

Inspection of St Peter's CofE Primary Academy, Mansfield

Bellamy Road, Mansfield, Nottinghamshire NG18 4LN

Inspection dates: 21 and 22 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to this school because they feel it is theirs. They know staff want the best for them all. Pupils say that they have helped them throughout the COVID-19 pandemic and are supporting them now to catch up with their education. Staff work tirelessly to support the many vulnerable pupils, and those with special educational needs and/or disabilities (SEND), so that they achieve well.

Pupils wear their uniform proudly and enjoy being part of the educational community. They behave well at St. Peter's. They are polite to each other and play together happily at breaktimes. They say that bullying rarely happens. When it does, staff sort it out. Pupils feel safe and say that adults listen to them. They think that staff set a good example to them.

In class, pupils pay attention and work hard. They like their lessons. Children in the early years have 'Wellie Wednesdays' and learn to begin to read well. Older pupils study coding and algorithms in computing. They enjoy the clubs provided very much, including sports such as dodgeball. They say, without hesitation, that they would recommend the school to a friend.

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

Staff have worked hard to improve all aspects of this school. Senior leaders have created a culture where every pupil is welcomed in, regardless of their needs or vulnerability.

Leaders have designed well the subjects that pupils learn. Staff know what it means to 'get better' at, for example, physical education. They have planned effective sequences of lessons to help pupils to close the gaps in their knowledge due to the COVID-19 pandemic. The provision for those with SEND is a strength of the school. Teachers give these pupils tailored support to learn the curriculum. Staff know all their pupils well.

The good quality of education begins in the early years. Children often arrive needing to catch up with their communication skills. Staff plan lots of ways to do this. The classroom buzzes with chatter, with staff teaching new words and phrases to help children express themselves. Staff match this with a well-planned and well-delivered programme to teach children to read. Inspectors saw those in the Reception Year read 'chop', 'mix' and 'salad', while others wrote sentences such as 'I am in the mud.' Staff know exactly what sounds each child knows. Pupils who struggle with their phonics receive intensive support. Staff across St. Peter's promote a love of books. They read to pupils popular classics such as 'Five Children and It'.

Staff are quick to address any mistakes pupils make. They use resources to help them to learn negative numbers in mathematics. Pupils say that they learn 'cool

stuff' in computing. As a result of effective curriculum teaching, pupils' achievement is improving across subjects. Those in Year 4 are writing sentences such as 'What a distressing day yesterday turned out to be! In hindsight, it was a rare encounter.' Striking examples of pupils' art deco and cubist art are proudly displayed on the school corridor.

Leaders know there is more to do. They have not finalised a system to check and analyse in all subjects what pupils know, so they can address any weaknesses quickly. Some subject leaders are new and need further support to help their colleagues. Nevertheless, staff morale is high. Staff believe leaders take account of their workload and treat them fairly.

Pupils behave consistently well. Everyone gets on well at lunch and breaktimes, enjoying the open spaces together. In class, pupils complete their work neatly. They listen to teachers because they are keen to find out new things. They follow instructions without delay. They cooperate in groups and pairs. Lessons flow well and are not disrupted.

Pupils' personal development is good. The school places great emphasis on teaching them to respect everyone. Pupils know that some groups of people are treated unfairly and insist this is wrong. The school explains to pupils how to stay safe, including when online. They are taught also how to stay healthy and learn about cultures different to their own. Leaders give great thought to the wider opportunities they provide. Some pupils live in flats, so the school provides a gardening club. Many lack confidence, so the school's choir enables them to perform at the Mansfield Music and Drama Festival. The school's nurture provision is of a particularly high quality. It supports well those who have experienced trauma or need additional support to be ready to learn.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff know their responsibilities to report any concerns that a pupil may be being harmed. Staff receive regular training on safeguarding. Leaders' sound judgement, and their care for pupils, is shown by the actions they take to support pupils without delay. The records leaders keep are meticulous. There are effective systems in place for recruitment and managing any allegations.

Pupils say they can report a concern or worry they have to a member of staff. They are clear that staff would act quickly if any of them were being harassed or assaulted, including by another pupil.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders of some foundation subjects are relatively new to their roles. Some do not have a sufficiently precise idea about the strengths and weaknesses in the subjects for which they are responsible or are not yet able to support and train fully colleagues who are less confident or new to the profession. This risks further improvements in these subjects being slowed. Senior leaders should ensure that these subject leaders receive the support that they need so that they become confident and sufficiently skilled in their roles.
- The system for assessment in some foundation subjects is not fully developed. Leaders have not devised and implemented a robust system for collecting and analysing information to ascertain any areas where pupils are not remembering well enough what they have been taught. This means that leaders may not address swiftly enough where pupils have forgotten something. Leaders should ensure that all subjects have a useful but manageable system to collect this information and to act upon its findings.

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	144397
Local authority	Nottinghamshire County Council
Inspection number	10227540
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	Phil Blinston
Headteacher	James Marshall
Website	www.stpetersprimarymansfield.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St. Peter's CofE Primary Academy converted to become an academy school in November 2017. When its predecessor school, St. Peter's CofE Primary School, was last inspected by Ofsted it was judged as 'requires improvement' overall.
- The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- In order to judge the quality of education, inspectors focused on specific subjects of the curriculum. They undertook deep dives in reading, mathematics, computing, and physical education. This involved meeting with senior and subject leaders, scrutinising curriculum planning, and visiting lessons where pupils were

learning these subjects. Inspectors met pupils from the lessons and looked at their work in these and in other subjects. They held meetings with teachers about the curriculum they were delivering. Inspectors heard children in different year groups read books. They looked at other subjects of the curriculum in less depth.

- Inspectors met with representatives of the governing body and the coordinator for pupils with SEND. They spoke with representatives of the multi-academy trust. Inspectors read a wide variety of school documents, including the school development plan. They also spoke other members of staff, such as mid-day supervisors, and those who have recently joined the teaching profession. They checked whether pupils were safe and happy at the school's breakfast club.
- Inspectors took note of the responses to Ofsted Parent View, met with parents at the start of the school day, and considered the results of the Ofsted staff questionnaire. They met pupils from across the age ranges to ask their views about the school, and what they feel it provides for them.
- In order to judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. They also spoke with staff to check details of their safeguarding knowledge and training, that staff understood the importance of their responsibility to report any safeguarding concerns without delay, and if they knew the procedure to do this. Inspectors also checked samples of safeguarding records.

Inspection team

Roary Pownall, lead inspector

Her Majesty's Inspector

Gary Nixon

Ofsted Inspector

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