

Inspection of St Peter's Eaton Square CofE Primary School

Lower Belgrave Street, London SW1W 0NL

Inspection dates:	13 and 14 May 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy, safe and well supported at this inclusive and ambitious school. They describe the school as 'one big family' and show genuine care and respect for each other. Staff build strong, trusting relationships with pupils and set clear expectations for behaviour. Pupils meet these expectations consistently well. Pupils are eager to learn, show high levels of motivation, and take pride in their work. They know who to talk to if they have any concerns and feel confident that staff will deal with these swiftly and fairly.

The school is ambitious for what pupils can achieve. Pupils share this ambition and strive to improve and excel. The standards that pupils attain are high and they leave well prepared for the next stage of their education.

Personal development is a standout strength. Pupils benefit from extensive opportunities beyond the classroom, including leadership roles, visits and links with community organisations. They take a natural lead in the smooth running of their school. Older pupils instinctively support younger peers. Pupils embrace diversity and show deep respect for difference and the protected characteristics. They know this is a school where everyone can be themselves. Parents and carers strongly value this ethos.

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

The school has put in place a broad and ambitious curriculum. Leaders have identified the important knowledge for pupils to learn from early years to Year 6. Pupils build on this knowledge and deepen their learning. In early years, staff prioritise developing children's communication and language, enabling a strong start to learning. The environment is calm and purposeful, supporting both sensory and physical needs. Pupils with special educational needs and/or disabilities (SEND) are supported well to access the same ambitious curriculum as their peers.

The school prioritises reading as the cornerstone of pupils' learning. As a result, pupils read exceptionally well across all curriculum subjects. Children in early years learn the sounds letters make from the very start. They practise reading with books that match the sounds they are learning and quickly become confident, fluent readers. Pupils who find reading more difficult receive targeted support to help them catch up.

Behaviour is exemplary, with pupils modelling the school values of kindness and compassion consistently well. They are acutely aware of their rights and take pride in their work, showing resilience in the face of challenge. Relationships between staff and pupils are positive and foster a sense of belonging and community.

The school has established high expectations for all pupils, including those with SEND. These expectations are realised for most with published outcomes in reading, writing and mathematics exceeding the national picture. The curriculum has improved since the previous inspection. However, in a small number of foundation subjects, the teaching of key knowledge is sometimes not presented as clearly. Occasionally, some lessons and learning activities are not adapted sufficiently when misconceptions arise. This means a

small number of pupils do not acquire new learning as efficiently as they could and are less well prepared to progress through the curriculum.

Pupils benefit greatly from the school's rich personal development programme. They can attend a wide range of clubs, from chess, to sports, to eco club. Children in early years benefit from carefully designed outdoor learning. The school has woven character development into every aspect of school life. This includes both the taught curriculum and through working with the local community. For example, pupils engage with construction firms developing the surrounding area to limit noise during the school day. They raise funds for local homelessness charities. Pupils make powerful decisions about their cultural understanding. They are proud that their opinions are recognised and valued. For instance, they suggest learning opportunities such as the 'dance around the world' showcase. This is now an annual event.

Staff, including those at the beginning of their careers, feel that their well-being and workload are well considered. Those responsible for governance provide effective support and challenge. They understand the school's priorities. Governors fulfil their statutory duties, including those associated with safeguarding. They understand their strategic role. Governors' oversight has contributed to sustained school improvement.

Parents are positive about the school. They appreciate the high expectations leaders have for their children and the support they receive in return.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes the teaching of new information is not as clear as it could be. This means that some pupils do not acquire intended knowledge as efficiently as they could. The school should ensure that all staff have the knowledge required to teach the curriculum content clearly, including making adaptations to teaching and activities when misconceptions occasionally arise.

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	101140
Local authority	Westminster
Inspection number	10379091
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair of governing body	James Glen
Headteacher	Jane Carrington
Website	www.stpeaton.org.uk
Dates of previous inspection	29 and 30 November 2022, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school which is part of the Diocese of London. The previous section 48 inspection took place in March 2018. The next inspection is due to take place in 2026.
- The school does not currently make use of 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.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Inspectors also spoke with members of the governing body, a representative from the local authority and a representative of the Diocese of London.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors considered 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.
- Inspectors gathered the views of pupils, parents and staff through discussions as well as considering their responses to Ofsted’s online surveys.

Inspection team

Alison Colenso, lead inspector	Ofsted Inspector
Kevin Burke	Ofsted Inspector
Jonathan Roddick	Ofsted Inspector

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