



# St Peter's Eaton Square CofE Primary School

## Inspection Report

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**Unique Reference Number** 101140  
**Local Authority** Westminster  
**Inspection number** 276459  
**Inspection date** 17 October 2006  
**Reporting inspector** Sheila Nolan

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Lower Belgrave Street
<b>School category</b>	Voluntary aided		London
<b>Age range of pupils</b>	3–11		SW1W 0NL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02076414230
<b>Number on roll (school)</b>	268	<b>Fax number</b>	02076414235
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Burton
		<b>Headteacher</b>	Mr J Wright
<b>Date of previous school inspection</b>	15 January 2001		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Saint Peter's Eaton Square Church of England Primary School serves families across a wide area of central London. Less than five per cent of pupils come from the immediate locality. Although the majority are of white heritage backgrounds, around a third come from a broad range of other ethnic groups. Just over one in ten pupils are at the early stages of learning English. The number of pupils with a statement of special educational need is twice the national average. The school enjoys stable leadership and a high level of parental support. A higher than expected number joins in older year groups because pupils leave for other educational sectors.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Saint Peter's is an outstanding school that offers a high quality of education for all its pupils. Its success is underpinned by constant striving for improvement. The overwhelming majority of parents strongly support the school, considering it 'tremendous in delivering a rounded education'.

A real strength of the school is its provision of exceptional care, guidance and support for all pupils. Personal development is outstanding. Especially good liaison with outside agencies provides sensitive, effective support for those with learning difficulties and disabilities. Because academic and personal progress is checked extremely effectively, pupils achieve very well, reach high standards in their work, and develop into mature and responsible community members. Pupils are proud of their happy school with its mixed community and harmonious relationships. Detailed attention ensures pupils work and play in a safe environment. Attendance figures are above average. Older pupils enjoy lessons and their many responsibilities, particularly for looking after younger children and for fund raising for wider community needs. They learn to stay healthy and enjoy recently improved meals and snacks as well as participating enthusiastically in physical activities. Pupils are well prepared for their next stage of education, and visits and visitors provide good insights into working opportunities and society's many roles.

Standards in test results at the end of Year 6 in English, mathematics and science, and in lessons, are much higher than average. All pupils achieve very well from broadly average starting points, but relatively less well in English, particularly in writing. The overwhelming majority of pupils completing the high quality Foundation Stage transfer to the main school because children make 'unbelievable progress', particularly in acquiring fluency in English. Because a high number of older pupils transfer to other educational sectors, overall attainment at Year 6 is not always a close match to that expected from Year 3 starting points.

Stimulating activities are at the heart of outstanding teaching and learning. Teachers are imaginative in finding ways to involve pupils in learning and to widen their horizons through an exciting range of experiences. This excellent classroom practice is complemented by a rich diet of out-of-hours opportunities such as music, sport and modern foreign languages.

The headteacher's exceptionally effective leadership and management over many years are at the core of sustained high standards and continuous improvement. He sets a tone and spirit of teamwork that is very well supported by senior and middle leaders. All staff play a part in evaluating aspects of the school. They are strongly supported by a very well-informed governing body that holds the school to account exceptionally effectively. Because of its rigorous evaluation of its work, the school has accurately identified its next steps and is very well placed to improve further.

### What the school should do to improve further

\* Accelerate pupils' rate of progress in writing throughout the school.

## **Achievement and standards**

### **Grade: 1**

Standards are much higher than expected nationally and pupils achieve very well. Different groups of pupils achieve equally successfully, including those with learning difficulties and disabilities but able pupils make faster progress in mathematics and science than in English. Although writing standards are above average, pupils across the school do not achieve as well as they could. The school recognises that more could be done to foster writing skills.

From a broadly average base, children in the Nursery and Reception classes make fast progress towards the expected learning goals. Those at the early stages of learning English make rapid gains in fluency. As a result they begin Year 1 with attainment just above average. In Foundation Stage, progress is outstandingly strong in personal, social and emotional development and in mathematics but less striking in linking sounds and letters and in writing. Reading and mathematics at the end of Year 2 are above average. Pupils sustain rapid progress to Year 6, reaching well above average results, particularly in mathematics and science. In 2006, results were similar to those of previous years and progress equally fast in relation to pupils' starting points.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. They enjoy school with its 'welcoming, purposeful atmosphere' and this is reflected in above average attendance. Behaviour is excellent as is pupils' co-operation with teachers and with one another. Friendships flourish between year groups in the many clubs and 'buddy activities'. Through the school council, pupils voice their views confidently. They are rightly proud of their part in discouraging bullying and in obtaining better sporting facilities.

Pupils feel very safe in school, in the play area and in their weekly swimming activities. They greatly trust staff and are confident to share any concerns about themselves or others. Spiritual, moral, cultural and social development is outstanding. Pupils happily share the many opportunities for prayer and reflection, try to support one another and modify any unkind behaviour around them. Pupils' awareness of other cultures is strong. They appreciate their many languages, joining in after-school sessions to learn more.

Pupils eat healthily and participate keenly in exercise. Swimming is a clear favourite. They take on a wide range of responsibilities as monitors and buddies for younger children and raise funds for charities at home and abroad. Excellent attention to basic skills together with opportunities for organising events independently prepares pupils very effectively for future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Outstanding teaching is reflected in the pupils' work. Because teachers regularly plan lively and exciting activities, pupils are eager to learn and participate very well. Lessons are 'interesting and fun', say pupils. This is not least because of the well-considered range of practical resources in lessons, the excellent use of the interactive white boards, and the increasing use of 'signing' to benefit all pupils. Teachers check pupils' understanding in lessons carefully so that work is well suited to individuals, including those who have learning difficulties and disabilities. As a result, pupils are very clear as to how they can improve their efforts and expect a lot of themselves.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding because of the excellent range of enrichment activities both within the school day and in out-of-hours opportunities. Provision for music is exceptionally strong as is that for swimming. Both encourage very well pupils' quiet determination to reach high standards. Well established links with community groups enliven history and citizenship. There is a strong focus on modern foreign languages with Spanish and German for older pupils and after-school classes for all ages in French, Italian and Mandarin. Many more opportunities are planned for pupils to use information and communication technology (ICT) than at the time of the last inspection. There have been good improvements in the range of 'interesting, messy and funny' activities available to the Reception classes. The personal, social, health and citizenship programme makes a very strong contribution to helping pupils develop into responsible and caring members of the school community.

### **Care, guidance and support**

#### **Grade: 1**

Care, guidance and support are outstanding throughout the school. Saint Peter's places great store by its efforts to foster pupils' personal development and in this respect they are outstandingly successful. Pupils are known individually to staff and children's contributions to school life are much valued. Concerns about vulnerable pupils are followed up rapidly, with very effective liaison with external agencies when necessary. It is 'second to none' noted a parent. The school environment is secure and attention to likely risk on the numerous school outings is exemplary. Arrangements to assess pupils' academic guidance are very effective and well integrated with termly procedures to keep parents and pupils abreast of progress. Preparation for the next stage of education beyond Saint Peter's is targeted efficiently to match both pupils' needs and parental aspirations.

## Leadership and management

### Grade: 1

Outstanding and stable leadership and management are reflected in high standards and pupils' fast rate of progress. 'Developments across the school are seamless' noted a visiting governor and a new teacher commented that 'staff at all levels are clear as to what is expected of them'. Consistent systems, the headteacher's uncompromising expectations, and co-operative working by all staff underpin the school's success. Senior and middle leaders are fully accountable for their areas and their impact is apparent in the very good quality of classroom practice, in the imaginative enrichment activities and in pupils' commitment to learning. Leadership and management of the Foundation Stage are excellent. Strong governance supports the school's monitoring and evaluation programme very well.

The rigorous culture of self-evaluation is supported by regular professional development that staff at all levels takes seriously. This bolsters the school's capacity to improve even further. Parents' views are welcomed, sought regularly, and acted upon where possible, particularly in relation to risk assessments for journeys and in the curriculum. Issues from the last inspection have been resolved exceptionally well.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to Saint Peter's and for sharing your ideas and opinions with me. I very much enjoyed my day with you. I am sure you will want to know what I found when I joined you in your cheerful and exciting classrooms and in the play area.

You and your parents are rightly proud of Saint Peter's. The overwhelming majority of you think it is an excellent school. I agree with you. Your exceptional headteacher and staff want the best for you and are determined that you make as much progress as you can in lessons and in your personal development. Because you enjoy school, attend well and work hard, you make outstanding progress in mathematics and science, but slightly slower progress in English, particularly writing. Your parents, too, play a big part in your success as they are exceptionally supportive of you and the school.

Your teachers know you all individually and look after you very well. You also help to look after others, particularly those younger than you. You told me you feel really comfortable in school and that you always had someone to help if you felt at all distressed. You try to eat healthily and take full advantage of exercise opportunities. You are confident to express your views while remaining aware of other's feelings. You also understand the importance of helping others outside your community and this ensures your generosity in raising funds for charities.

When thinking how it could be even better, your school is very clear that writing needs to improve. You can help here by working even harder on writing in school and at home.

I hope you continue to thrive at Saint Peter's and wish you the very best for your futures.

Sheila Nolan

Lead Inspector