

Peatmoor Community Primary School

Inspection report

Unique Reference Number	131572
Local Authority	Swindon
Inspection number	381367
Inspection dates	9–10 November 2011
Reporting inspector	John Carnaghan

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Andrew Bourne
Headteacher	Andrew Henstridge
Date of previous school inspection	7 July 2009
School address	Pepperbox Hill Peatmoor Swindon SN5 5DP
Telephone number	01793 887473
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Email address	head@peatmoor.swindon.sch.uk

Registered childcare provision	The Happy Heron Club
Number of children on roll in the registered childcare provision	24
Date of last inspection of registered childcare provision	n/a

Age group	4–11
Inspection date(s)	9–10 November 2011
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Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons taught by seven teachers and held meetings with pupils, staff, members of the governing body, parents and carers. They observed the school's work, and looked at its assessments, monitoring records, policies and questionnaires from staff, pupils and 104 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have improvements in teaching and assessment been sufficient to accelerate progress and raise attainment?
- How well has the curriculum been adapted to address the school's particular needs?
- Do senior staff and members of the governing body set appropriate priorities for the future?

Information about the school

Peatmoor Community Primary School is smaller than average. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is below average and almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is close to average; the largest group of these pupils has moderate learning difficulties. The Early Years Foundation Stage comprises one Reception class. The school includes before- and after-school childcare managed by the governing body. The current headteacher took up his post in May 2010.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Peatmoor Community Primary School is a satisfactory school. It has some good features and, under new leadership arrangements, is poised to move forwards. Children make a satisfactory start to their education in the Early Years Foundation Stage and their personal qualities, such as independence and cooperation, develop well. However, their attainment in communication, language and literacy is lower because teachers' planning provides too few opportunities for children to develop their English skills, especially writing.

Careful assessment has identified a legacy of underachievement, particularly in Years 3 and 4. The school is working hard to raise the attainment of these pupils, now in Years 5 and 6, but improvements are slow. Attainment is average and the achievement of all groups is satisfactory. Progress is satisfactory and is not yet good because teaching in too many lessons is also satisfactory. In these lessons, while objectives and activities are largely appropriate, teachers' expectations can be too low, the pace is too slow and the lesson's conclusions are rushed. However, some teaching is good and is strongly focused on promoting learning.

The school is developing its curriculum to offer more writing opportunities and to make it more stimulating, especially for boys. The school acknowledges that more remains to be done to promote literacy skills. Numerous well planned links with schools across the United Kingdom and the world ensure pupils develop a good understanding of other cultures.

Parents regard the school highly, many complimenting the approachability of the headteacher. One typically commented, 'I know if I have any concerns I can go to my son's teacher or the headteacher.' Staff provide good care. The school targets support accurately to where it is most needed, and can indicate striking examples where it has helped individuals to overcome barriers to progress. Pupils clearly understand the factors that promote health. They appreciate nutritious food and know they should limit their intake of sweets and fizzy drinks. They enjoy sport and exercise, taking full advantage of what the school offers during the school day and after hours.

New leadership and management arrangements have improved the school's self-evaluation and its use of assessment. These provide an accurate picture of areas for development; the school uses this information to develop relevant plans for the future. There is a trend of improvement in some areas such as assessment, but this

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is relatively recent so has had limited impact on achievement. Leaders are ambitious for the school, share this with staff and drive developments forward; systems are in place to enable continuing improvement and the school's capacity for sustained improvement is satisfactory.

About 40% of 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?

- By July 2012, raise attainment, particularly in English, by:
 - improving teaching so that more lessons are good or better, through raising teachers' expectations, increasing the pace of learning and delivering more effective conclusions to lessons
 - further developing the curriculum to provide more opportunities for pupils to use literacy skills across all subjects.
- By April 2012, improve provision in the Early Years Foundation Stage by planning more opportunities for pupils to develop their skills in reading and writing.

Outcomes for individuals and groups of pupils

3

Pupils' attainment is average and is slowly rising as the school improves. However, there are some variations. Attainment in English, particularly in writing, is a little lower than in mathematics. This starts from the Early Years Foundation Stage where children's levels of communication, language and literacy as they leave Reception are below other areas. Boys' attainment, particularly in writing, is consistently relatively lower than girls'. The school's improved assessment systems mean it is fully aware of these patterns; it is making changes to teaching and the curriculum to help close the gaps.

Satisfactory teaching promotes satisfactory progress. Pupils are very keen to learn but depend on teachers to challenge them and drive learning forwards. Sometimes, expectations are not high enough. A satisfactory English lesson was typical in that it was well planned and started effectively with the teacher leading the introduction briskly. However, no rigorous expectations or deadlines were set for independent activities, so the pace slowed. At the end of the lesson, there was too little time to reflect with pupils on what they had learned or plan with them the next steps. Appropriate support for pupils with special educational needs and/or disabilities ensures that this group makes similar progress to their peers. Given their starting points, the achievement of all groups of pupils, including those with moderate learning difficulties, is satisfactory.

Pupils behave well and enjoy school. Their attendance is above average; pupils' ability to apply the basic skills means that they are prepared satisfactorily for their future lives. They get along conspicuously well with one another and have great

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confidence in their teachers. They report that they feel safe at school, supported on the playground by buddies and peer mentors. They understand the wider implications of how to be safe, whether it is on the internet or the busy local roads. The school council and eco council both provide good forums to represent pupils' views and pupils feel empowered by the work these groups undertake. The school council promotes playground improvements and encourages pupils to select a charity to support.

Pupils learn to reflect on the plight of others and show compassion for those who are less fortunate, encouraged by themes covered in assemblies. They have firm views on what is right and wrong and their excellent relationships are a good testimony to their good social development. Numerous links with other schools, both in the United Kingdom and abroad, promote their growing cultural understanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is undergoing changes to make it more responsive to pupils' needs. There are now increased numeracy opportunities across all subjects, but literacy is less developed. The school is slowly introducing topics such as the Second World War to stimulate boys' writing more effectively. The curriculum is enriched by plentiful outside links, many associated with ecology. For example, numerous pupils have worked on a sustainable power study with a partner rural school and others have taken part in a joint gardening project with a Gambian school. Themed studies, for example 'festival fortnight' and Black History week, broaden pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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understanding.

Teaching has a number of strengths but is inconsistent. Classrooms are stimulating places with good resources, and information and communication technology (ICT) is used well to promote learning. Pupils behave well and are keen to get on; they are not always active learners but are very responsive to teachers and other adults and get along famously with one another. This means very few interruptions to learning. An excellent Year 4 English lesson on homophones set a variety of challenging investigations which were well matched to each group’s aptitudes. Pupils attacked their tasks with gusto, encouraged by the 15-minute deadline and the offer of school rewards. Many quickly grasped the significance of homophones and, subsequently went on to produce interesting pieces of writing. Teachers show good subject knowledge and question pupils well. Marking is generally supportive; most pupils understand their next steps.

Some lessons, while satisfactory, have lower expectations. Introductions can be brisk, but teachers frequently omit deadlines when pupils move on to independent activities. Without this incentive, the pace of learning slows down. Because such sessions are not time limited, the conclusions of many lessons have to be rushed, so missing opportunities to check on and consolidate what has been learned.

Pupils, parents and carers agree the school provides a caring environment. Pupils report there are many sympathetic adults to turn to. Improved assessment has meant accurately targeted support promotes the progress of pupils in danger of being left behind. Assistance for the most vulnerable is well organised and the school uses outside agencies judiciously to foster their learning and development. Good arrangements ensure pupils’ transfer into and out of school is well organised. The before- and after-school clubs are led and managed well and robust systems meet all requirements and keep pupils safe. A good balance of outdoor and indoor activities and a mixture of healthy snacks and meals ensure these pupils’ happiness and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The newly established leadership and management team has developed an accurate view of the school and has prioritised effectively what needs to be done to seek improvement, especially to raise attainment. Assessment information is now used

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effectively to set targets for pupils’ achievement and to hold teachers to account for the progress of their classes. The headteacher provides calm, thoughtful leadership and ensures the school runs smoothly. Staff share leaders’ and managers’ ambitions for the school and adults work closely together to ensure a secure, caring environment that is just starting to raise attainment.

Teaching is thoroughly monitored and areas for improvement have been identified, but this process is at a relatively early stage and has not yet had a significant impact on classroom performance. The school’s actions to close gaps between groups of pupils, for example between girls and boys, are starting to work. Its promotion of equality of opportunity is satisfactory.

The governing body has good methods to evaluate the school’s work and keep its policies and procedures under review. Governors and school leaders regularly seek out and act on the views of pupils, parents and carers. They use their knowledge to establish the strategic direction of the school and to challenge it. Governors also keep a close check on safeguarding procedures. The school adopts recommended good safeguarding practice. Risk assessments and quality assurance are well established and staff receive regular, relevant training. These practices have a positive impact on the sense of security experienced by pupils.

The school keeps parents and carers fully informed of their children’s progress through reports, open evenings, year group meetings, newsletters and the school’s website. Local partner schools enhance what the school is able to offer. For example, links with nearby secondary schools provide physical education and ICT support and help to develop effective transfer arrangements for pupils moving into Year 7.

The school has clearly analysed its local context and the way it promotes community cohesion. A convincing action plan to promote engagement with groups beyond the immediate vicinity has improved provision considerably. All pupils benefit from links with numerous partner schools in different parts of the world, from France to Japan, because each class has a partner country that provides stimulating learning opportunities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and	3

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tackles discrimination	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children’s attainment as they leave the Reception class is broadly average, but a little lower in communication, language and literacy. Given their starting points, this represents satisfactory progress. Children are given good opportunities to develop independence and to socialise. They show growing maturity and learn good behaviour, both of which set the positive pattern for the school as a whole. Children enjoy coming to school and are excited by the topic of the week, for example when they made ‘potions’ in the Halloween corner.

Curriculum themes are appropriate and the environment is welcoming. Teaching is satisfactory and children enjoy choosing activities and working and playing both indoors and out. However, adults do not assess progress often enough or keep accurate records of what each child is doing. This can allow children to avoid some activities altogether and, for some, this is detrimental to the development of their literacy skills.

The leadership and management of this area are new; plans are in place to improve staff expertise through targeted training and observing good practice in partner schools. Adults in Reception work well together; parents and carers are welcomed into the area and are kept well informed about their children’s progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

A higher-than-average proportion of parents and carers returned inspection questionnaires. The very large majority of the views expressed are positive. All respondents believe that the school keeps their child safe and almost all report that the school promotes healthy lifestyles. Most are happy with their child's experience of school. A few replies expressed concerns over the way the school deals with behaviour and their child's progress. Inspection evidence indicates that progress is satisfactory and that the few incidents of bad behaviour are dealt with effectively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peatmoor Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	60	39	38	3	3	0	0
The school keeps my child safe	68	65	35	34	0	0	0	0
The school informs me about my child’s progress	52	50	44	42	7	7	1	1
My child is making enough progress at this school	52	50	43	41	7	7	2	2
The teaching is good at this school	59	57	37	36	4	4	0	0
The school helps me to support my child’s learning	51	49	44	42	2	2	2	2
The school helps my child to have a healthy lifestyle	55	53	48	46	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	40	43	41	6	6	0	0
The school meets my child’s particular needs	49	47	47	45	3	3	3	3
The school deals effectively with unacceptable behaviour	45	43	45	43	7	7	2	2
The school takes account of my suggestions and concerns	42	40	47	45	5	5	1	1
The school is led and managed effectively	65	63	33	32	3	3	0	0
Overall, I am happy with my child’s experience at this school	67	64	31	30	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



11 November 2011

Dear Pupils

Inspection of Peatmoor Community Primary School, Swindon SN5 5DP

Thank you for your help when the inspectors visited your school recently. It was a real pleasure meeting and talking with you. We would like to congratulate you on your good behaviour.

Peatmoor is a satisfactory school. Your attainment at the end of Year 6 is similar to that of other boys and girls of the same age. Your progress is satisfactory; this is linked to teaching and learning which are also satisfactory. You are well cared for and the school is a safe place. Many aspects of your personal development are good and you know a lot about how to be healthy and safe.

The school is starting to improve because leaders, managers and teachers are working hard to develop it. We have asked the school to focus on improving these areas.

- Raising attainment and progress by making sure lessons run at a good pace and challenge you fully, and through changing the curriculum so that it gives you more opportunities to develop your literacy skills, especially writing.
- Organising sessions in the Early Years Foundation Stage so they provide more opportunities to develop literacy skills.

You can help by keeping up your enthusiasm for learning. Once again, thanks for all your help and good luck in the future.

Yours sincerely

John Carnaghan
Lead inspector

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