

Inspection of a good school: St Peter's Anglican Methodist VC Primary

Bank Road, Pilning, Bristol BS35 4JG

Inspection dates:

26 to 27 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

St Peter's Anglican Methodist VC Primary has been through an unsettled time since the previous inspection. New leaders have been in place for the past two years and they have made some positive alterations to the curriculum. They have a strong vision, but the full impact of this is yet to be realised. Recent published outcomes at the end of key stage 2 show there is further work to do to support pupils to achieve their full potential.

The school is at the heart of the community. Pupils are welcoming and kind. They are courteous to visitors. Pupils demonstrate the school's distinctive values which include 'honesty' and compassion.' They attend well and are safe. Relationships between adults and pupils are strong. Pupils learn in a calm environment. The school's behaviour motto of 'ready, respectful and safe' is known by all. Pupils understand why it is important to do their best.

Pupils take part in a variety of enrichment activities. These are carefully planned to support and build on areas of the curriculum. For example, pupils visit the Houses of Parliament. Consequently, they make links between the democratic process and voting for house captains.

Pupils develop new skills and talents through a range of clubs. These include kick boxing and football. Pupils are proud to represent their school in sporting tournaments. They are competitive, but fair-minded. They value the opportunity to participate in competitions.

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

The school has outlined clear actions to improve the curriculum. This is beginning to improve the quality of education current pupils receive. However, more needs to be done

to ensure that pupils reach what they are capable of. In some subjects, the curriculum is not yet fully developed or implemented as intended. Consequently, pupils are not supported to build their knowledge comprehensively across all subjects.

Where the curriculum is more established, staff do not always use what they know about how well pupils understand the curriculum to make adjustments. As a result, some pupils move on to new learning with ongoing gaps in their knowledge. Others, who are secure in their understanding of important concepts and ideas, do not move onto more complex learning when they are ready to do so.

The curriculum for the youngest pupils has been strengthened. In the Reception Year, children begin to develop their understanding in all areas of learning. Nonetheless, the important knowledge that will help children later is not always explicitly highlighted, so it can be reinforced in preparation for Year 1 and beyond.

The school has taken steps to develop a love of reading. Pupils learn about the range of human experience through books and stories. This helps them to understand and relate to the diversity of modern Britain. The library and bookshelves are well stocked with books that spark pupils' interests. Pupils speak positively about the books they have read and their favourite authors.

There is a structured approach to the teaching of early reading. Pupils learn letter sounds through daily phonics lessons. They then blend these sounds into words. Those who fall behind are quickly identified and are supported to catch up. However, the reading curriculum for older pupils is less rigorous. It does not help pupils to confidently develop their wider reading knowledge and skills. This is reflected in published outcomes at the end of key stage 2.

The school places a high priority on meeting the needs of pupils with special educational needs and/or disabilities (SEND). Staff have a secure understanding of how to support pupils. They make suitable adaptations which help pupils follow the curriculum successfully. They work in close partnership with the parents/carers of pupils with SEND, as well as with external agencies.

The school focuses strongly on pupils' wider development. Pupils develop responsibility through roles, such as the 'buddy' system. Older pupils participate in residential opportunities which develop their confidence and their ability to challenge themselves. Pupils develop strong links with the community. For example, they work with the local gardening club to improve the environment.

Pupils know how to keep themselves safe, including when online. They learn how to ride bikes safely, for instance. Pupils understand the importance of being physically and mentally healthy. They value the 'cwtchy corner' as a place for reflection. Pupils are tolerant of differences between themselves and others. They know that everyone should be treated fairly.

Staff appreciate the consideration shown for their workload and well-being. They value leaders' responsive approach. When new strategies are introduced, leaders consider the

implications for staff. The school and the governing body have the necessary expertise to continue to strengthen the curriculum. Their actions have begun to have some positive impact on current pupils' experiences at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is either not fully developed or implemented as intended. Consequently, pupils are not supported to build their subject knowledge in a cumulative way. The school needs to ensure that the curriculum in all subjects is well designed and taught effectively.
- Where the curriculum is established, staff do not use what they know about how well pupils have learned the curriculum to inform what they learn next. Therefore, pupils either have gaps in their knowledge of key concepts or ideas or do not move on when they are ready to do so. The school should ensure that assessment is used to inform teaching, so that it supports pupils to learn the curriculum successfully.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132927
Local authority	South Gloucestershire
Inspection number	10313269
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair of governing body	Michael Ormond
Headteacher	Paul Smith
Website	www.stpetersprimary.co.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher joined the school in September 2022.
- This is an Anglican Methodist voluntary controlled school. The most recent section 48 inspection took place in March 2017.
- The school does not use any alternative providers.
- There is a school-run breakfast club and after-school club on site.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders and members of the local governing body.

- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector 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.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspector also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

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