

Inspection of a good school: St Peter's C of E Junior School

Ashworth Avenue, Ruddington, Nottinghamshire NG11 6GB

Inspection dates:

11 and 12 January 2022

Outcome

St Peter's C of E Junior School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend this school. They appreciate how lucky they are to have lots of outdoor space where they can play and explore. All pupils are involved in exciting activities, including singing, kung-fu, Japanese, archery, gymnastics and 'spaghetti maths'. The 'Diversity Defenders', 'Green Team' and 'Tisai Island Link Council' promote important issues. One pupil reflected the views of others in saying that pupils are 'proud to protect people's rights and encourage others to stand up for what they believe in'.

Pupils feel safe in school. They typically describe adults in school as 'kind and caring'. They are confident that any bullying or falling out is quickly resolved by staff.

Teachers have high expectations of pupils' behaviour. Pupils listen carefully to their teachers. They work diligently on their own or with their learning partners. They show a keen interest in what they are taught.

What does the school do well and what does it need to do better?

The curriculum is well considered. Leaders want pupils to acquire knowledge, achieve and be involved in the wider community. Staff and pupils understand the themes of 'head, hands, heart' that underpin the curriculum. Leaders want pupils to 'believe that they can change the world'.

In most subjects, the curriculum helps pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, to remember what they are taught. They receive regular opportunities to practise their learning. Pupils become confident with the knowledge they have learned. In a few subjects, the curriculum is less well implemented. In these subjects, pupils have fewer opportunities to practise or apply their learning.

Teachers have expert knowledge of the subjects that they teach. Many subjects, including Spanish, computing and music, are taught by specialists. Teachers promote pupils'

understanding because they explain things clearly. They have the expertise to resolve any confusion or misconceptions.

Reading is a high priority. The new approach to reading is having a significant impact. A greater number of pupils are now able to read with confidence and fluency. Pupils who have fallen behind are quickly identified. They receive expert phonics teaching. They swiftly develop the knowledge needed to become more confident readers.

The love of reading is expertly promoted. Pupils have access to high-quality texts of different genres. They read many authors, including those from different countries and cultures. Reading at home is encouraged and rewarded. Pupils enjoy the exciting events, such as the recent 'campfire' reading. They gathered outdoors to hear stories as they sat around a campfire sipping hot chocolate with marshmallows. One pupil described how reading can 'allow you to lose track of time and immerse yourself into a different world'. This comment was typical of pupils' enthusiasm for reading.

The school's work to promote pupils' personal development is a strength. Pupils are involved in a range of activities in the community. They take pride in helping others, for example by fundraising. Pupils appreciate the many opportunities that school gives them to be active, well-rounded citizens.

Governors work well with leaders to ensure that the school continues to offer a good quality of education. They know the school's strengths and weaknesses well.

Staff said that leaders are considerate of their workload. Leaders and staff are extremely proud of their school.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong culture of safeguarding and care. Pupils feel able to approach staff if they have worries or need help. All staff are vigilant. They check to ensure pupils' safety. The most vulnerable pupils receive expert support. Leaders involve external agencies and escalate their concerns when they need to.

The school offers many activities for staff, pupils and parents to learn about and support pupils' welfare, including support for mental health and well-being.

Safeguarding records, including the school's single central register of staff, are well maintained. Recruitment procedures are robust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, pupils have insufficient opportunity to consolidate and apply their learning. This means that some pupils lack the confidence to use what they have

learned in a range of contexts. Occasionally, teachers' expectations of what pupils can achieve are not as high as they could be. Leaders must ensure that the curriculum is implemented consistently so that all pupils acquire the knowledge and skills required to move successfully to their next steps in learning.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122767
Local authority	Nottinghamshire County Council
Inspection number	10211647
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair of governing body	Sheila Johnson-Marshall
Headteacher	Michael Bradley
Website	http://www.stpetersjunior.org.uk
Date of previous inspection	12 January 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in January 2020.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders to discuss their evaluation of the quality of education. She met with the chair of governors and two members of the governing body. She spoke to representatives of the local authority and the school's improvement adviser by telephone.
- The inspector carried out deep dives in reading, Spanish and mathematics. For each deep dive the inspector met with subject leaders, looked at curriculum planning, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work. She heard pupils read with an adult.
- The inspector met with the designated safeguarding leads to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single

central record of staff. She looked at information about the actions taken to protect pupils.

- The views of 14 members of staff were considered. The 87 responses to Ofsted's parent survey, Ofsted Parent View, were taken into account.

Inspection team

Jayne Ashman, lead inspector

Her Majesty's Inspector

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