

Inspection of an outstanding school: St Peter's Catholic Primary School

Grange Road, Leatherhead, Surrey KT22 7JN

Inspection dates:

24 and 25 January 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

This school has a strong community feel, and pupils and their families are at the centre of it. Pupils are proud to show the school values of, 'We achieve our best, we care for others, we grow in faith.' These values and the leadership opportunities for pupils help them to learn how to be positive members of the community. This is clear to see in the genuine care and compassion they have for each other and in the respect they show towards staff and visitors.

Pupils trust that adults in the school have expectations that will help them be the best they can be. Pupils meet these expectations well in both their learning and their conduct around the school. A sense of inclusivity permeates the school. There are equal ambitions for every pupil, including those with special educational needs and/or disabilities (SEND). Pupils' wide range of needs are met well.

Pupils behave well; low-level disruption is very rare and does not impact on learning. Pupils understand how to recognise bullying and know whom they would go to if they thought it was happening. Incidents of bullying are rare, and leaders take effective action to deal with these if they do occur.

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

Leaders have a sharp focus on ensuring that the curriculum is inclusive and have high ambitions for what all pupils will achieve, including pupils with SEND. The SEND coordinator is knowledgeable and provides expert support to staff. This helps staff to identify and meet pupils' needs accurately. Leaders describe every teacher as a 'teacher of [pupils with] SEND'.

Leaders' high ambitions are also clear to see in much of the wider school curriculum. Where teachers are clear about the knowledge that they want pupils to learn and how they want pupils to build up this knowledge, pupils do well. This work begins in Reception, where children learn the reading and mathematical knowledge that they need for Year 1. The teaching of phonics is a strength throughout the school. Staff deliver the chosen scheme consistently well and have expert subject knowledge. They check pupils' understanding robustly and take quick action to put in place carefully considered and effective activities to close any gaps. In most subject areas where assessment is used, it is equally purposeful. It provides teachers with in-depth knowledge of any help pupils need in order to keep up. Owing to this, pupils progress well through the intended curriculum, and published end-of-key-stage outcomes are positive.

Teachers know their pupils well and plan effective activities to help pupils to remember and recall knowledge over time. Where leaders have fully thought through what knowledge pupils need to know and the best order in which to build this knowledge up, this work is highly effective. However, in a small number of subjects, while leaders know what they want pupils to achieve, they have not fully considered the broken-down knowledge that pupils will need in order to achieve it. As a result, pupils are not consistently learning as well as they could throughout the entire curriculum. Leaders recognise this and know how they will refine these subjects.

Children from Reception onwards love to learn in this school. They understand and follow the expectations adults have for them. Staff apply the school's behaviour approach consistently well. As a consequence, the learning environment is calm and purposeful.

Leaders have established a rich, extended curriculum for every pupil. They have carefully considered what experiences the most vulnerable pupils need in order to succeed in life beyond the school. From this, leaders have planned and put in place a programme to provide these important encounters, including visiting museums, castles, the seaside and farms. All this is to give pupils wider knowledge that helps them to learn. Leaders also make sure that all pupils benefit from a wide range of clubs and opportunities in school. Pupils learn to be positive members of society through programmes such as 'St Peter's Pals' and opportunities to 'buddy up' with Reception children. Pupils learn about different types of religions and cultures and all aspects of diversity. As a result, pupils show a genuine respect for difference.

As one parent said, 'This school is like a large, diverse family.' Leaders have an absolute commitment to the well-being of all in the school community. Staff are proud to work at this school, and this is reflected in the genuine care and support they show for each other. Governance is a strength in the school. Governors work side by side with leaders to ensure the best possible provision for pupils. Governors meet their statutory duties well. The local authority and diocese have strong knowledge about the school, and leaders work well with them to ensure high-quality provision for all.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders ensure that pupils have the knowledge they need to keep themselves safe when online and in the community.

Governors and leaders have clear oversight of safeguarding. Record-keeping and recruitment checks are robust. Leaders have trained staff to have the knowledge needed to recognise when a pupil or their family may need help. As a result, leaders rapidly take action to make sure that families get the right support at the right time. Leaders are skilled in working collaboratively with external agencies to ensure the best possible support for their pupils and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum thinking is still being refined by leaders. As a result, pupils' learning is not consistent, and they do not learn as well as they could across the entire curriculum. Leaders should now prioritise the consistent sequencing of the curriculum in these few areas.

Background

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

This is the first ungraded inspection since we judged the school to be outstanding in January 2017.

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	125211
Local authority	Surrey
Inspection number	10242486
Type of school	Primary
School category	Voluntary-aided school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair of governing body	Ian Page and Tim Hinton (Co-chairs)
Headteacher	Richard Mckenzie
Website	www.stpeters-leatherhead.co.uk
Date of previous inspection	26 and 27 January 2017, under section 5 of the Education Act 2005

Information about this school

- The co-chairs of governors have taken up their posts since the previous inspection.
- The school is a voluntary-aided Catholic School in the Diocese of Arundel and Brighton. It was last inspected under section 48 of the Education Act 2005, which applies to schools of a religious character, in November 2017.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The lead inspector met with the headteacher and other members of the leadership team. They also met with a co-chair of governors and two other members of the governing body.
- The lead inspector also met with representatives from the local authority and a school improvement representative from the diocese.

- The lead inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the lead inspector 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.
- The lead inspector observed pupils' behaviour around the school and in lessons. They also spoke to pupils in lessons and during play and lunchtimes.
- The lead inspector considered a range of documents, including leaders' evaluations of the school, their school improvement plan and minutes from governors' meetings.
- The lead inspector spoke to parents and carers and also took into account their responses to Ofsted Parent View.
- The lead inspector took account of the views of staff through conversations and the responses to the online staff survey.
- The lead inspector evaluated the effectiveness of the safeguarding arrangements in the school by speaking with leaders, staff and pupils. They met with the designated safeguarding leads to discuss the arrangements for safeguarding. During these meetings, the lead inspector scrutinised records and sampled case files to explore how the school identifies and supports pupils at risk of harm. The lead inspector also examined the school's work to recruit and check on the suitability of staff as well as checking on the knowledge of staff about their responsibilities.

Inspection team

Nina Marabese, lead inspector

His Majesty's Inspector

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