

# Inspection of St Peter-in-Thanel CofE Junior School

Grange Road, St Peter's, Broadstairs, Kent CT10 3EP

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Inspection dates: 10 and 11 May 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils rightly say that 'this school is amazing'. Pupils and parents cannot talk highly enough about the care and support that pupils receive from their teachers. Leaders and staff set very high expectations for learning and behaviour so that all pupils thrive.

Pupils come to school eager and ready to learn. This is because leaders have produced a highly effective and interesting curriculum, which inspires pupils to do their best. Pupils show great respect for diversity and are inclusive of those who are different. They develop exceptional social skills, quickly opening doors and greeting visitors to the school with enthusiasm, for example. Pupils enjoy each other's company, playing together in mixed-age groups during social times. Older pupils work hard to get to know and look out for their younger 'buddies'.

Leaders have carefully planned an extensive extra-curricular and enrichment offer for all pupils to enjoy. There is something for everyone, from 'elite' clubs for the talented footballers and artists, to the international club, where cultural diversity is celebrated. Leaders are careful to ensure that those who would benefit the most take part. Pupils demonstrate a strong sense of social responsibility through community projects, such as working with Historic England to gain grade two listed status for the local war memorial. The arts are embraced and woven through the very fabric of this school. Pupils develop excellent creative and artistic skills in specialist art, drama, music and dance spaces.

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

Leaders have designed an exciting curriculum, which is extremely ambitious for all pupils. Leaders have identified the key knowledge that pupils must know and revisit so that they build securely on their learning each year. For example, pupils draw on their knowledge from history and science to explain why and how Cairo is a 'megacity'. Pupils are frequently encouraged to connect their learning across the wider curriculum. For instance, in art, pupils explain how their learning about Macbeth and the Anglo-Saxons has influenced their artwork. Pupils consistently use and apply key technical vocabulary across all subjects with confidence and accuracy.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) enjoy the same interesting curriculum as their peers. Teachers make specific adaptations to teaching and resources so that pupils with SEND achieve highly.

Leaders have implemented highly effective monitoring systems to ensure that the curriculum is delivered with excellence. Subject specialists support teachers so that they develop confidence and expertise in their practice. Teachers consistently check what pupils know and remember by using 'knowledge harvests' or the 'four from before' approach. They adapt lessons quickly to address any misconceptions. Pupils benefit from interesting lesson activities, which encourages them to take risks in

their learning. Pupils are supported well to learn from any mistakes they might make.

There is a strong focus on reading in all subjects. Leaders swiftly identify and support those who may need more help to read well. Pupils enjoy reading books that are interesting, diverse and well matched to their age and ability.

Pupils look forward to their lessons and engage with interest in their learning. As a result, learning takes place without interruption. Pupils enjoy school, and the vast majority attend often. Leaders use a range of successful strategies, including rewards and responsibilities, to improve the attendance of all groups.

Leaders are committed to providing pupils with an exceptional personal development programme. Pupils develop skills and knowledge to prepare them for life in modern Britain. For example, pupils from Year 3 onwards learn about finance, budgeting and the economy. Pupils develop strong awareness of culture and diversity through discussions about International Women's Day, and Pride, for example. They know the importance of celebrations such as Eid and Hanukkah for specific religious groups. Leaders plan opportunities for pupils to speak with visitors about inspirational careers, including a Formula One engineer and a heart surgeon. Pupils have been fortunate enough to speak with astronauts on the international space station through a live video link.

Leadership, including governance, is strong across this wonderful school. Staff are happy because they are very well supported by leaders, who are mindful of their workload and well-being. Staff benefit from high-quality and purposeful professional development. Despite the school's many strengths, governors and leaders are dedicated to improving this already successful school further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive the training they need to identify and refer pupils who may be at risk. Leaders keep highly effective records so that they can monitor pupils they are concerned about carefully. Leaders seek support from external agencies quickly when needed. Appropriate checks are made to ensure that all adults are safe to work in the school.

Pupils have a strong understanding of how to keep themselves safe, including safe use of the internet and when near roads and water. They know about healthy relationships and consent. Pupils are confident that trusted adults will help them when they are worried.

## 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

<b>Unique reference number</b>	118750
<b>Local authority</b>	Kent
<b>Inspection number</b>	10227477
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	James Boulton
<b>Headteacher</b>	Tim Whitehouse
<b>Website</b>	<a href="http://www.stpetersthanet.co.uk">www.stpetersthanet.co.uk</a>
<b>Date of previous inspection</b>	8 May 2019, under section 8 of the Education Act 2005

## Information about this school

- This is a voluntary aided, Church of England school within the Diocese of Canterbury. The previous section 48 inspection of the school's religious character took place on 7 October 2019.
- The school runs a breakfast and after-school club.
- 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 school leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in the following subjects: English,

mathematics, geography, art and physical education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and support staff.
- Inspectors met with the local authority school improvement partner and a representative from the diocese. They also met with members of the governing body, including the chair and vice-chair.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff were considered through discussions and a review of Ofsted's surveys.

### Inspection team

Zoë Harris, lead inspector	His Majesty's Inspector
Caroline Clarke	His Majesty's Inspector
Lesley Fisher-Pink	Ofsted Inspector

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