

St Peter's Church of England (Aided) Primary School

Lord's Mead, Chippenham, Wiltshire, SN14 0LL

Inspection dates

5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Children enter the school with knowledge and skills that are close to being in line with the levels expected for their age although they are below for a minority. They make good progress and leave in Year 6 at a level above the national average.
- A large proportion of pupils leave the school having achieved the higher levels in their Year 6 assessments.
- Support for disabled pupils and those with special educational needs is good.
- Teaching is good. The wide curriculum and interesting activities planned by teachers keep pupils engaged and keen to work.
- Strong pastoral care ensures that pupils whose circumstances make them vulnerable are well supported both with their learning and socially.
- Pupils behave well and feel safe. The overwhelming majority of parents and carers agree.
- School leaders are committed to achieving the best outcomes for all pupils. They have a good understanding of current achievement and teaching and what needs to be done to make the school even better.
- The school is supported by a strong, effective governing body which has developed a clear strategic direction for the school.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Pupils are not given sufficient opportunities to learn how to work by themselves.
- Middle leaders are not yet fully involved in improving teaching and learning in their specialist areas.

Information about this inspection

- The inspectors observed 15 lessons taught by ten teachers. Five of these lessons were joint observations with members of the senior leadership team.
- Meetings were held with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors took account of the 66 responses to the online survey Parent View and the 39 questionnaires received from the school staff.
- Inspectors undertook a book scrutiny of work in pupils' books and a learning walk with pupils around the school to gauge the breadth of the curriculum.
- Inspectors looked at the school's documentation relating to safeguarding, pupils' progress, attendance, the school's development plan and policies.

Inspection team

Janet Maul, Lead inspector	Additional inspector
Tony Instone	Additional inspector
David Wolfson	Additional inspector

Full report

Information about this school

- St Peter's is slightly larger than the average sized primary school.
- A very large majority of pupils come from a White British background; the small minority who do not, come from a range of minority ethnic backgrounds.
- The proportion of pupils receiving the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, for children in the care of the local authority and those from families in the armed services, is low. There are very few pupils who are in care (and none in Year 6 in 2012) or from service families.
- The proportion of pupils who are disabled or have special educational needs and are receiving support at school action is below average. The proportion at school action plus or who have a statement of special educational needs is high; many of this group are on the autistic spectrum.
- The majority of children entering the Early Years Foundation Stage have attended a nursery or other pre-school setting which are not part of the school's provision.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the standard of teaching from good to outstanding by:
 - using the expertise of external advisors and high-performing schools in the local cluster to ensure that all teachers and leaders know what outstanding teaching looks like
 - further developing systems of coaching so that teachers work together to share good practice and regularly discuss effective methods of teaching
 - ensuring lessons are more consistently challenging, particularly for more-able pupils
 - organising training on higher-order questioning skills for teachers and teaching assistants
 - making sure pupils have opportunities to develop their ability to work by themselves without adult involvement.
- Develop the work of middle leaders and those with particular responsibilities by:
 - ensuring that leaders at all levels are involved in the process of school improvement
 - ensuring middle leaders are more involved in making checks on the quality of teaching in their areas of responsibility and in supporting colleagues to further improve their teaching.

Inspection judgements

The achievement of pupils

is good

- When children enter the Early Years Foundation Stage most have the skills and understanding expected for their age and experience, but a minority are below this level. Children make good progress in the Early Years Foundation Stage and leave with attainment that is slightly above the national average.
- Good teaching ensures that progress through Key Stage 1 is good, and pupils leave in Year 2 with scores above the national average.
- Pupils make good progress through Key Stage 2 and by the time they leave in Year 6 most pupils have achieved well with half the pupils attaining the higher levels in their end-of-year tests. The school achieved higher than average results in 2010 and 2012, with a dip in 2011. The school's own checking system and the work seen in pupils' books indicate that higher levels of attainment are likely to be seen again in 2013 and 2014.
- Disabled pupils and those with special educational needs make good progress relative to their starting points. The school supports a relatively high number with a statement of special educational needs. The attainment of the small number of pupils from minority ethnic backgrounds is similar to that of the other pupils.
- In the 2012 end-of-year tests, Year 6 pupils eligible for the pupil premium who receive free school meals or who are from service families attained slightly lower levels than most of the pupils in their year group for reading, writing and mathematics. However, they attained higher levels than similar pupils nationally.
- Across the school all groups of pupils eligible for the pupil premium are making mostly good progress compared to other pupils. The school has good provision to support these pupils' needs.
- Individual pupils' progress is closely checked and discussed at pupil progress meetings and appropriate support is given if any pupils are found to be falling behind.

The quality of teaching

is good

- Teaching was good in most of the lessons seen and teachers demonstrated good subject knowledge across the curriculum.
- The teaching in mixed-age group classes is generally managed well, although in the few weaker lessons there was not enough challenge for the most-able pupils.
- Teachers plan carefully to ensure that their pupils enjoy lessons. When a group of pupils was asked what the best thing about their school was, several of them spoke enthusiastically about 'writing stories' and 'learning things'. In the best lessons pupils were given the opportunity to think about how to solve problems and to work by themselves, but in some lessons pupils were given too much help too quickly, thus hindering them from developing the ability to work effectively on their own.
- In some lessons adults asked questions which only required one or two word answers; questioning did always help pupils to develop their ideas or challenge the more able.
- The teaching of reading is good; phonics lessons (learning about the sounds letters make) match pupils' needs with a brisk pace and lots of humour. Pupils used phonic strategies well when reading aloud to an adult. Discussion with pupils indicated a wide range of books being read with encouragement from their teachers to do so.
- There is good support available for pupils who require specific help. The school enthusiastically uses a range of strategies and resources to support reading, writing and mathematics. Pupils requiring social support benefit from 'fun clubs' specifically designed to develop their social skills. The school runs a summer club for pupils at risk of falling behind over the summer break, so

they are ready to make a flying start at the start of the autumn term.

- Marking is a strength of the school, with pupils given high-quality feedback and advice on how to further improve. Many pupils could talk about how to make their work better.

The behaviour and safety of pupils are good

- The safeguarding aspect of behaviour and safety is exemplary; record keeping and training are up to date, and pupils' safety is of paramount concern at St Peter's.
- There is very little bullying, but what there is, is addressed appropriately. A pupil told an inspector, 'The best thing about our school is that there is no bullying or bad behaviour... just one or two arguments about friendship.' There have been no exclusions in recent years.
- Attendance is good because pupils enjoy school and want to attend, and parents and carers value the work of the school.
- In most lessons behaviour was very good and pupils were engaged and attentive. In less strong lessons although poor behaviour was still not evident, some pupils were passive and less actively engaged in their learning.
- Parents, carers and staff were overwhelmingly positive about the behaviour of the pupils in the school.
- Children could talk about keeping themselves safe, and were knowledgeable about cyber safety.
- There are robust systems in place for dealing with and recording racist incidents.
- Adults model polite positive behaviour to pupils and they communicate their high expectations. As a result, pupils are well mannered both to adults and to each other.

The leadership and management are good

- The high aspirations of the headteacher are fully shared by the senior management team and the governing body. A concern for the education and well-being of pupils is at the heart of all decisions taken. The leadership teams work well together in running the school.
- The senior managers understand the school's performance data well, and how to use them to drive improvement. Robust checking systems ensure that pupils in danger of not making good progress are identified and supported.
- Middle leaders are enthusiastic about their subjects or areas of responsibility. They benefit from working with other schools in the local cluster, including working with teachers from other schools in moderating the standard of pupils' work against National Curriculum levels. They are enthusiastic about the benefits of coaching within the school, but this process is at an early stage of development. Subject leaders are not yet fully involved in making checks on the quality of teaching in their areas and in supporting colleagues to improve their practice.
- The leadership of special educational needs is good, and the progress of these pupils is closely checked and appropriate support given.
- Pupils are listened to, and the headteacher has started 'pupil conferencing' to find out how pupils feel they could be even better supported.
- The school has the confidence of the parents and carers as seen in the positive Parents View response. They work hard to engage parents and carers with their children's learning with a good degree of success.
- Financial management of the school is good.
- There is a good performance management system in place. Teachers self-assess their own performance, and this is checked by, and discussed with, the headteacher before the governing body agrees any pay rises.
- The school has received considerable support from the local authority which considers that the school has improved considerably since the last inspection.

- Pupils' social, moral, cultural and spiritual development is a strength of the school. Since the last inspection links have been developed with other countries and cultures, and pupils are respectful of others' cultures and beliefs.

■ **The governance of the school:**

- The school has a strong and committed governing body. Its members willingly use their professional skills for the benefit of the school. Governors both challenge and support the headteacher and senior management team. Governors visit the school regularly, but their main method of evaluating the school's performance is by a scrutiny of the school's data with members of the senior management team. This is used to evaluate pupils' rates of progress overall and progress across year groups. Governors know about the quality of teaching from their visits to lessons, a scrutiny of progress data and reports from the headteacher. Governors understand their roles and responsibilities. They have all undertaken training for their specific roles, for example, for safer recruitment and child protection. Governors monitor the spending of the pupil premium and hold the school to account for the link between the pupils' progress and the expenditure. They ensure equal opportunities are taken seriously and have set equality targets for the school. The performance management process has been reviewed, and the governing body now plays a much greater part in ensuring there is a close link between pay and performance.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126398
Local authority	Wiltshire
Inspection number	402396

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Rev Andrew Gubbins
Headteacher	Julia Harle
Date of previous school inspection	13–14 July 2010
Telephone number	01249 653537
Fax number	01249 460720
Email address	admin@st-peters.wilts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013



