

# Inspection of St Peter's Church of England School, Alvescot

Alvescot, Bampton, Oxfordshire OX18 2PU

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Inspection dates: 21–22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The previous judgement of outstanding reflected the school's overall effectiveness in November 2007, under the relevant inspection framework at that time.

The new judgement of good reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 12 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

## **What is it like to attend this school?**

There have been a lot of changes at St Peter's during its expansion in recent years. However, the first-class start that children make in early years and the exceptional levels of nurture and support here continue. A wealth of stimulating learning experiences boost pupils' self-confidence, and positive relationships ensure that they flourish. Parents particularly value the school's focus on equalities and how well staff care for individual children's needs. As one parent commented, 'It's worth travelling to get your children here.'

Promoting a love of reading is at the heart of the curriculum. Children in Reception are enthusiastic early readers. Staff skilfully encourage older pupils to become confident and expressive readers. Pupils achieve well in writing and mathematics and have a wide range of opportunities to learn across the curriculum. There are excellent relationships between leaders and families. Staff support vulnerable pupils and those with special educational needs/and or disabilities (SEND) well.

Pupils' care and respect for each other are clear; teasing and unkindness are not tolerated here. Typically, pupils are attentive in lessons and want to do well. Around the school, pupils interact warmly with each other and the adults that look after them. As a result, pupils are happy and feel safe.

## **What does the school do well and what does it need to do better?**

The headteacher and her staff have worked tirelessly over recent years to expand the school from an infant school into a primary school to meet local needs. While doing this they have maintained the school's key strengths in early years and the excellent personal development it provides to pupils. Parents enthuse about how much the school offers their children. They have nothing but praise for the headteacher and her team.

Right from their first days in Reception, adults capably support children's language and communication skills, encouraging their imaginations. Strong relationships and effective communication with families are coupled with skilled teaching. The vibrant and engaging learning environment is highly motivational. Well-organised language and number-rich activities encourage independence. This ensures that all children are supported particularly well and make strong progress across the early learning goals.

Staff ensure that pupils receive a good quality of education. Leaders have ensured that the teaching of phonics is well structured and effective. Consequently, pupils in Reception and Year 1 learn to read well and delight in stories. Older pupils develop a strong grasp of how writers convey ideas, characters and themes in texts. The standard of reading in both key stages is high.

Leaders and governors have high aspirations for pupils. Lessons are enhanced by a rich variety of experiences that help make learning relevant to real life. Leaders use

and adapt resources to plan a curriculum that both prepares pupils for the future and inspires them to learn. Leaders' plans seek to build appropriately on pupils' knowledge and skills across a wide range of subjects. However, for some subjects, progression from early years to upper key stage 2 is more precisely developed than for others. Sometimes, for example in science and history, the work does not connect as closely as it could to pupils' prior learning and experiences. Occasionally when this happens a minority of pupils can lack concentration, chatter or become distracted. This is quickly resolved by staff.

Very strong leadership from the headteacher ensures that pupils with SEND are included in every aspect of school life. Staff prioritise their well-being, enabling them to learn well. Older pupils are highly empathetic, inclusive and friendly towards pupils with SEND.

The curriculum promotes spiritual, social and moral development very well. A wealth of rich and stimulating learning opportunities encourages pupils to be outward-looking and well prepared for life in modern Britain. Pupils delight in being on the school council, acting as 'young leaders' and supporting younger children at breaktimes. These opportunities help them to reflect on the community within the school and cultivate their leadership skills very well.

Governors know the school well and share the headteacher's vision. They use their frequent visits to the school to pose effective challenge. Staff feel well supported and value training opportunities from local networks and the multi-academy trust. They are unanimous in their praise of the school. Staff, parents and pupils described St Peter's to inspectors as a family.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding leaders have up-to-date expertise in all aspects of safeguarding. All appropriate checks are made on all adults who work with the children in school. The headteacher maintains detailed recording systems and ensures that a comprehensive package of training is available for all staff. The school works well with external agencies and acts determinedly should any pupils require extra help.

Staff know their pupils and the local community very well. Teachers modify the curriculum to ensure that pupils understand how to keep themselves safe outside of school and when online.

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

### **(Information for the school and appropriate authority)**

- As the school has expanded there have been changes to the structure of mixed-age classes each year. These have reduced the quality of the school's curriculum sequencing in some subjects. However, it is clear from the actions that leaders

have already taken to improve planning in other subjects that they are in the process of bringing about improvements. Current plans show what must be taught in each subject in each year group. However, in some subjects, such as history and science, these need to be refined so that they make the sequence of subject-specific learning clear.

- Recent staffing changes have resulted in adjustments to subject leadership and the roles of staff. The quality of the school's development planning needs improving to sharpen its focus on subject leadership. Leaders and governors should use this to ensure the consistency of challenge from teachers and teaching assistants across the foundation subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141833
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10122187
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kathy Winrow
<b>Headteacher</b>	Sam King
<b>Website</b>	<a href="http://www.stpeters.oxon.sch.uk">www.stpeters.oxon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected as an academy

## Information about this school

- St Peter's Church of England Primary School is a smaller-than-average primary school with three mixed-age classes.
- When its predecessor school was last inspected by Ofsted it was judged to be outstanding overall.
- The school converted to become an academy within the Oxford Diocesan Schools Trust (ODST), a multi-academy trust, in March 2015. The directors of the trust are responsible for and oversee the management and administration of its 35 academies. The trust delegates aspects of governance to the local governing body. This local governing body is responsible for taking a strategic overview of the school and monitoring its policies, targets and priorities.
- The school was previously an infant school. In September 2017 it expanded to offer places to pupils in key stage 2. Growing a new year group each year, currently there are pupils in Reception and Years 1 to 5.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We held a series of meetings with the headteacher to discuss early years, attendance and pupils with SEND.
- The lead inspector met with six members of the governing body and with a representative of ODST.
- We met with teaching and support staff. We held a meeting with a group of pupils and had informal conversations with pupils during breaks and a lunchtime.
- We conducted deep dives into these subjects: reading, mathematics, history and science. As part of this within each subject, inspectors met with subject leaders, visited lessons, talked to pupils about their work and met with teaching staff to discuss the school's approach to curriculum delivery. Inspectors also looked at other curriculum plans and reviewed pupils' work across the curriculum.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.
- Inspectors spoke to parents at the beginning and the end of the day and considered the views represented in 64 replies to the online survey Parent View, three letters and an email from parents. We also reviewed feedback from eight replies to a staff survey and 53 replies to a pupil survey.

### **Inspection team**

Matthew Newberry, lead inspector

Her Majesty's Inspector

Hilary Goddard

Ofsted Inspector

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