



St Peter and St Paul's Catholic Primary School

URN: 119678

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

01 July 2026 – 01 July 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

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Yes

Yes

Fully

What the school does well

- Servant leadership exudes from the headteacher and all staff.
- Respect between pupils and staff is clear and relationships between all are exemplary.
- There is a deep understanding of and commitment to Catholic social teaching and action.
- The level and detail of planning in religious education to meet each pupil's needs is of a high standard.
- Pupils are growing in their relationship with God through purposeful prayer and liturgy opportunities.

What the school needs to improve

- Support pupils in the planning and leadership of prayer and liturgy.
- Enrich the formation of pupils by the systematic evaluation of prayer and liturgy.

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

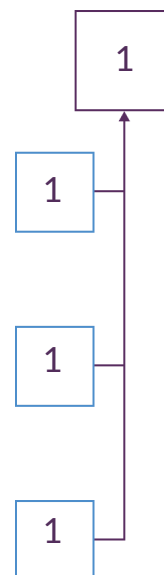
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 Saints Peter and Paul know they are loved and nurtured. They understand and fully embrace the school mission. Participation is particularly strong as pupils articulate its content, expressing how it is centred on love and how to live this in daily actions. Mission baskets, with historical links to the local village act as focal points for prayer and action. Pupils know they are valued and cared for, and this is evident in relationships and how they treat each other. Pupils flourish in seeking ways to grow in virtue both personally and in their care for the common home. They show respect for each other regardless of personal beliefs. Behaviour around school makes Saints Peter and Paul a wonderfully special place. Pupils and staff take seriously the challenges and call of Catholic social teaching to serve locally and globally. Being a small school does not hinder their service to such projects as the Big Lent Walk for CAFOD, regular foodbank donations, and support for the work of Macmillan nurses. Leadership roles are highly valued by staff and pupils, and pupils have many opportunities for leadership which include Sustainability and Eco Warriors, Live Simply, Playtime Activity Leaders and the School Council.

The Mission Statement, reviewed and renewed in the autumn term, is clear and meaningful to the entire community. It is tangible, known by all and 'is written in the air', as a parent was keen to share at the school gate. The Church's mission in education with Christ at the centre and children at the heart, is lived and palpable. All staff and governors go the extra mile in a spirit of generous hospitality. For example, school staff help pupils during their lunchtime with

preparing and serving food and with tidying up afterwards. Pupils are likewise happy to help. Governors frequently help with lunchtime supervision and other needs, such as school trips and visits to church. The Gospel values are evident in the daily life of the school, and each pupil is supported in their individual needs. The headteacher is an outstanding role model who is wholehearted in giving of her time, energy and talents for the good of the school. She is supported by dedicated and highly skilled staff and governors. The environment around school exudes its Catholic character, celebrating the dignity of each person. It contributes greatly to their flourishing. Relationships, sex and health education is fully compliant and meets archdiocesan requirements.

The headteacher and governors of Saints Peter and Paul Catholic Primary school are guardians of its Catholic life and are passionate in this task. They are energised, resourceful and skilled and the school's Catholic life and mission is the school's priority. There is enthusiastic engagement with the archdiocese to give the very best for the pupils and this has been extremely fruitful. Parish links are strong and the parish priest and parishioners are fully supportive. Parents are welcomed and fully involved and as a result they can see the improvements the school has made. One parent remarked: 'The school has had much more of a focus on Catholic life and mission over the last year.' Staff feel valued and their wellbeing is considered and they share that the headteacher is very supportive. The Catholic curriculum is integrated into all areas of learning. Indeed, climate change and sustainability are at the heart of pupils' thoughts. Governors are highly ambitious for the school and contribute in many ways, for example, playtime duty, the school residential, and support with moderation in religious education. Great strides have been made to accurately reflect where the school is at in its development and determine further improvement. Professional development is a priority, and all staff readily engage in the school's mission.

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

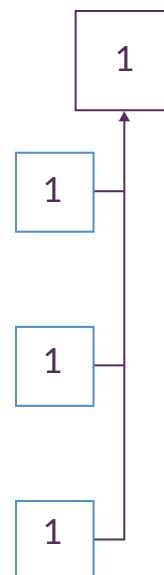
How well pupils achieve and enjoy their learning in religious education

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 enjoy lessons in religious education and particularly appreciate that their tasks have a balance of writing and creativity. They work independently and with others and feel valued by their teachers. Behaviour for learning is exemplary with pupils wanting to do their best. The presentation of their work is exceptional. They access a wide range of learning styles resulting in exciting and engaging lessons. Pupils across the range of abilities make excellent progress over time, evidenced in exercise and floor books and in pupil voice. Pupils are religiously literate, in fact incredibly so, and use vocabulary in the correct context. Pupils can explain their favourite bible stories with enthusiasm and knowledge, for example, the feeding of the five thousand and the road to Emmaus. Pupils with different needs make progress in line with their peers and are fully included in all tasks. Pupils are aware of how their learning in religious education impacts on their life, a fact that is evident in work on Catholic social teaching. Pupils ask thought-provoking questions, show deep understanding and a high level of engagement. A pupil asked, 'Where did the Holy Spirit go when Jesus died on the cross?' The feedback policy is clearly understood. Pupils know what they have done well and how to improve and time is given for those improvements.

Teachers and teaching assistants explain tasks and learning objectives in creative, engaging and resourceful ways, which reflect their high level of confidence and secure knowledge of the Religious Education Directory. Resources, such as artefacts, gestures and physical materials, are of a high quality and match the objectives and meet the pupils needs. Teachers have high

expectations demonstrated in their explanation of tasks and use of vocabulary. Pupils are keen to meet these expectations. Teachers' skilful use of questions helps keep lessons well-paced and maintain pupil interest. Questions are used to deepen knowledge and understanding, helping pupils to recall prior learning so they know more and remember more. Levels of motivation from pupils is evident and their efforts are celebrated in many ways, notably verbally from teachers and their peers. Verbal and written feedback ensures a focus on high expectations and progress. Assemblies are a true celebration of success and pupils speak highly of this special time together. The level and detail of planning is to be highly commended and celebrated as an area of success. The curriculum is delivered by teachers and teaching assistants in creative and engaging ways.

Leaders have ensured that the Religious Education Directory is adhered to and are proactive in their approach to maintaining high standards. This has been undertaken through creative adaptations of the curriculum made to more readily engage pupils with various needs and supported by the archdiocese. The development of religious education is enhanced by clear and tangible resourcing of the curriculum. In this way pupils are better able to access deeper meaning in their learning. The subject has parity with other core subjects in timetabling, planning and provision. Professional development is a priority in school and has resulted in significant impact in a short period of time. The ongoing support from the archdiocese for the implementation of the Religious Education Directory has been truly fruitful. This is evident in the quality and content of the pupils' work. The headteacher and governors have a shared and articulated vision and work extremely well together in making this vision a reality. Continued professional development has played a significant role in this improvement journey. The school improvement plan and corresponding action plans are accurately detailed and show achievable aspirations.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

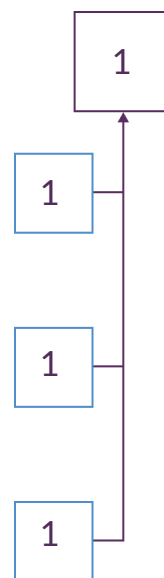
How well pupils participate in and respond to the school's collective worship

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 at Saints Peter and Paul engage readily in prayer opportunities showing deep reverence in time spent together or alone. These moments are important to the pupils. One pupil said that the prayer nook was her favourite place. Their attentiveness and response to prayer and liturgy is inspiring. Prayer is appropriate to the age and ability of the pupils and includes a variety of ways of praying that are part of the Catholic tradition. They include scripture, symbol, silence and reflection and the pupils sing beautifully which further enhances their experience of prayer. Pupils demonstrate an excellent understanding of the liturgical year and readily undertake liturgical ministries, such as preparing the prayer space, reading from the scriptures and sharing artefacts. Pupils are happy to articulate their prayer experiences and how they are influenced by the curriculum and the wider life of school and the world's needs. The prayer spaces around school provided evidence of both communal and spontaneous prayer, and it was inspiring to witness a pupil paused for a moment of reflection in the prayer garden at playtime. Indeed, it is noted by parishioners that pupils and families more readily engage in parish events.

Prayer and liturgy is central to the life of Saints Peter and Paul and has been carefully and skilfully developed appropriate to the needs of the school community. A natural pattern of daily prayer reflects the rhythm of the prayer life of the Church and allows for both the routine and the innovative. A wide range of experiences, of the breadth and richness of the Catholic tradition, are offered which engage the whole community. These include simple

gather, listen, respond and go forth class and whole school gatherings, prayer coming out of reflections during weekly Picture News, adoration of the Blessed Sacrament and sacramental celebrations of the Eucharist and of Reconciliation. The daily routine includes morning, lunchtime and home time prayers and importantly, personal spontaneous prayer at prayer stations around school including the prayer intentions board, the garden and at class focus tables. The headteacher and teachers are excellent role models for the pupils and have developed their skills in planning well-constructed liturgy. These include elements from the Church's liturgy and creative approaches to better engage those taking part. The school is enthusiastic in engaging the whole community and seeking ways to secure a flourishing partnership with both parents and the parish.

The school's policy on prayer and liturgy is carefully formulated, fit for purpose and a good reference point for staff in their planning. Leaders and governors clearly understand the different levels of participation of the pupils. Their plans demonstrate a clear strategy for the development of skills of participation. This is especially important as the classes at Saints Peter and Paul are of mixed age. The annual plan of prayer progression demonstrates a secure understanding of the liturgical calendar, and the school enjoys the celebration of holy days especially that of their patronal feast. Leaders value professional development and its high quality is evident in the provision made. Leaders understand that there are a variety of ways of praying and are developing the levels of participation and ministry of the pupils. The headteacher is highly effective in facilitating the staff to lead prayer and liturgy and as a result, these occasions are engaging and meaningful. Within a limited budget, the headteacher and governors have prioritised the resourcing of prayer and liturgy resulting in an enhanced experience for all. The evaluation of prayer and liturgy is clearly developing, and to develop and maintain a high standard, the headteacher seeks opportunities for evaluation from the wider community and from the pupils themselves.

Information about the school

Full name of school	St Peter and St Paul's Catholic Primary School
School unique reference number (URN)	119678
School DfE Number (LAESTAB)	8883794
Full postal address of the school	Ridley Lane, Nr Ormskirk, L40 3PP
School phone number	01704 822216
Headteacher or Head of School	Mrs Katie Laithwaite
Chair of Governors	Mr Philip Dawson
School Website	www.sspeterandpaulsschoolmawdesley.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	19 April 2023
Previous denominational inspection grade	Requires Improvement

The Inspection Team

Alan Saunders

Lead

Lyn Rawlinson

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