

St Peter's Catholic Primary School

Address: Adams Hill, B32 3QD

Unique reference number (URN): 150849

Inspection report: 9 December 2025

Exceptional	
Strong standard	● ● ● ● ●
Expected standard	● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well during their time at St Peter's. Children in the Reception Year achieve well from their starting points because teachers tailor learning across the early years curriculum to meet children's needs well. During their time at the school, pupils develop a secure understanding of phonics and learn to read with confidence, interest and enthusiasm. Staff place appropriate emphasis on ensuring that pupils of all ages develop effective communication and language skills. These essential skills enable pupils to access the wider curriculum with increasing confidence and competence.

Pupils attain above average in national tests in phonics, reading, writing and mathematics. This has been the case for a number of years. As a result, pupils including disadvantaged pupils and pupils with special educational needs and/or disabilities, have the important foundations of knowledge they need to hit the ground running in secondary school. They make positive progress through the curriculum and are well prepared for life beyond school.

Attendance and behaviour

Strong standard ●

Leaders' work to secure high attendance for all pupils is very successful. Pupils want to come to school and enjoy lessons. Attendance is above the national average for all groups of pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders have established respectful relationships with parents and carers. They provide families with high-quality support to improve pupils' attendance when necessary. Parents benefit from the school's partnership with external support groups which reduce barriers to attendance. Leaders prioritise pupils at risk of becoming persistently absent and support them to rapidly improve their attendance effectively.

Pupils behave wonderfully well at St Peter's. The school values are lived and breathed. Pupils have positive attitudes and speak of the importance of respect for others. Pupils rise to the school's high expectations for their behaviour. In classes, they listen attentively to their teachers. They are polite and calm. The playground is a happy place. Pupils are confident that any problems with behaviour quickly get resolved by staff. They appreciate the support they receive from other pupils to solve friendship problems and prevent conflict. Leaders quickly tackle any form of discrimination. The school is a compassionate and nurturing environment that is highly conducive to learning.

Early years

Strong standard ●

Children in the early years make a positive start to the Reception Year. Staff work with nursery schools and parents and carers to help children to settle and adapt quickly to school life. Children in the early years are enthusiastic learners. They quickly learn the routines to follow because staff are caring and communicate clearly. They speak with children warmly and support the development of children's language and communication skills effectively. Staff establish highly positive and nurturing relationships with children. Children concentrate

well when engaged in learning and play activities because staff ensure children's needs are met well.

Leaders prioritise the early years. The curriculum is well planned and sequenced. The early years classroom is a positive environment that is carefully designed to support children's development in different areas of learning.

Children begin to learn phonics from the start of the Reception Year. They develop a love of reading from the start. Children quickly learn to read and write. Disadvantaged children and those with special educational needs and/or disabilities receive timely support to meet their needs. The school works in partnership with parents and carers to ensure that all children achieve their best and are well prepared for Year 1.

Inclusion

Strong standard ●

The school is proud to be inclusive. From the beginning of the early years, staff identify children's individual needs quickly. Across the school, teachers act promptly to put in place effective support for pupils when necessary. They adapt their teaching to meet pupils' individual learning needs well. The school is highly successful in implementing effective strategies to consistently enhance the achievement of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Leaders want the very best for pupils. The school's inclusive approach means that pupils achieve very well and take an active part in school life. Leaders check carefully that all pupils make positive progress through the curriculum. They ensure that teaching is inclusive and that strategies to support pupils who need more help are effective. The school works closely with external agencies when needed, to help families and address any additional barriers to pupils' achievement. For example, external professionals provide skilled guidance to teachers to support pupils with SEND to access the curriculum successfully.

Leaders use additional funding, such as the pupil premium, with precision. They make sure that disadvantaged pupils access the same opportunities and achieve in line with their peers.

Personal development and wellbeing

Strong standard ●

Pupils' personal development and wellbeing are at the heart of the school's ethos and curriculum. They are prioritised from the early years with an appropriate emphasis on children's social and emotional development. Pupils are encouraged to develop their independence and character.

Older pupils take pride in suggesting ideas and then running clubs for younger pupils, such as football, dance and drawing clubs, among others. Pupils help others to thrive. Disadvantaged pupils are supported. All pupils develop a secure sense of belonging to the school and wider community. One pupil explained, 'The school is wonderful, and if it was alive, it would be a really big gentle giant.'

Pupils demonstrate mature leadership. They enjoy holding leadership roles, including liturgy leaders and e-safety monitors. These roles are meaningful to pupils and help them to develop their resilience and character. Pupils learn to be more independent and are well prepared for the next stage in their education.

Pupils understand how to keep themselves and others safe. They speak knowledgeably about these aspects. For example, they benefit from workshops with the police which educate them about the dangers of knife crime. They learn the importance of keeping personal information private and how to keep themselves safe when online.

Pupils develop a detailed understanding of equality principles and fundamental British values. They share the importance of treating everybody in the same way as they would like to be treated. They understand the roots of democracy from studying the Ancient Greeks in history and relate this to modern Britain.

The curriculum for relationships and sex education and health education is appropriate, and pupils are well prepared for the next stages of education. Overall, pupils develop positive attitudes, a strong moral understanding and the confidence to participate fully in school life.

Expected standard

Curriculum and teaching

Expected standard

Leaders' high aspirations for pupils are reflected in the ambitious curriculum. They have carefully considered what pupils need to know and when. The curriculum is well sequenced from the early years to Year 6. Leaders place particular focus on developing the breadth of pupils' vocabulary. This helps pupils to make connections between curriculum subjects and equips them well for later learning.

Teachers ensure that all pupils can access the curriculum. When necessary, teachers adapt teaching and use effective resources to help pupils with special educational needs and/or disabilities, and those who are disadvantaged, to fully take part in learning.

The teaching of phonics is effective. Staff identify and address any gaps in pupils' knowledge of phonics quickly. Pupils who need more support with reading receive timely extra teaching to keep up with the phonics programme. Leaders ensure that teaching equips pupils with the important knowledge they need in writing and mathematics.

Across classes, teaching is largely consistent. Typically, teachers have secure knowledge of the subjects they teach. Most use skilful approaches to build on what pupils already know. However, occasionally teaching is inconsistent and pupils do not learn as well as they could. For example, sometimes teaching does not use questioning effectively enough to further pupils' learning. Leaders are providing appropriate support and training to staff to address these inconsistencies.

New leaders have quickly established important priorities for the school. Leaders work diligently to further improve the school and maintain the high standards. They have established ambitious expectations. Pupils achieve well because leaders typically take appropriate and focused actions to make successful improvements.

Leaders take great care to ensure disadvantaged pupils, pupils with special educational needs and/or disabilities, and those who face barriers to their learning, have the support and learning that they need. Leaders' vision for these pupils is clear and well implemented. As a result, these pupils thrive.

Governors and the trust oversee the school capably. They are well informed and check the impact of leaders' actions carefully, including by visiting the school and speaking to pupils. Governors provide support and challenge that helps leaders move forward. They meet their statutory duties and ensure that decisions are made in pupils' best interests.

Staff work with other schools in the trust and beyond. They benefit from a wide range of professional learning opportunities.

Staff are very supportive of the leadership of the school. Staff workload and wellbeing are carefully considered by leaders. Leaders provide an environment that is caring and professional. Staff, including teachers at the start of their career, benefit from high-quality professional learning and support.

What it's like to be a pupil at this school

Compassion is at the heart of St Peter's Catholic Primary School. The school's values shine through its commitment to tolerance and respect. Pupils are eager to come to school and enjoy their lessons. Their attendance is high. Pupils have positive attitudes, listen carefully to their teachers and engage well in learning.

Pupils feel safe. They know that there are staff who they can talk to if they have any worries. The school is a calm, nurturing environment. Pupils respond well to the school's high expectations for their behaviour. Bullying is rare, but when it does happen, staff act quickly to resolve the issues. From the early years, pupils learn that looking after one another is important. Pupils establish positive relationships with staff. The school is a close-knit community where pupils are happy to serve others. They are proud of their wider charitable work within the local area to support families in times of need. Pupil 'peacemakers' help other pupils to play amicably at playtimes. Pupils are proud of the different roles they hold in school. They relish the variety of visitors to school and the trips and experiences that enhance the curriculum and broaden their understanding of the world.

The school promotes the joy of reading from the early years. Pupils eagerly talk about the books they enjoy. Pupil librarians are keen to promote the choice of books in the school's library. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, consistently achieve highly. Pupils get the care and support they need to thrive personally and flourish academically. Pupils leave the school at the end of Year 6 ready for the next stage of their education and well prepared for life beyond school.

Next steps

- Leaders should ensure that teachers have sufficient expertise and knowledge, particularly in assessment and questioning, to enable pupils to achieve consistently high outcomes across all subjects.
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About this inspection

This school is part of Lumen Christi Catholic 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), Rebecca Nash, and overseen by a board of trustees, chaired by Stephen Graham.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders during the inspection. Inspectors met with members of the local governing board and trust leaders, including the CEO. They held meetings with the principal, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

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 a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.

Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.

Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character and is part of the Archdiocese of Birmingham. The school's most recent section 48 inspection of its religious character was carried out in June 2024.

The school does not currently make use of alternative provision.

Principal: Natasha Mellor

Lead inspector:

Rob Matthews, His Majesty's Inspector

Team inspectors:

Keri Baylis, His Majesty's Inspector

Marilyn Mottram, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

210

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.05%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.95%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.90%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25	80%	62%	Above
2023/24		61%	
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25	97%	75%	Above
2023/24		74%	
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25	87%	72%	Above
2023/24		72%	
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	93%	74%	Above
2023/24		73%	
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	75%	47%	Above

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25	100%	63%	Above
2023/24		62%	
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25	81%	59%	Above
2023/24		58%	
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	94%	61%	Above
2023/24		59%	
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	75%	69%	6 pp
2023/24		67%	
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	100%	81%	19 pp
2023/24		80%	
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25	81%	78%	3 pp
2023/24		78%	
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	94%	81%	13 pp
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	3.9%	5.2%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	8.2%	13.3%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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