

Inspection of a good school: St Peter's Church of England Primary School

Liverpool Grove, Walworth, London SE17 2HH

Inspection dates:

28 and 29 March 2023

Outcome

St Peter's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are polite and respectful. Working relationships between staff and pupils are extremely positive. Leaders consider carefully that all pupils are taught about healthy relationships and diversity at an age-appropriate level. For example, the 'Confidence Club' for Year 6 pupils helps them to explore safety and personal boundaries.

Leaders and most staff have extremely high expectations of all pupils. There is a positive approach to behaviour across the school.

Leaders provide pupils with a wealth of opportunities. They work hard to engage pupils with their local community. Pupils raise money for local charities and help with the local food banks. Leaders organise visits to local libraries, museums, and aquariums. In early years, children enjoyed visits from a local author and police officers.

Pupils are very happy here. They said that they like school because 'everyone is included'. Leaders do not tolerate any discrimination. Pupils new to the school are welcomed warmly.

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

The curriculum is highly ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They make learning purposeful across all the school sites. Leaders sequence the curriculum carefully, including from early years. In most subjects, teachers support pupils to build deep understanding. For example, in early years, teachers helped children to measure and compare each other's height. In some subjects, leaders' curricular thinking is not as well developed.

Leaders have provided subject-specific training and support for all staff. This helps to build staff expertise across different subjects. Teachers present new information to pupils clearly. They use a range of resources effectively in lessons. For example in geography,

teachers used a range of maps to develop pupils' understanding about human- and physical-geography features.

Teachers check pupils' understanding regularly. They revisit prior learning regularly, which helps pupils to be ready for new content. Staff fully support children in early years in their preparation for moving to Year 1. In Nursery, staff develop children's communication and language skills effectively.

Leaders have prioritised reading across the school. They support pupils successfully with early reading. All staff have received training to teach phonics. Leaders with responsibility for reading check teaching and implementation of phonics. This helps pupils to get consistent support and to read with increasing fluency. Staff identify any pupils who are falling behind. They provide these pupils with targeted support, which helps them to catch up quickly. Most books that pupils read match pupils' phonics knowledge closely. Sometimes, leaders do not make sure that all pupils have books that match the sounds they know. This means that, sometimes, pupils do not learn to read confidently as quickly as they could.

Leaders identify the needs of pupils with SEND in a timely way. They work together with external agencies to support these pupils. Staff provide pupils with SEND with effective support. They ensure that adaptations are made, so that these pupils can access the curriculum.

Staff have a consistent approach to managing behaviour. Pupils said that staff were fair and caring. In lessons, pupils behave well and engage positively in their learning. Staff are quick to pick up on any low-level disruption and remind pupils of their expectations.

Staff are incredibly happy and proud to work at this school. They feel very well supported by leaders. Many staff commented that leaders listened to their views and took their well-being seriously. Leaders make appropriate adjustments to staff workload, so that it is manageable. Leaders have an accurate and detailed understanding of the school and how to further improve it.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are relentless in their approach to safeguarding. Policies and procedures are firmly in place and there is a strong culture of vigilance among all staff. Leaders work closely with external agencies to ensure responses are timely. They understand their local context extremely well. This helps them to provide a high level of support to the most vulnerable families.

Pupils are encouraged to keep safe, including online. Leaders teach pupils about consent and how to challenge harassment. Pupils all have an adult they can speak to if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, books for pupils to practise their early reading are not at the right decodable level. This means that pupils do not have opportunities to build their reading fluency and confidence as quickly as they could. Leaders must ensure that staff routinely provide pupils with books that match closely with the sounds they know.
- In some subjects, leaders' curriculum thinking is not fully developed. As a result, subject content is not precisely identified and built up sequentially in these subjects. Leaders should ensure that in all subjects the curriculum is planned progressively and consistently well.

Background

When we have judged good we will then normally go into the school about once every four years to confirm that the school remains good. 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 second ungraded inspection since we judged the school to be good in January 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.

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	100839
Local authority	Southwark
Inspection number	10255450
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	180
Appropriate authority	The governing body
Chair of governing body	Althea Smith
Executive Headteacher	Pia Longman
Website	www.stpeterswalworth.co.uk
Date of previous inspection	11 July 2017, under section 8 of the Education Act 2005

Information about this school

- This school is part of a federation with two other local schools. They share the same executive headteacher.
- This school is a smaller than average school with one form of entry.
- This school is not currently using any alternative provision.
- The school has a Christian ethos. The school's previous section 48 inspection took place in February 2016.

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 held meetings with senior leaders, members of the governing body, including the chair of the governing body, and held a discussion with a representative from the local authority and the Diocese.
- The inspector met pupils to understand their views about the school.
- The inspector did deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also considered the curriculum in other subjects.
- The inspector observed the behaviour of pupils during lesson visits and around the school.
- The inspector explored the effectiveness of safeguarding, including through discussions with leaders, teachers, and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- The inspector spoke to staff about their workload and well-being. The views of staff, pupils and parents were taken into account, including through responses to Ofsted's online surveys.
- The inspector reviewed a wide range of documentation provided by the school. This included curriculum documentation and school policies.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023