

## Ss Peter & Paul Catholic Primary School

URN: 151100

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

19 November 2025 – 20 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

#### 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

2

1

2

2

No

Yes

N/A

#### Compliance Statement

Not all year groups receive religious education for at least 10% of the total curriculum time.

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## What the school does well

The school's physical environment clearly reflects its Catholic character and ethos.

Pupils are given a wealth of leadership experiences that enable them to participate in and contribute to, the Catholic life and mission of the school

Pupils engage fully in their lessons and their behaviour in class and around the school is exemplary.

Prayer is central to the life of the school and pupils are confident to lead prayer in different settings.

The strong links between home, school and parish have created a flourishing partnership.

## What the school needs to improve

Ensure that each year group receives religious education for at least 10% of the total curriculum time.

Ensure that feedback in religious education gives pupils a clear understanding of what they need to do to improve.

Ensure that staff are given appropriate formation to develop the skills to enable them to help pupils plan and evaluate prayer and liturgy at an age appropriate level.

## 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

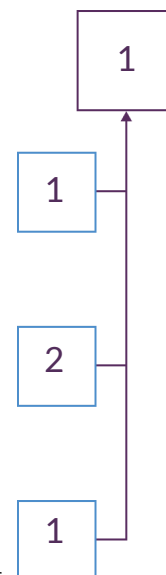
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 clearly proud to belong to Ss Peter and Paul's Catholic Primary School. Older pupils routinely lead tours of the school for visitors, pointing out with confidence the aspects which demonstrate the school's Catholic faith. In discussions with inspectors, one pupil says that this school is different from others because 'we believe in God'. Pupils know the mission statement and can recite it confidently. For instance, one pupil explains 'Jesus is the light of the world, and when we have light, it means Jesus is with us'. However, other pupils are not able to articulate their understanding of it as clearly. The behaviour of pupils is exemplary and is based on respect for others. Pupil leadership is a real strength of the school and pupils are given a range of opportunities, such as the Shield team and Mission team to lead aspects of the school's Catholic life and mission. The school's very active Mini Vinnies play a central role in school and are clearly very proud to do so. Mini Vinnies pupils with specific responsibilities can clearly articulate what their roles are. Pupils are beginning to gain an understanding of Catholic social teaching at an age-appropriate level through developments such as the introduction of carefully chosen class saints, for example St Francis of Assisi for care for our common home and St Teresa of Calcutta for the preferential option for the poor.

The school's physical environment clearly reflects the school's Catholic character and ethos and interactive displays around the school provide pupils with opportunities to think more deeply about their faith. All stakeholders agree that the school provides a culture of welcome and respect for others. One parent comments that the school 'has a strong ethos and morals in equality and acceptance of all'. Staff, including non-teaching staff, are committed to

supporting the pastoral needs of pupils and their families, where there is a need, with one member of staff describing the school as 'a family wrap round'. Relationships, sex and health education meets diocesan and statutory requirements fully and the wider personal, social, health and economic education curriculum is carefully planned and implemented through a Catholic lens.

Leaders, having committed to a communication charter, communicate very well with parents and carers about the Catholic life and mission of the school through weekly newsletters which clearly celebrate the school's ethos and make links to Catholic social teaching. Leaders regularly seek views of parents and carers on the Catholic life and mission of the school through half-termly parent and carer meetings. These take place at different times of the school day to capture the views of as many parents and carers as possible. The outcomes of these meetings are emailed out to all. Parish links are a strength of the school and both the parish priest and the parish deacon are frequent visitors to the school. The parish priest knows the school extremely well, and believes it is 'one of the jewels in the parish crown'. Governors are ambitious for the school and also know it extremely well thanks to regular visits. They understand that the development of the Catholic life and mission of the school is a core leadership responsibility. They can clearly articulate their responsibilities as guardians of the mission. Leaders and governors regularly carry out a range of regular monitoring and evaluation activities in relation to the Catholic life and mission of the school, and this feeds into the school's improvement plans. Leaders now need to involve pupils more in the evaluation of the Catholic life and mission of 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

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2

2

2

Pupils say they enjoy their lessons. Behaviour in lessons is exemplary, meaning that the learning is not interrupted. Pupils are fully engaged in their lessons, keen to answer questions from their teachers and can work independently for extended periods without the direction of an adult. They respond very well to the challenge of learning but the challenge in some lessons could be greater. Most pupils demonstrate they have strong subject knowledge of recent prior learning and can recall knowledge and facts quite easily, although some are not yet able to articulate learning and understanding that relates to earlier curriculum topics. One parent comments that they recognise that religious education is a prominent element in their child's learning. It is, however, more difficult for pupils to unpick theological concepts from the knowledge they are gaining. Pupils generally understand the school's marking scheme and know when they have done well, but they do not know clearly what to do to improve. One pupil explains that a symbol in her book means the task is a golden opportunity to 'showcase what we know'. Pupils' work is generally presented well.

Teachers demonstrate strong subject knowledge and are becoming increasingly familiar with the Religious Education Directory. Teachers understand the link between religious education and pupils' spiritual and moral development so they regularly give pupils time and space for reflection in lessons. Pupils say that they like this part of the lesson. In the best lessons, misconceptions are quickly identified and addressed sensitively. This happens routinely, as pupils say that sometimes the teachers see someone's work and then stop the lesson to remind or explain to the whole class. Teaching assistants provide effective support in lessons enabling all pupils to access the learning. Pupils' work in books is not always reflective of their

abilities and pupils would benefit from clearer feedback to enable them to identify how they need to improve their work. As already identified by the school, on occasion, the choice of task and activities for learning are not always suited to the intended learning which means that pupils do not have time or the opportunity to deepen their learning of theological concepts. Not all class timetables reflect the requirement from the Bishops' Conference for at least 10% of curriculum time to be dedicated to religious education. This means that, in some classes, there is reduced curriculum coverage.

Leaders and governors ensure that religious education has parity with other core subjects in all aspects, other than in relation to timetabling. They have ensured that new staff are provided with a good induction programme for teaching religious education. They have also ensured that staff have access to high quality continuous professional development opportunities. This means that staff feel confident to deliver the requirements of the Religious Education Directory. As one staff member writes, 'the guidance and professional development offered here have not only enabled me to teach religious education with confidence and accuracy but have also deepened my own personal faith...'. Staff are highly appreciative of the support provided by the subject leader and headteacher and value their open-door policy. The subject leader has a wealth of experience in curriculum leadership and is determined in her efforts to make sure that teaching in the subject is at least consistently good. Leaders and governors have a well-established programme of monitoring, some of which provides individual feedback and some of which is whole school feedback. Leaders need to ensure that their monitoring leads to further improvement. Leaders' and governors' self-evaluation of religious education is accurate.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

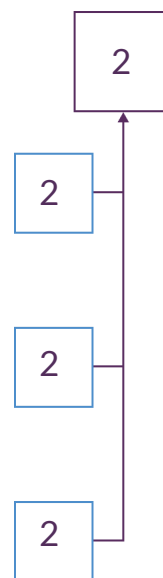
How well pupils participate in and respond to the school's collective worship

#### 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 enjoy and respond well to the opportunities for prayer and liturgy offered by the school. They know that devoting time to prayer at different times of the school day is one of the ways in which Catholic schools are different from other schools. They participate well in the wide range of prayer and opportunities for the celebration of liturgy offered by the school and respond with reverence and respect. They can reflect in respectful silence and join in well with community prayer. As they progress through the school, they are building up a wide repertoire of traditional Catholic prayers which they can recite by heart. They willingly undertake particular ministries, such as choosing religious artefacts, selecting appropriate scripture or writing their own prayers. Older pupils who volunteer to read scripture can proclaim the Gospel with confidence, understanding and reverence. With adult support, Key Stage 2 pupils can plan, prepare and confidently deliver celebrations of the word. Pupils evaluate the quality of prayer they have shared at a basic level. Some pupils know and can explain the cycle of the liturgical year, but this is not consistent across the school. In discussions with inspectors following a debate with other local schools about forgiveness, a group of older pupils clearly and succinctly justify their viewpoints, which are rooted in scripture and Christian teachings, with one pupil stating, "The beauty of God's grace is that even though we haven't earned forgiveness, he gives it to us anyway."

Prayer and liturgy are central to the life of Ss Peter and Paul's school. Gatherings of staff or pupils routinely begin with prayer led by senior staff. As one staff member writes, 'The school's commitment to prayer, worship, and shared values creates an environment where both staff and pupils feel grounded, supported and inspired'. The school's annual plan of

provision shows a wide range of opportunities for pupils to pray in ways that are part of the Catholic tradition, such as Benediction, the crowning of Mary and Exposition of the Blessed Sacrament. However, there needs to be a greater focus on the teaching of the seasons of the liturgical year. It is widely acknowledged that there is a strong partnership between home, school and parish, with the parish being integral to the school and school integral to the parish. The school works extremely hard to include families in the prayer life of the school through regular, clear communication, and through the many invitations to join in with the school community at times of worship which are appreciated by the families. High quality resources enhance the school's provision for prayer and liturgy and the school has a beautiful altar for the celebration of Mass in school. Class prayer foci are relevant to the topic and meaningful to the pupils.

Leaders and governors have planned a comprehensive calendar to ensure that there are many opportunities to celebrate the Eucharist across the year, for instance for each of the class saints and for holy days of obligation. Leaders and governors have also invested in regular high quality continuous professional development, delivered in house, through the Our Lady Help of Christians Trust and the Diocese. Induction of new staff into the prayer life of the school is comprehensive, which means that they feel confident in supporting pupils in their prayer life. Staff are appreciative of the support given by senior leaders. Currently, the deputy headteacher, who is also the religious education leader, is responsible for working with pupils to plan, prepare and evaluate liturgy. This now needs to be extended to ensure teachers have the skills and confidence to take on this role.



## Information about the school

Full name of school	Ss Peter & Paul Catholic Primary School
School unique reference number (URN)	151100
School DfE Number (LAESTAB)	894
Full postal address of the school	Coppice Drive, , Newport, TF10 7HU
School phone number	01952 386450
Executive Headteacher	
Headteacher or Head of School	Miss Sarah Staniforth
Chair of Governors	Mrs Robyn Burns
School Website	<a href="http://www.sspeterandpaulcatholicprimary.org.uk">www.sspeterandpaulcatholicprimary.org.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Help of Christians Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	5 - 11
Gender of pupils	Mixed
Date of last denominational inspection	21 March 2018
Previous denominational inspection grade	Outstanding

## The Inspection Team

Julie Johnson	Lead
Claire Marrin	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