

St Peter's CofE Primary School

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

Unique reference number (URN): 143281

Inspection report: 15 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

Leaders set a coherent direction for curriculum and teaching. The trust's shared framework gives staff consistent, high expectations. Curriculum leaders understand their subjects and help teachers translate curriculum plans into classroom practice. Coaching responds to teachers' needs. Professional learning builds subject and phase expertise.

Teachers explain new ideas clearly and use questions to check pupils' understanding. They revisit important knowledge and use precise vocabulary to help pupils make connections. In upper key stage 2 mathematics, retrieval practice helped pupils remember earlier learning and apply it confidently. Pupils engage readily.

Teachers use their knowledge of pupils to make learning accessible. Planned adjustments help pupils with special educational needs and/or disabilities take part fully without narrowing the curriculum. Staff give additional practice, where pupils need it. Recent phonics refresher training has sharpened the teaching of early reading.

Current curriculum and teaching are improving and more effective than published outcomes suggest. Leaders' recent improvements give pupils clearer routines for learning and more precise support. Teachers increasingly identify gaps during lessons and adapt their teaching. As a result, pupils are building knowledge more securely across subjects and are better prepared for the next stage of education.

Early years

Expected standard 

Leaders prioritise the early years and provide an attractive, well-resourced environment. The outdoor area gives children space to explore, talk and learn through purposeful play. Children settle happily and follow familiar routines. They behave courteously and develop independence. At snack time, they listen carefully, use good manners and manage simple tasks for themselves.

The curriculum sets clear expectations across the areas of learning. Staff use activities to build language, knowledge and confidence. Adults use questioning to extend children's thinking. Training for teaching assistants strengthens these interactions and helps children explain their ideas.

Staff identify gaps in communication and language promptly and arrange speech and language support when needed. Vulnerable children benefit from regular pastoral check-ins. Children with special educational needs and/or disabilities receive thoughtful adaptations that help them participate alongside their peers. This inclusive approach helps children feel secure and take part in the full early years curriculum.

Phonics is taught systematically. Children who need more help receive additional practice. This supports their early reading and prepares them for Year 1. Welfare arrangements are secure. Staff understand children's needs, and paediatric first-aid expertise is readily available. Children are increasingly well prepared for the next stage of their education.

Inclusion

Expected standard 

Leaders know pupils and their families well. They draw on classroom observations and pupils' learning and make necessary adjustments promptly. Child-centred reviews bring information together and specialist advice is sought when needed. This helps pupils receive timely support.

The special educational needs coordinator coaches and develops staff expertise. The school, with the support of the trust, ensures that all staff have access to current guidance and advice. Pupil passports give teachers clear information about individual needs. Teachers use these plans to adapt tasks, explanations and resources. Targeted interventions are brief and purposeful. They help pupils with special educational needs and/or disabilities build knowledge and participate fully in school life.

Pastoral staff work closely with families whose circumstances may create barriers to learning or wellbeing. They engage determinedly with children's services and other agencies. This secures practical and emotional help for pupils known to social care. Regular check-ins give vulnerable pupils trusted adults and help them feel ready to learn.

Leaders use pupil premium funding to strengthen teaching and improve attendance. The strategy reflects the barriers experienced by disadvantaged pupils and directs support where it is most useful. These pupils receive timely academic and pastoral help. Leaders also check their participation in wider activities, so they benefit from the same opportunities as their peers.

Leadership and governance

Expected standard 

Leaders understand the school's context and set clear priorities in pupils' best interests. Their improvement plan focuses sharply on teaching, attendance and behaviour. Regular trust reviews test progress and lead to further action. Leaders use information about pupils' learning earlier and are developing senior and subject leadership. Work with local partners and other schools brings useful expertise into the school. Leaders' work has secured a calm school and clear classroom practice.

Professional learning responds closely to school priorities and teachers' needs. The shared teaching framework helps staff understand effective classroom practice. Coaching builds expertise and confidence. Staff value this support and are proud to work at the school. Leaders treat staff fairly, support them with behaviour and consider wellbeing and workload while introducing change.

Those responsible for governance understand the school's priorities and fulfil their statutory duties. They maintain a clear focus on safeguarding, special educational needs and/or disabilities, attendance and behaviour. They are very familiar with the school and its context. Safeguarding discussion is informed and detailed. Trust reviews provide additional challenge and help governors maintain oversight of improvement.

The school has fostered positive relationships with parents and carers. Families describe a safe, caring school and value the practical and emotional support they receive. Leaders work constructively with community organisations and specialist services. This strengthens

support for vulnerable pupils and their families. Together, school and trust sustain the capacity needed to continue improvement. This is a place of professional compassion, shared mission and innovation.

Personal development and wellbeing

Expected standard 

The personal development programme helps pupils understand how to stay safe and treat others with respect. The relationships and health education programme teaches pupils about healthy relationships and risks online and offline. They know the fundamental British values and express inclusive attitudes towards people whose lives or beliefs differ from their own.

Leaders respond thoughtfully when new risks emerge. For instance, concerns about online activity led to additional teaching for pupils and guidance for parents and carers. The school also works with the police community support officers to reinforce key messages. Pupils understand that online safety is part of everyday life. They know how to protect personal information, recognise risk and seek help.

Pastoral support makes a significant difference to pupils and families. Full-time pastoral staff give pupils ready access to adults they trust. Pupils can identify trusted adults and understand why bullying should be reported. Regular check-ins help pupils talk about worries before these become barriers to learning. Staff work closely with external agencies, when families face complex circumstances. Counselling, safety planning and practical help support pupils' wellbeing and help them remain engaged in school.

Pupils with special educational needs and/or disabilities receive adjustments that help them participate in the programme and wider activities. Leaders check who takes part and encourage pupils who may be less confident. Ambassador and leadership roles give pupils meaningful responsibilities. These roles develop pupils' confidence, allow them to influence school life and strengthen their sense of belonging.

Pupils broaden their interests through clubs during the school day and water-safety education. Visits beyond school, including to places of worship, contribute to their spiritual and cultural development. These experiences help pupils gain confidence, understand their community and respect perspectives different from their own.

Needs attention

Achievement

Needs attention 

Published outcomes show that pupils' achievement remains uneven. Attainment at the end of key stage 2 has improved, but it remains below national patterns. Pupils' attainment in reading is improving and writing remains a relative strength. Pupils' attainment in mathematics has not shown the same improvements. Too few pupils attained the higher standard, particularly in reading and mathematics.

Disadvantaged pupils' attainment has improved, but it remains below that of other pupils nationally. Pupils' attainment in phonics shows that fewer pupils secured the knowledge needed to read unfamiliar words confidently than was previously the case.

Leaders now use regular checks to identify gaps earlier and target support precisely. These approaches are improving learning, but they have not yet secured consistently positive achievement across the curriculum. Pupils with special educational needs and/or disabilities make secure progress from their starting points.

Attendance and behaviour

Needs attention 

Attendance has been too low over time and remains below national trends. Persistent absence is reducing, but remains high. Disadvantaged pupils and pupils with special educational needs and/or disabilities are more likely to miss school regularly. Leaders know the barriers faced by families. Prompt first-day contact and home visits form part of a sensitive response that combines pastoral, safeguarding and academic support. This work is improving attendance. Leaders' use of information is not yet precise enough to show whether improvement is sustained across all groups. Some pupils, therefore, continue to miss too much learning.

The behaviour and attitudes of pupils are positive features of the school. Pupils arrive calmly, follow routines and engage positively in lessons. Social times are orderly and relationships are respectful. Staff respond quickly when their high expectations are not met. Pupils understand the reward system and know that adults aim to resolve bullying or unkind behaviour. Restorative work helps pupils understand the effect of their actions and return successfully to learning. Staff report that leaders support them to manage behaviour.

What it's like to be a pupil at this school

Pupils are happy to attend St Peter's. They feel safe and settle quickly into familiar routines. Relationships with adults are warm and respectful. Pupils are happy and safe. Pupils value their friendships and teachers. They take pride in contributing to school life.

Pupils behave well. They move around school calmly and respond positively to adults' clear expectations. In lessons, they are attentive and keen to contribute. Lunchtimes are sociable and orderly. Pupils understand the school's rewards and know adults will help, when behaviour falls short. Most pupils trust staff to respond, when they report bullying or unkind behaviour.

Pupils enjoy a curriculum that is increasingly coherent. Reading outcomes are improving and writing is a relative strength. Overall attainment remains below national patterns, however. Some pupils have gaps in mathematical and early reading knowledge that limit how well they achieve. Children in Reception learn through purposeful activities in an attractive environment. They develop confidence and independence through well-established routines.

Pupils who face barriers participate fully in lessons and wider school life. Staff know vulnerable pupils and their families closely. Thoughtful adaptations help pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. Pastoral support and work with external agencies help pupils known to social care. Disadvantaged pupils receive support with learning, attendance and wellbeing.

Pupils know how to keep themselves safe, including online, and can identify trusted adults. They understand fundamental British values and respect difference. Ambassador roles give them a voice and help them develop responsibility. Clubs during the school day and visits broaden their experiences. Attendance is improving, but it remains too low for some disadvantaged pupils and pupils with SEND.

Next steps

- Leaders should improve pupils' attendance and reduce persistent absence, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities, so they benefit fully from the curriculum.
 - Leaders should use checks on learning to close gaps in pupils' mathematical and early reading knowledge, so that more pupils attain the expected and higher standards.
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About this inspection

The chair of the board of governors in this school is Nicola Bailey.

The school is part of The Lincoln Anglican Academy Trust (LAAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 15 September and 16 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, staff, members of the interim education board, representatives of LAAT and a representative of the diocese during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Lincoln. Its last section 48 inspection took place in July 2023.

The school currently uses no alternative provision.

Lead inspector:

Marcus Newby, His Majesty's Inspector

Team inspectors:

Nicola Witham, Ofsted Inspector

Alison Oxtoby, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

149

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

49.66%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.70%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

8.72%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (final)	50%	62%	Below
2023/24 (final)	45%	61%	Below
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (final)	64%	75%	Below
2023/24 (final)	45%	74%	Below
2022/23 (final)	64%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	85%	72%	Above
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	73%	Below
2024/25 (final)	64%	74%	Below
2023/24 (final)	65%	73%	Below
2022/23 (final)	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	46%	Close to average
2024/25 (final)	47%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	36%	62%	Below
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	59%	Above
2024/25 (final)	82%	59%	Above
2023/24 (final)	79%	58%	Above
2022/23 (final)	86%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	64%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	68%	-23 pp
2024/25 (final)	47%	69%	-22 pp
2023/24 (final)	36%	67%	-32 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	36%	80%	-44 pp
2022/23 (final)	64%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	78%	4 pp
2024/25 (final)	82%	78%	4 pp
2023/24 (final)	79%	78%	1 pp
2022/23 (final)	86%	77%	8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-15 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.9%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	30.1%	13.0%	Above
2023/24 (3 term)	24.7%	14.6%	Above
2022/23 (3 term)	18.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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