

# Inspection of The Cathedral School of St Peter and St John RC Primary

Mount Street, Salford, Greater Manchester M3 6LU

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Inspection dates: 17 and 18 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Everybody is made to feel welcome at The Cathedral School of St Peter and St John. Pupils feel well cared for by staff. Pupils told inspectors that there is always someone there to look after them, especially if they are feeling sad. Pupils said that staff would deal with bullying should it occur. As a result, pupils feel happy and safe. Parents and carers appreciate the warm welcome that they receive from school staff each day.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). All staff strive to ensure pupils achieve their very best. Pupils behave well throughout the school day. They are polite and kind to each other. Playground buddies sort out any problems swiftly. Most pupils are keen to do well. They enjoy receiving rewards for their hard work and positive behaviour.

Pupils enjoy the wide range of activities available to them, such as sports clubs and Spanish. They access trips and visits which bring the curriculum to life. Pupils have responsibilities throughout the school. They take these roles seriously and contribute positively to the school community.

Leaders are ambitious for all pupils. They arrange for visitors, such as engineers and architects, to attend the school and talk to pupils. Pupils are inspired to consider their own future careers.

## **What does the school do well and what does it need to do better?**

Since the previous inspection, leaders have designed a purposeful and interesting curriculum. Pupils learn the full range of national curriculum subjects. Leaders have carefully chosen the content that they want pupils to learn. This builds on what they have learned before. However, not all subject leaders have considered the learning in the early years. This means that, in some subjects, children in the Reception class are not as well prepared for their learning in Year 1.

Teachers are well trained to teach the curriculum. They have a secure knowledge of the subjects that they teach. Teachers provide regular opportunities for pupils to build on what they have learned in previous lessons. They explain new learning to pupils clearly. Teachers use assessment strategies effectively to check pupils' understanding. This helps them to identify gaps in pupils' learning and to spot any misconceptions. Pupils receive the support they need so that they know and remember more of the curriculum.

Leaders have created a positive reading culture. All staff have been well trained to teach the phonics programme. Reading is a priority as soon as children enter the Reception Year. There is a sharp focus on language development and communication. The environment is language rich. Staff are clear about the sounds that children should know by the end of each half term. They ensure that reading

books are carefully matched to the sounds that the children are learning. If pupils fall behind, they receive support to catch up quickly. This means that pupils are confident readers by the time they leave key stage 1. Older pupils are knowledgeable about a wide range of authors. They enjoy reading a class book each day.

Leaders are quick to identify pupils who may need support, particularly those with SEND. Staff understand how to adjust their teaching so that all pupils receive the same learning opportunities. This helps pupils with SEND achieve well.

Most pupils behave well in school. Any slight disruption to learning is dealt with quickly. Pupils are reminded of how they should behave and respond accordingly. Children in the early years settle quickly. They follow the established routines well.

Leaders have been relentless in their efforts to improve school attendance. Families have responded to new initiatives. Pupils said that they love the 'classopoly' game as it makes them want to come to school. School attendance has improved considerably.

Leaders' approach to personal development is well thought out. After-school clubs meet the needs and interests of all groups of pupils. Experiences such as the whole school visit to the theatre enhance the curriculum.

Senior leaders, including governors, are clear in their ambition for the school. Subject leadership has developed considerably. This has contributed to the improvements in the curriculum. Governors know the school well and hold leaders to account. Staff appreciate how leaders consider their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors make sure safeguarding is a high priority. Leaders know the local community well and understand the challenges that pupils may face. Staff are well trained to recognise any risk of harm. Leaders are swift to respond to concerns and work with external agencies when necessary. Leaders keep accurate records of actions that they take when they are concerned about a pupil. Pupils know how to keep themselves safe in a range of ways, including when working or playing online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, leaders have not considered the starting points required in the early years to prepare children for their future learning. This means that children are not fully prepared for the demands of the curriculum in Year 1. Leaders need to carefully identify the knowledge children in the early years require to be

successful in the next stage of their learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105964
<b>Local authority</b>	Salford
<b>Inspection number</b>	10211697
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Iain Clarke
<b>Headteacher</b>	Diane Hanley
<b>Website</b>	<a href="http://www.cathedralschoolstpeterandjohn.com">www.cathedralschoolstpeterandjohn.com</a>
<b>Date of previous inspection</b>	9 and 10 May 2018, under section 5 of the Education Act 2005

## Information about this school

- This is a voluntary aided Catholic primary school. The school had its most recent section 48 inspection in June 2018.
- Leaders do not make use of any alternative provision.
- The governing body manages the before- and after-school provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher, senior leaders and four members of the governing body, including the chair of governors. An inspector also spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history and science. This involved visiting lessons with subject leaders, discussing the subject

curriculums, talking to pupils and teachers and looking at pupils' work.

- Inspectors observed pupils' behaviour at playtimes, lunchtime and during lessons. Pupils also talked to the inspectors about their views of their school.
- Inspectors considered the responses to Ofsted Parent View and spoke to parents and carers at the start of the school day. Inspectors also considered responses to Ofsted's pupil and staff questionnaires.
- Inspectors checked leaders' safeguarding procedures. This involved viewing a range of safeguarding documentation and looking at how incidents are managed and recorded.

### **Inspection team**

Bev Dolman, lead inspector

Ofsted Inspector

Mike Hewlett

Ofsted Inspector

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