



St Peter and St Paul Catholic Voluntary Academy

URN: 139623

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

08 October 2026 – 09 October 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 diocesan directives

The school has responded to the areas for improvement from the last inspection

2

2

2

2

Yes

Yes

Fully

What the school does well

- The headteacher's inspirational servant leadership ensures that the school's Catholic mission is deeply embedded and enables staff and students to flourish.
- The mutually enriching relationship between the school and parish enables students to experience faith, service and community in authentic and meaningful ways.
- Catholic social teaching permeates school life, enabling students and staff to translate faith into meaningful action and service.
- The school environment brings the Catholic mission to life through visible signs of faith and opportunities for encounter with God.
- Effective and well-planned professional development enables staff to contribute authentically and confidently to the school's Catholic life and mission.

What the school needs to improve

- Use teaching and learning strategies to ensure that support, challenge and feedback consistently enable all students, particularly lower prior attainers and those with additional needs, to achieve their full potential in religious education.
- Provide a wider range of learning activities to deepen students' engagement, develop their theological thinking and enable them to demonstrate their understanding in different ways.
- Apply the skills strategy so that pupil ministry enables ownership and independence.

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

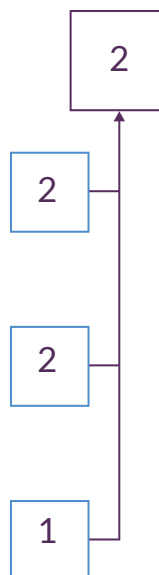
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Students demonstrate a clear understanding of the Catholic mission of St Peter and St Paul's and confidently articulate how 'living life to the full' shapes school life. They explain how this mission influences their attitudes, relationships and appreciation of their own dignity and worth. Students describe their classrooms as places where everyone is listened to, respected and valued. Sixth-form students speak eloquently about how the rich faith life of the school, including the Lourdes pilgrimage, has supported them in discovering and expressing their personal, creative and spiritual identity. The impact of the school's mission is evident in the positive relationships and mutual respect seen across the school. Students' moral development is a strength. They speak thoughtfully about forgiveness and understand how Gospel values influence their response to others. Through personal development, students make meaningful connections between faith and contemporary issues, linking learning about mental health with the preferential option for the poor, including those who may be 'poor in spirit'. Students participate enthusiastically in service and outreach. Strong parish links enable them to live out their faith in practical ways. Students speak positively about the food bank initiative, 'Give what you can; take what you need', and value their interactions with parishioners as opportunities to put faith into action through service to others.

The school environment is a rich expression of its Catholic identity and mission. The chapel, parish church, prayer stations and outdoor prayer space ensure this identity is lived and experienced. Parish-funded seating has enhanced the outdoor prayer area, strengthening links between the school and parish community. Staff embrace a comprehensive programme of professional development and formation, which increases confidence and enables them to

model the school's mission authentically. As one member of staff explained, they feel 'empowered to live out Catholic social teaching'. Relationships, sex and health education is supported through collaboration with the lay chaplain. Carefully designed in-house resources ensure provision remains rooted in Catholic teaching. A strong sense of community and welcome is evident through activities such as the 'Big Lent Walk', soup lunch in the parishes and visits to the local retirement village. Culture and diversity days, and the celebration of different cultures during sports day, further promote belonging. The school actively includes those of other faiths, working with the local Imam to provide prayer space for Muslim students. The community hub, food bank and breakfast club demonstrate a strong commitment to the most vulnerable. As one student explained, 'Jesus looked after the marginalised in society; that's what we should do'.

Leadership of Catholic life and mission is a significant strength of the school. The headteacher provides inspirational servant leadership, characterised by humility, authenticity and an unwavering commitment to the school's Catholic identity. Through her personal witness, she ensures that the flourishing of others remain at the heart of school life, inspiring staff and students to play an active role in living out the mission. Leaders have established highly effective partnerships with the parish and wider community, enriching the Catholic life of the school. Students value opportunities to serve through ministry, participation in Mass and engagement with parishioners. Relationships with parents continue to strengthen, reflected in increasing participation in liturgical celebrations. Catholic social teaching is deeply embedded within the culture of the school and mapped across the wider curriculum, reflecting leaders' commitment to students' integral formation. Professional development is a particular strength, significantly enhancing staff confidence, expertise and capacity to contribute authentically to the school's mission. Leaders know the school exceptionally well and evaluate provision with honesty and rigour. Governors share this vision and provide highly effective support and challenge, ensuring that Catholic life and mission continue to flourish.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

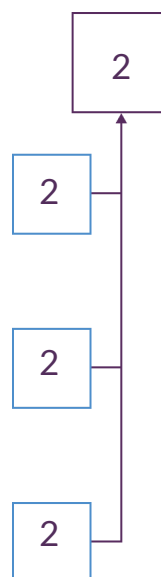
How well pupils achieve and enjoy their learning in religious education

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



Students make good progress from their starting points and develop secure knowledge and understanding over time. This is reflected in improving GCSE outcomes and the quality of learning evident in lessons and students' work. Students approach their studies with a positive attitude and are becoming increasingly religiously literate. This is particularly evident at Key Stage 3, where the implementation of the *Religious Education Directory* (RED) is strengthening their knowledge, understanding and use of theological vocabulary. Students recall prior learning effectively, make meaningful connections between topics, and are building their understanding over time. Where learning is most effective, students think deeply, make connections between ideas and articulate thoughtful responses to challenging questions. However, challenge and pace are not consistently strong across all classes, and some students do not develop their thinking as deeply as they could. Students' workbooks demonstrate good engagement and productive learning. They use subject-specific vocabulary appropriately in most cases, although accuracy in spelling and the precise use of religious terminology is not consistent in written work.

Students benefit from a well-planned curriculum that develops their knowledge and understanding. The implementation of the RED at Key Stage 3 is helping students gain a stronger understanding of theological concepts and vocabulary. Lessons are purposeful, and positive relationships enable students to participate with confidence. However, support and challenge are not always adapted sufficiently to ensure that lower prior attainers and students with special educational needs achieve as highly as they could. Students' understanding of how to achieve well in religious education is not yet consistent, particularly

at Key Stage 3 and among lower-attaining students. More able students are clear about what they are working towards and how to be successful. Teachers use retrieval activities, peer learning and mini whiteboards effectively to check understanding and build on previous learning. Where questioning is most effective, students reflect, make connections and deepen their learning. This is not consistent, and opportunities to extend thinking are sometimes missed. Feedback supports improvement in many instances, but its quality and impact vary, meaning students are not always clear on how to improve. Creative and varied responses are developing but are not consistent in deepening engagement, strengthening theological thinking and enabling students to demonstrate their understanding effectively.

Leadership of religious education is effective and has secured continued improvement since the last inspection. The implementation of the RED has benefited from support from the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust, and has been adapted thoughtfully to meet the needs of the school. Leaders have ensured that religious education has parity with other core subjects through curriculum time, resourcing and development. The curriculum leader provides clear direction and is committed to improving outcomes for all students. Through well-planned professional development, staff have strengthened their use of questioning, retrieval practice and examination preparation, resulting in greater consistency in teaching. Curriculum planning is detailed and regularly reviewed, enabling staff to reflect on and refine their practice. The curriculum leader works collaboratively with other faculty leaders across the diocese, sharing effective practice and contributing to the development of religious education beyond the school. Leaders understand the department's strengths and priorities well. Quality assurance involving senior leaders, local governors and the Our Lady of Lourdes Catholic Multi-Academy Trust informs accurate self-evaluation and supports improvement. Teaching assistants are deployed effectively to support students with special educational needs. Targeted interventions are not sufficiently established to ensure these students are consistently supported to make the progress of which they are capable. Opportunities for enrichment at Key Stage 4 are strong, although the celebration and wider visibility of religious education across the school community are less well developed.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

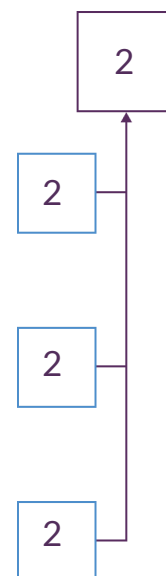
How well pupils participate in and respond to the school's collective worship

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



Students participate respectfully and willingly in the prayer and liturgical life of the school. They engage well in a range of opportunities for prayer and reflection. Students value opportunities to worship in the parish church, where they respond with reverence and maturity. Their participation reflects an understanding of the sacred nature of these occasions, supported by moments of reflection and prayerful silence. Mission days make a significant contribution to students' spiritual development, deepening understanding of the Church's seasons. Students leave St Peter and St Paul's with a secure understanding of the liturgical calendar. Through engagement with scripture and reflection, most students recognise how faith shapes their attitudes, decisions and relationships. Students are confident in undertaking ministries within prayer and liturgy and fulfil these roles with commitment, contributing positively to the prayer life of the school. The use of 'Living Word' books further supports students' engagement with scripture, encouraging reflection and helping them recognise the connection between prayer, discipleship and daily life. Few opportunities are taken for students to play an active role in planning and evaluating prayer and liturgy because the agreed skill strategy is not consistently followed, meaning that student ownership in this area remains underdeveloped.

Prayer and liturgy are central to the life of the school and provide a purposeful rhythm to each day and week. Students experience a rich variety of prayer opportunities rooted in the Catholic tradition. Effective professional development and faith formation through the work of the Catholic life and mission group, has strengthened staff confidence and expertise. As a result, staff facilitate meaningful opportunities for prayer, reflection and engagement with

scripture. While provision is strong, opportunities for students to independently plan prayer and liturgy are less developed. Weekly use of the parish church enables all students to pray within a sacred space, deepening their sense of belonging to both the school and parish community. This has contributed to strong and mutually supportive relationships with parishioners. The school's chapel provides a focal point for prayer and reflection and is enriched by stained-glass windows and the Beatitudes artwork designed and created by students, reflecting their contribution to the spiritual life of the school. The school choir plays an important role in the shared mission of the school, using its gifts in service of others through active participation, community building and ministry through worship.

Leaders provide clear direction for prayer and liturgy, ensuring it remains a valued aspect of the school's Catholic life. Through careful planning and effective leadership, they have established a coherent approach that continues to strengthen the quality and consistency of prayer and liturgy across the school. Investment in staff formation is a strength. Leaders prioritise high-quality professional development and faith formation, enabling staff to deepen their understanding of the Church's prayer life and fulfil their responsibilities with growing confidence and commitment. This culture of formation supports staff in contributing positively to the spiritual life of the school. Leaders ensure that the celebration of Mass is given appropriate prominence within the school calendar. Through whole-school, key stage and year-group celebrations, students encounter the Eucharistic life of the Church. Outdoor Masses in partnership with local primary schools are a notable feature of the school's liturgical life. Staff and students speak of these occasions with genuine enthusiasm and regard them as significant moments that foster a sense of community and deepen their shared experience of faith. Monitoring and self-evaluation are effective and accurate. Leaders have a secure understanding of strengths and areas for development and use this knowledge well to support continued improvement, providing a strong foundation for further developing student ministry in prayer and liturgy.

Information about the school

Full name of school	St Peter and St Paul Catholic Voluntary Academy
School unique reference number (URN)	139623
School DfE Number (LAESTAB)	9255421
Full postal address of the school	Western Avenue, Lincoln, LN6 7SX
School phone number	01522 871400
Headteacher or Head of School	Caroline Hewardine
Chair of Governors	Richard Mellows
School Website	www.sspp.lincs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady of Lourdes CMAT
Phase	Secondary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	11 - 18
Gender of pupils	Mixed (Sixth Form: Mixed)
Date of last denominational inspection	26 June 2024
Previous denominational inspection grade	Requires Improvement

The Inspection Team

Marianne Wilkinson Lead

Bernadette Grimley

Laura Taberner

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