



CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES



The Cathedral School of St Peter & St John RC Primary School

URN: 105964

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

04 March 2026 – 05 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

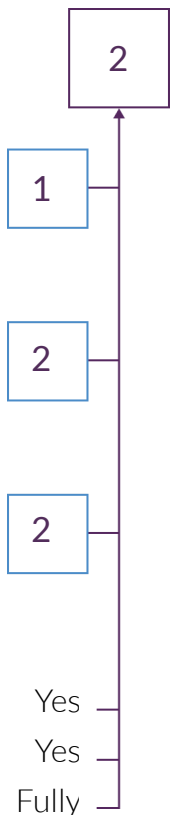
Collective worship (p.7)

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

- Catholic life and mission at The Cathedral School of St Peter and St John is lived out fully and embraced by all, ensuring that school is a sanctuary of hope and love for everyone.
- The culture of welcome, inclusivity and belonging is deeply embedded, creating a safe, thriving and joyful Catholic community; Relationships throughout the school are exemplary and there is a palpable sense of belonging.
- Passionate, authentic leadership inspires all staff to be exemplary role models, demonstrating a deep commitment to Catholic education, and to the mission of the school.
- Pupils readily embrace the opportunities to lead and participate fully in the prayer life of the school and parish ensuring that Christ is at the centre of all they do.
- Pupils, staff and leaders demonstrate commitment to Catholic social teaching and imaginatively seek opportunities to enhance their provision.

What the school needs to improve

- Leaders and governors should continue to review the quality and impact of prayer and liturgy by implementing consistent and rigorous monitoring cycles which include pupil evaluations.
- Build upon the existing effective practice of adapting the curriculum for pupils with additional needs, ensuring that teaching enables all pupils to achieve their full potential.
- Extend opportunities for pupils to plan, lead and evaluate prayer and liturgy, deepening their engagement in the prayer life of the school.

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

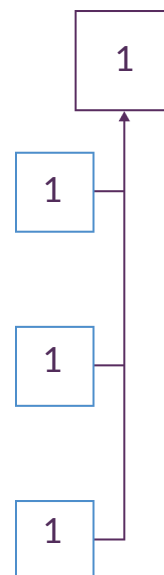
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The Cathedral School of St Peter and St John is a deeply inclusive community where pupils feel a strong sense of belonging. The mission statement is clearly lived and understood by pupils, who embrace it with enthusiasm and pride. Pupils speak confidently about how they are valued and cared for within the school community. As one pupil explained, 'You can express your feelings, be who you are and nobody will judge you unfairly.' The school's commitment to supporting, challenging and inspiring every pupil to be the best version of themselves is evident in daily life. Positive relationships are a notable strength and reflect the school's strong Catholic values. Leaders and staff actively support families and ensure pupils receive the help they need to flourish. Pupils make meaningful links between their faith and learning across the curriculum. They are knowledgeable, reflective and prayerful, showing genuine enthusiasm for their faith. Christ is clearly at the centre. Pupils understand that they are created in the image and likeness of God and speak thoughtfully about the importance of kindness, compassion and respect. They recognise their responsibility to serve others and willingly participate in initiatives supporting people locally, nationally and globally. Older pupils embrace opportunities to serve as chaplains and role models, supporting the faith development of others. Pupils also show strong respect for people of all faiths and none, helping create a community where everyone feels welcomed, respected and valued.

The school's mission statement is clearly understood and actively lived out by the whole community. It is prominently displayed throughout the school and is central to its work. There is strong evidence that it informs the school's ethos, relationships and decision-making at every level. The clear vision, guidance and commitment of the headteacher and staff have

been instrumental in embedding this mission so that all members of the community actively support and promote it. Staff consistently model the Gospel values that underpin the mission, ensuring that pupils experience these in their daily interactions and learning. Pupils support one another both in the classroom and around the school, creating a welcoming, nurturing and inclusive environment where everyone feels valued and respected. Behaviour across the school is exemplary; pupils are consistently polite, respectful and considerate of others. The school environment strongly reflects its Catholic identity and mission. Displays, prayer areas and religious artwork are thoughtfully presented and contribute to a reflective and inspiring atmosphere that encourages pupils to grow spiritually and academically. These visible signs of faith ensure that the Catholic character of the school is evident and celebrated. Pupils are regularly encouraged to reflect on how they can live out the school's mission in their actions and relationships with others. The school follows the *Life to the Full* programme to deliver Relationships, Sex and Health Education. This programme is firmly rooted in Catholic teaching and promotes the dignity of the human person. It supports pupils in developing a strong understanding of healthy relationships, personal responsibility and respect for others. Through this provision, pupils are equipped with the knowledge and understanding they need to flourish both personally and within their wider community.

Leaders and governors clearly articulate the Church's mission in education and ensure that Christ remains central to the life of the school. The school's mission informs key decisions and is evident in the priorities identified by leaders. Governors demonstrate a strong commitment to the Catholic character of the school and provide appropriate support and challenge to ensure that the mission is upheld. Leaders work collaboratively with the diocese and ensure that diocesan policies and guidance are implemented effectively to support the continued development of the school's Catholic life and mission. The headteacher leads the school with authenticity and a strong sense of vocation. Her leadership is rooted in her personal faith and commitment to serving the community, enabling pupils, families and staff to grow in their faith and wider development. Staff across the school are positive role models who treat all members of the community with dignity and respect. As a result, relationships throughout the school reflect the Gospel values that underpin the mission of the school. Links with the parish support and enhance the Catholic life of the school. Opportunities for shared prayer, celebration and engagement with the parish community help pupils to recognise their place within the wider Church. Leaders regularly evaluate the Catholic life and mission of the school and identify priorities for development. However, opportunities for pupils to contribute more fully to the evaluation and development of the school's Catholic life and mission are not yet fully developed. Leaders recognise the importance of strengthening pupil voice in this area so that pupils can play a more active role in shaping the Catholic life 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

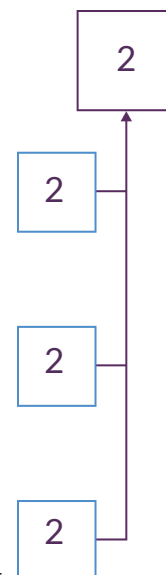
How well pupils achieve and enjoy their learning in religious education

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



Pupils are developing secure knowledge, understanding and skills in religious education, which have been strengthened following the introduction of the *Religious Education Directory*. Evidence from pupils' work and discussions indicates that pupils are making good progress over time. Pupils demonstrate growing religious literacy and are able to respond to questions with increasing confidence, drawing on prior learning to enhance their understanding. The quality of work in books is good and reflects parity with other subjects. The presentation is consistently neat and pupils take pride in their work. Pupils speak with enthusiasm about their learning and are able to give examples of how it influences their daily lives. Links across the curriculum help pupils to make meaningful connections and deepen their understanding. In the most effective lessons, teachers support all groups of pupils appropriately, enabling them to develop their knowledge and skills well. Pupils enjoy their religious education lessons and are able to articulate what they have learned with confidence. In some classes, marking and feedback provide clear next steps that challenge pupils and support them to deepen their thinking. However, this practice is not yet consistent across the school. In the strongest examples, feedback moves learning forward and encourages pupils to make further connections and reflect more deeply on their learning. Opportunities for self-assessment and pupil response are evident in some classes and support pupils in understanding how they can improve. References to Catholic social teaching are evident in pupils' work, and pupils recognise this as an important thread running through their learning. Parents express a desire to have greater understanding of how they can support their pupils in religious education. The school would benefit from developing greater consistency in feedback,

challenge and opportunities for pupils to think more deeply about their learning across all classes.

Staff demonstrate secure subject knowledge and plan lessons carefully to ensure pupils are engaged and able to develop their knowledge, understanding and skills. Lessons provide a range of opportunities for pupils to participate actively in their learning through discussion, reflection and written work. In the most effective lessons, skilful questioning encourages pupils to think more deeply about religious concepts and respond thoughtfully, enabling them to make connections between their learning and their own experiences. Religious education is thoughtfully planned, which results in pupils demonstrating enthusiasm and sustained effort during lessons. Teachers show a strong commitment to the importance of religious education in supporting the moral and spiritual development of all pupils. Staff model religious vocabulary accurately and confidently, helping pupils to develop increasing religious literacy. A variety of activities and tasks are used effectively to support different learning styles and maintain pupils' interest. In the most effective lessons, pupils with additional needs are well supported and are able to participate fully in the learning alongside their peers. Assessment strategies are developing across the school. In some classes, marking and feedback provide clear guidance on how pupils can improve and identify next steps in learning. However, this practice is not yet consistent. The school would benefit from developing a more consistent and robust approach to marking and feedback so that all pupils receive clear guidance to deepen their understanding and progress further in religious education.

Leaders and governors ensure that religious education is given appropriate priority within the curriculum and is comparable with other core subjects in terms of resourcing, staffing and the learning environment. The curriculum is a faithful expression of the *Religious Education Directory* and reflects the Church's vision for Catholic education. Leaders have established a clear vision for religious education, ensuring that it supports pupils' academic, spiritual and moral development. Staff benefit from appropriate professional development, which has strengthened their confidence and supported the effective implementation of the religious education curriculum. The subject leader demonstrates secure expertise and provides clear direction for the subject. Through guidance and support for staff, the subject leader helps to ensure that teaching and learning opportunities are consistently good and that pupils are able to develop their knowledge, understanding and skills in religious education. The curriculum is planned sequentially so that pupils build on prior learning and develop increasing religious literacy over time. Leaders monitor the provision of religious education and recognise the importance of continuing to strengthen this work. While processes for monitoring and self-evaluation are in place, the school would benefit from ensuring that analysis of this information is used consistently to inform further development. This will support leaders in continuing to strengthen the quality of teaching and learning and ensure that religious education continues to develop across the school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

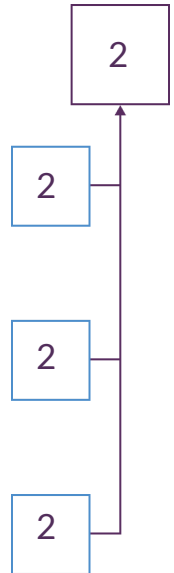
How well pupils participate in and respond to the school's collective worship

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 respond enthusiastically to the opportunities given to participate in the prayer life of the school. During opportunities for prayer, pupils show reverence and respect by joining in with responses and learning sign language to sing. Pupils have good knowledge of the Church's liturgical year and said that 'it is a time we can spread God's word'. Pupils are keen to participate in ministry and they can recall a variety of opportunities throughout the year, including the crowning of Mary, and stations of the cross, as prayer and liturgy is valued across the school. The chaplaincy team take an active role in enhancing the school's faith life and are eager to seek further ownership with the planning of prayer experiences. Pupils are given opportunities to plan celebrations of the word, and scripture is central to prayer and liturgy ensuring that pupils are able to make links with their own lives. The pupils within the early years are given an excellent start ensuring that pupils are able to gather, listen to the word of God and then deepen their faith by 'going forth'. Parents speak positively of how worship impacts their child's life and they value being involved in times of worship.

Prayer is central to the daily life of the school. There is a well-planned pattern of prayer that enhances provision within school including weekly gospel and regularly planned key stage celebrations of the word supported by the parish priest. Pupils also benefit from regular opportunities to attend Mass which enriches their prayer life and understanding. Staff are fully committed and enthusiastic in developing the prayer life of the school. They are models of good practice, and there is a clear annual plan of provision for prayer that supports the formation of the pupils. Teachers are skilled at using scripture appropriately and the word of God is central to all prayer experiences. In the best examples, staff pose 'I wonder' questions

that deepen thinking. The pupils benefit from the close proximity to Salford Cathedral and the school has created a variety of rich areas to pray, making good use of spaces particularly the outside environment.

Leaders, governors and staff are models of good practice and live out the faith with the pupils. They clearly understand the liturgical year, which is reflected in the creative displays and prayer tables around school. Prayer spaces are provided in all classrooms and shared areas around school. The school's policy on prayer and liturgy is carefully formulated and used by staff ensuring that Bible passages are carefully chosen and align with the liturgical calendar. Leaders have implemented an annual provision of prayer which supports staff to provide creative and inspiring opportunities which alongside a succinct skill strategy ensures that prayer is developed fully. Leaders are committed to supporting new staff, and as a result they feel valued and supported. A staff member shared, 'I am supported and guided'. Staff are actively encouraged to develop their faith and the school provides professional development including the acquisition of the *Catholic Certificate in Religious Studies*. Leaders and governors are keen to improve prayer and liturgy by identifying key priorities. School would benefit from a regular review of the quality and impact of prayer and liturgy by implementing consistent and rigorous monitoring cycles which include pupil evaluations.

Information about the school

Full name of school	The Cathedral School of St Peter & St John RC Primary School
School unique reference number (URN)	105964
School DfE Number (LAESTAB)	3553612
Full postal address of the school	Mount Street, Salford, Greater Manchester, M3 6LU
School phone number	0161 834 4150
Headteacher or Head of School	Mrs Diane Hanley
Chair of Governors	Ms Paula Howe
School Website	www.cathedralschoolstpeterandjohn.com
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	18 June 2018
Previous denominational inspection grade	Good

The Inspection Team

Vannessa Knowles Lead

Robert Tanti

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