

Inspection of St Peter's Church of England Primary School, Leeds

Cromwell Street, Burmantofts, Leeds, West Yorkshire LS9 7SG

Inspection dates: 22 and 23 November 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

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2011.

What is it like to attend this school?

The school motto, 'We Care', can be seen in every part of St Peter's Church of England Primary School. The school leaves no stone unturned in its support for pupils and their families. Pupils are safe and happy at this school.

The school has a culture of high expectations in all that it does. Staff provide highly effective support for pupils' learning. From a young age, pupils develop a thirst for learning. They are very motivated in lessons. Over time, most pupils achieve very well.

Behaviour at the school is exemplary. Pupils speak politely to visitors. They show a high degree of care and respect for each other. Adults help pupils to reflect on their own behaviour well. Pupils learn how to understand, and manage, their emotions.

The provision for pupils' broader development is a strength of the school. The curriculum enhances pupils' knowledge of important historical and cultural events. Pupils develop a strong understanding of the world in which they live. They benefit from a wide range of extra-curricular activities. These activities develop pupils' talents and interests. For example, pupils enjoy playing in the school's steel pan band.

Parents and carers speak highly of the school. They appreciate the support their child receives. Parents value the effective communication between school and home.

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

The school has designed the curriculum well. It is clear what knowledge and skills pupils must learn as they progress through the school. Pupils have regular opportunities to build on what they have already learned. Pupils transfer their learning confidently across the curriculum. For example, when learning about democracy in personal, social and health education lessons, pupils recall what they have learned about ancient Greece in their history lessons. Pupils learn that looking back at the past can help them think about what is happening now and in the future.

The school supports pupils with special educational needs and/or disabilities (SEND) extremely well. Staff adapt lesson activities to meet the needs of individual pupils. Skilled adults are quick to provide the additional support that pupils need. Sometimes, pupils with SEND receive specialist support outside of the classroom. When this happens, the school ensures that pupils do not miss important classroom activities.

Staff implement the school's curriculum very well across all subjects. Lesson activities consistently support the intended learning. Pupils benefit from the purposeful learning opportunities available to them. Teachers have strong subject

knowledge. In lessons, they quickly identify, and correct, any misconceptions pupils may have. The school regularly checks how well pupils are doing. Staff act quickly to support pupils who are at risk of falling behind. They address any gaps in pupils' learning promptly.

The school ensures that reading has a high priority. There is a consistent approach to the teaching of reading. Well-trained staff deliver phonics effectively. Teachers provide frequent opportunities for pupils to practise and learn new sounds. Pupils read books that match their phonics knowledge. Pupils become fluent and accurate readers. The school carefully considers the books that pupils read. Pupils regularly read books from a wide variety of genres and cultures. Pupils develop a love of reading. They recognise that reading helps them learn about the world around them.

The school ensures that children become confident learners from the start of their time in school. Children enjoy their learning in Nursery and Reception. Children soon access the learning activities with little need for adult support. They develop skills that help with later learning. Skilful adults support children effectively in order to develop their learning and independence. For example, staff provide children with blocks to make an assault course. Children must design and build it themselves before playing with it.

The school has a well-planned programme to support pupils' personal development. Pupils recognise the importance of the school's values. These values include respect and spiritual growth. Pupils apply the school's values well in their interactions with adults and peers. Pupils learn about other faiths and beliefs. They know to treat others, including those who are different to themselves, with tolerance and respect.

Pupils have early exposure to a range of careers. The school provides many careers events. These include university visits and a project about careers in science, technology, engineering and mathematics. Pupils understand that working hard in school brings rewards.

The school is considerate of the workload and well-being of staff. All staff appreciate the support that leaders provide. Leaders, including those with responsibility for governance, know the school well. Governors provide effective support and challenge to leaders. They visit the school regularly to carefully monitor the impact of leaders' decisions.

Safeguarding

The arrangements for safeguarding are effective.

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	108050
Local authority	Leeds
Inspection number	10289964
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	256
Appropriate authority	The governing body
Chair of governing body	Ann Nicholl
Headteacher	Elizabeth Holliday
Website	www.stpeterscofe.org.uk
Dates of previous inspection	19 and 20 October 2011, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Church of England Diocese of Leeds. The school's most recent section 48 inspection was in March 2017.
- The school has a nursery provision for three-year-old children.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The school does not place any pupils with alternative education providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the deputy headteacher, members of the governing body, including the chair and vice-chair, the local authority school improvement partner and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and languages. For each deep dive, inspectors 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.
- Inspectors observed pupils' behaviour and safety at breakfast club, after-school club, in lessons and at lunchtime. Inspectors met with pupils in small groups and asked them about their experience of the school.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors reviewed the responses to Ofsted Parent View, Ofsted's online survey for parents and spoke to several parents at the end of the school day. Inspectors reviewed the responses to the Ofsted staff survey. There were no responses to pupil surveys.

Inspection team

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Ofsted Inspector

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