

# St Peter's CofE Junior School

URN: 122767 | Inspected: 11 November 2025

## 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.

## Achievement

Expected standard

Over time, pupils generally progress well from their starting points, including pupils with special educational needs and/or disabilities. They become confident mathematicians and solve problems with ease. The school addresses gaps in younger pupils' phonics knowledge quickly and pupils soon become fluent readers. This helps them to gain detailed and impressive knowledge across the curriculum and produce consistently high-quality work. There are some strengths in pupils' achievement and, overall, pupils are well prepared for secondary school. Most pupils' achievement in national tests has been above the national average in mathematics and reading for the past 2 years. However, pupils' attainment in writing is typically in line with the national average. Additionally, disadvantaged pupils' achievement is more variable compared with their peers. There are clear signs of improved achievement. However, this is not fully reflected in the quality of pupils' writing.

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

Pupils are happy and thrive at St Peter's CofE Junior School. An exciting curriculum and a wealth of enriching experiences means that they are eager to get to school. Pupils attend well. Pupils enjoy learning and develop highly positive attitudes. They participate fully and with great enthusiasm in lessons. Parents and carers are overwhelmingly positive about the education, care and experiences the school provides. Typically, they describe the school as 'fantastic' and 'excellent'. Parents value the dedicated and caring leaders and staff. Pupils feel safe and secure due to the warm relationships they share with staff and their peers. The school's consistently high expectations and well-considered routines support them to develop a great sense of belonging. Staff deal with any occasional incidents of unkindness quickly and effectively. Pupils are kind, caring and respectful with staff, visitors and each other. When pupils join the school in Year 3, they settle quickly into routines. Older pupils act as 'amigos', providing support and acting as positive role models for younger pupils. The school inspires pupils to make a difference by becoming active citizens and future leaders in their community. All pupils get involved in the numerous opportunities to hold leadership roles and to learn leadership skills. They value being part of a team and are proud to contribute positively to the school community. The school's inspiring and ambitious 'head, hands and heart' curriculum supports both pupils' academic and personal development very well. This enables pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to flourish. Through their detailed understanding of pupils' needs, staff tailor pupils' learning and experiences so that all benefit fully. Overall, pupils achieve well in most areas. The school prepares pupils well for successful futures.

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## Next steps

- Leaders should ensure the full impact of the curriculum and teaching is reflected in greater consistency in the achievement of pupils, particularly disadvantaged pupils and for all pupils in writing.

## Curriculum and teaching

### Strong standard

Leaders have thoughtfully designed a curriculum that reflects their high aspirations for pupils. The logical order of the curriculum ensures that pupils build detailed knowledge and a secure, connected understanding. This includes foundational knowledge, where leaders ensure pupils develop this in reading, writing, mathematics, language and communication. Leaders work with infant and secondary colleagues to make sure that the curriculum builds on prior experiences and prepares pupils effectively for their next stage of education. Teaching is consistently high quality. Teachers explain new concepts clearly and use their 're-remembering' strategy to help pupils retrieve and apply knowledge. Staff check pupils' learning systematically to pinpoint exactly what pupils know and can do. They draw on this insight and their understanding of pupils' differing needs, including for pupils with special educational needs and/or disabilities, to adapt the curriculum intelligently. This responsive approach enables pupils to keep pace and addresses misconceptions or gaps in their knowledge quickly. Leaders use their detailed and accurate understanding of pupils' achievement to identify precisely where the curriculum and teaching can be strengthened. Although writing was previously taught effectively, recently leaders have fine tuned the curriculum to enable pupils to achieve even higher standards. They supported teachers well to implement these changes effectively, positively impacting on pupils' work.

## Inclusion

### Strong standard

Leaders have a clear ambition and moral purpose for inclusion. Staff prioritise inclusion and maintain a continual spotlight on the most vulnerable pupils. Parents and carers of pupils with special educational needs and/or disabilities value the school's proactive engagement and the support their child receives. Staff identify and assess pupils' needs precisely. Leaders work closely with local partners and external agencies to provide tailored support for individual pupils and to strengthen staff expertise. Staff know pupils' needs well and use this knowledge effectively to remove barriers to learning. Leaders and staff monitor pupils' progress systematically and adapt support swiftly when required. Consequently, pupils, including those with barriers to learning, progress consistently well throughout the curriculum and thrive. Leaders use the pupil premium funding effectively through well-considered strategies that address pupils' specific barriers. They ensure that disadvantaged pupils consistently benefit from high-quality teaching through providing effective training for staff. Leaders also deploy the pupil premium funding successfully to improve attendance, including through targeted pastoral support. As a result, pupils gain the confidence to participate fully in the wider opportunities on offer.

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## Leadership and governance

### Strong standard

Leaders' knowledge and understanding of the community the school serves, drives their high expectations for pupils. They base their strategic approach to improvement on an astute understanding of the school's strengths and pupils' holistic development. Leaders continually seek to improve the school. Through their detailed analysis of the school's work and its impact on pupils, they identify precisely the right actions for school improvement. Staff speak positively about life at the school. They feel empowered and valued in a caring and nurturing environment. They hold leaders in high regard and appreciate leaders' consideration of their workload and wellbeing. The well-considered programme of professional learning ensures staff are experts in curriculum delivery and confident to implement changes. The programme responds well to the needs and ambitions of staff at all stages of their career. Governors clearly define and fulfil the school's vision and ethos. They are hugely committed and take their responsibilities seriously. Governors have robust oversight and hold leaders to account across all areas of the school's work. They assure themselves that leaders focus continually on the right priorities, in the best interests of pupils. Leaders and governors value the partnership and positive relationships they have built with parents and carers. They foster effective communication and collaboration. Parents speak highly of this, and they hold an overwhelmingly positive view of the school.

## Personal development and wellbeing

### Strong standard

Leaders place pupils' personal development at the heart of the school's work. A well-structured programme enables pupils to become knowledgeable, motivated and responsible citizens. Pupils learn well how to maintain good health, positive relationships and stay safe in different situations, including online. They are confident discussing themes, such as diversity, equality and fundamental British values, showing great respect for different cultures and beliefs.

Leaders want to empower pupils to make a difference. The school offers extensive leadership opportunities as a distinctive feature of its personal development programme. Every pupil takes on a responsibility during their time at school. Pupils speak with pride about the important decisions and positive difference they make in their roles, for example, as members of the pupil parliament, mental health ambassadors and the 'green team'. Pupils promote important messages, such as about environmental sustainability. As well as strengthening their understanding of democracy and citizenship, these roles help pupils to build confidence and a sense of moral purpose. Pupils develop character and resilience through, for example, the school's '11 before 11' initiative. They thrive on a range of handpicked, enriching experiences, including trips, residential and community projects. Pupils further their talents and interests through the school's broad extra-curricular offer, which includes sports, arts and music activities. The personal development programme is responsive to pupils' needs. Highly effective pastoral support is a notable strength. Disadvantaged pupils and those with vulnerabilities receive tailored support through initiatives, such as the forest school and lunchtime nurture clubs, which foster their well-being and sense of belonging. Staff track pupils' involvement in personal development activities carefully. They make

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sensitive adjustments to overcome any barrier preventing participation. This enables every pupil to benefit fully so that they are consistently well prepared for life beyond school. Expected standard

## Attendance and behaviour

### Strong standard

Leaders emphasise the importance of regular attendance at school. Mostly pupils meet leaders' high expectations and are rarely absent. Leaders monitor pupils' attendance closely and identify quickly when it becomes a concern. They take time to find out the reasons and work with families to provide the right support, without lowering their expectations. This leads to rapid improvement and regular attendance of the pupils concerned. Pupils are highly attentive and engaged learners. They are eager to contribute in lessons and take great pride in their work. Pupils' behaviour overall is superb. Staff support pupils well with clear and consistent routines and expectations. Staff recognise when some pupils need extra help. They make subtle and sensitive adjustments to routines, for example, so these pupils can manage their emotions and learn well with their peers. Pupils get on well at playtimes. Older pupils, such as the 'mental health ambassadors', support younger pupils if they are anxious, or help them to take part in activities. Leaders have created an environment where everyone treats each other with kindness and respect. Behaviour such as bullying is rare and staff deal with it swiftly.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/st-peters-cofe-junior-school-nottingham>