

St Peter's Catholic School

URN: 137349

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

06–07 November 2025

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

2

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

2

Compliance statement

- St Peter's Catholic School is fully compliant with the general norms for religious education laid down by the Bishops' Conference
- St Peter's Catholic School is fully compliant with any additional requirements of the diocesan bishop.
- St Peter's Catholic School has responded fully to the areas for improvement from the last inspection

What the school does well

- The school mission statement, along with the five Lasallian values, are lived throughout the whole school and forms the basis of the sense of identity and belonging from early years to sixth form.
- The environments, across both sites, reflect the central nature of the Lasallian mission to recognise God's presence in our lives, by placing the chapels at the heart of the school.
- The school demonstrates exceptional strength in its well-planned and expertly led programme of prayer and liturgy, which is deeply embedded in the life and mission of the community.
- Pastoral care is a key strength of this school, as expressed in the care for the individual, positive relationships of staff and students and the links with families and parishes
- The leadership in religious education is developing high aspirations and is ensuring that the subject is valued and all excel, demonstrated by the excellent uptake at A level.

What the school needs to improve

- In the primary phase improve teachers' subject knowledge in religious education in order to meet the demands of the *Religious Education Directory* and the skills to deliver high quality teaching and learning in religious education which provides appropriate challenge for all pupils.
- Share the good practice across both phases and chaplaincy team to focus on the professional development of staff to ensure they have the skills to assist children in planning celebrations of the word that promote full engagement and high quality experiences.

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

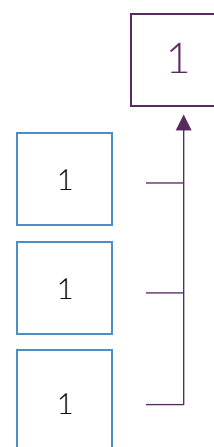
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 are exemplary witnesses to the school's mission statement and Lasallian values, which are deeply embedded and evident in the relationships, environment, and shared language of the community. They have a profound understanding of the mission and live it out joyfully in their daily interactions, demonstrating a genuine sense of belonging and purpose rooted in faith. There is a strong collegiate atmosphere, across the primary and secondary phases, in which all members of the community feel valued, respected, and cared for. Pupils show outstanding respect for themselves and for others, particularly those with additional needs or different faith backgrounds, contributing to a truly inclusive and faith-filled environment. Catholic social teaching is lived out authentically and consistently, clearly visible through pupils' engagement in a wide range of charitable and social justice initiatives. Their commitment to serving others is a natural expression of their faith in action. Student leadership and voice are exceptional. Pupils actively take on roles that shape the Catholic life of the school, especially through chaplaincy, which they greatly value and support. Behaviour for learning is exemplary; pupils demonstrate self-discipline, compassion, and a deep respect for the dignity of every person, reflecting the Gospel values that underpin the school's mission.

The school's mission statement and Lasallian charism are at the heart of its life and work, shaping every aspect of provision and driving its continued success and direction. Leaders and staff consistently model the mission through their words, actions, and relationships, creating a community rooted in faith, service, and love. Staff commitment to the mission is exemplary. They are positive role models who embody Gospel values in their care for pupils and for one another. Their participation in initiatives such as *Sleep Easy* for the homeless in Bournemouth demonstrates a living witness to faith in action. A profound sense of community permeates the

school. All stakeholders speak warmly of the welcome, belonging, and respect they experience. Staff go above and beyond to make sensitive adaptations that ensure every pupil, especially the most vulnerable, is valued and supported. Pastoral care is exceptional, evident in initiatives such as nurture spaces and tailored wellbeing provision. The chaplaincy team provides a rich and varied programme of high-quality opportunities for prayer, reflection, and spiritual growth for all members of the community. The programme for relationships, sex and health education fully meets diocesan requirements, ensuring that pupils' moral and spiritual formation is firmly grounded in Catholic teaching.

Leaders and governors demonstrate an exceptional commitment to Catholic life and mission, which is consistently expressed through the school's Lasallian values. They model the mission with authenticity and integrity, ensuring that it is at the heart of all strategic decisions and daily practice. The school has established strong and purposeful links with local parishes, fully supported by clergy, enhancing pupils' spiritual development. Innovative approaches, such as inviting parishioners to pray for individual pupils during exam periods and key transition points, exemplify how leaders actively nurture a faith-filled community. Parent partnership is highly valued and thoughtfully fostered. One parent commented, 'As a parent, I value the school's commitment to fostering a strong Catholic ethos rooted in prayer, worship, and the teachings of the Church.' Leaders provide a wide range of opportunities for families to engage with the life of the school, strengthening the home-school partnership and reinforcing the Catholic character of the community. The curriculum is intentionally designed to reflect and embed Lasallian values, ensuring that pupils' spiritual, moral, social, and cultural development is central to their learning experience. Governors are fully involved in the life of the school, providing robust guidance and challenge while demonstrating a clear understanding of their role as guardians of the Catholic life and mission of the school. Their unwavering commitment to educating the whole child reinforces the school's mission and promotes an outstanding Catholic ethos across the community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

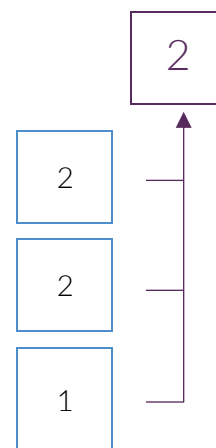
How well pupils achieve and enjoy their learning in religious education

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



Religious education is effectively implemented across the school, with the secondary phase following the diocesan-recommended scheme and the primary phase using the approved programme to develop pupils' knowledge and understanding. Pupils make generally good progress from early years to sixth form, acquiring a sound understanding of key religious concepts and vocabulary. Behaviour for learning is consistently good, allowing pupils to focus, work independently, and engage in lessons. Teaching is appropriately adapted to meet pupils' needs, enabling them to develop religious literacy, as seen in class discussions, written work, and assessment outcomes, notably in the secondary phase. Pupils are able to articulate religious ideas and demonstrate interest and engagement in their learning. Although pupils make good progress, attainment in religious education is not yet consistently in line with other core subjects such as English and mathematics. Leaders have identified this area for development and are taking steps to improve outcomes, ensuring that pupils reach higher standards in knowledge, understanding, and skills in RE.

The school provides a well-structured and thoughtfully planned religious education curriculum that meets diocesan expectations. Lessons are generally well designed, with clear links to prior assessment, enabling pupils to consolidate knowledge and build understanding over time. In the best practice observed, teachers questioned skilfully and provided challenge, supporting rapid progress and maximising learning. Pupils' achievements are celebrated, which fosters motivation, engagement, and a positive attitude towards religious education. Teaching is supported by a range of high-quality resources that enhance learning and enable pupils to explore religious concepts meaningfully. Units incorporating Catholic social teaching develop pupils' spiritual and moral understanding, supporting them to make sense of their experiences and the world around them. Lessons are engaging, and pupils are encouraged to reflect

thoughtfully and articulate their ideas with growing confidence. In some classes, particularly in the primary phase, further work is needed to ensure that tasks consistently provide appropriate challenge for all pupils, particularly the most able. Leaders are aware of this and are taking steps to refine planning and teaching to raise standards further. Overall, provision in religious education enables pupils to make good progress, develop religious literacy, and engage meaningfully with their faith in line with diocesan expectations.

Leaders and governors demonstrate exceptional commitment to religious education, ensuring that both primary and secondary phases deliver the appropriate diocesan-recommended programmes. Their commitment to the subject is evident in the prioritisation of resources and the sustained investment in the religious education department, ensuring high-quality teaching and learning. Leaders plan and deliver effective formation and professional development for staff, supporting teachers to improve subject knowledge and pedagogical skills, particularly in the primary phase, in order to meet the demands of the *Religious Education Directory* and provide appropriately challenging learning for all pupils. Subject leaders are inspirational role models, setting high expectations and articulating a clear vision for the continued development of religious education across the school. Staff consistently value the guidance, support, and expertise they offer. A wide variety of opportunities enrich the curriculum, including retreats, engagement with outside agencies, and experiences that extend learning beyond the classroom, contributing significantly to pupils' spiritual and moral development. Self-evaluation in religious education is rigorous and leads to purposeful action, ensuring that teaching, learning, and leadership continually improve. Leaders and governors have created a culture where religious education is highly valued, effectively delivered, and central to the school's mission.

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

1

Leadership

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

1

1

Pupils participate respectfully and with genuine engagement in the prayer life and liturgical celebrations of the school. The mission statement, used as the foundational prayer, provides a clear spiritual focus and helps pupils understand the importance of prayer in daily life. Pupils engage well in morning prayer during tutor times and assemblies, as well as in whole year group Masses, retreat days, end-of-term celebrations of the word, and the whole school Mass for the Feast of St Peter and St Paul. In the primary phase, singing during liturgies is a particular strength. Under the guidance of the music lead, pupils sing with joy, energy and reverence. Music Ambassadors support worship through song, helping younger pupils grow in confidence and enabling the school to introduce and embed new hymns effectively. Pupils speak positively and enthusiastically about the opportunities they have to participate in prayer and liturgy, demonstrating a growing understanding of the importance of prayer in the life of a Catholic community. Special roles, such as the youngest and eldest child taking part in the Crowning of Mary, provide memorable moments of prayer and contribute to pupils' sense of belonging and spiritual development. Overall, pupils respond well to prayer and liturgy and are developing appropriately in their spiritual formation.

The school provides an outstanding and deeply rooted programme of prayer and liturgy, guided by a robust policy that is consistently implemented across both phases. Leaders ensure that prayer and liturgy are central to school life, and this is reflected in a well-developed and coherent plan of provision supported by the *Prayer Companion*, which enables pupils to encounter prayer in age-appropriate and meaningful ways. There is a clear progression in the teaching of prayer, with pupils learning and experiencing different forms of prayer as they move through the school. This structured approach allows pupils to deepen their understanding of the richness of the Church's prayer tradition. Holy days of obligation and sacramental opportunities are made

accessible to all pupils, ensuring full participation in the liturgical life of the Church. The celebration of the Feast of St Peter and St Paul on 29th June is a significant highlight in the school year, bringing the whole community together in joyful worship. In the primary phase, the presence of the tabernacle is treated with reverence and fosters a strong sense of pride and awareness of Christ's presence. This sacred space powerfully reinforces the importance of prayer, reflection, and Eucharistic devotion within the school community. Pupils are given the opportunity to plan and deliver celebrations of the word, best practice showed full engagement and is an area to develop consistency.

Leadership of prayer and liturgy is outstanding. Leaders are highly skilled in developing and modelling high-quality prayer and liturgical practice across the school, ensuring that worship is central to the life and mission of the community. Lasallian leaders provide excellent opportunities for the spiritual and professional development of staff, pupils, and parents, deepening understanding of the school's charism. The chaplaincy team embodies the Lasallian vision with authenticity, providing strong witness and inspiring others through their ministry. Formation in prayer and liturgy is continually developed, ensuring that staff have the confidence, theological understanding, and practical skills needed to lead worship effectively. A well-structured liturgical calendar and comprehensive annual plan of provision ensure that prayer and liturgy is carefully sequenced, reflective of the Church's seasons, and accessible for all members of the community. Governors and leaders place significant priority on prayer and liturgy. A dedicated link governor provides ongoing support and challenge, while the allocation of budget, staffing, facilities, and time ensures the highest quality provision. The school benefits from the *Lasallian Leavening Fund*, enabling further investment in key aspects of Catholic life and mission, including retreats and whole-school liturgical celebrations. This strong strategic commitment ensures prayer and liturgy continues to flourish and deeply shapes the school's identity.

Information about the school

Full name of school	St Peter's Catholic School
School unique reference number (URN)	137349
School DfE Number (LAESTAB)	8395408
Full postal address of the school	St Catherine's Road, Bournemouth, Dorset, BH6 4AH
School phone number	01202421141
Headteacher	Benedict Doyle
Chair of governors	Nicole Sharp
School Website	www.st-peters.bournemouth.sch.uk
Trusteeship	De La Salle Brothers and Catholic Diocese of Portsmouth
Multi-academy trust or company (if applicable)	St Peter's Catholic Voluntary Academy Trust
Phase	All Through
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-18
Gender of pupils	Mixed
Date of last denominational inspection	9-10 March 2020
Previous denominational inspection grade	Outstanding

The inspection team

Andrew Bull	Lead
Ursula Clark	Team
Bridget Durrant	Team
Laura Park	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