CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Teilo's Catholic Primary School

URN: 400725

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

23 September 2026 – 24 September 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Religious education (p.5)

The quality of curriculum religious education RE

2

Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference	Yes
The school is fully compliant with diocesan directives	Yes
The school has responded to the areas for improvement from the last inspection	Fully

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- St Teilo's is a welcoming, inclusive, and nurturing Catholic community where pupils are proud to belong, feel valued, and live out the school's Gospel values each day.
- Leaders and governors have established an effective federation partnership that provides stability and creates an enriching environment in which both faith and academic achievement thrive.
- Strong relationships and parish support significantly enhance the school's Catholic life and mission, fostering a strong sense of faith and belonging.
- Leaders and staff are highly committed to providing the highest quality pastoral care and support for every pupil and their family.
- Pupils are respectful and courteous, demonstrating genuine care for one another. They behave well and contribute positively to the warm and supportive ethos of the school.

What the school needs to improve

- Continue to refine curriculum planning to ensure the aims of the Religious Education Directory are delivered with depth, consistency, and progression.
- Further develop teaching and learning practices in religious education (RE) to ensure high-quality pedagogy across all classes.
- Fully implement the Prayer and Liturgy Directory and diocesan toolkit to enhance staff confidence and expertise, deepen opportunities for awe and wonder, and further develop pupil leadership in prayer and liturgy throughout the school.

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

2

Pupil outcomes

2

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

Provision

2

The quality of provision for the Catholic life and mission of the school

Leadership

2

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

St Teilo's is a small, vibrant Catholic primary school serving its community with faith, purpose, and a commitment to nurturing every child's potential. From the moment visitors walk through the doors it is clear that 'Living and learning in the light is Christ' is more than a mission statement; it is the living reality of the school. The school is part of a federation led by an acting executive head teacher and works closely with its partner Catholic school to provide a stable, enriching environment where faith and academic progress thrive. The archdiocese guides and supports this collaborative partnership, strengthening the school's Catholic character and shared purpose for pupils and families. Pupils demonstrate good manners, kindness, and respect, reflecting the Christian ethos that underpins the school community. Catholic virtues teach pupils to value themselves and others as uniquely made in God's image. Staff know each pupil well, respond to individual needs and ensure all feel supported and included. Pupils put faith into social action by supporting the community fridge, fundraising for charity, and donating hair to the Little Princess Trust. Mini Vinnies raise funds for Cafod and Save the Children, while Faith Ambassadors support chaplaincy. These experiences deepen faith, develop virtue, and promote respect.

Staff are good role models and bear witness to the school's Catholic life and mission. Their commitment contributes to a welcoming and inclusive community. Through example, staff model the school's Catholic ethos, while chaplaincy provision supports the faith life of pupils and adults. Relationships are respectful, and parents value the school's welcome and recognise the school as being "a faith-filled community". Staff know pupils and their families well, helping them identify individual needs and provide appropriate support, particularly for

vulnerable pupils. Pastoral care is planned and contributes to pupils' wellbeing, personal development, and sense of belonging. The school's environment reflects the school's Catholic identity through classroom prayer spaces, religious displays, and artefacts. These features provide visible reminders of the school's mission and support opportunities for prayer and reflection. Chaplaincy is supported by the parish priest and committed parishioners, who provide opportunities for pupils to explore and practise their faith. Provision for relationships and sexuality education (RSE) is carefully planned and rooted in the teachings of the Church. The recently adopted 'A Fertile Heart' scheme provides a consistent framework, and staff training supports its delivery. Together, these arrangements promote inclusion, dignity, and care across the school community.

Leaders and governors clearly communicate the mission, which guides their work and commitment to the school's Catholic character. The acting executive head teacher provides strong strategic leadership, with a clear vision and sustained focus on Catholic life and mission. The assistant head teacher supports this direction with unwavering commitment and diligence, ensuring that the mission informs decision-making. The knowledgeable chair of the federation works closely with the diocese so that Catholic identity permeates school life. Together, leaders and governors demonstrate ambition to sustain, enrich and strengthen Catholic education for future generations. Strong links between school, parish, and home foster a family ethos. Parishioners support pupils' faith formation through sacramental preparation, music, and Mini Vinnies, accompanying them towards a deeper relationship with Christ and participation in the Church's worshipping life. Staff questionnaires indicate a supportive team culture that enables colleagues to develop and grow. Self-evaluation broadly reflects the school's current position, draws on a range of evidence, and identifies appropriate next steps. Effective induction and continuing support help new staff develop a secure understanding of Catholic life and mission, while ongoing professional development strengthens the capacity of all staff to contribute confidently to the school's distinctive Catholic purpose.

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

2

Pupil outcomes

2

How well pupils achieve and enjoy their learning in religious education

Provision

2

The quality of teaching, learning, and assessment in religious education

Leadership

2

How well leaders and governors promote, monitor and evaluate the provision for religious education

Many pupils develop knowledge, understanding, and skills securely in line with the Religious Education Directory and make good progress from their starting points. They are increasingly religiously literate, speaking confidently about their learning and demonstrating a growing understanding of the demands of religious commitment in their own lives and the lives of others. A strong emphasis on acquiring, using, and recalling religious vocabulary, through the consistent use of the 'My Turn, Your Turn' approach, enables pupils to express their ideas with confidence, precision, and increasing accuracy. The quality and variety of pupils' work are good, promoting enquiry, creativity, and the application of learning. Pupils engage enthusiastically in lessons, demonstrating positive attitudes through discussion, sustained concentration, and a willingness to contribute. Evidence in pupils' books and lesson observations shows that learning builds securely on prior knowledge, with pupils applying new understanding with increasing confidence. Pupils make links between the Creation story and the Church's teaching that every person is equal, unique, and valued by God. Through a range of activities, they explore how to treat others with dignity, respect, and care. Pupils are developing their understanding that Baptism welcomes them into God's family through role play and discussion. They recognise water as a symbol of new life and God's love. Older pupils reflect on the human desire for true happiness and explore how the Ten Commandments provide guidance for living a fulfilled and moral life.

Teachers have collaborated effectively to implement the Directory, supported by training and curriculum mapping across all year groups. They are committed to embedding its

expectations and have made a positive start to implementation. However, curriculum planning and pedagogy are not yet fully refined and require further development to ensure the aims of the Directory are delivered with greater depth, consistency, and progression. Teachers provide opportunities for pupils to present their work using a variety of forms. e.g. writing wheel, letter writing, diamond ranking, story fans. Book scrutiny and discussions showed that pupils understand the green and purple polishing pen marking to reflect on their learning and next steps, and some respond appropriately to teachers' comments and suggestions for further explanation. Teachers and support staff have good subject knowledge, and there is a culture of working together to ensure good-quality teaching. Additional adults are well-deployed and provide effective support to pupils. The RE leader provides hands-on help and support for all staff, which effectively improves the quality of teaching and learning.

Leaders and governors ensure that the curriculum fully meets the requirements of the Directory regarding the allocation of time and the resources given to its delivery. They ensure staff receive regular training in implementing the RE curriculum. Systems of assessment used elsewhere in school are equally applied to RE, and data is analysed in line with other core subjects. The link governor understands the strengths of the school's provision and outcomes. Both the acting executive head teacher and RE leader work together well to ensure their vision leads to improvements in teaching and learning. Staff say they are supported by leaders and regularly draw on their expertise to improve standards. The RE leader has engaged with the diocese and cluster working party to secure ongoing curriculum development and quality of provision. RE has parity with other core subjects in relation to resourcing, staffing, and professional development. In-house professional development supports all staff, including newly qualified staff, through training and structured opportunities. A structured cycle of monitoring, evaluation, and review informs self-evaluation, to ensure improvements in standards and outcomes for learners. Parents feel confident in the school's delivery of RE.

Collective worship

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

Collective worship key judgement grade

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Pupils respond well to the collective worship provided by the school. They listen attentively, reflect in silence, offer spontaneous prayer, sing tunefully, and participate in class prayers with confidence. Pupils demonstrate an age-appropriate understanding of Catholic prayer, with many using the Examen to deepen reflection and consider how prayer shapes their choices and relationships. Most pupils can describe the seasons of the Church's year and explain how these influence the prayer life of the school. Pupils participate in the ministries of altar serving and reading at school Masses. Parishioners welcome this opportunity for the school and parish to worship together, commenting on the reverence shown by pupils. Faith Ambassadors enthusiastically support staff leading assemblies. Pupil-led worship takes place. Pupils, although enthusiastic, do not yet have a secure understanding of planning for prayer independently, relying heavily on staff to guide each step. This limits independence and restricts opportunities for creativity and the development of a deeper understanding of prayer. Pupils recognise how prayer and worship connect with the curriculum, particularly the Catholic Pupil Profile virtues and Catholic social teaching. They articulate how experiences of prayer guide their actions, helping them to act with kindness and a growing sense of justice.

Collective worship is a central aspect of school life, providing regular opportunities for the community to come together in prayer and celebration of faith. Daily prayer reflects the rhythm of the Church's liturgical life, contributing positively to the school's Catholic character. Class focal points use liturgical colours that link with the seasons of the Church, creating an atmosphere that supports prayer. Staff lead prayer respectfully. Whole-school worship communicates messages about God's love and generosity, offering opportunities for pupils to

engage in traditional and spontaneous prayer. Scripture is used regularly within acts of worship, providing a focus for prayer and reflection. While worship is purposeful and well organised, there needs to be more opportunities for stillness, silence, and deeper prayerful reflection. Well-established prayer experiences, such as the Examen and Christian meditation, support spiritual development and contribute positively to the prayer life of the school. Further broadening the range of prayer experiences would provide greater opportunities for pupils to encounter the richness and diversity of prayer within the Catholic tradition. Parents value the contribution of the parish priest and recognise the positive impact of Mass on the spiritual life of the school community.

Leaders and governors demonstrate clear commitment to collective worship, recognising its importance within the school's Catholic life. Policies and structures support provision, and opportunities to celebrate Mass, class worship, and Gospel-centred assemblies ensure that key liturgical seasons and significant events are marked appropriately. Professional development, including diocesan training, federation collaboration, and CCRS enhances staff confidence and understanding. Parish links further enrich provision, with parishioners supporting sacramental preparation and contributing to initiatives such as the Rosary Club. Monitoring and evaluation are established across the federation through learning walks, governor visits, and pupil discussions. These processes provide leaders with a secure understanding of strengths and areas for development. The RE link governor is active in her role with regular visits, leadership of the Mini Vinnies, and participation in training. Governors are well informed and able to offer appropriate support and challenge. Leaders' self-evaluation provides a broadly accurate view of provision and has correctly identified clear priorities for improvement. They recognise that the Prayer and Liturgy Directory is not yet fully embedded and that further work is needed to develop greater consistency and broaden the range of prayer experiences available across the school. Budget allocations and resources appropriately reflect continued development of collective worship.

Information about the school

Full name of school	St Teilo's Catholic Primary School
School unique reference number (URN)	400725
School DfE Number (LAESTAB)	6683319
Full postal address of the school	Greenhill Road, Tenby, SA70 7LJ
School phone number	01834 843995
Executive Headteacher	Michael Scale (Acting)
Chair of Governors	Patrick Mansfield
School Website	sites.google.comhwbcymru.netstteiloscatholicprimaryschool
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	23 October 2018
Previous denominational inspection grade	Good

The Inspection Team

Jacqueline Phillips	Lead
Catherine Power	

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