

Inspection of a good school: St Peter's Church of England Primary Academy

Station Road, Market Bosworth, Nuneaton, Warwickshire CV13 0NP

Inspection dates:

7 and 8 November 2023

Outcome

St Peter's Church of England Primary Academy continues to be a good school.

The headteacher of this school is Emily Holt. This school is a single academy trust overseen by a board of trustees, chaired by Ali Grimshaw.

What is it like to attend this school?

Pupils feel a strong sense of belonging in this caring and inclusive school. The 'St Peter's way' encourages them to be 'kind, respectful, resilient, creative and hardworking'. Pupils do their best to live up to these values. They enjoy helping others, for example on 'Well-being Wednesdays' and as peer mediators. They take these responsibilities seriously.

Leaders want all pupils, including those with special educational needs and/or disabilities (SEND), to achieve their best. They have raised expectations of pupils' behaviour. Pupils are responding well to the new routines. In class and at social times, they behave well. Staff lead them in a range of activities, such as table tennis and basketball.

Pupils work hard and achieve well. They benefit from a sound curriculum that is well taught. Most parents and carers are positive about how their children are getting on. A few would like more information about what their children are learning.

Pupils are proud to attend St Peter's. They have lots of opportunities to develop their talents and interests, especially in sports and music. Almost all pupils take part in clubs and activities. They typically describe their school as 'kind', 'friendly' and 'happy'.

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

The school has designed an ambitious curriculum. It has made sure that the curriculum builds on what children learn in early years. For example, in early years, children learn about historic buildings in the local area. Later, they learn how these buildings have changed over time.

The curriculum is structured so that pupils practise, master and repeat their learning so that it sticks. Lessons typically begin with a 'flashback'. As one pupil explained, 'This means that you don't forget what you learned before.'

Reading is at the forefront of pupils' learning. As soon as they start Reception, children begin learning the sounds that will unlock reading. They get lots of practice through daily phonics. These sessions follow a consistent routine. This approach is helping all pupils, but especially those with SEND, know what to expect. The vast majority quickly learn to read. Those who need extra help are supported well by trained specialists. Reading continues to play a key part in pupils' learning as they move up the school. They enjoy the daily reading sessions with their teachers. They read a wide range of high-quality texts to support their learning in all subjects. In early years, stories and rhymes are part and parcel of children's everyday learning and routine. The library is very much at the heart of the school. Pupils love finding out about the staff's favourite books.

Staff work closely together to identify pupils who may have SEND. Teachers and teaching assistants support these pupils well. They ensure that pupils work independently as much as possible.

Through careful questioning, teachers quickly identify when pupils are not keeping up. They adapt their teaching accordingly. On occasion, they do not make the key learning clear enough. They appreciate the freedom they have to decide how to teach. However, they have limited opportunities to learn from and plan alongside subject experts.

Pupils behave well. The new routines quickly refocus them when their concentration wanders. Staff are resoundingly positive about the new behaviour system. They feel listened to and supported by leaders. One spoke for many when saying, 'I am just happy working here.'

There are lots of activities for pupils to get involved in. The school excels in music and sport. Parents appreciate the skill and dedication of staff who lead after-school clubs, such as the girls' football club. Pupils enjoy developing their leadership skills, for example, as house captains and members of the school council. They take pride in earning house points. They know that it is important to learn to work as part of a team, as it will help them later in life. The school does a good job of teaching pupils to be caring and kind. Older pupils take the younger ones under their wing. Younger pupils excitedly join in the dance club led by older pupils. Pupils learn to appreciate and look after the natural world. They know why it is important to respect people of other faiths and cultures.

Governors ensure that the school focuses on the right priorities. This work has included ensuring support from external partners. Parents are generally happy with the school. Many comment on how supportive the staff are. A few would like to know more about what their children are learning. These includes some parents of pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not have a lot of input and feedback on their work from subject experts, such as curriculum leaders. They do not always make the key learning clear and, on occasion, pupils become confused. The school should ensure that all teachers receive regular feedback on their practice so they know the most appropriate ways to deliver the curriculum.
- Some parents and carers feel they are not as well informed as they could be on their children's learning. The school has invited parents to workshops and information sessions but these have not been well attended. The school should continue to find ways to engage with parents so that all parents, including those of children with SEND, receive clear information on what their children are learning so they can better support them at home.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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	139098
Local authority	Leicestershire
Inspection number	10298496
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	Board of trustees
Chair of trust	Ali Grimshaw
Headteacher	Emily Holt
Website	www.stpeterscofemb.co.uk
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative providers.

Information about this inspection

- Inspections are a point-in-time judgement 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.
- The inspector met with the headteacher and other senior leaders, including the leader of the provision for pupils with SEND.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, she held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record and took account of the views of leaders, staff and pupils. She considered the

extent to which the school has created an open and positive culture of safeguarding that puts pupils' interests first. She discussed safeguarding with the headteacher, who is also the designated safeguarding lead.

- The inspector held a meeting with the local governing body, including the chair. She also spoke with the director of education from the Diocese of Leicester.
- The inspector considered responses to Ofsted Parent View, including the free-text comments. She took account of the responses from staff and pupils to Ofsted's online surveys and gathered the views of staff and pupils throughout the inspection.
- The inspector spoke with pupils about their experiences of school life and their views on behaviour and bullying. She observed pupils' behaviour during lessons, at breaktimes and lunchtimes and after school. The inspector visited the school's breakfast club.
- The inspector spoke to staff about their workload and well-being.

Inspection team

Deirdre Duignan, lead inspector

Ofsted Inspector

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