



St Peter's Catholic Primary School

URN: 151038

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

25 February 2026 – 26 February 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

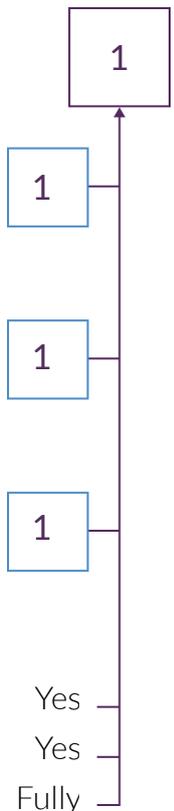
Collective worship (p.7)

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 deep commitment of the whole school community to living out the Catholic mission of the school 'In the love of God and neighbour' in everyday life.
- The strong links with the local parish and families, and the strength of pastoral care and inclusion, effectively supporting the social, emotional, and spiritual development of the school community.
- The commitment of leaders and governors to strategic, high quality professional development in order to realise their vision of outstanding religious education.
- The commitment of all staff in developing their expertise in delivering high quality prayer and liturgy, and in supporting pupils to do so.
- Pupils' excellent behaviour, and willingness to engage with all the school offers them, meaning they learn well and live in faith as they follow the example of Jesus.

What the school needs to improve

- Provide structured, strategic support to further strengthen teaching in religious education and maximise pupils' learning.
- Ensure that Catholic social teaching is clearly mapped across the whole curriculum and linked to pupils' learning in religious education.
- Ensure that pupils' regularly evaluate the prayer and liturgy they lead and use this to identify areas for improvement.

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

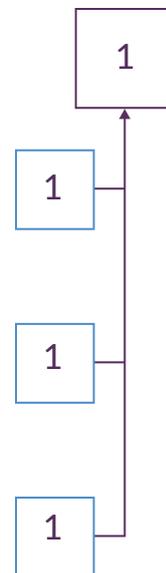
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 justifiably proud of the Catholic identity and mission of St Peter's and they actively promote it within the school and wider community. Even the youngest pupils talk about how they follow the example of Jesus. This understanding deepens as they progress through the school. Pupils express their faith through care for others, stewardship of God's world and active engagement with Catholic social teaching. For example, supporting local causes such as Willow Wood Hospice as well as national and global charities including Missio and Mary's Meals. Pupils willingly offer their time and talents to school, parish, and community events. Members of the Mini Vinnies group enthusiastically commit to others, undertaking practical activities such as a lunchtime litter pick despite the rain. Across the school, pupils show deep respect for themselves and for others. They listen attentively, and consider others' needs, explaining that they do this because they follow Jesus's example. Pupils show understanding and empathy for those who struggle. For example, a group of pupils explain how different tasks help another pupil engage with the learning; they help by accepting this and including the pupil in their activities.

The recent review of the school mission statement, firmly rooted in scripture and the educational mission of the Church, provides clear direction for the life of St Peter's. Staff demonstrate strong commitment to this mission, responding as a team to meet the needs of pupils, families, the parish, and the wider community. Staff are exemplary role models. Relationships across the whole school exemplify deep respect, care, and professionalism. St Peter's has a strong culture of welcoming all, including those of other faiths and none, and nurturing those who are most vulnerable. Throughout the school, the

Catholic identity and mission is evident in the high-quality displays and resources, reinforcing the dignity of every individual. The school offers rich opportunities for the spiritual and moral development of pupils, families, staff, and members of the flourishing school community. For example, invitations to 'Prayer share', as well as to planned liturgies and celebrations. Half-termly 'Shining light' sessions, led by a staff member who is also a parishioner, provide valuable support for pupils who show deep spiritual commitment, helping them deepen their understanding of their faith.

The Catholic life and mission of the school are firmly at the centre of leaders' and governors' strategic planning. They engage fully with diocesan support. The development of the school's Catholic life and mission is viewed as a core leadership responsibility. Strong and effective links with the parish contribute to a flourishing partnership that is central to the life of the school. One governor commented, 'you don't choose your family, but this is the family you would choose'. Families are offered many and varied opportunities to participate in the school's Catholic life. Parental feedback is highly positive and supportive. One comments 'There's always lots of wonderful opportunities for us parents to engage in, such as prayer shares, Cafod fundraisers, class Mass, and even class assemblies always have a special link to their Catholic faith. We really feel part of a special community at the school**.'** Leaders and governors witness to the Gospel through their commitment to supporting those in greatest need. The school works diligently to ensure pupils develop an understanding of the Catholic contribution to culture and society by making clear connections between the religious education curriculum, Catholic social teaching, and wider curriculum. Staff are appreciative of the care and commitment to their wellbeing. One commented 'It's another family for me; it felt like coming home'. Induction for new and early career teachers is purposeful, structured, and supportive.

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

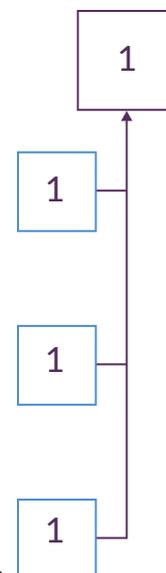
How well pupils achieve and enjoy their learning in religious education

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 at St Peter's demonstrate secure knowledge, understanding, and the skills required in line with the *Religious Education Directory* (RED). Pupils, including those with additional needs, make sustained progress across all phases. They demonstrate high religious literacy and engagement. For instance, they confidently make links between current and prior learning and regularly refer to scripture to illustrate their thoughts and deepen their thinking. They are able to reflect spiritually, applying their knowledge, understanding, and skills thoughtfully in discussion, and in their responses to tasks so that they improve further. Pupils speak fluently about what they have learned, using specific religious vocabulary and posing questions of adults and their peers. Appropriate to their age and ability, pupils work independently and take initiative in their learning. In lessons, behaviour is very good and most are curious, interested learners who are actively engaged and reflective. Pupils say they have a clear understanding of how well they are doing and how to improve. They think religious education lessons are often fun; they enjoy the different ways their learning is presented and the rich variety of tasks they undertake. One pupil explains 'I like how this school accepts disability and adapts'.

Across the school, teachers are confident in their knowledge of religious education and display a deep understanding of how pupils learn. Religious education is highly valued and pupils understand their teachers have high expectations of them. Teachers use knowledge organisers for each topic, and detailed planning that sets out what pupils are required to know and understand. More challenging knowledge and responses to tasks are also

identified. Interim assessments are used to support teachers' planning. This, combined with teachers' understanding of the needs of individual pupils, and skilfully adapted explanations and tasks ensures almost all pupils learn very well. In the most effective lessons, opportunities to link new learning to prior knowledge and skilful questioning by adults help to support and enhance pupils' learning. High quality and well thought out resources promote creativity and engagement, allowing all pupils a variety of creative ways in which to express their learning. Relevant and often specific feedback supports pupils' understanding and progress. Almost all lessons allow time for pupils to reflect on how their learning shapes their view of the world and influences their daily lives, supporting strong moral and spiritual development.

Leaders and governors ensure the religious education curriculum follows the RED. Resources used to enhance teaching comply fully with the bishop's directive. Religious education is given priority in this school; it is fully resourced in all areas in line with the school's ambitious targets. Leaders and governors are committed to continuous high quality professional development. This ensures that staff maintain strong subject knowledge and highly effective ways of learning that support pupils' needs. The subject lead and headteacher provide inspirational leadership. They model excellent practice and have a shared vision for outstanding teaching in religious education. Diocesan and in-house professional development, modelling, coaching, and support, ensure that teaching is at least good with some that is outstanding. A whole school planning document ensures a rich, coherent curriculum that meets the needs of all groups of pupils. The subject leader also contributes to the Trust's working party for religious education. Leaders and governors provide a wide range of enrichment activities from a variety of other agencies and from the wider community. Rigorous monitoring and analysis of religious education by committed and caring leaders and governors ensures they know the school exceptionally well. Their actions are strategic, well planned, and improve outcomes for pupils. Their priorities are effectively linked to appraisal.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

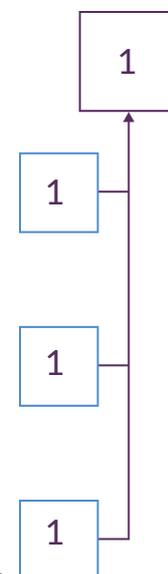
How well pupils participate in and respond to the school's collective worship

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 engage actively in prayer and liturgy, joining confidently in traditional prayers and responses, singing beautifully and engaging others in praise. They demonstrate age-appropriate understanding of the different ways of praying and explain how prayers change across the liturgical year, such as praying the stations of the cross in Lent and the rosary in October. Pupils in Year 5 and 6 participate in silent adoration each half term. Older pupils respond thoughtfully to a passage of scripture and reflect with insight on artwork depicting Christ condemned to death. Following their formation as worship leaders, pupils eagerly undertake this ministry. They collaborate with staff and other pupils to plan and lead engaging prayer and liturgy, showing understanding and growing confidence. They now need to strengthen how they evaluate the impact of the worship they lead. Pupils increasingly connect their experiences of prayer and liturgy to the school's Catholic life and mission and the wider curriculum. They often take leadership roles in celebrations and prayer times. Pupils eagerly discuss these experiences, and of participating in prayer and liturgy. They articulate clearly what they learn from exploring prayers such as the Nicene Creed and how this deepens their understanding of their faith.

Prayer and liturgy are central to school life. Celebrations, whether joyful or sorrowful, are carefully planned and enriched by the school and adult choirs. The rhythm of the prayer life of the Church, alongside opportunities for spontaneous and creative responses, is firmly embedded in the daily life of the school. Seasons, prayers, and key celebrations of the Church's year are understood and celebrated. Once a month, a teacher supports pupils who belong to 'uniform' groups such as Rainbows and Cubs at a Sunday Mass. The 'Time for Jesus'

artwork clock in the hall details the liturgical year in a visual and memorable way. A wide range of prayer reflects the richness of Catholic practice. Scripture is carefully chosen to reflect the liturgical season and promotes active participation. The headteacher and religious education lead model exemplary practice, enabling committed staff and parishioners to guide pupils confidently in planning and leading meaningful prayer and liturgy. Creativity, especially in music, contributes to celebrations. Staff and students readily sing and sign phrases of the mission statement song. The school environment is exceptionally well cared for, with even the smallest spaces used imaginatively. Staff and pupils value the dedicated prayer room. The strong partnership between school, home and parish further enriches St Peter's prayer and liturgical life. St Peter's comprehensive prayer policy effectively supports staff in planning relevant and engaging prayer and liturgy. Leaders and governors have a clear understanding that pupils' skills of participation develop progressively and they provide age-appropriate booklets for use at home, so that prayers can be learnt within the family as well as at school. The annual plan of provision includes celebrations of Mass for classes and the whole school. Link governors attend preparation for, and celebration of the Sacrament of Reconciliation and the Eucharist, plus other key celebrations.

Leaders and governors demonstrate their strong commitment to professional development and formation through the diocese. Leaders' thorough knowledge and understanding and highly effective coaching ensure consistently high-quality prayer and liturgy across the school. Prayer and liturgy are given the highest priority, with leaders and governors clearly ambitious for its continued development in line with the *Prayer and Liturgy Directory*. They are fully involved in school evaluation and know the actions for the school in development plans. They ensure staffing, resources and the dedicated prayer space are carefully considered when allocating budgets. Regular evaluation of the impact of the school's prayer and liturgy informs future planning and ongoing improvement.

Information about the school

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| Full name of school | St Peter's Catholic Primary School |
| School unique reference number (URN) | 151038 |
| School DfE Number (LAESTAB) | 357 |
| Full postal address of the school | Hough Hill Road, Stalybridge, SK15 2HB |
| School phone number | 0161 338 3303 |
| Headteacher or Head of School | Mrs Katherine Ryan |
| Chair of Governors | Mr David Taylor |
| School Website | www.stpetersstalybridge.co.uk |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | Corpus Christi Catholic Academy Trust |
| Phase | Primary |
| Type of school | Academy |
| Admissions policy | Non Selective |
| Age-range of pupils | 3 - 11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 24 June 2019 |
| Previous denominational inspection grade | Outstanding |

The Inspection Team

Carol Morgan Lead

Linda Davison

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 |