



St Peter and St Paul Catholic Primary School

URN: 100447

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

05–06 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Collective worship (p.7)

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

2

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

- The school is fully compliant in relation to the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant in relation to any additional requirements of the diocesan bishop.
- The school has addressed all areas for improvement from the last inspection.

What the school does well

- St Peter and St Paul is an authentic, faith-filled school where all members of the community live out the mission to 'love one another'.
- The senior leadership team are responsive to the needs of their community, particularly the most vulnerable, showing sensitivity and compassion.
- Pupils are wonderful ambassadors for their school, demonstrating excellent behaviour in class, and showing kindness and consideration for others.
- Pupils display positive attitudes to their religious education learning.
- Pupils are actively engaged in supporting those in need, recognising their mission is to serve others.

What the school needs to improve

- Ensure that the monitoring and evaluation of teaching and learning in religious education leads to consistent high-quality provision across the school.
- Improve the quality of religious education feedback to pupils so that it is always purposeful and leads to deeper levels of understanding.
- Ensure a greater variety of prayer experiences appropriate to the age of pupils when celebrating prayer and liturgy in the classroom.

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

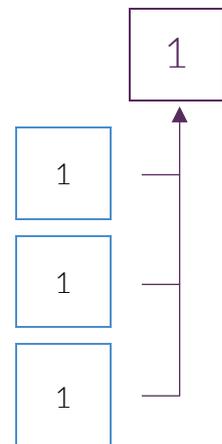
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



At St Peter and St Paul's all members of the school community embrace and live out the mission to 'love one another'. One pupil shared that 'our mission is the new commandment. Jesus told us this is how we should live our lives'. Pupils articulate how much they feel valued and cared for and describe the school as 'a family'. The school responds to the needs of others locally, nationally and globally, fostering in pupils a desire to help those who are less fortunate. Examples of this include fundraising for many different organisations, such as, the Catholic Children's Society, Cafod, Caritas, the Salvation Army and the Peel Centre. Pupils can confidently articulate the theology that underpins their actions and pupils in the school council, the Green Team, the Caritas Ambassadors and the Chaplaincy Team display a strong understanding of why they lead initiatives across the school. One pupil stated that, 'we follow in the footsteps of Jesus. He cares about all of us, even the lost sheep, so we should do this also'. Catholic social teaching is taught and lived out at St Peter and St Paul; the next step is to evidence this more clearly, so even the youngest pupils can confidently articulate these principles. Parents are proud to be a part of this Catholic community - one parent shared that 'the school fosters a real sense of community where Catholic values are lived, not just taught'.

There is a lived sense of community at St Peter and St Paul. Staff feel privileged to be a part of this community and this is evident through the high levels of care and respect they show for one another and the pupils. This is a very welcoming and inclusive school, where diversity is valued. One child shared, 'we have children of other faiths, and we learn from them. We are all unique'. Displays around the school are attractive and engaging, reflecting the distinctive nature of this Catholic school. Pastoral care is of the highest quality, with the headteacher going above and beyond to support and nurture the most vulnerable in the community. She is a role model to other staff and the pupils. A staff member stated that 'the leadership ensures that the Catholic mission is not just a statement but a lived reality'. The chaplaincy team take their role of spreading the word of God to the younger pupils very seriously. One shared that 'through

spreading God's word we spread His love'. The provision of relationships, sex and health education meets all the diocesan requirements.

The headteacher and senior leaders, including the religious education lead, share a commitment to ensuring that the Catholic life is at the centre of this school community. Senior leaders are well supported by the governing body who know the school well and offer both support and challenge. Governors are passionate about their role in helping to promote the mission of the school in the community. They recognise the challenges and work well with senior leaders to overcome these so that pupils are able to flourish in their faith. The local clergy are valued and are an active presence in the school, leading Masses and liturgies throughout the year. Pupil leadership has been very well developed since the last inspection; pupils understand their responsibility to care for others. Staff bear witness to the Gospel, one teacher commented that 'Our mission is to form pupils not only academically, but also spiritually and morally, in the light of the Gospel. This means modelling compassion, integrity, and service every day.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

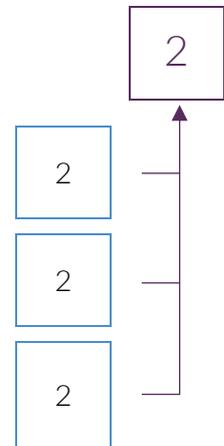
How well pupils achieve and enjoy their learning in religious education

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 display positive attitudes to their learning in religious education; they enjoy their lessons, are engaged and well-behaved. This helps to ensure they develop the knowledge and understanding required by the *Religious Education Directory*. One child shared that ‘in our lessons we learn how to connect with God and have a relationship with Him.’ Staff provide a variety of creative opportunities to engage pupils in religious education lessons and pupils speak of how much they enjoy these. Pupils are religiously literate and can speak confidently using subject specific vocabulary. Most pupils make good progress in lessons, in line with, or better than, other core subjects. There are inconsistencies, however, in achievement across the school. Pupils with special educational needs and/or disabilities are supported to achieve well. Pupils feel supported by the steps to success that staff share with them in lessons and they impart that these help them to understand how well they are progressing. Pupils are proud of their work in religious education lessons, and they demonstrate a desire to do well. Learning in books is well-presented as pupils have a high regard for this subject.

Teachers understand the value of religious education and are enthusiastic about teaching this subject. They are developing their subject knowledge in order to provide the best opportunities for pupils to learn and make progress. However, this is not yet consistent across the school. The school utilises diocesan resources to help staff improve and they value the support they are given. Staff provide a variety of creative opportunities to engage pupils in religious education lessons. Learning is enhanced in the lessons where teachers recap prior learning, use effective questioning techniques and adapt explanations. Challenge questions within lessons are carefully planned. However, when providing feedback to pupils, next step questions do not always consistently promote deeper thinking. In the most effective lessons, teachers support pupils in making links in order to enhance their understanding of key concepts. These lessons also include questioning that ensure progression through the lesson, encouraging pupils to think more deeply. Staff make good use of visual literacy and art to help pupils understand scripture. For example, in one observed lesson pupils used artistic impressions of each of the Glorious

Mysteries to help them learn how to pray the Rosary. Scripture is used effectively in lessons; however, the next step is to provide pupils with opportunities to independently access Bibles in order to read these passages.

Staffing and recruitment are challenging at St Peter and St Paul. However, the leadership team work hard to ensure that despite the difficulties they face, religious education remains at the core of the school's curriculum. The headteacher has a strong commitment to and a vision for ensuring all pupils receive a quality religious education. The religious education leader, who is new in the role this year, shares this vision and has a passion for this subject. Senior leaders work hard to support teachers with the development of subject knowledge and staff speak highly of their expertise alongside the support they receive. This professional development is having an impact, although standards are higher in Key Stage 2. Regular monitoring in religious education takes place, however, the impact of improvements has not led to high quality teaching and learning across the school. Strategic actions and targeted support now need to ensure that there is strong teaching and learning in all phases. Governors are committed to the school; they know its strengths and support the leadership of the school in making improvements. Religious education is prioritised within the school budget.

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 and liturgy are central to the life of St Peter and St Paul and there are many planned opportunities for this throughout the year. It is a regular part of the daily experience for all pupils and staff. A calm, reverent and purposeful environment is cultivated which ensures respect is shown to all, including those from other faiths and none. Pupils of all ages talk confidently about prayer being part of their everyday lives, and they know this is one reason their school is different from others. Pupils are able to plan and lead prayer sessions that fit into the four elements of gather, word, response and mission. They are confident and prayerful in these sessions; and respond positively to these experiences with high levels of engagement. They enjoy singing and this is particularly evident in whole school assemblies and was well demonstrated in the Pentecost assembly. Pupils should now be guided to link chosen themes with the liturgical year so they are more meaningful. This would also ensure that class sessions link with the weekly whole school assemblies. There also needs to be more progression in prayer across the school alongside more variety of prayer opportunities. Parents are positive about the prayer life of the school; one parent commented, 'the school nurtures pupils' faith, encouraging them to develop a personal relationship with God and to love one another'.

Staff value prayer and give the pupils various opportunities to pray throughout the day. The chaplaincy team lead the younger children in prayer activities and speak positively about how they enjoy helping them to understand the word of God. Praying together is a regular experience for all pupils and staff and this has a positive impact on the sense of community at this school. The school has an outdoor prayer garden and staff and pupils enjoy utilising this for prayer sessions, often led by the pupils. Parents are also invited to attend prayer services here. The chapel is a strength of the school; with liturgies and prayer sessions taking place here throughout the year, led by both staff and the parish priest. The prioritising of this space within the school is indicative of the importance of prayer in the life of both staff and pupils. Staff have been well developed to support pupils in planning and leading prayer. However more varied experiences of how to pray are now needed.

Prayer and liturgy are given a high priority by leaders who are committed to providing training and quality experiences of prayer for staff. The headteacher leads the weekly assembly which is planned around the liturgical year. Staff training around collective worship, led by the religious education leader, has enabled prayer to become an integral part of each class, led by pupils. Leaders understand that the next step is to provide guidance on how to develop age appropriate skills so there is a wider variety of prayer on offer for both staff and pupils. The school calendar provides a framework for Masses and assemblies that are linked to the liturgical year and appropriate feast days are celebrated. Leaders have recently prioritised pupil attendance at week day parish Masses so pupils have the opportunity to celebrate the Eucharist. This shows the close links between the school and the local parishes. The local priests are valued by the leadership team, providing support as the prayer life of the school is further developed.

Information about the school

Full name of school	St Peter and St Paul Catholic Primary School
School unique reference number (URN)	100447
School DfE Number (LAESTAB)	2063575
Full postal address of the school	St Peter and St Paul Catholic Primary School, Compton Street, Goswell Road, Islington, London, EC1V 0EU
School phone number	02072530839
Headteacher	Tracey Peters
Chair of governors	Joe Simpson
School Website	www.stpetersandstpauls.islington.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	June 2018
Previous denominational inspection grade	Good

The inspection team

Robina Baird

Stephanie Gavin

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