two curriculums align and interlink as the school goes forward.

Leaders and governors are united in their aspirations for this school to continually fulfil the Church's mission in education. The school is an active participant in the wider diocese, accessing training and working closely with other Catholic schools to the benefit of all. The school and the parish are entwined and as a result the pupils flourish. This close relationship results in innovations that are to the benefit of the faith life of both pupils and their families, such as the visible presence of the school chaplain regularly on the school gate. Leaders and governors are continuously striving to make St Peter's the very best that it can be in every aspect. Parents are overwhelmingly positive in their view of St Peter's as an excellent Catholic school where pupils flourish. The school has many admirable strands to its ethos. This would seem to be the opportune moment for all within the school community to evaluate once again what makes this school so very special.

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

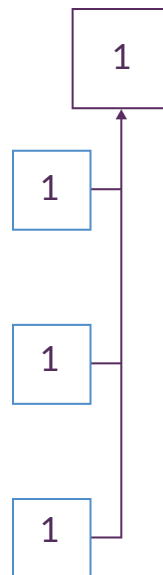
How well pupils achieve and enjoy their learning in religious education

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 immersed in the school's religious education curriculum and are able to make links between themes they are learning across various year groups. As a consequence they demonstrate excellent knowledge, understanding and skills, for example the bible story of the Road to Emmaus was seen to be deeply understood from Reception to Year 6. Pupil work in books is of an exceptionally high quality. They write with confidence and create beautiful religious artwork. Pupils demonstrate that they are highly skilled in discerning their personal learning from the curriculum that they study. Pupils are fully engaged throughout their RE lessons, with outstanding behaviour that flows from their great interest and enthusiasm for the subject. The routine ways in which the pupils collaborate at set points in their lessons to share and develop their subject specific vocabulary and theological fluency is a consistently exceptional part of their practice. As a consequence of all of this, pupils' attainment across all year groups is well above average. Pupils' attainment is above average across the whole school and they demonstrate great pride in all that they produce and achieve.

All teachers and support staff demonstrate notably high levels of subject specific knowledge. The staff's commitment to religious education as a core subject of central importance is apparent in every class. All staff communicate the concepts and ideas with confidence and have high expectations of what it is that children should learn, know and understand. Questioning is used skilfully to both unpick the children's own ideas and to support further learning. There is a clear structure for the delivery of religious education lessons across the school. The consistent use of collaborative learning as a feature of the school's lesson

structure, provides regular opportunities for pupils to deepen their understanding of key concepts. Lessons are carefully planned so that pupils move at pace into the core learning and have sufficient time to write at length, exploring the central messages in scripture. Task design within lessons is well structured to continually deepen and extend the pupils' spiritual and theological thinking. Teachers carefully select high quality resources, particularly artwork, to support the learning of pupils.

Standards are very high in religious education because of the impact of strong subject leadership that provides clear direction. This support is valued by all teachers. Leaders' bold decision to construct and implement a bespoke school curriculum that responds to the Religious Education Directory has had a positive impact upon St Peter's. Religious education is at the heart of the school's curriculum and strategic improvement work, with appropriate levels of curriculum time, professional development focus and quality assurance scrutiny invested by senior leaders and governors. Senior leaders have developed strong links beyond the school, at both Trust and Diocesan levels, that both enhances the school's provision and enhances the quality of religious education across the local area. The work that the school has undertaken to engage with and adapt the Religious Education Directory to the needs of this particular school is deeply impressive. Governors have a clear understanding of the performance of religious education as a core subject within their school and maintain a sharp focus on this through scrutiny of attainment data and governor visits. Senior leaders and governors successfully work in close partnership to support and challenge their school to achieve and sustain outstanding outcomes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

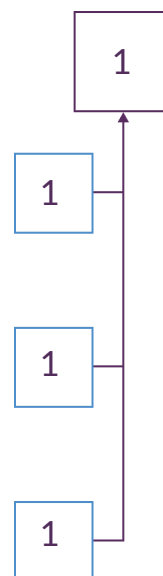
How well pupils participate in and respond to the school's collective worship

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 engage with reverence in all prayer and liturgy experiences whether within the classroom, around the focal points across the school, in the outdoor spaces and school hall. Pupils sing with pride and this plays an important part in bringing them to a place of prayerful reflection. The quality of focus, the depth of response and the attentiveness to God, means that prayer is rich and transformative. Pupils are able to use an impressive variety of forms of prayer. Pupil-led liturgies, such as those planned by the Junior Disciples, have a notable impact on others. Pupils are very confident to share their thoughts and ideas during planned spiritual experiences in a wide range of settings and contexts, such as their classrooms, prayer gardens and assemblies. Pupils know how to pray in different ways and make strong links to scripture in their engagement with liturgies. In the words of one parent; 'I would never hesitate to recommend St Peter's to any parent looking for a school who will help build and nourish their child's faith.'

Opportunities for prayer and liturgy are extremely well mapped across the day, week and liturgical year. Teachers plan collaboratively and with care, opportunities for prayer that are enriched by well-chosen music, artefacts and symbols. The focal areas in all instances across the school are relevant, attractive and creative. All staff participate in and effectively role model the behaviours and gestures that form a part of the prayer experience. The staff themselves, in their own words, say that "prayer and liturgy are woven thoughtfully through school life in ways that are faithful, meaningful and inclusive." Thought is given to ensuring that pupils regardless of additional needs are involved in and engaged by the school's rich offer of religious experiences. Staff support pupils skilfully, providing prayer stones, stem

sentences or symbols to enhance pupil prayer. The school and parish, facilitated by the work of the school chaplain, work closely to support the sacramental experiences that bring Christ into the life of all, through regular year group and whole school Masses and opportunities for the Sacrament of Reconciliation at key points in the liturgical year such as Advent and Lent.

The school's policy and practice in prayer and liturgy has been carefully formulated, systematically developed across the whole teaching staff team and monitored closely by leaders and governors. There is progressive development in the children's ability to engage with and lead prayer because leaders ensure collective worship happens frequently and is of a consistent high quality. Significant attention and time has been devoted to the professional development of teachers' understanding and skill in planning, leading and evaluating the impact of prayer. This is further enhanced by the governors' decision to invest in the dedicated role of school chaplain, which has enriched the school's effectiveness as a place where prayer and reflection are strongly valued. As a consequence of this, pupils report, in their own words, that "prayer is powerful because we pray from our hearts." Leaders strive to be constantly innovative in their provision of prayer, with regular review and adaptation of the school's provision such as the Stay and Pray or Bible and Biscuits initiatives that further enhance the opportunities available to all.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	147282
School DfE Number (LAESTAB)	8813471
Full postal address of the school	Coxes Farm Road, BILLERICAY, CM11 2UB
School phone number	01277 653770
Headteacher or Head of School	Mrs Hannah Walker
Chair of Governors	Mr Dominic Ludden
School Website	www.stpeterscatholicprimaryschool.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	11 July 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Mark Hannon Lead

Annemarie Kendal

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