

Inspection of St Peter's CofE Primary School

Cambridge Street, Cleethorpes, North East Lincolnshire DN35 8LW

Inspection dates:	1 and 2 April 2025
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Requires improvement
Leadership and management	Inadequate
Early years provision	Requires improvement
Previous inspection grade	Good

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

What is it like to attend this school?

Pupils attending this school do not receive an acceptable standard of education. In recent years, pupils' achievement in some subjects in end of key stage 2 statutory assessments has been significantly lower than pupils nationally.

Pupils with special educational needs and/or disabilities (SEND) are not provided with consistently high-quality support. Some pupils' needs are not appropriately identified or met. The school's ambition and expectations for pupils with SEND is not high enough. Consequently, pupils with SEND do not achieve well.

Most pupils behave well. They are polite and friendly. They engage in their learning. However, a significant minority of pupils, some of whom have SEND, do not behave well in class and around school. This disrupts pupils' learning. It also causes staff and pupils to feel unsafe.

Some pupils experience bullying. Some pupils are not respectful to others. They use racist and homophobic language. The school does not address incidents of poor behaviour appropriately. Pupils do not have confidence that the school will deal with their concerns.

The school supports pupils to learn how to keep themselves physically healthy. Some pupils participate in the small number of clubs that the school offers. The school is developing an increasing range of leadership opportunities for pupils. These include roles such as school councillors and collective worship ambassadors.

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

Over time, pupils have not achieved well. The school has been slow to address pupils' under achievement. Some areas of the curriculum, including reading and mathematics, have only recently been reviewed and implemented. There is inconsistency in the way some subjects are taught and in what is expected of pupils. It is too early for the school to demonstrate the impact of its actions to improve pupils' achievement across the curriculum.

The school's phonics programme is well established. It is having a positive impact on most pupils' learning at the early stages of reading. Children learn the sounds that letters make from the very beginning of their time in Reception. Adults teach phonics lessons with confidence. They address misconceptions swiftly. Pupils read books that are well matched to their phonics knowledge. Over time, the school has not supported older pupils to become proficient readers. These pupils do not enjoy reading. The recently implemented reading curriculum provides a sharper focus on supporting pupils to analyse unfamiliar texts. However, there are inconsistencies in how well this curriculum is implemented. As a result, pupils continue to under achieve in reading.

In recent years, the school has refined the way it identifies pupils' learning and development needs. Despite this, the school's use of strategies to support pupils with SEND are applied inconsistently. Some pupils' needs are not appropriately met. Teachers

do not adapt learning for pupils carefully enough. As a result, pupils with SEND struggle to learn what is intended. Some pupils with SEND are on part-time timetables. The school has not fully considered the steps needed to support pupils to attend full time. This means that pupils miss important learning. The school does not prepare pupils with SEND well for the next stage of their education.

Children in the early years enjoy learning through play in the classroom and the outside area. Adults promote and support positive interactions between children well. Sometimes, opportunities to develop children's thinking and learning are not well considered. This prevents children from deepening their knowledge and skills. As pupils move into key stage 1, they do not consistently gain a secure grasp of letter and number formation. This hinders their writing development and the quality of the presentation of their work.

Pupils visit local places of worship. This helps pupils to learn about different faiths. The school uses a range of resources to support the teaching of personal, social and health education lessons. The use of these resources lack coherency. Pupils develop gaps in their knowledge of important learning. They demonstrate a limited, age-appropriate, understanding of protected characteristics. Some pupils use discriminatory language in their interactions with their peers. The school has not addressed this successfully.

The school does not fully analyse pupils' attendance. The school's approach to improving attendance is inconsistent and lacks rigour. The proportion of pupils who are persistently absent from school is higher than other schools. It shows little sign of getting better.

Leaders, including those with responsibility for governance, have not fully identified, or addressed, the inconsistency of practice that exists across the school in many aspects of its work. This includes in its oversight of safeguarding. The school and trust have an overly positive view of the school. They do not demonstrate the capacity to make the improvements that are urgently required. Staff morale is low. They do not feel supported to carry out their roles effectively. This is having a negative impact on their workload and well-being. Staff are not supported well enough to manage pupils' behaviour. They lack confidence in the school and trust to address their concerns.

Safeguarding

The arrangements for safeguarding are not effective.

The school has not established a positive culture of safeguarding. It has not ensured that staff are consistently alert to the risks that pupils may be vulnerable to. The school does not fully consider, or apply, appropriate mitigations to the hazards that pupils may encounter in school-based activities. These include using playground apparatus and visiting local venues. Staff do not appropriately challenge or address weaknesses in safeguarding practice in the school. This lack of vigilance means that some weak safeguarding practice is not addressed. This compromises pupils' safety.

The school does not ensure that actions taken to support pupils are recorded accurately. Additionally, it does not routinely review the support provided to pupils and their families.

It is difficult for the school to determine whether its actions enable pupils to feel safe and be safe.

The school does not have clear processes in place to address low-level concerns. Actions taken to address them are inconsistent and not completed swiftly enough. Sometimes, the school does not recognise concerns as potentially being low-level concerns.

The school has not established robust procedures for the intimate care of pupils. It has not fully considered pupils' individual care needs. The school does not support staff well enough so that pupils' needs are appropriately met.

The school has not ensured that robust checks are in place for those working in the childcare provision that shares the same site and has access to the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- 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 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 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 workload and well-being. Staff morale is low. Some do not have confidence in the school or 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 well-being 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.

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 monitoring inspection we carry out.

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	143281
Local authority	North East Lincolnshire
Inspection number	10346625
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Headteacher	Emma Houghton-Hill (executive headteacher)
Website	www.stpetersacademy.co.uk
Date of previous inspection	2 July 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher started at the school in September 2023. They have responsibility for this school and another in the trust. They work four days a week across the two schools.
- The school is part of the Anglican Diocese of Lincoln. Its most recent section 48 inspection, for schools of a religious character, was in June 2023. The next one is due within four years.
- The school runs a breakfast club for its pupils.
- The school shares a site with a childcare provider. The school does not manage this provision.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- Inspections are a point-in-time evaluation 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.
- Inspectors spoke to the headteacher, the school's education development adviser from the trust and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. 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 discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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.
- Meetings were held with the CEO, deputy CEO and the trust's director of education.
- Inspectors spoke to some parents at the beginning of the school day. They also considered responses to Ofsted Parent View, including free-text responses.
- Inspectors met with groups of teaching and non-teaching staff. They also reviewed responses to Ofsted's staff survey.
- Responses to Ofsted's pupil survey were evaluated. Additionally, inspectors spoke to pupils in formal meetings, in lesson visits and around the school, including at breaktimes.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Angela Harper

Ofsted Inspector

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