

SS Peter and Paul's Catholic Primary School

URN: 147340

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

25–26 September 2024

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

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

1

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

- The Catholic life and mission at SS Peter and Paul's is fully reflected in the daily lives of all in the community, creating an environment where everyone is valued and respected, and where Christ is at the heart of everything.
- Pupils' work in religious education is of a consistently high standard; teaching is creative and motivating, resulting in positive outcomes for all learners irrespective of their starting points.
- The school environment is beautifully maintained and creates a respectful and purposeful place in which to grow and learn. It is true testimony to its Catholic identity.
- Staff provide an exemplary level of pastoral care for all, with a strong commitment to meeting the needs of the most vulnerable.
- Pupils are offered a wide range of opportunities to engage in prayer and liturgy and they do so with reverence and respect.

What the school needs to improve

- Develop systems of monitoring and evaluation that deepen knowledge by linking with other schools within the deanery and trust.
- Within prayer and liturgy, review all pupils' responses, leading them to full, active and conscious participation and evaluation.

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

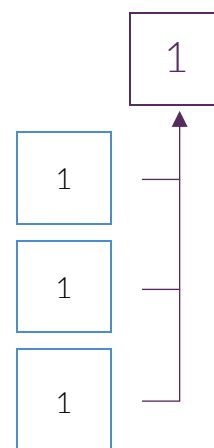
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at SS Peter and Paul's are secure, settled and flourishing. They have a deep-rooted sense of belonging that emanates from them and the staff. They show respect for everyone and their embedded understanding of the UNICEF Rights Respecting Award is actioned daily. The Wellbeing Ambassadors are highly trained and take their role and responsibility extremely seriously, sharing that they are knowingly and actively living 'stewardship'. Pupils have excellent capacity to link what they are learning in religious education to everyday life, and Catholic social teaching to their actions. During the inspection pupils were observed fulfilling these learning objectives when they realised that a person's qualities were more important and would have a greater impact on the world than perhaps a skill such as football or running. Pupils' behaviour for learning and generally around the school is exemplary. Pupils know they are made in the image and likeness of God and are committed to following Jesus' example. This is embraced by the whole school community and finds concrete expression every day for the betterment and enrichment of the SS Peter and Paul's community. Pupils are engaged and respond to the needs of those less fortunate and support initiatives such as Swap to Save campaign, Macmillan Cancer, aid for refugees and Cafod.

SS Peter and Paul's is an excellent Catholic community which is fully grounded in the Word of God. This school meets the needs of its diverse community. It is a welcoming school which offers a strong sense of belonging as well as stability, security and joy. Christ is fully present and is the centre of this school. All cultures and beliefs are celebrated and nurtured. Staff are exemplary role models and are aspirational in their vision for their pupils. Support for children with SEND, safe spaces for counselling, and prayer spaces for quiet reflection exemplify this. Leaders prioritise the mental health and pastoral needs of pupils by providing the highest

quality of care. Listening to the needs of the community is a strength of the school. Leaders have recognised the need to use the language skills of office staff to aid parent communication, and they have also introduced a young carers club. This is a community where the pupils, parents and staff are 'seen and heard' and the leaders live out the calling of God. The school environment explicitly demonstrates the school's Catholic identity and character. The specific sacred spaces such as St Cecilia's room contribute enormously to each pupil's formation. The provision for relationships, sex, and health education is carefully planned and meets all statutory requirements fully.

Christ is at the centre of this school. Leaders and governors are committed and passionate in their quest to achieve this. The school's policies clearly reflect its Catholic identity, charism and mission. All other strands of school life flow from this. The school has a strong and rich partnership with the diocese. It also has well-established and very positive links with the parish priest. They work alongside each other for the enrichment of the community and the Catholic life and mission of the school. Staff understand and embrace the principle that parents are the first educators of their children. They go out of their way to support, enable and upskill parents throughout this journey. Leaders continually engage and work alongside parents so that all pupils are developed to their full potential. Discussion with parents during the inspection found that parents and grandparents are highly appreciative and thankful. They acknowledge the expertise of the staff in their work in this area. They appreciate the headteacher's welcome at the gate daily, regardless of the weather. Inspectors observed that this school has inspirational leaders who are exemplary role models in the work they undertake. It is a school where everyone lives fully its mission and truly feel called by God to undertake this work.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

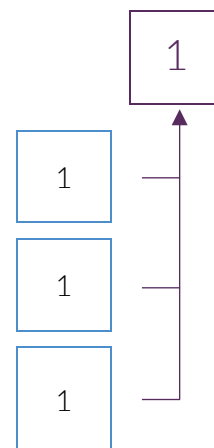
How well pupils achieve and enjoy their learning in religious education

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 learn very well in religious education. Through regular assessments, their progress is carefully monitored, and structures are put in place to support them as necessary. Pupils enjoy their learning and are reflective and engaged in lessons; they are eager to demonstrate their knowledge. In a lesson on unconditional love, pupils were able to clearly articulate their understanding when discussing the Parable of the Prodigal Son via means of artists' representations of the story. Pupils are developing excellent knowledge, understanding and skills which exemplifies the learning required by the *Religious Education Directory*. Lessons are well structured, and the pace of activities ensures that pupils are engaged in their learning. The use of scripture across the whole school is strong and embedded in all lessons. This allows pupils to demonstrate a good knowledge of scripture; as a result they are adept at relating what they have learnt in class to everyday life. In one lesson observed, pupils were challenged with writing a charter to live by and the qualities needed to be like Jesus in serving others. One pupil's response was 'I will let go of bitterness and frustration and seek reconciliation, faithfulness and generosity.' Pupils enjoy working collaboratively in lessons, showing respect and consideration to their peers who may have different opinions or come from different faith backgrounds. Pupil outcomes in religious education are good; they are curious, interested and focused learners.

Teachers demonstrate high levels of confidence and strong subject knowledge when teaching religious education. These are clearly reflected in high pupil outcomes. A growth mindset approach encourages pupils to become actively involved in their learning, asking and responding to questions and to teacher feedback to improve. Pupils are provided with a variety of stimulating activities to enhance their enjoyment of lessons including role play, responding to art, writing poems and singing. Questioning is used very skilfully by staff to assess pupils'

understanding, resulting in tasks being adapted to maximise learning. Scripture is a key part of religious education lessons and pupils develop their knowledge of scripture even further through reciprocal reading times which allow them to discuss Bible stories. As part of the Faith and Belief forum, pupils come to have a deeper awareness, appreciation and respect for other world faiths. Pupils have had opportunities to visit places of worship from a number of faith traditions to deepen their knowledge of world faiths. The school's Commonwealth Day is a wonderful celebration of the diversity of the school community. Teachers plan together very well. This ensures that lessons build on prior learning and progress sequentially. Additional adults are deployed highly effectively. Collaboration with class teachers ensures that Learning Support Assistants are aware of how pupils learn, and how to support them to become successful learners.

All school leaders, governors and members of the trust ensure that the curriculum for religious education is a faithful reflection of the *Religious Education Directory*. The school is committed to the subject having full parity with other core subjects in terms of funding and time allocation. School leaders and governors have ensured that religious education is exceptionally well resourced, and these resources are used creatively and to great effect to enhance pupils' engagement and enjoyment of lessons. During a lesson with the youngest pupils they relished singing and dancing along to videos of the Creation story. All staff have access to a wide range of high-quality professional development to further enhance their skills, utilising in house expertise as well as that offered by the diocese and trust. Seven members of staff already have the Catholic Certificate in Religious Studies and another is currently undertaking the programme. The subject leader, along with other members of the senior leadership team, have a clear vision and are committed to supporting colleagues, providing planning templates, assessment tasks and guidance notes amongst other things. The school provides regular opportunities for the moderation of pupils' work. Currently there is less opportunity for external moderation. Leaders have identified this as an area for development. Links with parents are very strong and an information section in the weekly newsletter provides parents with ideas on how to support their children in religious education.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

SS Peter and Paul's is a school with prayer and liturgy at its core. This centrality of prayer is evident in all areas of school life and is valued by all members of the community. Pupils are provided with multiple opportunities for prayer throughout the day, and liturgy ambassadors delight in their role in leading celebrations. All pupils engage in prayer with high levels of respect and sincerity due to the embedded expectations, routines and excellent modelling by adults. All pupils can confidently articulate how praying, both individually and as a community, deeply impacts their daily lives. A detailed calendar of events ensures that pupils enjoy participating in a wide range of celebrations throughout the year. Liturgy ambassadors have regular opportunities to plan, lead and evaluate prayer in their classes. They enjoy collaborating with others to do so. From a very young age pupils have a very good understanding of different ways of praying. One child in the Early Years Foundation Stage reported that the holding cross and prayer stones were important to him and helped him say his prayers. Pupils appreciate the rich Catholic heritage open to them in their prayer life; as well as writing their own, drawing on their experiences and backgrounds.

The school is a praying and prayerful community. The rich provision for prayer and liturgy makes a significant contribution to the spiritual and moral development of pupils. Staff are models of excellent practice. The school makes excellent creative use of the space available to provide beautiful displays and areas where pupils can engage quietly in silent prayer or reflection. The striking prayer room is open for all throughout the year. Pupils make full use of it during lunch time to appreciate all that God has provided for them. Pupils comment that the prayer garden at the front of the school is adorned with artistically crafted poppies designed to remember those fallen during conflicts. Classroom prayer areas are beautifully maintained and even the youngest pupils can explain the importance of the artefacts on display. The candles are

decorated with photographs of every child in the class, deepening their sense of belonging. Stay and Pray sessions for families are quiet, respectful times. Families come together to pray or simply to sit and reflect in silence. Parents comment that they welcome these times saying: 'I love the pray and stay sessions that are offered by the school. It is lovely that the children and parents have somewhere within the school that is a safe and peaceful place for prayer and reflection.' SS Peter and Paul's enjoys a strong flourishing relationship with the local parish. The parish priest is a welcome and regular visitor. He enhances and supports the prayer life of the school.

The school has a carefully crafted policy for prayer and liturgy. It provides clear guidance for staff. It is reviewed regularly, and is accessible to, and used by staff when planning prayer and liturgy. Further success of the policy is clearly seen in pupils' ability to plan and lead liturgies and how they embrace the opportunity to do so. All leaders place a high priority on the spiritual formation of staff and pupils. School leaders have a clear strategy for empowering pupils to take a leading role in prayer and liturgy ministry with increasing independence. Leaders ensure that prayer and liturgy revolves around the liturgical year. All holy days of obligation are celebrated as are other significant days throughout the year such as feast days, the Crowning of Mary, a reconciliation service for older pupils and a 'sorry service' for younger pupils during Lent. All leaders, including governors, ensure evaluation of prayer and liturgy is impactful and focuses on continual improvement. As a result of the new *Prayer and Liturgy Directory* recent change has seen pupils being able to sing more parts of the Mass. The voice of pupils is important and valued; they know they are seen and heard.

Information about the school

Full name of school	SS Peter and Paul's Catholic Primary School
School unique reference number (URN)	147340
School DfE Number (LAESTAB)	3173513
Full postal address of the school	SS Peter and Paul's Catholic Primary School, Gordon Road, Ilford, IG1 1SA
School phone number	002084781267
Headteacher	Tracey Osei
Chair of local governing body	Nathan Ferrol
School Website	www.sspeterandpauls.redbridge.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Good Shepherd Catholic Trust
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	28 February 2018
Previous denominational inspection grade	2

The inspection team

Mrs Angela Podmore
Mrs 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