

St Peter's School

Address: St Peter's Road, Huntingdon, Cambridgeshire, PE29 7DD

Unique reference number (URN): 137248

Inspection report: 19 May 2026

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.

Expected standard

Achievement

Expected standard 

Pupils demonstrate growing confidence in applying key knowledge and skills, supported by leaders' well-structured focus on reading. This targeted approach to literacy enables pupils to better access the wider curriculum. Pupils, including those with low academic starting points, make secure progress over time. Pupils who join the school with disrupted educational experiences achieve appropriately.

Achievement across the curriculum is inclusive and reflects the school's commitment to ensuring all pupils succeed. Disadvantaged pupils perform comparably well to their peers, demonstrating the impact of support and careful tracking. Pupils with special educational needs and/or disabilities also access the curriculum successfully, particularly where support and teaching are most effective.

Pupils are well prepared for their next stages of education, employment or training. The school has a positive track record in securing suitable destinations. Leaders ensure that all pupils are equipped with the knowledge, skills and experiences needed to progress beyond school.

Attendance and behaviour

Expected standard 

Attendance is steadily improving over time. Leaders demonstrate a secure understanding of the barriers to attendance faced by many pupils. They have established clear expectations. This means that staff apply shared approaches more consistently. Leaders use attendance and inclusion data effectively to identify patterns and to target support for individual pupils. Leaders' strategic focus and effective actions are leading to sustained improvements in attendance and continued reductions in persistent absence.

Leaders have acted decisively to improve pupils' behaviour. They have introduced clear routines and consistent expectations, resulting in a calmer, more purposeful learning environment. Leaders' work is supplemented by structured systems, such as escalation pathways and the 'Restore Room'. Behaviour has improved significantly. There are fewer incidents of disruptive behaviour, a smaller number of repeat incidents and a marked decline in suspensions. Bullying is rare and, where it occurs, is dealt with quickly and effectively. The school has a culture where discrimination and harassment are not tolerated. Pupils' attitudes to learning are increasingly positive, supported by rewards such as 'golden tickets' and 'the proud table'. These help to promote positive conduct. Leaders' inclusive approach is evident in their targeted behavioural adaptations for pupils with special educational needs and/or disabilities.

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate understanding of the quality of the curriculum and teaching across the school. They have established a structured and evidence-informed approach to improvement. This is underpinned by professional development that targets identified inconsistencies. Leaders' work involves a focus on embedding effective teaching

approaches. They have introduced targeted interventions to address gaps in pupils' learning.

The curriculum is well sequenced, particularly in core subjects. It is designed to build knowledge cumulatively over time. In these subjects, pupils' work demonstrates their engagement with key content, supported by meaningful feedback. Teachers have secure subject knowledge, which contributes to their effective delivery of the intended curriculum. In lessons, pupils are engaged, focused and able to make suitable progress.

Typically, teachers ensure that pupils develop secure foundational knowledge, enabling them to recall prior learning and apply concepts with increasing confidence. However, this is not yet consistent across all subjects and classes. Where teaching is less effective, gaps or misconceptions are not always identified or addressed promptly enough.

Leaders demonstrate a clear commitment to inclusion, with targeted adaptations and interventions in place to support pupils with additional needs. The 'nurture group' has been established to help pupils who struggle to access mainstream lessons. While this is appropriate, at times, the activities pupils complete are not sufficiently tailored to their needs.

Inclusion

Expected standard 

Leaders have established a principled approach to inclusion, grounded in accurate identification and assessment of pupils' needs. Their systems for early identification, transition from primary to secondary school and multi-agency collaboration are well embedded. Staff are increasingly confident in adapting their teaching. They use additional adults in the classroom well. The school uses bespoke pathways that effectively reduce barriers and support engagement for pupils with barriers to learning.

Pupil premium funding is used strategically to address key barriers such as literacy and engagement. Leaders have used pupil voice to inform the support they provide in the form of roles such as the pupil premium mentor and opportunity champion. These lead to increased pupil participation in enrichment, improved access to resources and more tailored interventions.

The school's provision for pupils with special educational needs and/or disabilities is well structured and inclusive. Its specialist provision, including 'the Cabin', provides targeted support for pupils with autism. Staff benefit from ongoing professional development, although classroom consistency is variable. Similarly, staff provide personalised support for pupils known to social care. There is positive work with external agencies and regular reviews, ensuring pupils' academic and pastoral needs are met.

Leaders ensure that alternative provision is used appropriately. Their oversight has a clear impact in maintaining pupils' engagement in education and supporting their progress and achievement.

Leadership and governance

Expected standard 

Leaders have a deep understanding of the school's context and use this effectively to drive improvement. Leaders' priorities are well chosen and increasingly well embedded. They are relentless in their mission to ensure that every pupil achieves their full potential.

Governors are supportive and experienced. They provide robust oversight, underpinned by a secure understanding of the school's context and priorities. There is a close alignment between governance, trust leadership and school improvement priorities. This has strengthened accountability and contributed positively to the school's improvement journey.

Leaders are committed to staff wellbeing. Staff describe a supportive and collaborative culture where leaders are visible, approachable and responsive. There are systems to support workload, practical support for staff and clear communication channels. As a result, morale is high. Staff feel valued and supported in their roles. A comprehensive staff development programme supports staff at all stages, particularly early career teachers. Leaders provide opportunities for collaboration and sharing best practice. This is beginning to have a positive impact on teachers' implementation of the curriculum.

Leaders engage increasingly well with parents and the wider community. Their relationships with external agencies are positive in supporting effective safeguarding and inclusion. Leaders are relentless in their pursuit to ensure every pupil achieves their full potential. The school's ethos shapes all aspects of their work. Leaders' high expectations are embedded within a caring, inclusive environment, enabling pupils to flourish.

Personal development and wellbeing

Expected standard 

Leaders have prioritised personal development and wellbeing. They have developed a clear, coherent strategy that integrates academic and pastoral support, as well as enrichment. Leaders ensure that key messages are reinforced consistently through assemblies and expert delivery of some aspects of the programme. There is a clear emphasis on themes such as respect, inclusion and personal safety.

The personal development programme is broad, well planned and increasingly impactful. Pupils understand the fundamental British values of democracy and law. Their spiritual and cultural awareness is further developed through enjoyable annual events such as Culture Day. Pupils have a secure understanding of relationships, consent and health, as well as both online and offline risks to their wellbeing. Pupils speak positively about learning related to equality, diversity and misogyny. They understand the school's expectations about the importance of respectful behaviour.

The school's personal development provision is responsive to the needs of a diverse cohort. Pupils benefit from a range of enrichment opportunities. The student leadership team actively supports charity work in the school and encourages other pupils to get involved. There are targeted efforts to increase participation among disadvantaged pupils, ensuring they feel accepted and valued.

Pastoral care is a significant strength of the school, characterised by trusting relationships between staff and pupils. Pupils report feeling safe, supported and confident to raise

concerns. The school's nurture provision and wider wellbeing support ensure that pupils' needs are met sensitively, contributing to a calm and supportive environment. The impact of this is evident in pupils' positive attitudes, respectful behaviour and engagement with school.

The school offers a well-developed careers programme that prepares pupils effectively for their next steps. The school uses feedback from students, parents, staff and employers to inform their offer. Leaders secure links with employers and industry professionals to ensure the guidance they offer is relevant and up to date.

Post 16 provision

Expected standard 

Leadership of the post-16 provision is responsive and dynamic. Leaders have acted decisively to address a dip in A-level outcomes. They have introduced regular reviews of student progress and additional support when students need help to catch up. The post-16 curriculum is broad, flexible and well matched to student needs. Teaching is effective because staff have secure subject knowledge. Lessons are purposeful and appropriately challenging. They promote student engagement and independence. Students value the helpful feedback they receive from teachers.

Post-16 achievement is improving, with students making appropriate progress from their starting points. Students demonstrate confidence in their learning, including those with additional needs. Students benefit from a range of wider opportunities. These include participation in conferences and taking on leadership roles. These support the development of confidence, resilience and oracy skills. Students are highly positive about these opportunities, which complement their academic studies effectively.

Students receive comprehensive careers education, including help with university applications, apprenticeships and accessing employment opportunities. This guidance is supported by university visits, external speakers and structured personal development programmes for individual students. As a result, students are well informed and confident, and they can successfully transition to their chosen destinations or ventures.

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

Pupils at St Peter's School benefit from its ethos of 'Learn, Aspire, Exceed'. The school ensures that all pupils, regardless of background, ability, belief or barrier, can work towards fulfilling their potential. Each pupil is supported to feel valued as part of this inclusive and caring community. Pupils grow to become confident, capable and compassionate young people. Relationships between staff and pupils are positive. Pupils identify trusted adults and describe a respectful, supportive culture.

Most pupils demonstrate secure progress over time, particularly where teaching is strongest. Here, well-sequenced curriculums and effective teaching enable pupils to recall prior learning and to apply key knowledge. Pupils typically enjoy learning and engage positively. The school's commitment to high aspirations is reflected in targeted support that reduces barriers to learning.

Inclusive practices are well established, ensuring that pupils with special educational needs and/or disabilities and those from disadvantaged backgrounds can fully access both learning and wider school experiences. Pupils' participation in enrichment opportunities, such as breakfast provision and mentoring, is high and increasing. Pupils benefit from this broad experience that develops their confidence, personal growth and sense of belonging.

Pupils report that they feel safe, know how to raise concerns and trust staff to respond effectively. Pupils' behaviour has improved markedly, reflecting the school's culture of high expectations. Pupils report that a calmer, more purposeful atmosphere is now evident across the school. Pupils' attitudes to learning have improved as a result of clear routines, consistent approaches and a focus on praise. Bullying is rare and is addressed promptly. Pupils' attendance is improving because they increasingly enjoy coming to school each day.

Next steps

- Leaders should continue to implement and further strengthen their work to secure increased improvements in pupils' attendance at school.
 - Leaders should support teachers to deliver the curriculum consistently well so that, when needed, they successfully adapt teaching to enable all pupils to learn as effectively as they can.
 - Leaders should ensure that all teachers routinely check pupils' understanding to address gaps and misconceptions.
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About this inspection

This school is part of the Cam Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Heald, and is overseen by a board of trustees, chaired by Sue Williamson.

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.

Inspectors spoke with members of the school leadership team, the chair of the trust, the CEO, members of the trust and the chair of the local advisory board.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of one registered and 10 unregistered alternative provisions.

Principal: Emma Butler

Lead inspector:

Louise Cooper, His Majesty's Inspector

Team inspectors:

Elizabeth Shapland, Ofsted Inspector

Steven Hogan, Ofsted Inspector

Caroline Barton, Ofsted Inspector

Wayne Jarvis, Ofsted Inspector

Cathy Barr, 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 19 May 2026

School and pupil context

Total pupils

1,525

Well 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: 1,067

School capacity

1,585

Well above 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: 1,154

Pupils eligible for free school meals (FSM)

32.68%

Close to average

What does this mean?

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

National average: 28.9%

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

5.64%

Well above 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: 3.09%

Pupils with special educational needs (SEN) support

14.23%

Close to average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	32.8%	45.4%	Below
2023/24 (final)	38.5%	45.9%	Close to average
2022/23 (final)	30.8%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	39.6	46.1	Below
2023/24 (final)	41.7	45.9	Close to average
2022/23 (final)	41.4	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.16	-0.03	Close to average
2022/23 (final)	-0.10	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	16.9%	25.8%	Close to average
2023/24 (final)	23.2%	25.8%	Close to average
2022/23 (final)	8.8%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	30.4	34.9	Close to average
2023/24 (final)	32.6	34.6	Close to average
2022/23 (final)	31.1	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.69	-0.57	Close to average
2022/23 (final)	-0.66	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	16.9%	53.1%	-36.3 pp
2023/24 (final)	23.2%	53.1%	-29.9 pp
2022/23 (final)	8.8%	52.4%	-43.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	30.4	50.4	-20.0
2023/24 (final)	32.6	50.0	-17.4
2022/23 (final)	31.1	50.3	-19.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.69	0.16	-0.85
2022/23 (final)	-0.66	0.17	-0.82

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	97%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	22.66	35.00	Below
2023/24 (final)	27.17	34.38	Below
2022/23 (final)	24.55	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.6	0.0	Below
2023/24 (revised)	0.0	0.0	Close to average

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 (3 term)	10.8%	8.4%	Above
2023/24 (3 term)	12.6%	8.9%	Above
2022/23 (3 term)	10.3%	9.0%	Close to average

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 (3 term)	27.7%	23.4%	Above
2023/24 (3 term)	34.1%	25.6%	Above
2022/23 (3 term)	28.6%	26.5%	Close to average

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 standard expected of them.

Expected standard ●

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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