

# Inspection of St Peter's Church of England Controlled Primary School and Nursery

Stackyard Lane, Edgmond, Telford, Shropshire TF10 8JQ

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Inspection dates:	17 and 18 December 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

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

Pupils at this warm and welcoming school embody the school's vision of 'Let your light shine.' Their behaviour and manners shine across all aspects of school life. Pupils are taught how to be role models through becoming buddies to the younger children. They flourish in this role. Pupils develop a strong sense of responsibility and pride.

The school's ambitious curriculum gives pupils, including those with special educational needs and/or disabilities (SEND), many rich opportunities to develop new knowledge. Learning is enhanced through high-quality trips and experiences that bring learning to life. For example, pupils visit a local Victorian museum in different year groups to build up their knowledge over time. Learning across all subjects is meticulously sequenced and this helps pupils to achieve consistently well. Pupils are very well prepared for the next stage of their education.

The school develops pupils' talents and interests through a wide range of opportunities, such as school councillors, faith councillors and safety guardians. The school thinks carefully about how to develop these responsibilities even further. For example, the school council has a pupil treasurer who works with the parent and teacher association to budget for school improvements.

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

The school is determined to provide the pupils with the best education it possibly can. Leaders have designed an ambitious curriculum. This begins in the early years where children benefit from a wide range of language-rich experiences. The curriculum meticulously sets out the books, poems and stories that the pupils are exposed to. Leaders carefully consider opportunities to ensure pupils develop a depth of understanding through the books they read. For example, pupils in Year 3 read a book about Charles Darwin, then revisit the book in more depth in Year 6.

Alongside curriculum revisions, leaders have ensured that all staff are highly skilled in delivering the school's curriculum. Staff rigorously check pupils' learning through proof of progress 'POP' tasks. They make sure that any misconceptions are addressed and that pupils remember their learning.

Children in the early years make an impressive start in learning to read. In Nursery, children are taught to listen attentively to sounds in the environment, which helps to prepare them for more formal phonics teaching in Reception. Phonics is taught by expert staff who quickly identify any pupils at the early stages of reading who need extra help. As a result, pupils learn to read with confidence and fluency.

The quality of care and support for children in the early years is excellent. Staff carefully consider the provision for the needs of two-, three- and four-year-olds. The early years curriculum carefully identifies what children need to know and when. Children become curious, inquisitive and confident learners. Relationships are warm and positive. Staff

listen to children, giving them time to think and time to speak. As a result, children thrive in early years.

Support for pupils with SEND is of a high quality. Staff quickly identify pupils who may need additional support. They make suitable adaptations to ensure that pupils can access the same ambitious curriculum as their peers. Consequently, pupils with SEND flourish.

Behaviour across the school is excellent. Pupils consistently have positive attitudes to learning. Even when learning is hard, pupils are resilient and persevere. The school has recently updated the behaviour policy. While behaviour has always been positive, leaders have continued to make improvements. For example, they introduced 'happy playtimes', where different activities are set up over the week. This has led to a more positive experience for some pupils who found playtimes challenging.

Attendance is very high for all pupils. Despite this, leaders are not complacent and are relentless in their approach to ensure that pupils come to school every day and are on time. Where there are barriers, leaders work effectively with pupils and their families to improve attendance. As a result, no pupil is disadvantaged by poor attendance.

The school prepares pupils for life beyond school extremely well. Pupils confidently talk about different cultures and religions with maturity and respect. For example, one pupil explained the term 'faith councillors': 'We are not called Christian faith councillors, because we want to be inclusive for all religions.' Pupils show a great deal of sensitivity. They confidently talk about how they are taught to respect differences, and they do.

Governors and leaders share their vision for pupils. They hold school leaders to account and fulfil their statutory responsibilities with diligence. Teachers are highly positive about the professional development they receive. Staff also appreciate the support in place for workload and well-being.

## **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 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

<b>Unique reference number</b>	123474
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10322762
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth MacMullen
<b>Headteacher</b>	Claire Medhurst
<b>Website</b>	<a href="http://www.stpetersedgmond.co.uk">www.stpetersedgmond.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 March 2013

## Information about this school

- The school currently does not use any alternative provision.
- The school includes an on-site nursery provision for two- and three- year-olds.
- This is a Church of England school in the Diocese of Lichfield. A Statutory Inspection of Anglican and Methodist Schools was carried out in October 2017. The school's next section 48 inspection will be within eight school years.
- The school provides a before- and after- school club on site.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, curriculum leaders and other staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and computing. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.
- 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.
- The inspectors met with the chair of governors and other members of the governing body, a representative from the local authority and a representative from the diocese.
- The inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

### **Inspection team**

Eve Morris, lead inspector

His Majesty's Inspector

Pamela Matty

Ofsted Inspector

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