



St Peter's RC Primary School

URN: 401648

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff-Menevia

29 April 2026 – 30 April 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

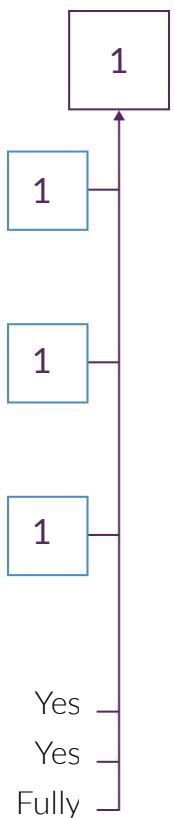
Collective worship (p.7)

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 way that leaders have developed and implemented a religious education curriculum, based upon sound pedagogical research, is outstanding. It has resulted in extremely rapid and significant progress since the previous Section 50 inspection.
- A particularly striking feature of the school is the consistency that is in place in relation to the many excellent elements of school life identified in this report, including the quality of teaching. No significant variability is in place.
- The behaviour of pupils is exemplary. They are highly engaged and articulate.
- The quality of collective worship is excellent. Its simplicity and beauty, flowing from high quality professional development for staff, is striking and true to the traditions of the Church.
- An extremely strong, authentic, and welcoming Catholic community is in place. It is determined to put the Church's teaching on the preferential option for the poor into place.

What the school needs to improve

- Broaden the range of the key elements of Catholic social teaching that are taught, such as stewardship for example, in order to build upon the good introductory work that has been completed to date.

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 at St Peter's school play an active and impactful role in its life. The expertly organised Senedd allows them to consider a broad range of issues and to make decisions related to them. The mission and chaplaincy groups directly influence the school's Catholic life and mission. During the inspection, for example, the latter met with pupils from a local Catholic high school to discuss how the 'shoebox appeal' that they had decided to conduct would work. The 'Eco-Group' spoke with confidence to inspectors and, without prompting, about the concept of stewardship and of Pope Francis' encyclical *Laudato Si'*; they were able to relate this to practical measures taken to take care of the environment. This work is firmly embedded and it is an outstanding feature of school life. Pupils support a broad range of charities, some of which are personal to them, such as Noah's Ark Children's Hospital and the Teenage Cancer Trust. Pupils have an acute awareness that they are challenged to follow the model of Jesus. Their behaviour is exemplary. They show high levels of respect for peers, staff, and visitors. Due to the excellence of provision, pupils flourish as they rapidly grow in virtue.

The mission of the school is crystal clear and it is fully supported by all staff: the caretaker, lunchtime staff, teaching assistants, and teachers. Leaders see their core purpose as 'preparing children for Heaven'. Consequently, very high expectations of staff are in place and they have responded to this in an outstanding way. This has resulted in the development of an extremely strong Catholic community that is open, supportive, and welcoming to all,

especially to the most vulnerable. The diverse ethnic groups from a broad range of cultures and traditions who attend are not only welcomed but celebrated. Events are regularly held, for example, in which food from around the world is shared and traditional clothes are worn. Staff provide exemplary role models for pupils; their relationships are extremely supportive and they treat pupils with great respect. Pastoral care is excellent due to the work of all staff, including those who provide specific, targeted support. The Thrive programme, for example, has a significantly positive impact on the most vulnerable. There has been high levels of investment in the development of the school environment over recent years. Consequently, it provides an excellent witness to the school's Catholic identity and character. Relationships with the local parish are strong. The manner in which pupils' moral and spiritual development are promoted is excellent; this work is woven into everyday school life.

The work of leaders and governors is outstanding. They are extremely committed to and passionate about their roles. The head teacher's sense of vocation is palpable and he is ably supported by the deputy head teacher. The chair of governors demonstrates extremely impressive levels of knowledge about school life and commitment to it. Together, they are inspirational witnesses to the Gospel. They are determined that the Catholic life and mission of the school is the priority area for their work. They make decisions about the direction of school life with Catholic social teaching in mind; in particular, the Church's preferential option for the poor. The manner in which they actively support those most in need is an outstanding feature of their work. Very positive relationships with parents have been developed, and the survey completed by parents as a part of this inspection contained overwhelmingly positive responses. Leaders and governors treat fellow staff with high levels of respect for their dignity; something that is greatly appreciated by staff members. Governors are ambitious regarding development in this area and they support leaders effectively. They are also able to ask searching questions in holding them to account. Self-evaluation work in this area is accurate. This is a school that knows itself very well.

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

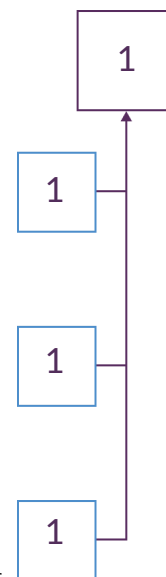
How well pupils achieve and enjoy their learning in religious education

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



Learners develop high levels of knowledge, understanding, and skills in accordance with the *Religious Education Directory*. A particularly outstanding feature is the rate of progress made by pupils as they move through the school as, on entry, a significant proportion work below expected levels. This is highlighted by the manner in which older pupils use subject-specific vocabulary to explain themselves in a highly mature way; Year 6 learners, for example, were eloquent when discussing the attitude of 'doubting Thomas' in relation to faith in the resurrection of Christ. Pupils respond positively to the consistently high expectations of staff. This has benefitted, in particular, those with additional learning needs (ALN) as they engage with complex material. Pupils show the ability to learn independently and they produce outcomes of a high standard: Year 5 pupils, for example, showed excellent scriptural knowledge when identifying signs of the Holy Spirit, Year 2 learners wrote high quality letters to their head teacher about the importance of stewardship of God's creation, and Nursery children were highly creative when developing their early artistic skills to illustrate the Ascension. Pupils' behaviour for learning is excellent; they are ready to learn.

Teachers display strong levels of subject knowledge. The way in which new teachers to the school and non Catholic staff are supported to operate at the expected high levels is very impressive. All staff have an admirable determination to achieve high standards for all pupils. Overall, the quality of teaching across the school is excellent. Teachers have responded very positively to the outstanding quality of professional development that is

provided for them. The consistency of these high standards, without any significant variability, is an outstanding feature of provision. Teachers question pupils well; this is complemented impressively by the innovative manner in which learners have been taught to increase the depth and quality of one another's responses. A highly innovative, streamlined, and effective approach to marking allows teachers to target support for learners where it is most needed. A strong feature of teaching is the way that reflection time is built into many lessons to encourage depth of thought. Learning is presented at a high standard and the creative use of pieces of art to complement studies is very effective. The school's team of teaching assistants are committed and knowledgeable. They make a significantly positive contribution to the high standards attained by learners.

The way that leaders and governors have developed a highly ambitious religious education curriculum, founded on the findings of strong pedagogical research, is an outstanding feature of school life. A highly successful programme of professional development, flowing from this research, has enabled staff to teach in an effective way for the betterment of pupils. Training events organised by leaders have benefitted other schools; this highlights the openness of approach that is in place and the propensity to support Catholic education beyond St Peter's. The subject leader has a clear vision for excellence and she actively supports staff to achieve highly. The manner in which leaders are committed to all learners engaging with significant levels of challenge is highly impressive; no 'ceiling' is placed upon any child. Outstanding partnerships are in place with external agencies. This is highlighted by a recent visit to the school from the Core Knowledge Foundation from the USA, who were highly impressed by the work of the school. Sound and effective monitoring work is in place. A strength of this is the way leaders take time to have individual meetings with teachers to discuss how any pupils who are not operating at expected levels can be supported to improve their outcomes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

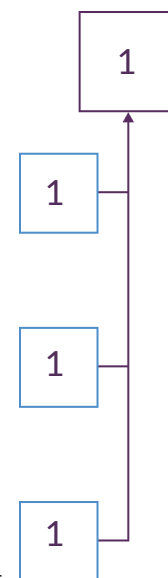
How well pupils participate in and respond to the school's collective worship

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 are deeply engaged in the prayer and liturgy provided for them. They enter the sacred spaces used for collective worship with great reverence. The quality of their prayerful silence is excellent. They participate in a full and active manner and they sing well. A particular strength is the manner in which the Gospel is given great respect; it is always welcomed in procession and with acclamation. Pupils have developed a very good understanding of a variety of ways to pray in the Catholic tradition. They are able to meditate in silence for extended periods of time in a highly prayerful way, and they regularly use the Examen to reflect on their days. The way pupils prepare and lead class-based worship is excellent. These occasions are beautifully simple and prayerful. A particularly outstanding feature is the way that child-led worship mirrors the excellent example provided by leaders. Multiple excellent acts of worship were observed during the inspection. For example, the highly impressive Year 1 class led an assembly (well attended by parents) on creation. A clear thread is in place that links collective worship to Catholic social teaching to Senedd activities to practical action aimed at supporting those in need. This is excellent practice.

Prayer and liturgy is at the heart of school life and its quality is excellent. The consistency of this excellence stems from staff members' response to the professional development implemented by leaders, who also provide high-quality modelling of expectations. The whole-school act of worship led by the head teacher during inspection, for example, was innovative, prayerful, and the Gospel was at its centre. He provides an inspiring model for all

to follow. Staff are skilled at teaching children to plan and lead collective worship. The outstanding manner in which this happens is in place across the school and it is without significant variation. High levels of investment have been made over a period of years to develop and improve the environment of the school. Consequently, space is used skilfully, and classrooms, the prayer garden, and the halls are conducive to prayer. Partnerships with the parish and parents are strong. Classes regularly walk to the parish church for Mass, and a termly Sunday Family Mass is well attended. In addition, Mass is celebrated in school on Feast days, for example, and the school takes a leading role in Sacramental preparation.

Leaders and governors have an appropriate policy for prayer and liturgy in place. Their vision for its development is inspiring; it has resulted in a very high quality of provision being in place throughout the school. Leaders and governors are highly articulate when speaking of this vision, and their determination to secure excellence has driven rapid rates of progress since the school's last inspection. Their dedication to this aim has resulted in the promotion of learners who are able to plan for and participate in prayer and liturgy with ease. A clear and detailed calendar of liturgical events is in place, creating clarity for all. Professional development for staff is of very high quality, involving not only the work of leaders but also of impactful external providers. This has resulted in a team of teachers who have a common understanding of what is involved in the provision of excellent collective worship. This, in turn, has benefitted all pupils. Secure practices are in place to monitor standards of collective worship; an impressive feature is the way leaders hold one another to account in this area. In summary, the work, talent, and dedication of leaders and governors has resulted in a school which benefits from a broad range of excellence in provision.

Information about the school

Full name of school	St Peter's RC Primary School
School unique reference number (URN)	401648
School DfE Number (LAESTAB)	6813334
Full postal address of the school	Southey Street, Cardiff, CF24 3SP
School phone number	029 2049 7847
Headteacher or Head of School	Gareth Rein
Chair of Governors	Paul McManus
School Website	www.stpeters.wales
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	10 October 2018
Previous denominational inspection grade	Adequate and requires improvement

The Inspection Team

Lyndon Watkins Lead

Rebecca Langley

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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