

# St Peter and St Paul Catholic Primary School, A Voluntary Academy

**Address:** Coppice Drive, Newport, Shropshire, TF10 7HU

**Unique reference number (URN):** 151100

## Inspection report: 28 April 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 ●

### Achievement

Strong standard ●

Pupils achieve very well at this school. In reading and mathematics, pupils make excellent progress from their starting points and achieve highly. This is also the case for disadvantaged pupils and pupils with special educational needs and/or disabilities. Achievement in writing compares favourably with national averages. The quality of current pupils' writing is positive and pupils make sustained improvements over time. Pupils achieve well across the wider curriculum. In subjects such as geography, computing and Spanish, many older pupils develop a sophisticated level of knowledge that equips them very well for their learning at secondary school.

A key factor in pupils' strong success across different subjects is the deliberate and ambitious attention to reading and literacy. This is supported by informed staff training, high-quality resources and effective routines for revisiting and practising important content.

### Attendance and behaviour

Strong standard ●

Pupils' attendance is high. Most pupils are rarely absent. This is because leaders and parents and carers work well together to set high expectations. The school's purposeful curriculum and excellent attention to pupils' personal development motivate pupils to attend regularly. Leaders are quick to act when any attendance concerns arise. Leaders discover the reasons for pupils' absence and find ways to overcome them. This work is remarkably successful.

The school's positive picture for attendance is mirrored in pupils' orderly behaviour and thoughtful demeanour in school. In lessons, pupils are attentive and responsive to staff. They work hard and want to do well. They support one another and show mature attitudes to teamwork, collaboration and effort. At social times, pupils get on well with one another. Older pupils instinctively help younger ones because this is what the school's caring culture promotes. Older pupils take a lead in solving any playground problems. At breaktimes, pupil 'playground leaders' wear high-visibility jackets so other pupils can spot them easily and seek help when needed. The school teaches pupils how to navigate everyday risks so they know how to be responsible and stay safe. Pupils consider that the rare incidents of bullying are dealt with appropriately by staff. Staff teach pupils how to recognise bullying and what to do should it happen.

### Curriculum and teaching

Strong standard ●

The school provides a well-organised and purposeful curriculum. Teaching has many strengths and supports high achievement, particularly in English and mathematics.

The curriculum is designed to build pupils' knowledge sequentially so they are well prepared for later learning. For example, the reading curriculum is highly effective because it starts with a rigorous phonics programme that is taught systematically. This builds secure foundations of knowledge that enables all pupils to benefit from the joy and richness of reading and access learning across the curriculum. In other subjects, such as physical

education, languages and computing, the same high expectations shine out. Teachers have secure subject knowledge and inject joyful enthusiasm into lessons. Staff are kind to pupils and support them to give and do their best. In addition, the school's outdoor learning programme and regular school trips enrich pupils' learning across many subjects.

Leaders' high ambitions ensure that the curriculum continues to develop and improve. Leaders know, for example, that there is scope to strengthen some aspects further, such as in art. In addition, they have recently introduced a new approach to teaching early handwriting so that all children secure efficient writing habits from the early years.

## **Inclusion**

**Strong standard** ●

The school is highly effective at identifying and meeting pupils' needs. When pupils first start at the school, staff find out what they know and can do. This means any special educational needs and/or disabilities (SEND) are identified quickly. The school seeks expert help and advice from professional services with SEND expertise. This helps the school to adjust teaching and target resources in exactly the right ways so that all pupils can achieve and participate fully in all aspects of school life. Consequently, pupils with SEND enjoy success at school.

The school is particularly effective at supporting pupils to overcome any barriers to attendance or learning. For example, staff take the time to find out about the circumstances of disadvantaged pupils and pupils known to social care. This helps school leaders to target support and additional funding with thoughtful precision so that barriers for both these groups of pupils are reduced and pupils can make the most of their lessons and other school activities.

The school gathers extensive information about all pupils. Staff then draw on this information to help them understand how best to support all in the school community. Consequently, everyone feels valued, included and supported to achieve.

## **Leadership and governance**

**Strong standard** ●

Committed, values-driven leadership has created an ambitious culture for learning across the school where pupils thrive academically, socially and emotionally. School leaders have a detailed knowledge of the community they serve. They find ways to overcome any challenges pupils and their families face and make the most of opportunities so that pupils can get the best from school life. Leaders have established reliable systems for gathering and evaluating information about the school's work and its impact on pupils' education and wellbeing. They use what they find out to target support in the right places and set informed priorities for further continued improvement.

Staff have access to regular training and value leaders' support. They report high levels of satisfaction in their work. There is a tangible sense of team spirit and united purpose. Parents and carers have high expectations and are active in their support for the school and its work.

Governance of the school is highly effective. Governors have established routines for sharing and receiving information with trust leaders. These routines work efficiently and

ensure that the school's statutory duties, such as for safeguarding, are met. Local governors have a very clear understanding of their role and are proactive in their responsibilities. Support through the trust and local area networks means that school leaders and staff have access to regular feedback, support from colleagues working in other schools and professional expertise. This, in turn, supports the school to keep up to date, share best practice and continue to improve.

## Personal development and wellbeing

Strong standard 

The school's personal development offer is comprehensive. A significant part of it is delivered through the school's 'learning for life' programme, which is woven through lessons, assemblies and the many varied activities that happen in school. It provides pupils with a rich range of opportunities that enable them to develop socially, culturally and morally. For instance, when learning about art, music or dance from different countries, staff are quick to show pupils how respect for different cultures relates to fundamental British values. In response, pupils show keen interest in the lives of others and are very accepting of, and interested in, people's differences. Pupils develop an informed knowledge of how to keep themselves safe in different situations, including when online. For example, pupils have an age-appropriate understanding of healthy, safe relationships.

Beyond the classroom, there are many enrichment opportunities for pupils, and pupils' take-up of these is high. Activities on offer range from after-school clubs, such as sports and choir to competitions such as potato growing and fishing. The school does much to find out what interests individual pupils and provides extra opportunities to develop these further and introduce pupils to new things. If there are any potential barriers, such as family circumstances, to pupils' participation in clubs or trips, then school leaders find ways to help so that no one misses out.

The school supports pupils to make positive contributions in the local community, for example through visiting a local care home or helping to keep the locality tidy. Older pupils take on jobs that require them to learn responsibility. They rise to the high expectations of these roles and are fine ambassadors for the school's worthy values of kindness and unity.

Pupils benefit from the school's effective pastoral support. Staff are alert to pupils' different needs and teach them how to manage their feelings in constructive ways. Pupils value this guidance and can talk about how it helps them to understand themselves and others.

The school's well-thought-through attention to pupils' personal development enables all pupils to make the most of school life. It prepares pupils very well for life beyond the school gates.

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## Expected standard

### Early years

Expected standard 

The school's early years provision has recently expanded to offer nursery places. This has been led and managed well. Staff have the necessary expertise and resources to support

children's early education. From the start, there is a deliberate focus on developing children's language and reading. Adults model clear pronunciation to support children's early language. They initiate and develop discussions that expand children's vocabulary, knowledge and understanding.

Across the curriculum, staff support children to sustain concentration on different tasks. This attentive approach means that most children achieve well and are ready for the move into Year 1. However, there is more work to do to support children with the way they hold a pencil and form letters and digits so that they develop secure handwriting skills. Leaders know this and are already making suitable changes.

Staff build warm relationships with children and find out about their different needs. They take a keen interest in children's wellbeing and treat them kindly. This means that children feel encouraged and enjoy school. The school's attention to establishing positive relationships and developing children's language help children to articulate their feelings and to understand others. This builds their confidence and self-esteem and prepares them well for later learning as they move up through the school.

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

Pupils move through this school with a keen sense of belonging and purpose. From the moment they arrive, staff take the time to understand what each pupil knows and needs. They identify pupils' additional needs quickly and respond with care and precision. As a result, pupils feel included, supported and able to thrive across school life.

Pupils feel secure at school. They learn how to keep themselves safe, including when online, and trust adults to help them if any concerns arise. Bullying is rare. Pupils understand what bullying is and are confident that staff deal with any problems promptly and effectively.

Pupils achieve well. They make highly positive progress through the curriculum, particularly in reading and mathematics. Pupils have many opportunities to apply their skills across the whole curriculum. Teachers present lessons clearly and with enthusiasm. They are ambitious for pupils and have high standards. Pupils respond positively to these high expectations. They work hard, and show pride in their work and in the school. Pupils enjoy school and are rarely absent because they feel motivated, valued and successful.

Behaviour in class and around the school is calm and respectful. Pupils value their learning, listen attentively and engage readily in discussions and activities. Beyond the classroom, older pupils take on responsibilities and support younger pupils, which is typical of the school's caring culture.

The school places a significant emphasis on personal development. Pupils learn about respect, diversity and responsibility through a well-designed programme of experiences. They can take part in a wide range of clubs, trips and community activities that broaden their interests and build confidence. Learning outdoors, with access to neighbouring parkland, is a distinctive feature of school life.

Within this nurturing environment, pupils are supported to become confident, considerate young people who are very well prepared for learning and life after primary school.

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## Next steps

- Leaders and staff should continue to focus on improving children's early handwriting by making sure that children are taught an efficient pencil grip and learn how to form letters and digits correctly.
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## About this inspection

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.

The school has a Catholic foundation. It is part of Our Lady Help of Christians Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Mountcastle, and overseen by a board of trustees, chaired by John Kalnins.

Inspectors spoke with the headteacher, other leaders, members of staff, parents and carers and pupils. Inspectors visited lessons in different subjects, looked at pupils' work and spoke with pupils about their learning. The lead inspector met with several governors, including the chair. He also met with the trust's CEO, the chair of trustees and the director of primary education.

The school has nursery provision that takes children from the age of 4. The school provides before- and after-school childcare on the school site. These provisions were checked as part of this inspection.

The school does not use any alternative provision.

Headteacher: Sarah Staniforth

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### Lead inspector:

Martin Pye, Ofsted Inspector

### Team inspectors:

Bogusia Matusiak-Varley, Ofsted Inspector

Sarah Steer, Ofsted 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 28 April 2026

## School and pupil context

### Total pupils

**163**

Below 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

**210**

Below 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)

**11.66%**

Below 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**

**0.00%**

Well 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**

**9.82%**

Below average

### **What does this mean?**

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

National average: 15%

## **Location deprivation**

**Well below 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).

## **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) | 3.2%        | 5.2%             | Below                          |

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) | 2.6%        | 13.0%            | Below                          |

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.

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