

Inspection of St Peter and St Paul CofE Primary School

Buckhurst Road, Bexhill-on-Sea, East Sussex TN40 1QE

Inspection dates:	11 and 12 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive in this exceptional school. Pupils strive to treat others as they wish to be treated. They flourish because of the mutual respect and care adults and pupils show each other. The behaviour of pupils is superb, and their manners are spotless. Consequently, learning is almost never disrupted.

Pupils relish contributing to a diverse school community. The school draws pupils from a wide range of backgrounds. Pupils and staff are united in their devotion to the school's values and an expectation that everyone is compassionate and giving of their best efforts. Pupils have trusted adults and are able to articulate thoughts and feelings clearly. As a result, they are safe, heard and happy.

The school is inclusive and dedicated to the success of its pupils. This means that those with special educational needs and/or disabilities (SEND) are as successful as their peers. The school's expectations for excellent achievement are clear in lessons and around the school. Pupils achieve well. They are highly engaged in learning and relish the curriculum's aspirational themes and topics. They feel empowered by the knowledge they gain and are enthusiastic about their learning and skills. This is clear in their academic, creative and sporting pursuits.

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

The school has invested heavily in designing an ambitious and interesting curriculum that is highly effective. It has carefully chosen and ordered content that reflects the needs of the diverse community of pupils, including those with SEND. The school has closely defined what success looks like for pupils. The school provides high-quality training for staff on the curriculum. This ensures teachers have the skills to teach the content with accuracy and fidelity. Staff check the taught content with precision. They are skilled at identifying and aiding pupils with SEND.

Pupils achieve exceptionally well. They practise and perfect their learning with clear and direct feedback from staff. The school teaches a breadth of well-chosen vocabulary. Pupils' books show they truly understand the taught curriculum and use their knowledge in a variety of ways. From the Reception year onwards, pupils retain understanding and language from across the curriculum exceedingly well. Children join the school from a wide variety of settings and backgrounds. Early years staff promote children's learning highly effectively using resources and activities that reflect the curriculum. Older pupils sustain this ambitious trajectory. They have an exceptional depth and breadth to their knowledge across different subjects.

Reading is a passion for pupils and staff alike. The school has a rigorous approach to ensure pupils are confident readers. Children in the Reception classes are taught their sounds and letters methodically and effectively. Weaker readers are supported expertly. They transfer their strong early reading skills into remarkable achievement by the end of

Year 6. They also have a deep and enduring enthusiasm for books. The school's library is a hub of activity and buzzes with a love of reading.

The school has established high expectations of pupils from their first days in school. It has carefully defined what this means to pupils and parents alike. The school overtly teaches how to behave in a compassionate and inclusive way. Children in the Reception class show this with positive and cooperative play. Pupils manage their behaviour, in and out of class, to an exceptional level. The school offers effective and meaningful support to families to support regular attendance. Consequently, absence is remarkably low.

The school provides ample opportunities for pupils to learn about diverse cultures, perspectives and lifestyles. Pupils relish the wide range of opportunities the school provides. They make insightful links between these activities and their knowledge of the curriculum. For instance, pupils link their knowledge of ancient Greek cultures and modern-day democratic rights. The school offers an excellent assortment of clubs and extra-curricular activities. All pupils in key stage two attend a club. High numbers of disadvantaged pupils are actively supported to attend clubs. This offer has empowered pupils to develop their talents and interests to an extraordinary level. For example, some pupils pursue music scholarships at the country's most prestigious settings and attend national orchestras.

The school's lofty expectations have not come at the cost of staff's welfare. Staff feel well looked after, including those new to teaching. Governors are well informed, and they offer a thorough level of challenge to the school. They meet all their statutory duties and are thoughtful around best practice. The school works exceptionally well with most parents and carers. They go above and beyond expectations at every opportunity.

Safeguarding

The arrangements for safeguarding are effective.

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	114564
Local authority	East Sussex
Inspection number	10341344
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Ruth Elias
Headteacher	Angela Hamill
Website	www.stpeterandstpaulprimary.co.uk
Date of previous inspection	7 July 2015, under section 5 of the Education Act 2005

Information about this school

- The school does not currently 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. 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection team met with the headteacher, senior leaders, teachers, and pupils. The lead inspector met with the members of the governing body, including the chair of governors and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, geography, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning, and looked at samples of pupils' work. Inspectors also reviewed pupils work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspection team observed behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

Catherine Hylands

Ofsted Inspector

Julia Roberts

Ofsted Inspector

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