

Inspection of St Peter's Catholic Primary School

Carisbrooke Avenue, Hazel Grove, Stockport, Cheshire SK7 5PL

Inspection dates:	11 and 12 February 2025
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 for overall effectiveness 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 September 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is an exceptional school where supportive and caring relationships allow pupils to thrive. The school has created a culture that includes everyone. A typical comment from pupils was 'People from all different races and beliefs come to our school because they know our school is just the place to be.'

Pupils, including children in the early years, flourish academically and socially. The school has established an extremely well-designed curriculum. The careful and precise implementation of the curriculum enables pupils to acquire deep knowledge of the subjects they study.

Pupils know that their learning really matters. The school has extremely high expectations of what pupils can and should achieve. The school's 'Bee attitudes' inspire staff and pupils, including those with special educational needs and/or disabilities (SEND), to reach the highest standards of learning and behaviour. This is reflected in the enthusiastic and detailed way pupils discuss and share what they have learned. Pupils across the school achieve remarkably well.

Pupils benefit from impressive and wide-ranging experiences that enrich their personal development. They take great pride in their many responsibilities, for example as members of the eco-, learning or school councils. A rich variety of visits and after-school activities enhance pupils' learning across the curriculum.

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

The school has developed a clear and strategic vision linked to its values. It has an extensive overview of the impact the subject curriculums have on pupils' achievements. Governors are skilled and know the school well. They work closely with the school and provide effective support and challenge to ensure that learning and pupils' work is consistently high quality.

The school has built an ambitious curriculum from the early years to Year 6. Staff use their strong subject knowledge well to enable pupils to secure and recall their learning successfully. For example, the routine revisiting of prior learning helps pupils build an in-depth understanding of new concepts. This helps them to make links across and within subjects. Staff skilfully check pupils' knowledge and understanding before they introduce new content. Any misconceptions are addressed swiftly and effectively.

The school builds highly positive and harmonious relationships with parents and carers from the start of the children's learning journey. In the early years, the curriculum carefully sets out the knowledge and vocabulary children should learn. This helps children get off to a flying start and prepares them exceptionally well for the demands of key stage 1.

Learning to read is a priority. Pupils develop their love of reading from the beginning of their time in the Reception class. Staff deliver the well-ordered phonics programme

effectively. They make sure that children in the early years, and pupils in key stage 1, read from books that include the sounds they have already learned. The school has effective strategies in place to identify and support those pupils who find learning phonics difficult. As a result, almost all pupils become confident readers who achieve exceptionally well in reading by the end of Year 6.

The school accurately identifies the specific needs of pupils with SEND at the earliest possible opportunity. Staff make careful adaptations to the delivery of the curriculum when necessary. This allows pupils with SEND to participate in all aspects of school life and achieve very well.

Pupils' behaviour is excellent. They follow routines impeccably. Pupils are exceptionally well focused on their learning. They are resilient when faced with challenges. Pupils show great care for each other and work together harmoniously. Pupils' levels of attendance and punctuality are excellent. The school works effectively with a small number of families to support pupils when their attendance needs to improve.

The school has developed an exemplary personal development offer for all pupils. It supports pupils to be exceptionally well prepared for life beyond school. Pupils become confident individuals with a strong sense of moral and social purpose. They value the incredibly wide range of leadership opportunities available to them. These enable pupils to make positive improvements to their experience of school. For example, the mixed-age 'animal groups', where the views of pupils of all ages are gathered.

Pupils have an excellent knowledge of how to keep themselves healthy and safe. They understand the potential risks of online activity and know how to keep themselves safe online. The personal development programme secures pupils' understanding of the diverse nature of their community. Pupils understand the importance of demonstrating respect for all. Pupils' determination, independence and strength of character are well developed through the school's deliberate 'skills for life' work. Pupils recognise how these skills are helping them to achieve their ambitions for the future. Pupils enthusiastically participate in the wide range of clubs and many sporting opportunities available to them.

The school has created a culture of ambition and continuous improvement for staff and pupils alike. Staff are incredibly proud to work at this school. They value the strong relationships that they forge and the opportunities for teamwork with their colleagues. The school considers staff's workload to help them to fulfil their responsibilities successfully.

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

Unique reference number	106125
Local authority	Stockport
Inspection number	10337637
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Elizabeth Luddington
Headteacher	Kevin Platt
Website	www.st-peters.stockport.sch.uk
Dates of previous inspection	10 and 11 September 2013, under section 5 of the Education Act 2005.

Information about this school

- The school does not make use of any alternative provision.
- This school is a Roman Catholic primary school in the Diocese of Shrewsbury. The previous section 48 inspection of schools with a religious character took place in March 2020. The school's next section 48 inspection is expected during the 2026/27 academic year.

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). 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 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 spoke with the headteacher and with other leaders and members of staff. The lead inspector spoke with the members of the governing body.
- The lead inspector also spoke with representatives of the local authority and of the diocese.
- 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 carried out deep dives in early reading, mathematics and design technology. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. The lead inspector also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in some other subjects.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils while they played outside.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with parents and carers before school.
- Inspectors also considered the responses to the pupil and staff online surveys.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

Karen Morris

Ofsted Inspector

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