

Inspection of an outstanding school: St Peter's Primary School

33 St Peter's Road, Hammersmith, London W6 9BA

Inspection dates:

21 and 22 February 2023

Outcome

St Peter's Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils flourish through their experiences here. They respond to the highest expectations set by leaders and staff. Pupils' enthusiasm and love of learning are contagious across the school's community. Pupils reflect the school's vision and values very positively. Parents and carers, staff and pupils view the school as one family.

Pupils feel happy and are safe in school. Their behaviour is exemplary. In classrooms, pupils show great respect for each other. In the playground, pupils cooperate very positively with each other. Leaders do not tolerate bullying. If it does occur, leaders follow up on any concerns quickly and thoroughly. Pupils appreciated the support they receive from the adults. Very positive working relationships between pupils and adults are consistently embedded.

Pupils and their families valued the wide range of events that take place throughout the year. For instance, the 'gallery café' brings everyone together to celebrate pupils' learning. Leaders place a great emphasis on pupils' art and creativity. Pupils were excited during the finale of the annual arts week where pupils across the school worked with local artists.

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

Leaders have designed an ambitious curriculum that sets out the knowledge and skills all pupils need to develop in all subjects. From early years, leaders sequence the curriculum to help pupils know and remember more over time. For example, in Reception, teachers supported children to understand and compare different habitats, including the Sahara desert.

High expectations of learning run through all subjects. For instance, in art, teachers support pupils to reach a very high standard of artwork so that pupils are able to use highly developed techniques. Teachers build on pupils' knowledge and understanding progressively and skilfully. They plan activities to check pupils' understanding and address

any misconceptions swiftly. This means that teachers ensure that pupils are fully ready before moving on to teaching more complex learning.

The love of reading permeates the school. This is because leaders prioritise reading for all pupils. Teachers choose story books to challenge pupils and broaden their experiences of high-quality texts. Pupils regularly listen to stories. Adults are well trained to deliver the phonics programme precisely. Pupils read books that match the sounds that they are learning. There are many opportunities for them to practise reading. This means they learn to read fluently and with confidence. Teachers make regular checks to make sure pupils are keeping up. Those pupils who encounter difficulties receive high-quality support. As a result, they catch up quickly. Pupils spoke enthusiastically about the books they read.

Pupils' behaviour is excellent. They show great respect for each other and the adults. Teachers encourage pupils to be considerate to others. This helps pupils to make a point of supporting each other during breaktimes. For example, 'well-being ambassadors' make sure that everyone has a friend to play with. In class, pupils display very positive attitudes so that learning is not disrupted. They support one another so that no one is left out. Pupils attend school very regularly and on time.

Leaders and teachers ensure that pupils with special educational needs/and or disabilities (SEND) achieve exceptionally well. They identify and support pupils with SEND with the utmost care. All staff take responsibility for ensuring pupils with SEND access the curriculum with their peers. Staff make this possible through well-chosen adaptations to learning and the use of resources.

Leaders ensure that pupils have exceptional wider enrichment experiences. Very high numbers of pupils attend the wide range of activities that include sports, art, crafts and music. Visits in and beyond the local area are frequent. Pupils spoke enthusiastically about livestock and growing crops during their stay on a farm. Leaders provide opportunities for pupils to learn about different careers, including through visits from local employers and an outing to a construction site.

Leaders ensure that families work closely with the school through the strong networks that they have established. Staff, including those at the start of their teaching career, are very positive about the school. They appreciated the support from leaders. Leaders, including the governing body that meets with staff regularly during breakfast times at school, treat the well-being of staff as a high priority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, the governing body and staff share the responsibility for keeping children safe. As a result of regular training, staff identify pupils who may be at risk and need help. All staff know exactly what to do if they have any concerns about a pupil.

Leaders work closely with outside agencies to ensure that pupils and families receive the

support they need. Pupils are taught about staying safe, including online. They spoke confidently about talking with a trusted adult if they have any worries.

Background

When we have judged a school outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in March 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100352
Local authority	Hammersmith & Fulham
Inspection number	10255418
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	205
Appropriate authority	The governing body
Chair of governing body	Victoria Russell
Headteacher	Karen Frazer
Website	www.stpetersce.lbhf.sch.uk
Date of previous inspection	16 and 17 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternate provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with senior leaders and met with members of the governing body, including the chair. The inspector also spoke with a representative from the dioceses and the local authority.
- The inspector met with pupils to understand their views about the school.
- The inspector did deep dives in the following subjects: early reading, science and art. For each deep dive, the inspector discussed the curriculum with subject leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- The inspector considered the behaviour of pupils during lesson visits and around the school. This included observing pupils as they arrived at school in the morning. The

inspector looked at behaviour and bullying records, and leaders' analysis of these.

- The inspector considered the effectiveness of safeguarding, including through discussions with leaders, teachers and support staff. Records relating to safeguarding, including pre-employment checks, were also considered.
- The inspector spoke to staff about their workload and well-being and considered the views of staff, pupils and parents, including through responses to Ofsted's online surveys.

Inspection team

Janice Howkins, lead inspector

Ofsted Inspector

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