

# Inspection of a good school: St Peter's CofE Primary and Nursery School

Mill Road, Gringley-on-the-Hill, Doncaster, South Yorkshire DN10 4QT

---

Inspection date: 26 March 2024

## Outcome

St Peter's CofE Primary and Nursery School continues to be a good school.

## What is it like to attend this school?

Pupils really like coming to St Peter's. Older pupils know how important it is to be positive role models for younger pupils. They take their responsibilities very seriously. They also know that the adults who work in school are key to their learning. In the words of one pupil, 'The teachers make our school special. They give up their time to take us to places and to do great things with us. It is like one big family.'

Pupils are tolerant and respectful. They understand that other pupils may come from different family backgrounds or have different views. Pupils feel safe in school. They say that bullying is very rare but that they trust adults to deal with any fallouts quickly. They look forward to the many enrichment activities that help their learning and make them more resilient.

Parents and carers are full of praise for the school. They value all it does to promote the academic excellence and social development of their children. A parent, who reflected the views of many, commented, 'I wouldn't choose to send my children anywhere else. All the staff care so deeply about them and that shows through everything that they do.'

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

Children make an excellent start to their education in the early years. They thrive in the bright stimulating environment. Children quickly settle into routines that support their learning and behaviour. Teachers plan lessons that engage and excite children. Adults use skilful questioning and conversation to develop and extend children's vocabulary. The school prioritises reading and mathematics from the start. In the Nursery Class, children are eager to join in with adults who read to them with expression and joy. Meanwhile, other children undertake independent activities that deepen their understanding of numbers.

Adults teach early reading skills with precision and accuracy. They are adept at identifying pupils at risk of falling behind. Pupils in key stage 1 make rapid progress in phonics and achieve well. Pupils in all year groups benefit from extended reading and writing lessons.

Mathematics is well taught. The school has cleverly designed the timetable to make sure pupils gain the knowledge appropriate to their year group. This minimises gaps in pupils' learning as they progress through school. The impact of this can be seen in the outcomes for pupils, who achieve well.

Subject leaders and teachers have extensive subject knowledge. The school makes sure they receive relevant training. Teachers plan lessons that ensure pupils know more and remember more. For example, in history, pupils in Class 1 recalled facts about the astronaut Neil Armstrong from a previous lesson. This helped them to explain and understand why he is an important historical figure.

In some subjects, teaching does not enable all pupils to build rapidly from their starting points as well as it could. Teachers do not plan consistently well for those pupils who already have a good knowledge of the subject. This limits pupils who are ready to extend or deepen their understanding.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND). The school is inclusive and welcoming. Leaders and teachers know each pupil's needs well and make sure these are catered for. Pupils with SEND make strong progress from their starting points.

The school has high expectations of pupils' attendance and behaviour. Pupils rise to these expectations. Attendance is now higher than the national average. Few pupils are persistently absent from school. Pupils' behaviour in lessons and at other times is often exemplary. Pupils are courteous to each other and to adults. Pupils can focus on their learning because disruption to lessons is very rare.

The school has a well-designed curriculum for pupils' personal development. Pupils learn how to keep themselves safe, including online. Staff teach pupils how to look after their physical and mental well-being. The school uses outside organisations to improve pupils' learning experiences, for example when learning about how to manage finances.

Leaders and governors have an accurate view of the school's strengths and areas for improvement. They are not complacent and constantly look for further improvements. Parents and pupils talk of how they are inspired by the ambition and care of the school's staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Learning is not adapted sufficiently to enable some pupils to deepen their knowledge and understanding. As a result, these pupils do not build their knowledge as well as they could. The school needs to ensure that learning is adapted when necessary to ensure all pupils progress as well as possible through the curriculum.

## 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 November 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

<b>Unique reference number</b>	122802
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10313253
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patrick O’Horan
<b>Headteacher</b>	Yvonne Reeson
<b>Website</b>	<a href="http://www.stpeterscofegringley.co.uk">www.stpeterscofegringley.co.uk</a>
<b>Date of previous inspection</b>	18 July 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- St Peter’s C of E Primary and Nursery School is a Church of England faith school which was last inspected for its religious character under section 48 of the Education Act 2005 on 30 January 2020.

## 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, other school leaders and school governors. Inspectors also spoke with a representative of the local authority.
- Inspectors spoke with parents at the start of the school day and considered the responses of parents to Ofsted’s online survey, Ofsted Parent View, and comments

gathered through free text.

- The inspectors carried out deep dives in early reading, mathematics, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspectors also looked at pupils' work in science and art.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; reviewed documents, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Stephen McMullan, lead inspector

Ofsted Inspector

Sarah Allison

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024