



St Peter's Catholic Primary School

URN: 101237

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

28–29 January 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

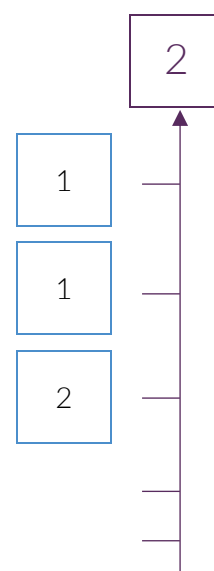
Collective worship (p.7)

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 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 fully to the areas for improvement from the last inspection.

What the school does well

- Pupils are fully wrapped in the love of St Peter's school, clearly demonstrating their strong sense of belonging. They undoubtedly feel safe, exude happiness and are polite and respectful at all times.
- St Peter's is a loving community embracing all stakeholders, accepting each as uniquely made in the eyes of God. Parents speak highly of this loving and supportive community and deeply value it.
- Pupils at St Peter's make very good progress in religious education due to the excellent delivery of the *Religious Education Directory*. It is enhanced because staff deliver it creatively.
- Pupils thoroughly enjoy their religious education lessons demonstrating excellent behaviour for learning. They apply themselves fully and enjoy the challenges set.
- The Nazareth Room's prayer and liturgy demonstrates abundantly the wonderful reflective and inclusive nature of this special educational needs provision. It is a testament to the spiritual development of these pupils.

What the school needs to improve

- Ensure that subject leaders of different subjects work together to plan a curriculum that reflects the richness of Catholic contributions to culture.
- Ensure pupils have a clear understanding of how well they are doing, of what they need to do to improve and can fully articulate how they have made progress in religious education.
- Ensure leaders and governors have a clear and comprehensive strategy for building up pupils' skills to plan and evaluate prayer and liturgy appropriate to their age and capacity.

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

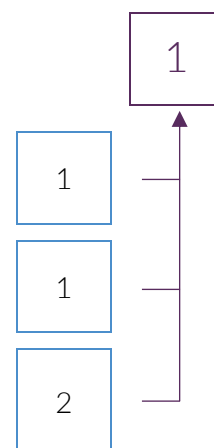
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 fully embrace the Catholic of identity of St Peter's and clearly articulate their mission statement, 'we the family of St Peter's, united by our faith in God, love, learn and grow together', in their actions and through their school prayer. Pupils know that they are loved, cared for, feel happy, safe and secure at St Peter's. This is shown in their eagerness and joy when they arrive at school. One pupil described their school as a place where they 'belong to a faith-filled family'. Pupils fully understand the core values of the school, which are recognised and celebrated each week. Pupils are enthusiastic in their fundraising which they link to Catholic social teaching. They understand that the principles 'come from what Jesus did'. The pupil chaplains are able to explain how they initiated a shoe box appeal to support the preferential option for the poor. Some of the pupils from the Eco Council are beginning to make links with taking care of God's creation and stewardship. Pupils show great respect for all they encounter and their behaviour is exemplary in lessons and throughout the school. Pupils are very keen to work with adults to take an active role in the opportunities provided by the school for their spiritual development.

The mission is lived by all staff who recognise that 'there is a clear vision rooted in strong Catholic values, and this has had a positive impact on every aspect of school life. Catholic life and mission are truly at the heart of the school. All staff, who are exemplary role models, are extremely enthusiastic about working at St Peter's. They willingly serve the community with additional support given to families at times of bereavement and financial difficulties. One member of staff explained how the whole community are 'comforted when they mourn, fed when they are hungry and helped in times of homelessness.' This strong sense of community is tangible with the exceptional pastoral care being greatly valued by pupils and parents. St Peter's truly is a school where staff go the extra mile, with countless examples being given, demonstrating the

school's sense of welcome and inclusivity. The physical environment is outstanding. It is extremely well cared for with beautiful artwork, including a stunning mosaic celebrating the Jubilee Year of Hope. Images of St Peter, the house saints, scripture quotations and the core values are prominent and reflectively crafted. The school chaplain supports the Year 6 pupil chaplaincy team to deliver the '*Wednesday Word*' to Key Stage 2, and to explain the Gospel to younger pupils with puppets. The relationships, sex and health education policy is published on the school website and the curriculum has been chosen to meet diocesan requirements.

Leaders and governors clearly articulate the mission of the school and ensure this is at the heart of the school's policies. One parent explained that 'the school has gone from strength to strength, and the positive impact on my children has been remarkable. They have grown not only academically, but also personally and spiritually. The headteacher leads with strong Catholic values at the heart of everything she does.' Leaders and governors take advantage of many training opportunities offered by the diocese. Links with the parish are exceptionally strong and flourishing, with parishioners attending key liturgical events such as the carol service in the church and Stations of the Cross dramas in the school garden. The school actively supports the parish Christmas bazaar. A parent stated that there is 'a strong partnership between the school, parents and church. Parents are actively involved, we regularly attend church together, and the strong connection with the parish is clear—the priest visits the school, offers blessings, and joins the children in prayer.' The school is fully committed to putting the Church's preferential option for the poor into practice. They now need to ensure that care for our common home becomes deeply rooted in the curriculum and strategy planning. Staff wellbeing is given high priority and recognised by staff who appreciate the time they are given for work and for compassionate reasons. Governors have a good knowledge of the Catholic life and mission of the school and now need to further develop their skills and involvement in the school self-evaluation process in this area. Furthermore, the school should involve pupils in their self-evaluation process.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

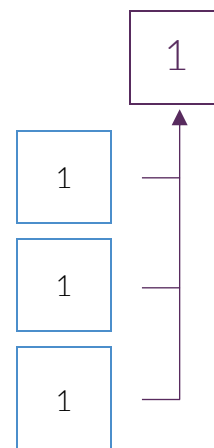
How well pupils achieve and enjoy their learning in religious education

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 thoroughly enjoy their religious education lessons at St Peter's. Their behaviours for learning are very good and they engage fully and actively. Pupils benefit from the strong relationships forged with their teachers. This is consistently seen across the school and is a strength, allowing staff to challenge understanding and deepen learning. In the best lessons staff used thought provoking questions, which pupils reported 'made us think hard'. Pupils become fully absorbed in their tasks and remain focused. They produce good quality work which reflects their understanding. Pupils' work is of a consistently high standard and is well presented across the school. Religious education books are recognised as special and are kept on the class altars. Progress in all year groups is very good but accelerates in the upper key stage. This is especially impressive because the pupils have only recently adopted the *Religious Education Directory* programme. There is an impressive collection of work within the books ranging from, maps, extended writing, letters, art and drama opportunities showcasing the creative nature of tasks set. Pupils report that they find marking helpful and they like it when they are asked further challenging or clarifying questions that they have to respond to. Pupils would now benefit from taking further ownership of their learning and develop the ability to self-assess. This would help them know exactly what they need to do to improve and allow them to understand and explain clearly how they have made this progress.

Teachers at St Peter's have strong subject knowledge. They recognise it is integral to gaining positive outcomes. This and the understanding of context by staff has really enriched the delivery of the Religious Education Directory. Staff clearly explain the historical context and make links for the children explicit. The pillars for learning are well established and lead to pupils making strong progress from their varied starting points. Staff have received very positive professional development for the *Religious Education Directory* and this has resulted in confident,

creative and positive teaching. The excellent relationships forged and the strategic deployment of the highly competent and skilled support staff, results in excellent classroom behaviours. This allows children to thrive in their learning and enjoy the creative experiences. The use of positive praise, humour and the calm classroom environments all add to the learning and very good outcomes in religious education. Resources are readily available and of high quality. They are well used and support and enhance learning. The Nazareth Room is a wonderful addition to the school. Seeing children transition in and out for learning is a testament to the excellent work that is undertaken. It is an amazing example of how a special educational needs provision can enhance learning and how highly trained staff with clear strategic vision and resources, develop learners to succeed.

Leaders and governors ensure that the religious education curriculum is taught with complete fidelity to the *Religious Education Directory* (RED). They have carefully planned its implementation and provided professional development and training so that at each stage staff are fully prepared and enabled to meet the needs of all pupils. As a result, the transition to the (RED) across the school has been very positive and impactful. The subject leader displays a clear vision and passion for the subject, which she shares with the staff. Her support for staff, listening ear and open door policy are all appreciated. Excellent links are established with appropriate agencies and the wider community, particularly the parish, to promote pupils learning and engagement with religious education. The school's monitoring and self-evaluation cycle identifies strengths as well as areas requiring further development. Targeting any gaps within teaching and learning needs to continue. Governors fully support the school in its delivery of the RED. They offer their support and are mindful of the wellbeing needs and demands of school expectation. They are kept informed of progress in religious education via head teacher reports and through the religious education lead attending professional development and cascading training. The vision for religious education at St Peter's is for high quality teaching which leads to excellent progress.

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

Pupils are fully engaged and reverently participate in prayer throughout the school. They understand the importance of silent reflection and joyfully engage in singing during assemblies and Masses. Pupils signing of hymns shows exceptional spirituality. Pupils understand the seasons and rhythms of the liturgical year and how these are celebrated in the school, including the Rosary during the month of October. Pupils are beginning to work well with others to plan lead and evaluate class prayer and liturgy. They understand that their class liturgies are special times and they ensure a prayerful atmosphere is created with candles and prayerful music. Pupils are keen to take on leading roles, including reading scripture and prayers. In some classes pupils were able to form their own spontaneous prayers. Pupils now need to understand a wider variety of ways of praying and incorporate creativity into their own liturgies. With encouragement pupils can articulate ways in which the curriculum influences their prayer life. Prayer is important to the pupils at St Peter's. They recognise that 'God will help me if I pray'.

Prayer is central to life at St Peter's with key moments in the liturgical year being celebrated, including the feast of St Peter. The spiritual nature of the Christmas carol service and Stations of the Cross are noted, alongside the pupils' understanding shown in Advent and Lent Reconciliation Services. Daily prayer is part of the rhythm of life at St Peter's; this can be further developed with increased spontaneity, a greater knowledge of the prayers in the *Prayer and Liturgy Directory* and creative practices. Scripture is usually central to prayer and liturgy, however a greater faithfulness to the liturgical season would further enhance pupils' knowledge of the season. The school chaplain supports the year 6 pupil chaplaincy team to deliver the Wednesday Word and other staff reverently participate in prayer. Staff are acquiring knowledge based on the *Prayer and Liturgy Directory* requirements. They are beginning to support pupils in their planning and evaluation of prayer and liturgy, which is well resourced. Reflective prayer focus

areas are created in most classes and during whole-school worship. The school makes excellent use of the parish church, with two classes attending the weekly parish Mass. Families are very appreciative of the welcome to weekly assemblies and key celebrations during the school year. The school provides Stay and Pray sessions for parents and class prayer bags are taken home to encourage families to pray together. One parent said the emphasis on regular prayer enriches the spiritual development of our students.

The school's prayer and liturgy policy is beginning to be useful to staff in supporting pupils to prepare prayer and liturgy. In order to develop this area more fully leaders and governors now need to provide a clearer and more detailed skills strategy so that pupils can become more confident and accomplished. Leaders and governors ensure there is a very well planned calendar with opportunities to celebrate the Eucharist. St Peter's offers the whole school community opportunities to attend Mass regularly and especially at key times, such as its feast day and holy days of obligation. Due to the well-planned liturgical provision, all staff understand that prayer and liturgy are integral to St Peter's School. Professional development for the planning of prayer and liturgy and formation for staff are recognised as an important aspect within school and an area that is continuing to be developed at all levels. Resourcing for prayer and liturgy is good and is recognised as an area for continued focus. Governors have a good knowledge of events that contribute to the school's liturgical calendar and assemblies. They now need to further develop their own skills to fully understand prayer and liturgy planned, led and evaluated by pupils. This will enable them to fully review the quality of prayer and liturgy and ensure it is completely embedded in the school's cycle of self-evaluation.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	101237
School DfE Number (LAESTAB)	3013503
Full postal address of the school	Goresbrook Road, Dagenham, Essex, RM9 6UU
School phone number	02082706524
Headteacher	Clare Scott
Chair of governors	Christine Murray
School Website	www.st-peter.bardaglea.org.uk/
Trusteeship	Diocesan
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	March 2019
Previous denominational inspection grade	1

The inspection team

Gael Hicks

Sheila Birtles

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