

Inspection of St Peter's Catholic Primary School

Grange Road, Leatherhead, Surrey KT22 7JN

Inspection dates: 4 to 5 June 2024

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	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2017. The school received an ungraded inspection under section 8 of the Act on 24 and 25 January 2023.

What is it like to attend this school?

The school places no limits on what pupils can accomplish. Pupils receive an exceptional education here. This begins in early years, where strong foundations are built. Happy pupils take a keen interest in their learning. Across subjects, they excel in their work and achieve extremely well. Pupils take great pride in their achievements, and rightly so. They flourish in this highly ambitious, safe and inclusive community. Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be highly successful.

Pupils' behaviour in lessons and around the school is exemplary. They are extremely courteous to each other and to staff. Children in early years are curious and independent explorers of the world around them. Leadership roles such as acting as a 'St Peter's pal', curriculum ambassadors, and being members of the proactive school council empower pupils to make a highly positive contribution to school life. Year 6 prefects care for the youngest children, helping them to settle in and thrive. Parents value the support and care that staff provide. As one parent said, 'This school has a wonderful ethos and family feel. We are fortunate that our children attend here and wouldn't want them to go anywhere else.'

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

The school provides an excellent education for all pupils. The curriculum is superbly structured to enrich pupils' learning across all year groups. It sets out precisely the important knowledge and skills pupils should learn, step by step. Developing pupils' rich vocabulary is prioritised, so that they can describe and explain their ideas confidently. This starts in the early years, where important foundational knowledge is embedded particularly well. Staff routinely model expert communication, using high-quality interactions to help children work and play together. This enables children to grasp ideas securely and develop the strong body of knowledge they need in readiness for Year 1.

Staff show great care and ambition for all pupils. They are expertly trained and use their excellent subject knowledge to model learning with great skill. Pupils have regular opportunities to revisit and apply their learning so that, over time, they develop a deep body of knowledge. Pupils who are disadvantaged, including those with SEND, benefit particularly well. Staff are swift to identify any additional needs and make meaningful adaptations to the curriculum when required. Their use of assessment is highly effective. Any pupils that fall behind are given additional support to help them get back on track quickly. Consequently, pupils achieve exceptionally well across the curriculum. They are very well prepared for the next stage of their education.

Reading sits right at the heart of the school's curriculum and a love of reading is evident. Children in Reception get off to a swift start in learning to read. Expert staff ensure that all pupils securely develop their phonics knowledge and comprehension skills. They skilfully identify and provide support for any pupils who

need to catch up. Books are well matched to the sounds pupils have learned, which develops their accuracy and confidence effectively. Consequently, pupils become fluent, independent and prolific readers.

Pupils' personal development is of very high quality. The school has carefully considered what experiences the most vulnerable pupils need to broaden their horizons effectively. A wide range of trips and visits enhance their interests and harness their talents superbly. Pupils are highly positive and responsible citizens who go out of their way to raise donations for the local and international causes they support. They discuss a range of diverse topics and are encouraged to think about their place in the world. Pupils learn about different types of religions and cultures. They show a genuine respect for difference. Pupils define respect as, 'Showing love and care to other people.' They are extremely well prepared for life in modern Britain.

Pupils know and follow the school's routines extremely well. They are highly motivated and show excellent attitudes to their learning. This includes children in the early years, who share and collaborate well. A strikingly calm and peaceful atmosphere is the hallmark of all classrooms. Pupils' commitment to their education is reflected in their very high levels of attendance and punctuality.

Staff feel valued and proud to work at the school. They appreciate the wide range of initiatives in place to support their workload and well-being. Those responsible for governance have a thorough understanding of the school. Leaders at all levels are diligent in fulfilling their duties effectively. They are constantly seeking ways to refine the school's offer in their unwavering commitment to providing the very best education for all.

Safeguarding

The arrangements for safeguarding are effective.

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	125211
Local authority	Surrey
Inspection number	10296306
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	419
Appropriate authority	The governing body
Chair of governing body	Laura Jackson and Annie Cunningham (Co-chairs)
Headteacher	Lisa Kelly
Website	www.stpeters-leatherhead.co.uk
Dates of previous inspection	24 and 25 January 2023, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up her post in September 2023.
- The co-chairs of governors have taken up their posts since the previous inspection.
- The school is a voluntary-aided Catholic School in the Diocese of Arundel and Brighton. It was last inspected under section 48 of the Education Act 2005, which applies to schools of a religious character, in November 2017.
- The school does not currently use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, staff and pupils. They met with representatives of the governing body, including the co-chairs. Inspectors also spoke with a representative from Surrey local authority and a representative from the Diocese of Arundel and Brighton.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to Ofsted Parent View questionnaire and the additional free-text responses. They also spoke to some parents at the start of the school day.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation including the school development plan and pupil premium funding plan.

Inspection team

Louise Walker, lead inspector	His Majesty's Inspector
Mark Rivers	Ofsted Inspector
Ed Mather	His Majesty's Inspector

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