

Inspection of St Peter's Eaton Square CofE Primary School

Lower Belgrave Street, London SW1W 0NL

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 16 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

The school is buzzing with music and singing. In Year 3 and Year 4, all pupils learn to play musical instruments. This includes the recorder and violin. Many pupils enjoy taking part in the school's choirs.

Many pupils said how much the school's values of kindness and respect are important. Pupils are considerate of each other when using the small playground space. They said the recent introduction of playground zones means everyone has enough space to play. Pupils are happy and safe.

Pupils know what to do if they are worried about anything. Leaders help them to sort out any problems that may arise. They deal with any incidents of bullying quickly and effectively.

In recent times, leaders have looked at how well subjects are taught across the school. They have made many changes to the curriculum. Leaders have identified priorities for action and are taking appropriate action. However, many changes to subjects are new and are not embedded. Leaders have high expectations for what pupils can achieve.

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

Leaders prioritise reading in the school. They ensure that all teachers and teaching assistants receive training to teach phonics. Phonics teaching starts as soon as children join the school in the early years. Pupils learn phonics every day. Teachers make sure that pupils read books in school and at home that match their phonic knowledge. Teachers check that pupils are keeping up with the phonics programme. They give pupils extra help if they need it. Pupils swiftly become confident and fluent readers.

The curriculum matches the breadth and ambition of the national curriculum. In some subjects, leaders have thought about and identified the most important knowledge that pupils should know and remember. Leaders sequence this knowledge carefully from the early years onwards so that they build cumulative knowledge steadily. In these subjects, teachers check what pupils know and remember. They make sure that pupils have the knowledge they need before moving on to new subject content. For example, in mathematics, leaders made sure that pupils have a secure understanding of place value before they tackle a range of complex mathematical calculations as they progress through the years.

Curriculum thinking in some other subjects is not as well established. This is because some subject planning has been introduced very recently. Leaders are working alongside teachers to support the delivery of the new curriculum in these subjects and to close any gaps in pupils' prior learning.

Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. Teachers adapt teaching and resources appropriately to meet their needs. Leaders work effectively with teachers, parents and carers to identify if a pupil has SEND. Leaders work with external professionals, including teachers of deaf people and mental health professionals who provide training for the school's staff. Pupils with SEND receive effective help and support.

Pupils are motivated to learn. Children in the early years quickly settle into school life. They have clear routines. Children are engaged and inquisitive in class. Pupils are taught to recognise their emotions. They are encouraged to manage their feelings positively. Typically, low-level disruption does not interrupt learning.

Pupils are taught about the diversity that exists in modern Britain. For example, pupils are encouraged to understand a range of religious traditions and different types of families. Pupils are taught about healthy relationships from the early years onwards. Pupils have many opportunities to take part in educational visits. This includes visits to various museums and local green spaces. Pupils take part in a range of clubs. These include cooking, film and chess.

The governing body uses its knowledge and expertise well. The governing body provides appropriate support and challenge for leaders. The governing body and leaders check that staff's workload is manageable. Staff are supportive of leaders and are supportive of recent changes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders instil a strong culture of safeguarding in the school. Leaders provide safeguarding training for all staff. Staff know what to do if they are concerned about any pupil's welfare. Leaders work with a range of external safeguarding services to ensure that pupils get the right help. This includes enlisting support from national and international organisations.

Pupils are taught how to stay safe, including online. Pupils are encouraged to block and report inappropriate online content. Pupils name trusted adults in school. They know that trusted adults are there to keep them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of education is variable. This is because some subject planning has been introduced very recently. The new curriculum thinking is not established. As a result, gaps in pupils' prior knowledge have not been addressed. Leaders should continue to embed the curriculum so that it is routinely strong in all subjects.

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.

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	101140
Local authority	Westminster
Inspection number	10227088
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair of governing body	James Glen
Headteacher	Jane Carrington
Website	www.stpeaton.org.uk
Date of previous inspection	17 December 2019, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school which is part of the Diocese of London. The previous section 48 inspection took place in March 2018. The next inspection is due to take place in 2026.
- There have been many changes in leadership since the previous inspection. The headteacher and deputy headteacher joined the school in September 2021.
- Most members of the governing body joined after the previous inspection. The chair of governors took up the post in April 2021.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders.
- Inspectors also spoke with members of the governing body, a representative of the local authority and a representative of the Diocese of London.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in science, music, geography and design and technology.
- Inspectors spoke with leaders, pupils and staff about safeguarding. Inspectors scrutinised school records and examined the checks made on staff before they start working at the school.
- Inspectors observed pupils at social times, including by visiting the playground and dining room.
- Inspectors examined responses to Ofsted's online surveys for staff, parents and pupils.

Inspection team

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