

Inspection of St Peter's Church of England Primary School

Hallett's Way, Portishead, Somerset BS20 6BT

Inspection dates: 21 and 22 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils thrive at this highly inclusive and welcoming school. They fully understand what it means to be a 'St Peter's Citizen'. Pupils say that this helps them feel part of a community where everyone gives their best and sets a positive example to others.

Pupils meet leaders' high expectations for behaviour and conduct. They respond extremely well to the clear structures and routines that are in place. Learning progresses without interruption. This starts in the early years where children are eager to learn, listen to instructions carefully and show high levels of respect to one another.

Pupils feel safe. Relationships between staff are warm and respectful. Pupils know that staff will listen to them and help them with any worries they have. They say that bullying does not happen. If it did occur, pupils are confident that staff would deal with it quickly.

Pupils enjoy the wide range of clubs on offer to them such as choir, coding, chess, hockey, and art. They are proud of the many opportunities they have to become school councillors, eco reps, house captains, digital leaders, and mental health ambassadors. Pupils say that these roles make them feel proud and help them to develop their confidence.

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

Leaders and staff ensure that all pupils, including those with special educational needs and/or disabilities (SEND), receive an outstanding quality of education. Leaders have created an ambitious curriculum that is designed exceptionally well. Leaders have carefully considered what pupils need to know and when they need to know it.

Leaders, with the support of the trust, have put in place a highly effective development programme for all staff. They are relentless in the way in which they work with external experts to refine the school's work. Teachers benefit from this. They have strong subject knowledge. Teachers understand how their lessons build on what pupils have learned in the past and what they will learn next.

Pupils learn exceptionally well across the curriculum. They confidently recall what they have learned before and use this to make connections to current learning. For example, in history, pupils expertly share their knowledge of different periods and make links to concepts such as invasion and civilization.

Leaders prioritise reading across the school. They use the school's English hub status well to share their excellent practice and high standards with other schools. Staff and pupils share a love of reading. Older pupils, in particular, read a range of

challenging texts fluently. They say the books they read take them to a calm place which lets their imaginations run wild.

Children begin learning phonics as soon as they start school. They learn and remember new sounds well. All staff benefit from training to teach phonics and reading very well. They track the progress that pupils make with precision. If pupils fall behind, they receive the help they need to enable them to catch up quickly.

The mathematics curriculum is equally well planned and sequenced. This starts in the early years. Children use their mathematical knowledge to confidently describe patterns in number. Staff skilfully develop pupils' mathematical understanding as they move through the school. As a result, pupils confidently explain their mathematical thinking when multiplying fractions or when solving more-complex problems involving algebra.

Leaders are ambitious for what pupils with SEND can achieve. Staff know the pupils well. Individual pupil plans are precise and regularly reviewed. Leaders liaise well with outside agencies to make sure that pupils receive high-quality support. This is particularly the case for pupils with social and emotional needs who have access, when needed, to supportive nurture provision. All pupils with SEND learn the same ambitious curriculum as their peers.

Pupils display exemplary attitudes towards their learning. They are polite and well mannered. Children in the early years settle into school routines quickly. They take turns and play well together. The environment in classrooms and around the school is calm and purposeful.

Leaders provide pupils with wide-ranging and exciting opportunities to develop personally. Pupils have a strong understanding of fundamental British values, such as democracy. They talk confidently about why trust and respect are important for a healthy relationship. Pupils are very well prepared for life in modern Britain.

Trustees and governors are highly ambitious for the school. They accurately understand what the school does well and robustly hold leaders to account for their actions. Staff, including those who are new to teaching, are proud to work at the school and value its team spirit. They appreciate how leaders consider their workload and support their development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping children safe is everyone's responsibility. They carry out appropriate checks on the suitability of staff to work with pupils. Leaders know their vulnerable pupils and families well. Staff use their training to spot quickly pupils who are at risk. Leaders work well with professionals and other agencies. They are tenacious in following up any concerns they may have. This ensures that vulnerable pupils and their families receive the help they need.

Pupils know how to keep themselves safe in the real and online world. They understand the importance of consent and of not sharing personal information.

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	143285
Local authority	North Somerset
Inspection number	10227511
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	620
Appropriate authority	Board of trustees
Chair of trust	Adele Haysom
Headteacher	Catrin Battista
Website	www.st-peters.n-somerset.sch.uk
Date of previous inspection	14 May 2019, under section 8 of the Education Act 2005

Information about this school

- St Peter's Church of England Primary School converted to become an academy school in September 2016.
- The school is part of The Lighthouse Schools Partnership.
- The school is designated as having a religious character. The most recent section 48 inspection was in February 2020, when the school was judged to be excellent.
- The school does not use any 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, senior leaders, the special educational needs coordinator, groups of staff and representatives from the trust.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector	His Majesty's Inspector
Liz Geller	His Majesty's Inspector
Wendy Hanrahan	Ofsted Inspector
Caroline Musty	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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