

Inspection of St Peter's CofE School

Chippenham Mews, Paddington, London W9 2AN

Inspection dates: 13 and 14 June 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils thrive in this nurturing and supportive school. They are safe and happy here. Leaders' vision to 'invite, include, imagine and inspire' is threaded through all aspects of school life. Pupils are taught about equality and value diversity. They say this is a school where everyone is welcome.

This is a close-knit community. Staff take time to get to know pupils well. Pupils are treated with respect and kindness. Families are very supportive. They say that staff go the extra mile to ensure that pupils get the help they need to achieve.

Leaders have high expectations for pupils' behaviour and learning. Staff and older pupils act as excellent role models. Pupils take pride in their work and approach their learning with enthusiasm. They know it is OK to make mistakes and that they are always learning.

Leaders are preparing pupils to be resilient and independent learners. Pupils have opportunities to develop their leadership skills and take on roles of responsibility. Pupils are encouraged to be themselves and have the confidence to take on new challenges and experiences.

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

Leaders have developed a broad and ambitious curriculum. They have clearly identified the key knowledge and skills they want pupils to learn and remember across all subjects. The curriculum meets the scope of the national curriculum, and in some subjects, exceeds it. Pupils have frequent opportunities to recap their learning to check that their knowledge is secure. Staff help pupils to make connections in their learning across different subjects. Pupils are taught subject-specific vocabulary from Reception. Those who need it are given extra support to learn the key words.

This is an inclusive community. Pupils with special educational needs and/or disabilities are supported to follow the same curriculum as their peers. Pupils' needs are identified quickly. Staff, parents and carers work together to identify the most appropriate support.

Children begin learning to read from the start of Reception. Pupils enjoy their daily phonics sessions and make excellent progress. Teachers are well trained and deliver the phonics programme with skill and consistency. Staff are quick to identify words and sounds that pupils find difficult and make sure pupils revisit these. Pupils who need extra help are supported to keep up. Pupils of all ages say they love reading. Pupils read stories, poems and extracts from a wide range of authors and genres. There are lots of activities to promote reading, including the reading shed. Pupils look forward to 'read, rate, recommend', where they get to share their favourite books.

From an early age, pupils learn how to take responsibility for their learning. They are not afraid to ask for help and learn how to find answers for themselves. For example, in mathematics, pupils can quickly recall the strategies they use to help solve mathematical problems. Year 6 pupils are well prepared for the transition to secondary school.

Leaders set clear expectations for pupils' behaviour. Pupils follow the school's behaviour system and encourage each other to do so. Staff are quick to point out when behaviour does not meet expectations and pupils are supported to correct it. Pupils learn to conduct themselves with maturity and independence.

Pupils have many opportunities to develop their talents and interests. All pupils have the chance to learn a musical instrument. Pupils enjoy performing as part of school shows and attend events and performances outside of school. Pupils enjoy playing chess in their breaktimes and look forward to growing projects in their garden. Pupils have regular visits to museums and the cultural sites of London to support their learning.

Leaders ensure that pupils lead a physically active lifestyle. Pupils have a sophisticated understanding of the importance of staying physically fit and healthy. For example, in physical education (PE), pupils know how to conduct a warm-up activity and why these help to prevent injury.

Pupils take their leadership responsibilities very seriously. These include acting as members of the eco council and as 'Article 12' ambassadors. Some older pupils support younger ones in the playground. All pupils work towards a leadership award. Pupils are taught the importance of looking after their mental health and are confident talking about their feelings. Pupils say their programme of relationships and health education helps develop their confidence and self-esteem.

The culture and ethos are exceptionally strong. Leaders have established a calm, focused and supportive environment. Staff enjoy working here. They value the opportunities for professional development and are very well supported. An experienced and knowledgeable governing body works with leaders to ensure that the school fulfils its duties.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have embedded a strong culture of safeguarding. Staff are well trained and alert to any changes in pupils that could be a cause for concern. Leaders have a detailed understanding of local safeguarding risks. They work closely with parents to ensure that they have the information they need to keep their child safe, including online. Leaders take swift and decisive action when needed. They work closely with the local authority to ensure that appropriate help is given as early as possible.

Pupils are taught from Reception about how to keep themselves safe. Pupils have trusted adults they can turn to if they have any worries.

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	101139
Local authority	Westminster
Inspection number	10287186
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	196
Appropriate authority	The governing body
Chair of governing body	John Kitchen
Headteacher	Samanda Adcock
Website	www.stpeterscm.co.uk
Date of previous inspection	22 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one alternative provider.
- The school is a Church of England school in the Diocese of London. It was last inspected under section 48 of the Education Act 2005 in November 2016.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, members of the leadership team, other school staff, members of the governing body, a representative from the local authority and a representative from the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and PE. For each deep dive, the inspector met with subject

leader, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector met with the school's designated safeguarding lead and looked at the safeguarding documentation and record-keeping, including the single central record. The inspectors also spoke with staff and pupils about safeguarding.
- The inspectors considered the responses to Ofsted's pupil survey and staff survey, and to the online survey for parents, Ofsted Parent View.

Inspection team

Polly Haste, lead inspector

His Majesty's Inspector

Caroline Dulon

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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