



St Peter's Catholic Primary School

URN: 149348

Catholic Schools Inspectorate report on behalf of the Apostolic Administrator of Hallam

25 March 2026 – 26 March 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

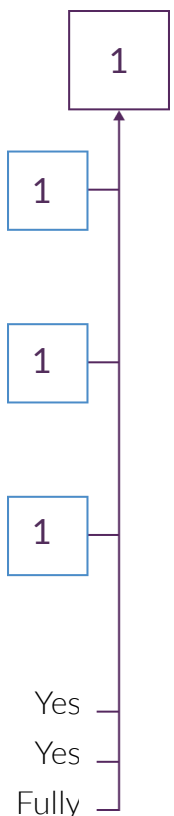
Collective worship (p.7)

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

- The quality of relationships at every level exemplifies the impact of the school's mission 'To grow gently in the love of God'.
- The impact of the inspirational leadership of the headteacher can be seen across all areas of school. Her compassion, determination and strategic actions have resulted in rapid improvements in the key areas of this inspection.
- The well considered planning and implementation of the new Religious Education Directory has resulted in high levels of pupils' enjoyment and engagement in lessons.
- Pupils, staff and parents participate in deeply moving liturgical experiences in this school. Pupils plan and lead with confidence and joy, staff are exemplary role models of reverence and encouragement and leaders exemplify the lived experience of faith as a school community.
- Pupils from their earliest years reflect deeply on messages from scripture and can translate these into how they can live their daily lives.

What the school needs to improve

- Develop and embed opportunities across the curriculum that link to the principles of Catholic social teaching and the richness of Catholic contributions to culture.
- Develop and embed a programme of enrichment activities related to the religious education curriculum which adds depth and breadth to this core curriculum.
- Develop processes that enable pupils to regularly monitor and review the quality of prayer and liturgy and which lead to strategic developments.

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

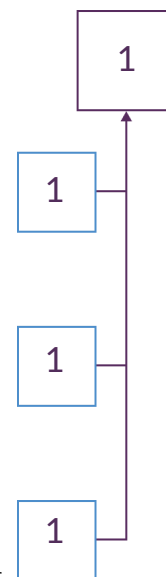
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 St Peter's know that they are valued and cared for as unique persons, created by God. They live and bear witness to the school's mission statement: 'To grow gently in the love of God'. From their earliest years they have a secure understanding of the mission and can clearly articulate how this is translated into the daily lives of all in their school. They are happy, confident and feel secure at school. They describe the school as being a place where everyone 'feels safe and happy because God is listening to them and protecting them'. Pupils show a deep respect for all in their school and wider parish community. This is particularly evident in the many interactions that take place around the school. Pupils respond readily to the demands of Catholic social teaching through their support of local, national and global charities such as the local foodbank and CAFOD. Their understanding of the theology underpinning their actions is not yet secure. Pupil leaders in the Chaplaincy team, School Council and Well-Being Ambassadors enthusiastically and proudly carry out their roles in the school. Their voice is heard in the school, for example they have influenced the creation of the 'Upper Room' as a place of prayer for all.

The school mission statement has a significant impact on the life of the school, helping to unite the community, and embed its particular charism, so that the school is a beacon of Catholic practice, rooted in the Word of God in scripture. All understand and embrace the mission statement, and it pervades the school's daily life. There is a strong sense of community and everyone is welcomed in a spirit of generous hospitality. Staff are role models in embracing and promoting the mission, and their enthusiasm and active participation in implementing it is clearly in evidence. Pastoral care seeks to prioritise those with greatest

need, but also reaches out to all who have need, exemplified in the charitable works undertaken and the active role in the local community. Adults and pupils talk proudly about being part of 'a great family' and the vision that they aspire to. The school environment provides the community with areas to reflect and pray with pupils' work and achievements celebrated through displays. Chaplaincy provision is strong in the school: there are well-planned and effective opportunities provided for staff and pupils. The provision for relationship and health education meets diocesan requirements.

Leaders are fastidious and energetic in promoting the Catholic mission, and are a source of inspiration to staff. They are thoughtful, reflective, joyful and determined, and have skilfully embedded an ethos that ensures that Christ is at the heart of the school. School leaders are well supported by governors and the St Francis Catholic Academy Trust, who are active in evaluating, challenging and supporting all developments. Staff are supporting pupils in beginning to make links with their religious education in all areas of the taught curriculum through the principles of Catholic social teaching. However, this element of curriculum planning is underdeveloped at present. The school is highly valued by its parents. It has developed effective strategies for engaging parents and carers to the benefit of all pupils. Families and pupils benefit from bespoke support from the pastoral team and external partners. Leaders and governors have overseen a flourishing partnership with the local community and the parish. They ensure that excellent structures are in place to support the wellbeing of staff. Staff feel very highly valued and 'blessed to work in such a warm, welcoming and inclusive environment'. Well planned and effective professional development and coaching is enabling all new staff to develop and secure their knowledge and understanding of Catholic life and mission when they join the school.

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

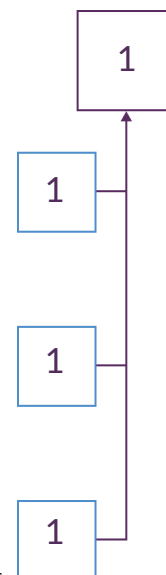
How well pupils achieve and enjoy their learning in religious education

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 demonstrate excellent knowledge, understanding and skills in religious education lessons, appropriate to their age. Behaviour is exemplary. Almost all pupils, including those with additional needs, make good progress and achieve well, relative to their age and starting points. Pupils' ability to speak with confidence about what they have learnt in religious education is very strong. There are high levels of religious literacy, with the older pupils being particularly skilled in explaining how religious commitment impacts on their daily lives. The consistent lesson structure in religious education is providing regular opportunities for pupils to make links to their prior learning within lessons. Pupils are independent learners who can think for themselves and apply what they have learnt in their oral and written work. They state that they enjoy their lessons due to the creative and varied activities teachers plan for them. Pupils like to take care with their written work and present it well. From their earliest years, they show sustained engagement in their lessons because they are interested in what they are learning. They collaborate with their peers very easily and respectfully. Pupils understand what they need to do to improve, giving examples of how they respond to 'next steps' with additional information or by making their work more accurate.

Teachers and support staff have a high level of confidence based on secure subject knowledge, and are committed to the value of religious education. Overall, staff have an accurate view of the pupils' prior knowledge and starting points for new learning due to developing assessment practices. Adaptations to teaching strategies and task design enable pupils with the most significant needs to access the religious education curriculum

successfully. Curriculum developments provide pupils with secure, sequential knowledge of scripture: reception children can sequence the events of Holy Week; Year 1 pupils can retell the story of the Resurrection through role play, and Year 2 can explain the symbols of light and water during the Easter Vigil Mass. In Key Stage 2, pupils use their knowledge of scripture to make links to parts of the Mass; they can identify the roles that parishioners take up within a parish setting and can create their own prayers of intercession through art, word and creative opportunities. Teachers communicate high expectations consistently, and the effective use of questions in most lessons ensures that they can identify where pupils are in their understanding. Pupils are given regular opportunities to reflect on key themes from their learning and how these impact on daily life.

All leaders, including governors, ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Directory (RED)*. It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing. Governors regularly speak to pupils and visit lessons to review the impact of the directory on pupils' knowledge and understanding. Well targeted professional development is provided for all staff and, as a result, teaching is at least good across all year groups. The school ensures that world faith focus weeks provide pupils from all faith backgrounds with creative opportunities to celebrate and share their religious practices and knowledge with their peers. There are opportunities for older pupils to visit places of worship linked to their religious studies but these are limited at present. The subject leaders for religious education have an inspiring vision for high quality teaching and learning and their rigorous, forensic approach to securing this vision is being shared as a beacon of good practice within the St Francis Catholic Academy Trust and the wider diocese. The strategic action being taken by leaders as a result of their monitoring activities is strengthening outcomes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

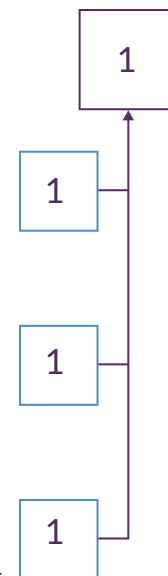
How well pupils participate in and respond to the school's collective worship

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 are deeply engaged in the experiences of prayer and liturgy. They demonstrate this on every occasion that they come together, whether in class, the 'Upper room' or as a whole school in the hall. This is witnessed through their respectful silence on entering a sacred space, and in reflective moments; their confident responses to learned prayers and actions; and in the strength and joyful nature of their communal singing. They are attentive to the readings from scripture and willingly suggest ways in which they can lead to action beyond the celebration. Pupils have a developing understanding of the wide variety of ways of praying in the Catholic tradition. Pupils work well with others, such as teachers and other pupils, to prepare engaging, prayerful experiences. The Chaplaincy team confidently take on ministries associated with larger gatherings in school, modelling practice that other pupils can take example from in class celebrations. Pupils' preparation, planning and leadership of prayer is well considered and sequentially planned. As a result, pupils from their earliest years are confidently leading times of prayer and planning celebrations of the word with increasing independence as they move through school. They are not regularly contributing to the evaluation of prayer and liturgy and, therefore, are not able to articulate how further improvements could be made.

Prayer and liturgy are at the heart of the school, ever-present and central to gatherings of pupils and staff. Scripture is chosen well, informed by the liturgical year, with links developed between these passages, and the whole celebration, and actions to take into daily life. Scripture provides the basis for the creative setting of prayer opportunities. Creative and artistic skills of pupils and staff have been identified, nurtured and practised to enable them

to use their gifts to enhance prayer and liturgy. Four-part celebrations of the word sit alongside more traditional practices such as stations of the cross and the rosary. Staff have received high quality professional development from senior leaders and, as a result, are highly skilled in helping pupils develop their liturgical planning and leadership skills at an age-appropriate level. There is imaginative and creative use of spaces within the building for prayer celebrations, with a strong desire to make each classroom a sacred space at appropriate times, in addition to the settings elsewhere. Families are warmly welcomed into school liturgies and appreciate the opportunities provided by school to encourage prayer in their homes during key periods in the Church's year.

The school's policy on prayer and liturgy has been formulated anew to ensure it is fit for purpose. Leaders, including governors, have a clear understanding of how pupils' skills of participation should be built as they mature, and the quality of prayer and liturgy that should be provided. School leaders and governors are effective guardians of the Catholic prayer and liturgy provision, striving consistently for the best possible experiences for pupils. Leaders are highly effective in facilitating others to plan and lead experiences of prayer. The liturgical year has been clearly mapped out to ensure that the school community can gather to celebrate significant days and events in the Church's calendar. Pupils regularly attend Mass throughout the year and appreciate visits in their school from the parish priest. Leaders prioritise training for staff in how to plan, lead and support pupils in their leadership of prayer and liturgy. This training has empowered all staff and resulted in the high-quality prayer and liturgy experienced by the school community on a day-to-day basis. Regular monitoring and evaluation of prayer and liturgy over time by leaders has resulted in consistently high quality practices in the school.

Information about the school

Full name of school	St Peter's Catholic Primary School
School unique reference number (URN)	149348
School DfE Number (LAESTAB)	3713300
Full postal address of the school	Sandy Lane, Doncaster, DN4 5EP
School phone number	01302 369143
Headteacher or Head of School	Mrs Catherine Young
Chair of Governors	Mrs Kelly-Anne Kent
School Website	www.stpeterdoncaster.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Francis CMAT
Phase	Primary
Type of school	Academy
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	05 December 2018
Previous denominational inspection grade	Good

The Inspection Team

Alixena Lubomski Lead

Alex Downing

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