

# St Peter's Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique reference number</b>	126401
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	381226
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Diane Wilkinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amber Frost
<b>Headteacher</b>	Catherine Davis
<b>Date of previous school inspection</b>	18–19 November 2010
<b>School address</b>	Bath Road Devizes SN10 2AP
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<b>Age group</b>	4–11
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<b>Inspection number</b>	381226



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## Introduction

Inspection team

Diane Wilkinson

Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector visited eight lessons and observed four teachers. Meetings were held with members of the governing body, staff and pupils and a small number of parents or carers bringing their children to school were also spoken to. Other evidence was gathered from a range of aspects of the school's work including listening to pupils read, scrutiny of pupils' work and analyses of their progress. The school's development planning, monitoring, a range of policies and procedures, curriculum planning documents and the questionnaires returned by 40 parents and carers were analysed and taken into account.

## Information about the school

St Peter's is a smaller than average primary school in which pupils are taught in mixed-age classes. The school has been affected by staff changes and lengthy absences during this academic year. The large majority of pupils are of White British heritage and few speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is well above average, and high in some year groups. These are mainly associated with speech, language and communication, and emotional, behavioural and social needs. The proportion of pupils known to be eligible for free school meals is average. The school meets the current floor standard. It is shortly moving to newly built accommodation in another area of Devizes and will change its name to The Trinity Church of England Primary School. The governing body has recently been reconstituted in preparation for the change.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- St Peter's is a satisfactory school. It has improved well since its last inspection when it was given a notice to improve. Pupils' attainment has risen to broadly average levels. Pupils' attitudes and behaviour are good, especially in the older classes, and attendance is above average.
- Pupils' achievement is satisfactory. The good progress made in the older classes is not yet mirrored elsewhere, partly because of the effects caused by significant staff changes. Disabled pupils and those who have special educational needs achieve well due to the good support they receive, which helps them outpace similar pupils nationally.
- Other than in reading, only a few pupils exceed the levels expected nationally. This is starting to be addressed by focusing on improvements to pupils' writing and aspects of mathematics, although this is not yet fully effective.
- Past weaknesses in teaching have left gaps in pupils' learning so it is satisfactory over time. The quality is improving more quickly, especially in the older classes, but this is not consistent throughout the school and there are aspects such as assessment, which is not always used effectively enough.
- The curriculum motivates pupils' interests, effectively promoting important literacy and numeracy skills and aiding their spiritual, moral, social and cultural development.
- Positive partnerships with parents and carers and a range of other schools and agencies promote children's education and well-being well. Safeguarding arrangements are very good.
- The key to the school's improvement since the last inspection is the determination of the headteacher, supported by staff who work well as a team. Good self-evaluation helps the school identify, then remedy, weaknesses well. Improvement this year has been rapid, with remaining weaknesses targeted well in development planning, giving the school a good capacity to improve

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further.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **What does the school need to do to improve further?**

- Raise attainment through the school by increasing the proportion of pupils exceeding the levels expected for their age by July 2012 through:
  - extending the use of oral language activities, including in drama and role play, to help improve pupils' writing
  - providing more independent activities for pupils to use their mathematical skills in investigations or problem solving activities, including in different subjects.
- Improve the quality of teaching throughout the school so that at least 60% is good or better by December 2012 through ensuring that:
  - teachers' questioning extends pupils' learning effectively, particularly those with higher ability
  - throughout lessons, teachers continually assess how well pupils are doing and adjust activities to enhance their progress.

## **Main report**

### **Achievement of pupils**

Almost all parents and carers report that the progress made by their children is good. Reception children now make secure progress, including in developing their independent learning skills. There are more opportunities for them to write, for example in taking the meal orders in 'the ocean liner's restaurant'. This is built on successfully in other year groups so that by Years 2 and 6, most pupils reach the levels expected for their age. A strong reason for this is the good promotion of accurate handwriting, spelling and correct punctuation, which frees pupils to focus on the quality of language used. For example, Year 2 pupils use interesting adjectives in their fables based on that of 'The Fox and the Crow'. By Year 6, most pupils' writing is effective through the use of sentence starters like 'occasionally' or 'suddenly' and describing events such as, 'slowly wading through the sloppy, sluggy, sticky mud'. However, past weaknesses in the curriculum and teaching prevent some pupils from reaching the higher levels in national assessments. Over the past year, due to weaker aspects on entry, a strong emphasis on promoting oral language is bringing about a marked difference, with older pupils starting to express themselves confidently and thoughtfully, but this is not widespread throughout the school. The good progress made by disabled pupils and those who have special educational needs, and pupils whose circumstances have made them vulnerable has made a real difference to raising attainment levels.

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In mathematics, the effective focus on calculation skills gives younger pupils a good understanding of place value and the confidence to use this in calculation work. Older pupils apply these skills well when comparing fractions, decimals and percentages and in measuring accurately in subjects like science or design and technology. However, until recently there have been fewer opportunities for pupils to exceed the levels expected for their age through learning to plan and carry out their own mathematical problem solving or investigation activities, especially in other subjects.

The more effective phonics programme has increased Reception children's reading skills and is built on well throughout the school. Reception children use their knowledge of sounds to read simple words like 'cup' or 'hat'. This is strengthened in Years 1 and 2, where a real enthusiasm for reading is instilled in pupils so that by Year 6, all reach the levels expected for their age and an increasing number exceed this. Pupils confidently discuss what they are reading and use this skill well to support learning in other subjects.

### **Quality of teaching**

Teaching has improved well since the last inspection, with most parents and carers agreeing this is the case. However, inconsistencies remain through the school. Better use is made of assessment information to plan activities matching the different levels pupils work at which provides a greater level of challenge, for some, but not all, pupils. During the inspection, Years 1 and 2 pupils were challenged well in a mathematics lesson where the teacher showed them how to work with bigger numbers, supporting them to do so successfully by using number lines. Skilled teaching assistants support the learning of disabled pupils and those who have special educational needs.

Teachers' subject knowledge is secure and they explain and demonstrate things clearly. Interesting activities and well-paced lessons keep most pupils well focused. This has a positive impact on the curriculum on offer. The strong promotion of pupils' spiritual, moral, social and cultural development enhances learning through encouraging good behaviour and effective paired work. In Reception, there is a good balance of activities where children work with an adult and learn independently, although, in the latter, opportunities are sometimes missed to encourage their progress further. In the best lessons, teachers continually assess how well pupils are doing and draw the whole class or a group together to refocus and set higher challenges. For example, in Years 3 and 4, the teacher constantly reminded pupils to check their answers, advising how to correct errors. When this happens, learning is excellent, but this is not always done as effectively in younger year groups. Good marking clearly indicates what pupils have achieved and what they need to do to improve. In Years 3 to 6, very good questioning and discussion throughout lessons help older pupils gain an excellent understanding of how well they are doing, and the determination to do better. For example, in a Year 5 and 6 writing lesson, the teacher regularly posed further challenging questions, expecting pupils to discuss the solution with a partner and apply this in their work. This is not always the case in

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activities for younger pupils, which is one reason why progress is not accelerating as well as in the older year groups.

## **Behaviour and safety of pupils**

Pupils' positive attitudes to learning play a significant part in their improving progress. They are keen to come to school and are punctual to lessons, concentrating well and trying hard to do their best. A minority of Reception children find good behaviour difficult, but staff handle this well so activities are rarely interrupted. Recently the number of pupils with social, emotional and behavioural needs has increased, but these are assessed and addressed well through effective training for staff and good support, including in the social skills and nurture groups. Pupils are concerned that a few of their classmates cannot control their behaviour, but they, along with their parents and carers, recognise that the school deals with this or any bullying well. Consequently, there is a marked improvement over time, with older pupils consistently behaving very well and keen to take responsibility for younger pupils. Pupils are thoughtful and considerate towards others. They are well aware of the sanctions in place, especially with regard to bullying or name calling, so that serious incidents are rare. Good personal, social and health education lessons ensure pupils respect differences and get on well together. They have a very well-developed understanding of how to keep themselves safe, especially when using the internet, and are clear of the need to tell an adult if something happens that concerns them. Fostered through good provision for their spiritual, moral, social and cultural development, pupils have a strong understanding of cultural diversity and value this, recognising the benefits it brings.

## **Leadership and management**

The headteacher's high aspirations for the school are shared by the whole staff so that they work very well together in improving pupils' achievement and in tackling past weaknesses noted in the last report. This underpins a good capacity for further improvement. Good support mechanisms are in place to foster better teaching, which is having most effect with older age groups. For example, in the older year groups, staff have been exceptionally good at helping pupils to take responsibility for their own learning, so pupils are determined to work hard and achieve their best. The recently reconstituted governing body provides effective challenge and support to help the school continue improving. The very regular checks kept on pupils' progress and the shared responsibility that all staff take for this has driven improvement well over recent months. Staff effectively cross-check this to see which aspects of provision are working and which are not, adjusting these well and rigorously monitoring what effect the change is having. Consequently the curriculum is good. It consistently meets the needs of all ability groups and children in the Early Years Foundation Stage, and those pupils whose circumstances have made them vulnerable.

Partnerships, for example with the local cluster schools and the sports college, are starting to help enhance pupils' learning, and those with agencies to support specific

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needs are especially good. The enhanced partnership with parents and carers helps them to support their children's learning better. They recognise the commitment of staff has helped the school to improve and the vast majority say they would recommend the school to others. Staff and the governing body ensure that the promotion of spiritual, moral, social and cultural development is good. This is promoted well through the very good assemblies that encourage reflection and the effectively planned programme for pupils' personal development.

The management of provision for disabled pupils and those who have special educational needs is a strength. Assessment of need is managed well and pupils' individual plans are very effectively adjusted to meet them. Both teachers and classroom assistants provide good support to encourage pupils' progress. This, together with the strong message that discrimination in any form will not be tolerated, helps ensure that all pupils have equality of opportunity. The safeguarding of pupils is a high priority, with very effective policies and procedures in place to ensure their safety. Staff are well trained, especially in dealing with poor behaviour, bullying or child protection, and the vetting and safe recruitment of staff is very thorough.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2012

Dear Pupils

**Inspection of St Peter's Church of England Voluntary Aided Primary School, Devizes SN10 2AP**

Thank you for welcoming me to your school. I particularly want to thank those of you who read to me or talked about their work and behaviour. My evidence shows that the school has improved well since its last inspection. It now provides you with a satisfactory standard of education and some important features are good.

Here are the most important things about the school.

- Achievement is satisfactory. Teaching has improved so you are making better progress, but some of you are still making up for things you could not do well previously.
- You told me that those of you who find learning or good behaviour difficult get a lot of good support. My findings agree with this and their progress is good.
- Adults look after you very well through the careful safety checks they make.
- You very much enjoy school and behave well. Your attendance levels are now higher than average
- You are mature and thoughtful young people who are helpful to others. Older pupils are very clear on how they can improve their work and try hard to do so.
- You have a headteacher and staff who are determined to carry on improving the school, so make sure you help them when you can.

These are the things that my evidence shows the school needs to improve.

- Help achievement to continue rising, especially by making sure those of you who learn quickly can attain higher standards in writing and mathematics.
- Try to make all lessons as good as some of those I saw during the inspection by assessing your work during activities and encouraging you to improve it.

You can help by always working as hard as those of you in the older classes did during the inspection.

Yours sincerely

D Wilkinson  
Lead inspector



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