

Inspection of St. Peter's CE Primary Academy

Xanten Way, Salisbury SP2 9FL

Inspection dates: 15 and 16 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Trust leaders hold very high expectations for the school. They have done so from the start when the school opened in 2018. School leaders have a clear vision that the school is at the heart of the community. The headteacher is a lynchpin for ensuring this happens. Staff and pupils follow the school's motto, 'Strive Beyond: Defy Limits', with determination.

Pupils take pride in their school environment. Respectful behaviour is always on show and low-level disruption is not accepted. Most pupils attend school regularly as they enjoy their learning. Pupils say that there are very few instances of bullying. On the rare occasions it happens, staff deal with it swiftly and effectively.

The school is well respected in its locality. The school has been on an extremely fast and purposeful journey. Leaders have dealt well with an ever-shifting landscape with both the COVID-19 pandemic and the changes to the locality. As one parent said, 'We really feel that we work in collaboration with the school and know that being there is enhancing the opportunities we give our children at home, too.' Several spoke of the rewarding ethos and atmosphere within the school.

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

Leaders have created an ambitious curriculum. Pupils learn the full spread of subjects from Reception to Year 6. Leaders have reflected regularly on what is best for pupils. They understand the importance of teaching pupils the critical knowledge in each subject. Curriculum planning reflects what to teach pupils and when, so that learning deepens over time. Leaders use assessment wisely without placing unnecessary burdens on staff. Teachers use assessment to make sure that pupils keep up with learning.

Reading is a priority. The library sits at the centre of the school. Pupils enjoy the comfort of the space. They read quietly at break times, as well as during timetabled lessons. Leaders introduced a new phonics scheme a year ago. Staff show expertise in their teaching of phonics. Reception pupils learn their sounds from the moment they arrive in school. They also begin to write letters. Pupils read books that match the sounds they know. Weaker readers are supported to develop fluency when reading. Pupils read carefully chosen texts, both traditional and modern. These help pupils to broaden their vocabulary and their understanding of culture and diversity. Teachers ensure that pupils continue to read for pleasure in key stage 2. They make regular recommendations of what is on offer to suit every taste.

Leaders know that some pupils need support in explaining their learning and views. They provide continual opportunities for pupils to do so. Whether in Reception or in Year 6, teachers ask questions skilfully to engage pupils. With the high number of pupils who speak English as an additional language, this is vital work. Pupils' vocabulary and pronunciation are improving as a result.

Pupils learn how to hold pencils and write as soon as they arrive at school. Teachers are mindful that some pupils lost stamina and precision during the COVID-19 pandemic. Therefore, they provide exercises for younger pupils who need to improve their pencil grip. Pupils learn the rules of spelling, punctuation and grammar in age-appropriate ways. Despite this, some older pupils do not spell and punctuate their work accurately. Teachers do not routinely highlight written inaccuracies in subjects other than English.

Leaders know the individual needs of the high numbers of disadvantaged pupils in the school. Many of these pupils have special educational needs and/or disabilities (SEND). Leaders track these pupils' progress through the curriculum. When difficulties arise, leaders resolve issues swiftly. Disadvantaged pupils flourish because of this support and make rapid improvements in their work. Teachers know how to adapt the curriculum for pupils with SEND, so that they can follow the curriculum successfully alongside their peers.

Staff make every effort to provide pupils with positive experiences that enrich their personal development. Extra-curricular clubs, including sports and performances, happen after school. Leaders make sure that disadvantaged pupils and those with SEND attend in line with others. Pupils enter local sports competitions on a regular basis, with many successes. Pupils learn about healthy eating from Reception Year onwards.

The personal, social, health and economic curriculum educates pupils to become responsible citizens of the future. Pupils know right from wrong. They understand how to stay safe when they are online and the importance of consent within relationships. Pupils show compassion and tolerance of differences in race and ethnicity. Their understanding of protected characteristics is less well developed.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular and up-to-date training. They know how to identify and report any concerns about pupils who may be vulnerable. Leaders responsible for safeguarding make sure that external support is provided at the right level to keep pupils safe.

Recruitment checks are undertaken vigilantly. The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence. Pupils are aware of safeguarding risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some pupils, the accuracy of their writing is not consistent across the curriculum. Pupils have been taught about grammatical constructions and punctuation but are not automatically applying this knowledge correctly. Leaders should ensure that pupils are supported to write fluently and without error.
- While the school celebrates its diversity, pupils' knowledge about issues such as protected characteristics is not secure, especially for pupils in key stage 2. Leaders must ensure that they build on these elements of the curriculum to support pupils' personal development.

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 information from Ofsted Parent View 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.

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

Unique reference number	145166
Local authority	Wiltshire
Inspection number	10256592
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	Board of trustees
Chair of trust	Rosemary Tong
Headteacher	Oliver Martindale
Website	www.stpeters.dsat.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is a Church of England academy free school and part of the Diocese of Salisbury Academy Trust. The school opened in September 2018 with 69 pupils and three teachers.
- The headteacher was appointed in April 2018.
- The school does not use alternative providers.
- The school has not had a section 48 inspection. One is due within the next three years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the chief executive officer, a trustee, the trust’s director of education, the chair of governors, a parent governor, the headteacher, senior leaders, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, computing and history.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors looked at the single central record and discussed case studies of vulnerable pupils with the designated safeguarding lead. They spoke to staff and pupils about the training and education they had received about keeping safe.
- Inspectors took account of the Ofsted Parent View survey responses and the results of the staff and pupil questionnaires.

Inspection team

Kathy Maddocks, lead inspector	His Majesty's Inspector
Andrew Evans	Ofsted Inspector
Sandra Woodman	Ofsted Inspector

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