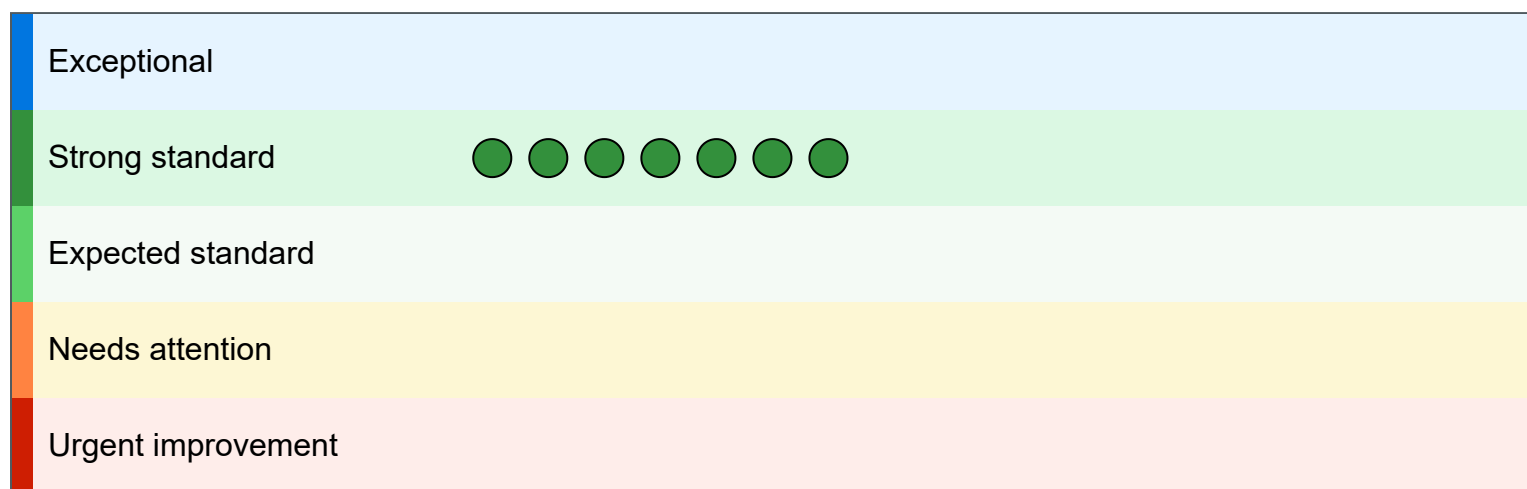


St Peter's CofE (Aided) Primary School

Address: Potters Green, Station Road, Cowfold, Horsham, West Sussex, RH13 8QZ

Unique reference number (URN): 126025

Inspection report: 14 April 2026



✔ **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 ●

Achievement

Strong standard ●

Leaders have high ambitions for all pupils, particularly those who face barriers to learning. These ambitions are realised in practice, with pupils achieving highly across the curriculum. Right from the start, children in Reception progress swiftly through the curriculum in phonics, early reading and mathematics. They achieve very well across all areas of learning.

By the end of Year 6, pupils' high-quality written work and confident explanations showcase their detailed curriculum knowledge across subjects. They express this knowledge with insight and clarity. This is reflected in pupils' outcomes over time, including in national tests, where attainment is typically above national averages. Disadvantaged pupils, including those with special educational needs and/or disabilities, make consistent progress from their starting points. They also achieve very well. Pupils are very well prepared for their secondary education.

Attendance and behaviour

Strong standard ●

Leaders work effectively to ensure that pupils attend school regularly. They record and monitor attendance diligently and follow up on any absence promptly. Leaders work closely with families to spot concerns early. They intervene swiftly when attendance dips. When persistent absence occurs, leaders use a tailored approach that leads to sustained improvement. As a result, the school has secured high attendance rates over time, including for pupils with special educational needs and/or disabilities. Pupils value the meaningful rewards on offer and understand why attending school each day matters. This means they benefit fully from the high-quality education and experiences the school provides.

Staff have consistently high expectations and apply the behaviour policy with precision. This begins in the early years, where children follow clear routines and learn in a calm, purposeful environment. They quickly learn to take turns and show resilience and respect. Pupils' behaviour is exemplary throughout the school. They show care, compassion and understanding towards each other and demonstrate positive attitudes to learning. Pupils are engrossed in their learning and support one another very well. Bullying and discrimination are not tolerated and, if concerns arise, staff act quickly and effectively.

Curriculum and teaching

Strong standard ●

Leaders' sharp understanding of the curriculum and teaching underpins well-judged decisions that ensure ongoing improvement. As a result, pupils study an ambitious curriculum that is of consistently high quality across subjects and phases. Importantly, the curriculum is arranged well so that it meets the needs of pupils in the mixed-age classes.

Staff use their excellent subject knowledge to provide clear explanations and model learning with great expertise. They design activities that motivate pupils and spark their interest. This enables pupils to think deeply, discuss ideas confidently and make meaningful connections across subjects. Staff also help pupils to revisit and practise their learning so that, over time, they develop a deep body of knowledge. They regularly check pupils' understanding and

quickly spot any gaps. Staff provide expert support to help pupils catch up. As a result, pupils, including those with special educational needs and/or disabilities (SEND) or who are disadvantaged, are well prepared for the next stage of learning.

Leaders place a deliberate focus on developing pupils' knowledge in reading, writing and mathematics. Staff teach the school's phonics programme consistently well. They choose engaging, diverse texts that broaden pupils' vocabulary. As they move through the school, pupils, including those with SEND or who are disadvantaged, demonstrate increasingly sophisticated communication skills.

Early years

Strong standard 

Leaders ensure that children get off to a flying start here. Children in the Reception Year learn alongside Year 1 pupils well. The thoughtfully designed curriculum is carefully tailored to their individual needs and provides a secure foundation for future learning. As a result, children, including those who are disadvantaged or who have special educational needs and/or disabilities, achieve highly and are very well prepared for key stage 1.

The purposeful and nurturing early years environment helps children settle quickly and confidently. Well-established routines ensure that children feel safe, ready to explore and eager to learn. They are happy, engaged and behave extremely well. High-quality interactions between staff and children support their wellbeing and promote their independence.

Communication and language are prioritised. Staff model rich vocabulary and encourage children to explain their thinking in full, descriptive sentences. Children are introduced to early reading and phonics from the very start and quickly learn the sounds letters make. Their secure phonics knowledge supports early writing very well. Mathematical learning is woven through meaningful play and exploration. Staff identify and address any gaps or misconceptions swiftly.

Close partnerships with parents strengthen children's learning. Staff regularly share learning goals and guide parents on how to support their child's development at home.

Inclusion

Strong standard 

Inclusion is at the forefront of the school's work. Leaders work highly effectively to pinpoint pupils' barriers to learning quickly. Staff know pupils and their families well. They involve parents and carers closely in plans to support their children. Where necessary, the school also works very well with external agencies, when seeking expert support, advice or guidance. This means pupils are provided with purposeful, targeted support from the very start.

Leaders are determined that all pupils can and will succeed. They ensure that the school's professional learning programme equips staff with the knowledge and expertise needed to support pupils effectively. Staff skilfully adapt teaching so that pupils with special educational needs and/or disabilities (SEND) access the curriculum meaningfully. For example, pupils benefit from well-chosen strategies, including visual aids, language prompts, adapted resources and purposeful adult support.

Leaders use robust systems to check and assess pupils' progress carefully. They regularly review the personalised approaches for individual pupils to ensure that they remain highly effective. Consequently, pupils with SEND, vulnerable pupils and those with other barriers to learning thrive. They flourish alongside their peers and develop a tangible sense of belonging.

Leaders use additional funding to support disadvantaged pupils effectively and monitor its impact closely. This ensures that disadvantaged pupils achieve highly, attend well and benefit fully from school life.

Leadership and governance

Strong standard ●

Leadership is highly effective and focused on securing the best outcomes for all pupils. Leaders know the school well and have clear, ambitious plans for the future. They make evidence informed decisions and act in pupils' best interests. Leaders ensure that all pupils, including those with special educational needs and/or disabilities, those who are disadvantaged and those known to social care, are well prepared for the next stage of their education. Each day, leaders greet pupils and families by name, fostering a sense of community and belonging. Leaders also use a wide range of communication methods so parents stay well informed.

Governors are knowledgeable and highly effective. They share leaders' high ambitions for all pupils to achieve academic success and embody the school's vision to 'love, learn and aim high'. Governors carry out their statutory duties diligently. They hold leaders to account and strike a careful balance between support and challenge.

Leaders and governors have an unswerving commitment to ensuring that staff feel well supported and workload is manageable. Staff morale is high. They speak of a culture built on trust, open communication and teamwork. Staff value and engage in high-quality professional development that builds their expertise.

Personal development and wellbeing

Strong standard ●

Leaders have designed a personal, social and health education curriculum that meets pupils' needs. Pupils understand the school's values and show care for one another. They reflect on their beliefs and respect different views. Older pupils talk confidently about democracy, the rule of law, diversity, disability and discrimination. Pupils challenge stereotypes and value what makes each person unique. They think carefully about right and wrong and discuss ethical issues raised in lessons and assemblies. For example, pupils raise funds to buy school uniforms for children in other countries. Their thoughtful actions show a keen sense of responsibility. Pupils are very well prepared for life in modern Britain.

The school equips pupils with valuable knowledge and skills to support themselves in the future. For example, younger children explore the importance of friendship, including what it means to be a good friend. Older pupils develop detailed knowledge and skills about how to look after their health and wellbeing, including how to form and maintain healthy relationships. They learn about managing risks online and offline and how to maintain a healthy diet. Pastoral support and care for pupils is remarkable.

Leaders make sure that all pupils enjoy a wide range of experiences through the 'school charter'. During their time at the school, pupils take part in adventurous activities, become proficient swimmers, contribute to church services, perform in plays or musicals, publish their own stories, poems and non-fiction texts and represent the school in events and competitions. They also enjoy a range of trips to places, such as museums, castles, the Roman Villa and older pupils go on residential trips. Pupils also develop new hobbies through clubs, such as karate, football, choir, tag rugby, cross country and Spanish. Music, sport and creative activities help pupils broaden their interests even further.

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

Warm, nurturing relationships between staff and pupils sit at the heart of the school's success. Pupils love coming to this friendly and welcoming place. Their attendance is high. Pupils arrive promptly each morning, cheerful and ready to learn. This creates a keen sense of community. An inclusive ethos shines through in all aspects of school life.

Leaders and staff are highly ambitious for all pupils. They identify barriers to pupils' learning quickly and provide well-targeted support. This ensures that no pupil falls behind. Pupils take a keen interest in their learning. They speak knowledgeably and enthusiastically about what they know and can do. Pupils embody the school's 'learning friends' of 'respect, courage, creativity, reflection and perseverance'. Children in the early years are curious and confident explorers of the world around them. Across subjects, pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve highly. They are extremely well prepared for the next stage of their education.

Pupils' attitudes to school life are praiseworthy. They behave extremely well and show very positive attitudes to their learning. This begins in the early years, where children quickly learn and follow daily routines. Pupils play together harmoniously at breaktimes and support one another. They take responsibility for their actions and set a good example to others. Pupils know they can speak to trusted adults if they have a concern. They are clear that bullying does not happen because everyone treats each other with fairness and respect. As a result, all pupils feel safe.

A wide range of trips, visits and clubs enhance pupils' experiences of school life. This includes outdoor learning and activities that celebrate pupils' talents and interests. Leaders prioritise places for pupils who are disadvantaged. Older pupils benefit from taking on leadership roles, such as school councillor, worship leaders and play leaders.

Next steps

- Leaders and those responsible for governance should continue to refine and embed the school's improvement priorities, addressing any barriers or challenges, so they can build on the school's highly effective work and deliver transformational impact for all pupils.
-

About this inspection

The chair of the board of governors in this school is Dave Miller.

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 HMI.

Inspectors spoke with the headteacher and other members of staff. They also spoke with the school's improvement partner from the local authority and a representative from the diocese. The lead inspector met with members of the board of governors, including the chair.

Inspectors spoke with some parents at the start of the school day. They considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in March 2026.

The school does not make use of any alternative provision.

Headteacher: Giles Kolter

Lead inspector:


Louise Walker, His Majesty's Inspector

Team inspector:

Andy Platt, Ofsted 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 14 April 2026

School and pupil context

Total pupils

94

Well below 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

140

Below 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)

15.96%

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

2.13%

Close to 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

9.57%

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 mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (revised)	78%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	77%	60%	Above

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	86%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	91%	73%	Above

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	80%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	82%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (revised)	89%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	91%	73%	Above

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 mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	78%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	67%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	78%	80%	-2 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	67%	78%	-11 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (2 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	5.0%	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 (2 term)	8.3%	13.3%	Below
2023/24 (3 term)	8.7%	14.6%	Below
2022/23 (3 term)	9.2%	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 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.

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