

The Cathedral School of St Peter and St John RC Primary

Address: Mount Street, Salford, Greater Manchester, M3 6LU

Unique reference number (URN): 105964

Inspection report: 11 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders have designed a coherently structured and thoughtfully considered programme of personal development and wellbeing. The curriculum is enriched by additional learning opportunities, such as visiting speakers or celebrating cultural events at a particular point in the school year. The pastoral support in school is highly effective. Leaders pride themselves on knowing pupils well. They are proactive to try new things if a particular strategy does not get a pupil the help that they need.

Pupils have a detailed understanding of the significance of important ideas such as democracy, tolerance and the rule of law. They are able to link these concepts to their experiences in and out of school. They appreciate their right to vote in the school council elections, for example. Throughout the school day, pupils treat each other with high levels of respect. They value highly the diversity of their school population.

Leaders ensure that pupils know how to keep themselves safe, including online. Pupils talk confidently about how they protect themselves when they use social media. Pupils know what constitutes a healthy relationship. They are thoroughly prepared for their futures.

Pupils are empowered to use their voices to advocate for themselves. For example, some pupils requested a space to pray and leaders have created this. Furthermore, pupils with special educational needs and/or disabilities take part in sporting competitions, which allow them to showcase their skills and talents.

Leaders provide a broad range of leadership opportunities for pupils. As a result, pupils show impressive levels of teamwork and communication and a sense of civic purpose. For example, 'Busy Bee' leaders make sure nobody is left out at social time and the eco-leaders pick up litter. Pupils feel a strong sense of responsibility to help others. For instance, they host coffee mornings to raise money for charity and collect items for the local foodbank.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders maintain a sharp focus on attendance. They have established consistent routines and systems to monitor patterns of attendance at school. On the whole, pupils attend school regularly. Leaders keep attendance at the forefront of everyone's work with pupils and their families. For instance, there are regular competitions and games that reward individuals and classes for positive attendance at school. Through regular meetings with parents, leaders do all that they can to identify and reduce any barriers to attendance. As a result of this work, the number of pupils who are persistently absent from school has reduced.

Leaders have established an environment of joy, kindness, purpose and calm. They have embedded consistent routines so that pupils know what is expected of them throughout the school day. Pupils consistently rise to leaders' high expectations. They work hard in lessons

so that all can flourish. Leaders have made talking about emotions part of each school day. As such, pupils are prepared well to manage their feelings. They ask for help if they need it. Leaders use therapeutic work positively to support any pupils who need additional help. Bullying and discrimination are very rare at this school. Pupils know that any incidents of unkindness will be dealt with quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum. It is ordered in a logical way so that learning builds new ideas over time.

Thanks to their secure methods for checking the quality of teaching and the curriculum, leaders know what is working well and where their attention is needed to make improvements. They have delivered training to ensure that staff can meet the needs of pupils who face barriers to their learning. As a result, on the whole, teachers make appropriate adaptations in lessons. This helps pupils to access new curriculum content well. For example, pictures and sentence starters help pupils to complete their work with increased independence.

In general, leaders have ensured that reading is taught effectively. Teachers successfully help those pupils who need to catch up in a timely way. Moreover, for the most part, teachers ensure pupils now learn basic multiplication knowledge well.

On the whole, teachers use their subject knowledge effectively to present new curriculum information. They provide helpful resources to illustrate learning and give pupils time to plan their work. However, on occasion, teachers do not identify where pupils have gaps in their learning, particularly in relation to letter formation. This leads pupils to make mistakes in their written work that go unchecked.

Early years

Expected standard 

Leaders are as committed in their work in the early years as they are to the rest of the curriculum. They have prioritised children making a positive start to school. Leaders have emphasised routines effectively. As a result, children grow in independence quickly. They are ready for the next stage of their learning. Thanks to the positive relationships that staff have with pupils, the early years is typically filled with laughter and smiles.

Leaders have considered carefully what children need to learn. They have prioritised vocabulary development. As a result of this, typically, children talk confidently using words such as 'capsule' and 'meteor' to talk about adventures in space. Furthermore, staff use rhymes and songs to help children to develop an awareness of their voices.

Children develop their knowledge of phonics appropriately. On the whole, staff act promptly to provide effective targeted help to those children who need it, for example, through additional one-to-one support. As a result, children make positive progress from their starting points.

Leaders support children well to move smoothly from Reception Year to Year 1. There are visits to their new classroom and playtime with their older peers. This helps to allay any

worries and builds confidence at this important transition point.

Inclusion

Expected standard 

Leaders identify pupils' learning and development needs promptly. When pupils join the school, leaders make it a priority to get to know them and their families well. As a result, for the most part, they work effectively to spot barriers to success and remove these in a timely manner. This means that pupils who face barriers to their learning or wellbeing are typically supported effectively.

Through a thoughtful programme of professional learning, leaders have ensured that staff make effective adaptations in lessons, for instance, through the use of another adult and by providing vocabulary lists. As a result, pupils who face challenges to learning generally access new information well alongside their peers.

Leaders make effective use of the additional funding to support disadvantaged pupils. For example, they provide targeted support for pupils who need this and help pay for the costs of educational visits. Consequently, these pupils are able to take part fully in school life.

Leaders ensure that the growing number of pupils who speak English as an additional language are included fully. For instance, they use online translation tools to communicate with parents and carers and plan cultural celebrations.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of what is working well and where there is room for improvement. They take appropriate action to address any aspects of their work that fall short of their high expectations. For example, leaders have strengthened the curriculum across the school. As a result, the curriculum is now ambitious, broad and balanced.

Those responsible for governance have the expertise, commitment and experience to fulfil their role well. They fulfil their statutory duties. Governors ensure that everyone is treated equally. They visit school regularly to check the progress of pupils and check that staff are well. Governors share leaders' high ambitions for pupils. Generally, they offer appropriate support and challenge to school leaders.

Staff feel very well supported by leaders. They appreciate the consideration that leaders give to their workload, such as through shared planning time. Staff are thankful that leaders are approachable. They feel empowered to share their ideas for new initiatives. Staff are very happy and proud to work at the school.

Staff recognise the benefits of the professional learning opportunities that they receive in school. They know that the phonics training they have completed has improved their work. Leaders work effectively with external partners to broaden their professional learning and expertise.

Leaders are unrelenting in their efforts to get the best for pupils. They have established very positive relationships with parents. Typically, parents value the school's inclusive and kind

approach.

Needs attention

Achievement

Needs attention 

Pupils' attainment in writing has been too low. This has affected how well they are able to communicate effectively. As such, they have not been prepared as well as they should be for the next stage of their education. Some pupils in school now continue to have gaps in their spelling and handwriting knowledge. Leaders are aware of this. They are taking appropriate and timely actions to improve writing. However, it is too soon to see the enduring impact of this work.

Nevertheless, across other areas of the curriculum, pupils progress well through the curriculum. Leaders have ensured that pupils, including those with special educational needs and/or disabilities and pupils who are disadvantaged, generally read at an appropriate level. Similarly, they have ensured that pupils have the secure number skills that they need to prepare them for mathematical learning in the future.

What it's like to be a pupil at this school

Pupils at this school are happy and safe. They are welcomed to school each day by staff who know them well. Pupils have positive relationships with staff. Typically, pupils attend school regularly. They enjoy coming to school and try hard in lessons. Ripples of kindness flow throughout the school day, which make it calm, orderly and purposeful.

Children in the early years settle promptly when they arrive at school. Staff have the skills to meet children's needs. The early years' classrooms are full of smiles and joy in learning and discovery.

Pupils who speak English as an additional language get the help that they need to catch up quickly. They are supported well by trained staff.

Guided by the values of the school, pupils are resilient and curious and have high aspirations for their futures. They are kind to one another. Bullying is rare. Pupils know that staff will help them if they need it. They are proud of their heritage. They celebrate each other's differences warmly. This ensures that everyone is included.

In general, pupils get the help that they need to reduce any barriers to their learning and/or wellbeing. As such, typically pupils achieve well. That said, pupils' writing skills are underdeveloped. This means that pupils have not always been as well prepared as they should be for the next stage of their learning. Pupils talk with confidence about their next steps and look forward to the future.

Pupils are keen to lead the way. They are proud of their work on the school council, for example. Pupils develop new interests and nurture talents through the range of extra-

curricular activities that are on offer. For instance, pupils play sports, take part in dance and attend art club.

Next steps

- Leaders should ensure consistent, high-quality teaching of spelling and handwriting and address letter-formation gaps for all pupils, including older pupils, so they build the secure foundations needed for successful writing.
 - Leaders should continue to implement strategies to raise achievement, including for pupils with special educational needs and/or disabilities and those who are disadvantaged, so that pupils achieve well in national tests
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About this inspection

The chair of the board of governors in this school is Paula Howe.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, governors, including the chair of governors, and staff during the inspection. The lead inspector also spoke with a representative of the local authority.

Inspectors spoke with some parents at the start of the school day. They considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors considered the responses to Ofsted's staff and pupil surveys.

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Salford. Its last section 48 inspection was in March 2026.

The school currently uses no alternative provision.

Headteacher: Diane Hanley

Lead inspector:

Neil Johnson, His Majesty's Inspector

Team inspectors:

Elliot Costas-Walker, His Majesty's Inspector

Jo Costello, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 11 June 2026

School and pupil context

Total pupils

219

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.58%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.83%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.46%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	61%	Below
2024/25 (final)	10%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	83%	75%	Above
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	72%	Below
2024/25 (final)	10%	72%	Below
2023/24 (final)	57%	72%	Below
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (final)	10%	47%	Below
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	71%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	62%	Above
2024/25 (final)	80%	63%	Above
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	71%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	59%	Below
2024/25 (final)	10%	59%	Below
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	86%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-32 pp
2024/25 (final)	10%	69%	-59 pp
2023/24 (final)	36%	67%	-31 pp
2022/23 (final)	71%	66%	5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-8 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	78%	-35 pp
2024/25 (final)	10%	78%	-68 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	64%	79%	-16 pp
2022/23 (final)	86%	79%	7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.2%	13.0%	Close to average
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	12.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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