

St Peter's Church of England Primary School

Cambridge Street, Cleethorpes, North East Lincolnshire, DN35 8LW

Unique reference number (URN): 143281

Monitoring inspection report:

24 February 2026

At the most recent graded inspection, the following areas were identified as needing to improve:

The school has not established a positive culture of safeguarding. It does not consistently identify, manage and respond to the risks that pupils may encounter. The school must ensure that its safeguarding practice is robust by enabling pupils and staff to report concerns with confidence and ensure that concerns are responded to in an appropriate and timely manner.

Some aspects of the school's curriculum are at an early stage of implementation. It is too early to demonstrate its impact on pupils' learning. The school should ensure that its curriculum enables pupils, including those with special educational needs and/or disabilities (SEND), to achieve well.

Teachers do not adapt learning for pupils with SEND consistently well. When this is the case, pupils with SEND struggle to access their learning. The school should ensure that teachers are appropriately trained in how to adapt learning and successfully apply this across the curriculum.

The school does not manage some pupils' behaviour or analyse incidents of poor behaviour consistently well. Pupils' learning is disrupted, and some pupils do not get the support that they need to succeed. The school must ensure that its behaviour expectations are consistently applied and that it has an accurate view of the impact of its actions to support pupils in class and around school.

The school does not have a clear approach to improving rates of attendance. Some pupils are absent for significant periods. The school should develop a coherent and consistent approach to support pupils to attend school regularly.

The school and trust do not fully take into account the impact of actions to improve the school on staff's workload and wellbeing. Staff morale is low. Some do not have

confidence in the school's or the trust's ability to improve the situation. Leaders, including those with responsibility for governance, must ensure that they consider, and take appropriate steps to support, the workload and wellbeing of staff in the actions they take to improve the school.

Pupils have a limited understanding of protected characteristics. Some pupils use discriminatory language. The school should ensure that pupils develop an age-appropriate understanding of protected characteristics.

The school does not provide children in the early years with sufficient opportunities to rehearse and extend their thinking. Children do not develop their thinking and learning as well as they could. The school should ensure that activities in provision and adults' interactions support children in deepening their understanding.

Leaders and trustees are taking effective action to improve the school but continued work is needed to remove the special measures designation.

HMCI strongly recommends that the school does not seek to appoint early career teachers.

The position regarding the appointment of early career teachers will be considered again during any further monitoring inspection we carry out.

During the monitoring inspection, inspectors focused on the following evaluation areas:

- Leadership and governance
- Safeguarding
- Inclusion
- Curriculum and teaching
- Attendance and behaviour

Leadership and governance

Leadership and governance have strengthened notably since the previous inspection. There is now a robust and credible foundation for improvement. Leadership capacity has increased through appointments to senior roles and support from external partners. Leaders have a clear and realistic grasp of the school's context, including the impact of staffing instability. They have put in place a coherent improvement strategy that includes a defined pedagogical framework, agreed routines, structured coaching and trust-supported professional development for staff. This is contributing to greater consistency in classrooms.

Governance arrangements are sharply focused on improvement. The shift to an interim executive board, following the dissolution of the previous academy committee, reflects the trust's drive for stronger oversight and sustained capacity. Trust leaders are active in

recruitment, coaching, monitoring and safeguarding. This balance of support and challenge provides clearer accountability and a stronger line of sight to emerging risks.

Much of the school's work is still embedding. There continues to be variability in the teaching of the curriculum and the quality of work in pupils' books. Furthermore, there are ongoing concerns about behaviour at unstructured times and pupils' attendance. That said, staff views are positive. Staff appreciate leaders' efforts to support their workload and wellbeing. Leaders show firm grip and clear direction.

Safeguarding

At the previous graded inspection, safeguarding was evaluated as being not effective.

Safeguarding practice has been strengthened since this inspection. It is now firmly embedded as part of a positive whole-school culture. Evidence indicates that safeguarding arrangements are secure.

Leaders have tightened systems and ensured that safeguarding is part of everyday practice. They have put in place clear expectations for recording concerns, escalating issues and finalising actions. Staff demonstrate a sound understanding of thresholds. They know when to log concerns, when to raise a concern with leaders and when immediate escalation is required. Training is regular and purposeful. It is reinforced through weekly briefings and trust-led spotlights. Staff have access to useful pre-recorded modules and annual updates. Leaders responsible for safeguarding are appropriately trained. External supervision for safeguarding leaders adds rigour and supports informed professional decision-making.

Leaders maintain effective oversight of safeguarding. They know pupils and their families well. Leaders track patterns such as attendance closely. They engage appropriately with external agencies and implement timely safety plans when risks emerge. Clear case ownership, weekly dedicated review and careful management help to ensure shared accountability. Leaders address contextual risks, use external partners well and communicate clearly with parents and carers.

Inclusion

Leaders have put in place clear systems to support inclusive practice, supported by established SEND leadership. For example, an inclusive practice document outlines potential adaptations while a shared pedagogical framework supports teachers to check pupils' learning and make adaptations to day-to-day teaching. Classroom routines are calm and increasingly consistent, which creates the right conditions for inclusion. Attendance gaps for disadvantaged pupils and pupils with SEND have narrowed towards the average. This shows that leaders' targeted work is reducing inequality in pupils' access to school.

However, evidence from lessons and books shows that adaptations are often superficial or uneven in impact. In some classes, teachers make adaptations, but these are not consistently matched to pupils' needs. This means that pupils do not successfully complete activities or learn the curriculum as well as they should. For some pupils with complex

needs, adult support helps them to feel calm but does not consistently secure their engagement in the intended learning. Variation in handwriting, including signs of fine motor barriers, also shows that support to learn how to write well is not consistently planned and implemented across all subjects.

Curriculum and teaching

The school's curriculum intent is clearer than at the time of the previous inspection. Leaders have introduced a shared framework to support teaching alongside non-negotiables for classroom environments. They have placed an emphasis on reducing cognitive load and fostering routines and consistency. This is increasingly visible in classrooms. Learning spaces are orderly, and resources are readily accessible to pupils. In mathematics, lesson structures are more consistent and teaching typically promotes pupils' use of accurate vocabulary and confident verbal responses. The way staff teach and assess reading is improving. Leaders use diagnostic tools effectively to strengthen intervention decisions and reduce the number of pupils who remain on unsuitable programmes for prolonged periods.

However, curriculum implementation remains variable, particularly beyond English and mathematics. For instance, while the history and geography curriculums have been reviewed and rewritten, implementation is at an early stage. Book scrutiny shows over-scaffolded tasks in history that produce uniform responses and limit pupils' thinking. Staff attempt to adapt learning in some lessons, but this is not always successful. At times, unclear success criteria lead to incomplete or superficial work. Pupils' weak recall of very recent content indicates that learning is not consistently secured or revisited.

Expectations for handwriting and presentation vary across subjects. Pupils report that handwriting expectations feel optional. Books show inconsistent handwriting joins and formation. For pupils with additional or complex needs, while relationships are positive, strategies do not always secure the fullest engagement in intended learning.

Attendance and behaviour

The leadership of attendance is strengthening. Systems are increasingly robust. However, attendance remains below expectations. Attendance is positioned as a whole-school priority. There are clearly defined roles, including an attendance champion, and active trust oversight. Capacity has increased through commissioned local authority support and increased staffing. Leaders know families well and identify barriers accurately. Leaders are increasingly tailoring support rather than relying solely on compliance measures.

There is early evidence of impact. Attendance gaps for pupils with SEND and those who may face disadvantage have narrowed. Persistent absence remains a significant concern. That said, leaders' strategy for addressing this is coherent and increasingly well implemented.

Pupils' behaviour is improving, and classroom conduct is more positive. In lessons, pupils are generally settled, focused and ready to learn. Teachers are making classroom routines clearer, and their expectations are more consistent. Consequently, pupils describe

behaviour in lessons as improving. Staff views indicate that leaders are visible, responsive and supportive when behaviour incidents occur. This contributes to a calmer learning environment and greater confidence among staff that any incidents will be dealt with.

Conversely, behaviour during unstructured times is less positive. Pupils report that breaktimes are where pupils' poor choices are more common. This can, at times, include unkind interactions. However, leaders act promptly to address inappropriate behaviour. Leaders' deeper analysis of trends is leading to stronger preventative work.

Additional next steps

Leaders and trustees should continue to work to address the priorities for improvement identified in the last graded inspection report.

About this inspection

The inspectors carried out this monitoring inspection under section 8(2) of the Education Act 2005, and it was the second monitoring inspection since the school was judged to require special measures following the graded inspection that took place in April 2025.

The school's previous inspection and the first monitoring inspection were carried out under the Education Inspection Framework (EIF) at that time. The renewed EIF took effect from 10 November 2025. The areas for improvement identified at the school's graded inspection and subsequent monitoring inspection have been cross-referenced to the relevant evaluation areas in the inspection toolkit for consideration on this monitoring inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the school inspection toolkit. The purpose was to identify and report on the school's progress in addressing priorities for improvement since the school's previous inspection.

During this inspection, meetings were held with the headteacher and other senior leaders. Inspectors met with the chief executive officer (CEO) of the trust and other trust leaders and staff. Meetings were held with trustees, including the chair of the board of trustees, and members of the interim education board. These meetings were to discuss the actions that have been taken to improve the school since the most recent graded inspection.

Lead inspector

Marcus Newby

His Majesty's Inspector

Team inspector

Sinead Fox

Ofsted Inspector

About this school

School capacity	210
Number of pupils on roll	153
Resourced provision or SEND unit	No
Type of specialist provision	Not applicable

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