

Inspection of a good school: St Peter and St Paul C of E Primary School

Redshank Drive, Scunthorpe, North Lincolnshire DN16 3FX

Inspection dates:

21 and 22 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This welcoming school is at the heart of the local community. Pupils are encouraged to always try their best - to 'shine their light'. They are eager to share their learning and enjoy coming to school. The school provides an extremely caring, inclusive and safe environment. Adults are very approachable and supportive.

The school has high expectations for pupils' behaviour, attitudes to learning and their achievement. Pupils rise to meet these aspirations. In early years, children work with focus. They are attentive to adults and cooperate well with each other. This continues with pupils in Year 5 who act as reading ambassadors for pupils in Year 1. The 'buddy system' provides a listening ear for pupils' concerns at breaktimes. They care for each other very well. 'Active breaks' are a time when pupils have a physical challenge or focus. These are well led by adults. They promote extremely positive behaviour during outdoor breaktimes. Pupils understand that some may need extra time and support with their behaviour. They say that their school rules are fair.

The school values are courage, respect, forgiveness, kindness, hope and fairness. These are skilfully woven through school life. They help pupils to build respectful relationships. They have a positive impact on the school community.

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

The school offers a broad curriculum, including music and modern foreign languages. The key knowledge and skills pupils need to learn in all subjects is set out clearly. The school gives pupils time to practise this knowledge. This means that pupils build their knowledge well over time so that they are successful in their learning. In physical education, older

pupils use learned skills and rules to play a game of basketball. This begins in Reception, when children practise throwing bean bags to a target. Older pupils practise different types of throwing, such as 'chest throws'. Adults provide extra targeted practice during 'active breaks'. In mathematics, pupils build their fluency with key number facts. They use this knowledge to solve problems. Children in Reception learn instant number recognition through direct input from teachers. They practise this through well-planned mathematical activities.

Teachers make skilful adaptations in lessons, such as providing apparatus in mathematics or adjusting the curriculum in physical education. This helps pupils with special educational needs and/or disabilities (SEND) to achieve well. The school helps pupils to develop strategies for independent learning.

The school has a strong reading culture. Some pupils act as reading ambassadors. They take responsibility for encouraging reading. Pupils are eager to share stories and can discuss preferred genres. The school has a well-used library. The peace garden offers a calm space for pupils to read when outdoors. The school joins with a local bookshop, whose members organise an annual reading and arts festival. This is an event where the community comes together. Pupils and their families can listen to authors, meet illustrators and poets. Authors visit the school and pupils value signed copies of favourite stories. This helps to develop an enthusiasm for reading.

The school prioritises learning to read. Phonics begins as soon as children start in Reception. Pupils learn to read using books that contain the sounds they know. Those who need it get extra daily practice to learn and remember sounds. Parents come to information sessions about reading. Most families attend a Friday morning reading time in school. Parents provide effective support with extra reading practice at home that builds pupils' reading fluency.

The school effectively develops pupils' knowledge and skills beyond academic subjects. There are a wide range of trips and clubs throughout the year, which are well attended. The school has residential trips that start in Year 1. These enhance the curriculum effectively and help to build pupils' independent skills from a young age. The school provides whole-class lessons to learn to play an instrument. Pupils perform in school and some perform at music festivals.

Pupils have a wealth of opportunities to undertake responsibilities. This begins with roles in class. They act as lunchtime monitors, hall technicians and worship wonders. Pupils play an active part in the upkeep of their school environment. Community leaders show visitors around school. They serve the local community in the church café. There are opportunities to visit the local care home. The care home residents visit the school. Some pupils have opportunities to lead worship in school. Parents play an active role in school; many attend worship. They come to school to explain about different careers. Pupils learn about fairness, equality and democracy. These opportunities help to develop pupils' character and citizenship. They are very well prepared for life in modern Britain.

Governors and those with leadership responsibility provide effective challenge and support. They enrich the high ambition of the school community. The school has fostered

a high level of expertise through staff development. Many of the staff lead training beyond school. They work closely with others to share practice. Staff are valued and supported with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be 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 first ungraded inspection since we judged the school to be good in June 2018.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136058
Local authority	North Lincolnshire
Inspection number	10290158
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair of governing body	Michael Galey
Headteacher	Louise Cranidge
Website	www.stpandstp.org.uk
Dates of previous inspection	19 and 20 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Lincoln. Its last section 48 inspection took place in January 2020. The next section 48 inspection will be scheduled to take place by the end of 2025.
- The school currently uses one registered alternative provider.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with a wide range of staff, including the headteacher, designated safeguarding lead, special educational needs and/or disabilities coordinator and subject leaders. The inspector also met with the governing body, including the chair of governors and local authority school improvement partner.

- The inspector also spoke to the diocesan representative and executive principal of the alternative provision that one child attends.
- The inspector carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector held discussions and looked at samples of pupils' work for art and design and geography.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to pupils both formally and informally, to ascertain their views of the school.
- The inspector considered a variety of school documents, including the governing body minutes and the school's self-evaluation plan.
- The inspector took account of the views of staff and parents through surveys, including Ofsted Parent View.

Inspection team

Lesley Sullivan, lead inspector

His Majesty's Inspector

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