

Inspection of St Peter's CofE Aided Junior School

Trafford Road, Wisbech, Cambridgeshire PE13 2ES

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Gemma Brown. This school is part of The Diocese of Ely Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Adrian Ball, and overseen by a board of trustees, chaired by Helen Jackson.

What is it like to attend this school?

Pupils enjoy coming to school. They embrace the school's core values and Christian ethos. Pupils learn and grow in an environment where they feel nurtured, encouraged and safe. They value the positive friendships they make. Pupils know that everyone is different and embrace and celebrate this. As a result, St Peter's is a happy school, where everyone is accepted.

Pupils know that every adult wants them to achieve. They see how the recent changes to the curriculum have raised everyone's ambitions. Pupils respond to this by working hard. They persevere when things get tough. As a result, many build a secure understanding of the subjects they learn. Pupils are articulate. Many are able to speak knowledgeably about what they have learned. The majority of pupils now learn well.

Pupils are polite and engaging. While a small number of pupils struggle to meet the school's high expectations, most behave well. Lessons generally proceed without interruption. In social time, pupils play respectfully and safely.

Some pupils take on leadership roles. 'Playground pals' ensure that no one is left out of play activities. Others lead assemblies and collective worship. Pupils value these roles and the contribution they make to the life of the school.

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

Historically, pupils have not achieved well. To address this the school has redesigned its curriculum. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). High-quality training for teachers is enabling them to deliver this curriculum as intended. As a result, a greater number of pupils are learning more.

The school has ensured that teachers have received suitable training to develop their subject knowledge. As a result, teachers have the subject knowledge they need to teach the curriculum. However, not all teaching is precise enough. Teachers' explanations are occasionally too long and complicated, or their instructions are not clear enough. This means that some pupils do not secure learning as well or as deeply as they might.

Despite this, teachers still routinely check what pupils know. They ask questions that skilfully identify where there may be gaps or misconceptions. Teachers adapt their teaching, so any gaps are quickly addressed. They make carefully considered changes to how they teach so pupils with SEND can access the curriculum. This means these pupils successfully learn alongside their peers.

The curriculum has reading at its heart. The school has developed a reading scheme that provides pupils access to a wide range of ambitious texts. Pupils enjoy the stories and books that are chosen. They use them to bring alive their learning in

other subjects. For example, Year 6 pupils link the plot of 'Animal Farm' to their learning about life in the Soviet Union during the Cold War. The school is quick to support those who struggle with reading. Careful checks mean that pupils' specific barriers to reading are tackled head-on. Well-planned intervention by highly trained staff helps those pupils catch up. Consequently, pupils develop their confidence and become fluent readers.

The high expectations of behaviour are rooted in the school's core values. Pupils understand these expectations and know how to meet them. As a result, pupils are attentive in lessons and learning is rarely disrupted. In the occasional case when pupils' behaviour falls below that expected, teachers consistently and swiftly intervene. The school routinely tracks the attendance of all pupils. It intervenes quickly to support pupils who find it difficult to attend. Consequently, most pupils attend regularly and often.

The school provides a breadth of opportunities for pupils to develop their character. They learn about the core values that are important in society. Pupils develop a strong awareness of these. This helps pupils develop into tolerant, respectful young people. The school is keen to develop its extracurricular offer. There are a range of clubs and activities on offer, including performance, sports and chess. However, the limited offer is not always taken up by some pupils.

Staff share leaders' relentless determination to enable all pupils to succeed. They feel valued and enjoy the benefits of working in a trust that invests in their training and well-being.

Governors, trustees and executives work closely together to hold the school to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that teachers are trained to provide consistently clear explanations for pupils. As a result, learning time is lost or pupils do not secure important knowledge as well as they might. The school needs to ensure that teachers get the training and support they need so that explanations are clear and precise and pupils secure important information consistently well.

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 special educational needs and/or disabilities (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	141213
Local authority	Cambridgeshire
Inspection number	10318625
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	Board of trustees
Chair of trust	Helen Jackson
Headteacher	Gemma Brown
Website	stpeters.demat.org.uk
Date of previous inspection	8 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Diocese of Ely Multi-Academy Trust.
- The headteacher took up her position in January 2023, having previously been the deputy headteacher.
- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the headteacher, assistant headteachers, and special educational needs coordinator. The lead inspector also

met with the CEO as a representative of the board of trustees, the chair of the local governing committee and representatives of the trust's executive team.

- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and history. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To further inspect the curriculum, inspectors looked at examples of pupils' writing, reviewed curriculum documentation for physical education, and art, and reviewed documentation setting out support for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the 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 considered the responses to the online survey, Ofsted Parent View, and the free-text comments submitted. They also considered the responses to Ofsted's questionnaire for staff.
- Inspectors spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school.

Inspection team

Dave Gibson, lead inspector

His Majesty's Inspector

Sebastian Gasse

Ofsted Inspector

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