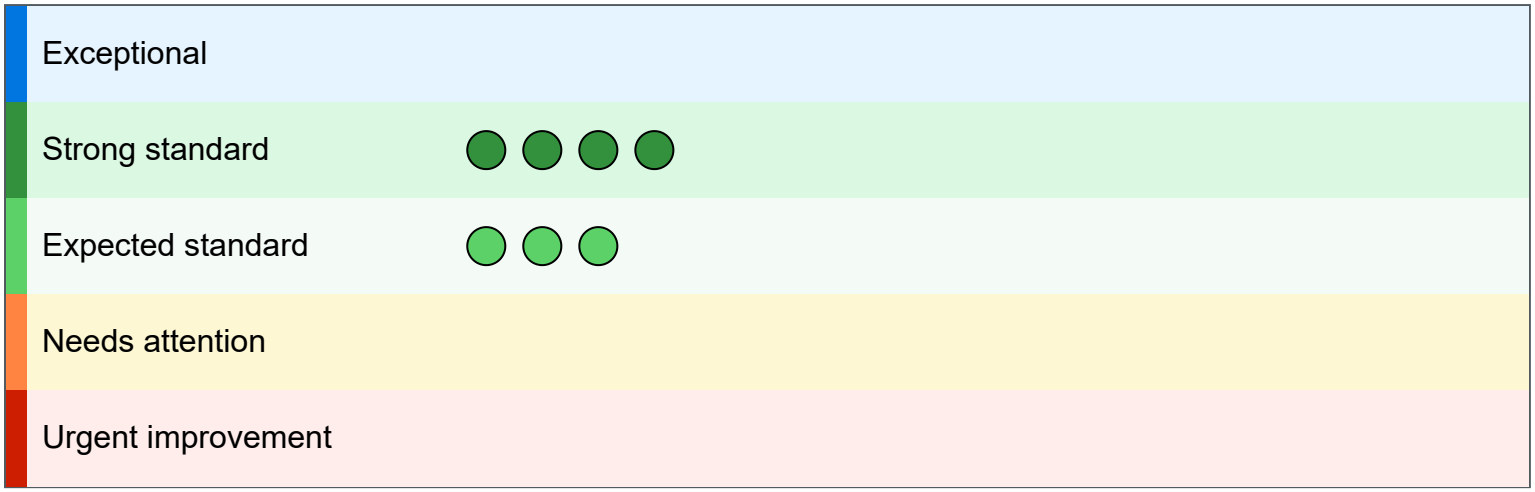
St Peter's Catholic Primary School

Address: Sullington Way, Shoreham-by-Sea, West Sussex, BN43 6PJ

Unique reference number (URN): 149293

Inspection report: 13 January 2026



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

Attendance and behaviour

Strong standard

Pupils' attendance is consistently high. Those with significant barriers to attendance also attend very well. Despite this high attendance over time, leaders are very ambitious to improve attendance further. This is evident in the high-quality interventions they design to support those pupils who need additional help. The school works well with external agencies to provide a range of help for these pupils. Leaders are creative in finding a variety of approaches that ensure pupils attend school and are punctual.

Pupils behave very well. This begins in early years, where well-established routines help pupils to quickly learn the high expectations of staff. Staff share the same high expectations of older pupils' behaviour and apply these standards consistently well. Leaders address more serious concerns quickly and ensure that incidents are very rare. Staff build warm and caring relationships with pupils. This helps pupils to feel safe and happy in school. Pupils show high levels of respect for staff and each other. As a result, the school has a calm and welcoming environment. Pupils have positive attitudes to learning. They listen intently to staff and work hard to complete their work. A sense of clear purpose pervades the school.

Early years

Strong standard

Leaders have designed an ambitious curriculum. It clearly identifies the crucial knowledge that children need in all areas of learning. Teachers also adapt the curriculum carefully to meet the needs of all pupils. The high-quality curriculum provides children with ample opportunities to develop key skills. These include essential qualities such as independence, which will help them to be well prepared for more formal learning. As a result, children make sustained progress from their starting points. This means pupils are very well prepared for their next steps.

The school works closely with parents and carers. This helps them to build positive relationships. It also helps staff to identify precisely any potential barriers for children. Staff use this information to carefully support next steps for children. Leaders ensure that staff are very well prepared for transitions through the sharing of key information in a timely manner.

Reading is a strength of the school, and this starts very positively in early years. The school has selected an appropriate scheme for the teaching of phonics, and staff deliver this consistently well. As a result, children learn the crucial sounds and letters they need. Children benefit from the work of the skilled staff team. Staff model language and communication very clearly. All staff provide children with the skills and knowledge they need to communicate very effectively.

Inclusion

Strong standard

The school is deeply inclusive. Leaders have high ambition for all and ensure that pupils receive the support they need to benefit positively from all aspects of school life. The school has well-defined processes to identify pupils' needs quickly and accurately. These processes are consistently and skilfully applied.

The school has designed an approach which takes into account the needs of pupils in the school. This includes the specific needs of pupils with special educational needs and/or disabilities. Leaders have ensured that staff have received high-quality training to meet the changing needs of pupils. This helps staff to identify and address pupils' wider needs very effectively. This includes pupils with social and emotional barriers to learning. For example, pupils enjoy working with the school's therapy dogs to help to manage their emotions. The school's work to reduce barriers to learning and wellbeing is consistently effective. Leaders' clear understanding of the school's context and community enhances this work. As a result, the school helps pupils to break down barriers and achieve well.

Leaders have an appropriate strategy for the use of pupil premium funding. As a result, they provide highly effective support for disadvantaged pupils. Leaders ensure that these pupils are fully involved in the life of the school. These pupils achieve well as a result.

Personal development and wellbeing

Strong standard

The school has designed an ambitious programme that expands far beyond the academic. Pupils benefit from well-planned activities that enhance their learning and provide them with vital skills for their next steps. As a result, pupils are well prepared to become active members of their community. Pupils develop secure and detailed knowledge across this wider curriculum. They know how to stay safe online and have a detailed knowledge of important concepts such as consent. The school's approach also helps them to build clear knowledge of the diversity in their own community and beyond. This helps them to show high levels of respect for a range of cultures and beliefs. Pupils happily celebrate their own differences and know others will respect this deeply. Pupils have a clear voice in the school. Leaders listen to this carefully and consider their views thoughtfully. Pupils also have a key role in choosing their peers to take up leadership roles. This helps to strengthen pupils' understanding of key concepts such as democracy.

The school's values are at the heart of its work. These values help pupils become caring, resilient and independent. Pupils are thoughtful and understand that they have a responsibility for solving problems and working positively with others. This helps to prepare pupils very well for their next steps. Pupils benefit from a wide range of clubs and activities which enhance their experience of school well. They have opportunities to build skills and talents in sports or the arts. Leaders ensure that these opportunities are available for all pupils. Leaders have thought about the changing needs of pupils. They ensure that pupils develop a range of strategies to manage their emotions. The school enhances this through the work of skilled pastoral staff, who work with those pupils who need additional support. This ensures these pupils also exhibit the same high levels of resilience and independence.

Expected standard

Achievement

Expected standard

Pupils achieve well. This includes in the range of national tests they undertake. This is particularly the case in key stage 2, where results have remained above national averages

consistently over time. The picture is more varied for phonics but is consistently in line with national averages. As a result, pupils are well prepared for their next steps.

Pupils' work shows that they typically progress well through the curriculum. Pupils have detailed mathematical knowledge and apply it confidently. They also become confident and fluent readers. Pupils generally learn the skills and knowledge they need over time. They can recall prior learning and use this accurately. This is particularly effective in pupils' use of rich vocabulary in their writing. However, this is more varied in terms of the quality of pupils' handwriting and spelling. Many pupils with barriers to learning have low starting points. Leaders clearly identify these, and these pupils make clear and sustained progress from them.

Curriculum and teaching

Expected standard

The school has designed an ambitious curriculum that meets the needs of all pupils. The curriculum is well sequenced and effective. Leaders know the school well. They ensure that staff adapt the curriculum to best support pupils. Leaders know the areas of the curriculum that are well embedded and those that require greater focus. Leaders use this information to plan clear priorities for the curriculum. For example, continued work to ensure that the teaching of handwriting is consistently applied by all staff.

The curriculum is well taught. Teachers explain learning clearly. They typically model the skills they want pupils to learn well. Teachers have secure subject knowledge. They use this to design a range of engaging activities that enable pupils to progress through the curriculum. Teachers make careful checks on pupils’ understanding. They use these checks to inform future teaching and to adapt the curriculum to meet the changing needs of pupils effectively.

Pupils who do not yet have the crucial foundational skills of reading, writing and mathematics are identified so that they can catch up quickly. Pupils in the earliest stages of reading are well supported. Well-trained staff offer ongoing interventions so that pupils become fluent and confident readers. Reading is a clear strength of the school. Pupils benefit from regular opportunities to read a variety of interesting and engaging books.

Leadership and governance

Expected standard

Leaders have a clear vision for the school. They understand the changing nature of pupils’ needs clearly and have already begun to address this. Leaders reflect deeply and work thoughtfully to improve the offer for pupils. This is clear in the high-quality provision they have already developed over time. The next steps that leaders have identified for consistently high-quality handwriting and spelling are clear and are in the best interests of pupils. They ensure that the school is making clear progress towards these ambitious targets.

Governors and trustees have a clear understanding of their responsibilities. This includes their statutory duties, which they carry out effectively. They ensure that they have a detailed knowledge of the school, including the ambitious pupil premium strategy. They use this to offer high levels of challenge and support.

Leaders ensure that staff have access to high-quality professional learning. This helps staff to develop their own practice effectively. All staff access a broad range of training. They revisit training, which generally becomes well embedded in classroom practice. All stakeholders in the school share the same clear vision and high ambition for children. They embody this in their work to offer a high level of education, care and wellbeing. Leaders and the dedicated staff team keep pupils at the heart of their decision-making. They work hard to ensure that all pupils benefit positively from their efforts.

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

Pupils embody the school ethos of ‘Love at the centre of all we do’ at this warm and caring school. It is evident in pupils' passion for learning and the high levels of concentration they show in lessons. It is also clear in the care and respect that pupils show to all in the school.

The culture of high support and high ambition helps pupils to thrive. They work hard to meet the high expectations of teachers. As a result, pupils typically achieve well. This is clearest in the consistently high outcomes in national tests in key stage 2. Pupils generally develop the skills and knowledge they need and are well prepared for their next steps. Pupils also enjoy a rich curriculum beyond the classroom. This helps them to develop key skills, such as resilience and independence, that serve them very well when they leave the school. Pupils take key leadership roles within the school, for example responsibility for play activities. Pupils take these roles seriously and are rightly proud of their work. Pupils are kind and tolerant. They also understand how to stay safe. This prepares them well for life in their wider community.

The school is a calm and positive environment. Pupils behave very well. This is evident in the consideration they show towards each other and the way they quietly transition from breaks or move around the school. Pupils have positive relationships with staff and each other. This is evident in the purposeful hubbub at lunchtimes, where pupils chat happily with each other. The school is a happy place. This helps pupils to feel safe and happy in school. All pupils have trusted adults who they know will address any concerns they have.

Next steps

- Leaders should strengthen staff expertise in teaching handwriting and spelling so that teaching is consistently effective and all pupils develop fluent and accurate written skills.

About this inspection

The school is part of the Bosco Catholic Education 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), Dave Carter, and overseen by a board of trustees, chaired by Tim Feast.

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

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

The inspectors met with the executive headteacher and other leaders during the inspection. The lead inspector also met with the CEO, chair of trustees, the trust governance professional and a group of governors. They also held a phone conversation with a representative of the diocese. The inspection team also spoke to indicative groups of staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. Its last Section 48 inspection of its religious character was undertaken in February 2025.

The school uses one unregistered alternative provision for one pupil.

Executive Headteacher: Kate Crees

Lead inspector:
Gavin Thomas, His Majesty's Inspector

Team inspectors:
Sarah Hilditch, Ofsted Inspector
Michael Eggleton, 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 13 January 2026

School and pupil context

Total pupils

193
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)

10.88%
Below 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

2.07%
Close to 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

16.06%
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

Close to 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 (revised)	79%	62%	Above
2023/24 (final)	78%	61%	Above
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 (revised)	88%	75%	Above
2023/24 (final)	93%	74%	Above
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 (revised)	96%	72%	Above
2023/24 (final)	93%	72%	Above
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 (revised)	83%	74%	Above
2023/24 (final)	81%	73%	Above
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 (revised)	50%	47%	Close to average
2023/24 (final)	S	46%	S
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 (revised)	67%	63%	Close to average
2023/24 (final)	S	62%	S
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 (revised)	83%	59%	Above
2023/24 (final)	S	58%	S
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 (revised)	67%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (revised)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
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 (revised)	67%	81%	-14 pp
2023/24 (final)	S	80%	S
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 (revised)	83%	78%	5 pp
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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 (revised)	67%	81%	-14 pp
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	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 term)	7.6%	13.3%	Below
2023/24 (3 term)	8.2%	14.6%	Below
2022/23 (3 term)	8.0%	16.2%	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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