

St Peter's CofE Junior School

Address: Ashworth Avenue, NG11 6GB

Unique reference number (URN): 122767

Inspection report: 11 November 2025

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders emphasise the importance of regular attendance at school. Mostly pupils meet leaders' high expectations and are rarely absent. Leaders monitor pupils' attendance closely and identify quickly when it becomes a concern. They take time to find out the reasons and work with families to provide the right support, without lowering their expectations. This leads to rapid improvement and regular attendance of the pupils concerned.

Pupils are highly attentive and engaged learners. They are eager to contribute in lessons and take great pride in their work. Pupils' behaviour overall is superb. Staff support pupils well with clear and consistent routines and expectations. Staff recognise when some pupils need extra help. They make subtle and sensitive adjustments to routines, for example, so these pupils can manage their emotions and learn well with their peers. Pupils get on well at playtimes. Older pupils, such as the 'mental health ambassadors', support younger pupils if they are anxious, or help them to take part in activities. Leaders have created an environment where everyone treats each other with kindness and respect. Behaviour such as bullying is rare and staff deal with it swiftly.

Curriculum and teaching

Strong standard ●

Leaders have thoughtfully designed a curriculum that reflects their high aspirations for pupils. The logical order of the curriculum ensures that pupils build detailed knowledge and a secure, connected understanding. This includes foundational knowledge, where leaders ensure pupils develop this in reading, writing, mathematics, language and communication. Leaders work with infant and secondary colleagues to make sure that the curriculum builds on prior experiences and prepares pupils effectively for their next stage of education.

Teaching is consistently high quality. Teachers explain new concepts clearly and use their 're-remembering' strategy to help pupils retrieve and apply knowledge. Staff check pupils' learning systematically to pinpoint exactly what pupils know and can do. They draw on this insight and their understanding of pupils' differing needs, including for pupils with special educational needs and/or disabilities, to adapt the curriculum intelligently. This responsive approach enables pupils to keep pace and addresses misconceptions or gaps in their knowledge quickly.

Leaders use their detailed and accurate understanding of pupils' achievement to identify precisely where the curriculum and teaching can be strengthened. Although writing was previously taught effectively, recently leaders have fine tuned the curriculum to enable pupils to achieve even higher standards. They supported teachers well to implement these changes effectively, positively impacting on pupils' work.

Inclusion

Strong standard ●

Leaders have a clear ambition and moral purpose for inclusion. Staff prioritise inclusion and maintain a continual spotlight on the most vulnerable pupils. Parents and carers of pupils

with special educational needs and/or disabilities value the school's proactive engagement and the support their child receives. Staff identify and assess pupils' needs precisely. Leaders work closely with local partners and external agencies to provide tailored support for individual pupils and to strengthen staff expertise. Staff know pupils' needs well and use this knowledge effectively to remove barriers to learning. Leaders and staff monitor pupils' progress systematically and adapt support swiftly when required. Consequently, pupils, including those with barriers to learning, progress consistently well throughout the curriculum and thrive.

Leaders use the pupil premium funding effectively through well-considered strategies that address pupils' specific barriers. They ensure that disadvantaged pupils consistently benefit from high-quality teaching through providing effective training for staff. Leaders also deploy the pupil premium funding successfully to improve attendance, including through targeted pastoral support. As a result, pupils gain the confidence to participate fully in the wider opportunities on offer.

Leadership and governance

Strong standard ●

Leaders' knowledge and understanding of the community the school serves, drives their high expectations for pupils. They base their strategic approach to improvement on an astute understanding of the school's strengths and pupils' holistic development. Leaders continually seek to improve the school. Through their detailed analysis of the school's work and its impact on pupils, they identify precisely the right actions for school improvement.

Staff speak positively about life at the school. They feel empowered and valued in a caring and nurturing environment. They hold leaders in high regard and appreciate leaders' consideration of their workload and wellbeing. The well-considered programme of professional learning ensures staff are experts in curriculum delivery and confident to implement changes. The programme responds well to the needs and ambitions of staff at all stages of their career.

Governors clearly define and fulfil the school's vision and ethos. They are hugely committed and take their responsibilities seriously. Governors have robust oversight and hold leaders to account across all areas of the school's work. They assure themselves that leaders focus continually on the right priorities, in the best interests of pupils.

Leaders and governors value the partnership and positive relationships they have built with parents and carers. They foster effective communication and collaboration. Parents speak highly of this, and they hold an overwhelmingly positive view of the school.

Personal development and well-being

Strong standard ●

Leaders place pupils' personal development at the heart of the school's work. A well-structured programme enables pupils to become knowledgeable, motivated and responsible citizens. Pupils learn well how to maintain good health, positive relationships and stay safe in different situations, including online. They are confident discussing themes, such as diversity, equality and fundamental British values, showing great respect for different cultures and beliefs.

Leaders want to empower pupils to make a difference. The school offers extensive leadership opportunities as a distinctive feature of its personal development programme. Every pupil takes on a responsibility during their time at school. Pupils speak with pride about the important decisions and positive difference they make in their roles, for example, as members of the pupil parliament, mental health ambassadors and the 'green team'. Pupils promote important messages, such as about environmental sustainability. As well as strengthening their understanding of democracy and citizenship, these roles help pupils to build confidence and a sense of moral purpose.

Pupils develop character and resilience through, for example, the school's '11 before 11' initiative. They thrive on a range of handpicked, enriching experiences, including trips, residential and community projects. Pupils further their talents and interests through the school's broad extra-curricular offer, which includes sports, arts and music activities.

The personal development programme is responsive to pupils' needs. Highly effective pastoral support is a notable strength. Disadvantaged pupils and those with vulnerabilities receive tailored support through initiatives, such as the forest school and lunchtime nurture clubs, which foster their well-being and sense of belonging. Staff track pupils' involvement in personal development activities carefully. They make sensitive adjustments to overcome any barrier preventing participation. This enables every pupil to benefit fully so that they are consistently well prepared for life beyond school.

Expected standard

Achievement

Expected standard

Over time, pupils generally progress well from their starting points, including pupils with special educational needs and/or disabilities. They become confident mathematicians and solve problems with ease. The school addresses gaps in younger pupils' phonics knowledge quickly and pupils soon become fluent readers. This helps them to gain detailed and impressive knowledge across the curriculum and produce consistently high-quality work. There are some strengths in pupils' achievement and, overall, pupils are well prepared for secondary school.

Most pupils' achievement in national tests has been above the national average in mathematics and reading for the past 2 years. However, pupils' attainment in writing is typically in line with the national average. Additionally, disadvantaged pupils' achievement is more variable compared with their peers. There are clear signs of improved achievement. However, this is not fully reflected in the quality of pupils' writing.

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

Pupils are happy and thrive at St Peter's CofE Junior School. An exciting curriculum and a wealth of enriching experiences means that they are eager to get to school. Pupils attend well. Pupils enjoy learning and develop highly positive attitudes. They participate fully and with great enthusiasm in lessons.

Parents and carers are overwhelmingly positive about the education, care and experiences the school provides. Typically, they describe the school as 'fantastic' and 'excellent'. Parents value the dedicated and caring leaders and staff.

Pupils feel safe and secure due to the warm relationships they share with staff and their peers. The school's consistently high expectations and well-considered routines support them to develop a great sense of belonging. Staff deal with any occasional incidents of unkindness quickly and effectively.

Pupils are kind, caring and respectful with staff, visitors and each other. When pupils join the school in Year 3, they settle quickly into routines. Older pupils act as 'amigos', providing support and acting as positive role models for younger pupils.

The school inspires pupils to make a difference by becoming active citizens and future leaders in their community. All pupils get involved in the numerous opportunities to hold leadership roles and to learn leadership skills. They value being part of a team and are proud to contribute positively to the school community.

The school's inspiring and ambitious 'head, hands and heart' curriculum supports both pupils' academic and personal development very well. This enables pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to flourish. Through their detailed understanding of pupils' needs, staff tailor pupils' learning and experiences so that all benefit fully. Overall, pupils achieve well in most areas. The school prepares pupils well for successful futures.

Next steps

- Leaders should ensure the full impact of the curriculum and teaching is reflected in greater consistency in the achievement of pupils, particularly disadvantaged pupils and for all pupils in writing.
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About this inspection

The chair of the board of governors in this school is Mrs Sheila Johnson-Marshall.

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

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.

Inspection activities:

Inspectors spoke with the headteacher and other members of the senior leadership team. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion.

The lead inspector met with representatives of the governing body, including the chair of governors. Inspectors spoke with groups of pupils, staff and parents.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's most recent Section 48 inspection was in March 2025.

The school currently uses no alternative provision.

Headteacher: Mr Michael Bradley

Lead inspector:

Claire Stylianides, His Majesty's Inspector

Team inspectors:

Vic Wilkinson, His Majesty's Inspector

Shaun Carter, His Majesty's Inspector

John Spragg, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 11 November 2025

School and pupil context

Total pupils

355

Above 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: 272

School capacity

360

Close to 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)

14.37%

Below average

What does this mean?

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

National average: 26.3%

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

0.85%

Below 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: 3.5%

Pupils with Special Educational Needs (SEN) support

10.42%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25	71%	62%	Above

Year	This school	National average	Compared with national average
2023/24	78%	61%	Above
2022/23	60%	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	83%	74%	Above
2024/25	87%	75%	Above
2023/24	88%	74%	Above
2022/23	74%	73%	Close to average

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	76%	72%	Close to average
2024/25	77%	72%	Close to average
2023/24	82%	72%	Above
2022/23	70%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25	90%	74%	Above
2023/24	89%	73%	Above
2022/23	75%	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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	44%	46%	Close to average
2024/25	47%	47%	Close to average
2023/24	67%	46%	Above
2022/23	21%	44%	Below

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	67%	62%	Close to average
2024/25	71%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24	83%	62%	Above
2022/23	50%	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	60%	59%	Close to average
2024/25	59%	59%	Close to average
2023/24	83%	58%	Above
2022/23	43%	58%	Below

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25	82%	61%	Above
2023/24	83%	59%	Above
2022/23	36%	59%	Below

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 maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	68%	-23 pp
2024/25	47%	69%	-22 pp
2023/24	67%	67%	-1 pp
2022/23	21%	66%	-45 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	67%	80%	-12 pp
2024/25	71%	81%	-10 pp
2023/24	83%	80%	4 pp
2022/23	50%	78%	-28 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	60%	78%	-17 pp
2024/25	59%	78%	-19 pp
2023/24	83%	78%	6 pp
2022/23	43%	77%	-35 pp

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-12 pp
2024/25	82%	81%	2 pp
2023/24	83%	79%	4 pp
2022/23	36%	79%	-43 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 (1 term)	3.9%	5.1%	Below
2023/24	3.9%	5.5%	Below
2022/23	4.7%	5.9%	Below

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 (1 term)	11.0%	14.3%	Below
2023/24	8.2%	14.6%	Below
2022/23	11.7%	16.2%	Below

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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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