



Peatmoor Community Primary School

Inspection Report

Unique Reference Number 131572
LEA Swindon
Inspection number 282229
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Kevin Hodge RISP

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

Type of school	Primary	School address	Pepperbox Hill
School category	Community		Peatmoor
Age range of pupils	4 to 11		Swindon, Wiltshire SN5 5DP
Gender of pupils	Mixed	Telephone number	01793 887473
Number on roll	198	Fax number	01793 887 184
Appropriate authority	The governing body	Chair of governors	Dr Andrew Bourne
Date of previous inspection	22 January 2001	Headteacher	Mrs Teresa Peacock

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Peatmoor is a smaller than average primary school on the western outskirts of Swindon. Its community status allows some local organisations to be based permanently in the school as well as others to be able to hire or use its additional facilities. The proportion of pupils with learning difficulties and disabilities is above average. A small number of pupils are from minority ethnic backgrounds, but few are at the early stages of speaking English. The school has a number of awards, including Investor in People, Basic Skills Quality Mark, International School award, Eco-Schools silver status and Healthy Schools award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Peatmoor is an effective school that has many outstanding features. This judgement supports the school's own self-evaluation. It has improved well since the last inspection and is well placed to continue developing. It has few weaknesses. As a result, it provides very good value for money. Pupils enjoy coming to school and their enthusiasm to learn is infectious. They are proud of their school and, along with the vast majority of the parents, think that it is a fun, safe, and exciting place to learn.

Provision in the Foundation Stage (Reception class) is good. Pupils make good progress, particularly in their personal and social development. Pupils continue to achieve well so that by the time they leave in Year 6, standards are above average. In science and information and communication technology (ICT), they achieve particularly well. Pupils' good work in Years 3 to 6 is not often presented to best effect as their recording or handwriting skills are not always promoted well enough. Pupils with learning difficulties and disabilities achieve well, due to the high quality support they receive. The quality of teaching is good and has many strengths. Teachers generally make learning fun by using new technology, planning relevant activities and by providing displays of very high quality to stimulate pupils' interests. In otherwise satisfactory lessons, not all staff provide the same high level of challenge for pupils. The personal development of pupils and the high quality of the curriculum are major strengths. These are key factors in promoting pupils' good achievement, and their high levels of enjoyment and self-esteem.

The headteacher is a highly effective, innovative and dedicated leader. Teamwork is a successful feature of the school and promotes high levels of commitment to developing the children's learning and well-being. The school's self-evaluation of its strengths and relative weaknesses is rigorous. Teaching is monitored systematically and the school is determined to improve it further as the good and outstanding examples of teaching are not yet a consistent feature in all classes. The governors provide a good level of support and challenge, which helps to support the school's drive for improvement.

What the school should do to improve further

- ensure that monitoring continues to improve teaching so that the existing good quality is more even across the school
- improve the presentation of work in Years 3 to 6 to develop pupils' abilities to record and present their work more effectively.

Achievement and standards

Grade: 2

Pupils achieve well. Children in Reception make rapid gains in their learning, particularly in their personal and social development. The pupils build well upon their starting points, which are broadly average. By the time they start Year 1, the vast majority of children reach the nationally expected goals for learning. Pupils continue to make

good progress between Year 1 and Year 6. In the most recent national tests for pupils in Year 2, the results in reading, writing, mathematics and science were above average. In pupils' day-to-day work, basic skills develop well.

The test results at the end of Year 6 in 2005 exceeded the challenging targets the school set for itself. This was a considerable achievement as over a third of pupils were identified as having learning difficulties. Standards are generally higher than the national averages. In some activities in Years 3 to 6, particularly English, pupils do not always present their work as well as they might, which detracts from its good content. Work in science and ICT is of a particularly high standard. All pupils, including those with learning difficulties, make good progress and achieve well in gaining basic skills. There is no significant variation in the progress made by different groups of pupils and those from minority ethnic groups also achieve well.

Personal development and well-being

Grade: 1

Pupils show great enthusiasm for learning and really enjoy being at school. They behave particularly well and their attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is outstanding. They develop an excellent awareness and empathy for social and cultural diversity. Pupils learn effectively about children in other countries, which expands their horizons considerably. Projects such as setting up a calendar company, along with gaining basic skills, do much to promote their future economic well-being. Pupils contribute very well to the school, and the local and wider community. They feel they have a real say in what happens. The influence of the school council is marked, such as requesting more games and play equipment to make playtimes more fun. Through their fund-raising for local and national charities, pupils gain a good understanding of wider social and economic issues. For instance, they raised enough money to pay for two classrooms for their link school in South Africa. Pupils have an excellent awareness of the importance of safety, and know that regular exercise and healthy eating are important. The school promotes these aspects extremely well.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. The teachers plan interesting and often challenging activities through the school. Pupils' very good behaviour underpins the good progress that they make. In a top quality lesson, the innovative use of video and a fictional newspaper article reporting a robbery motivated pupils to calculate quickly how to spend some 'reward' money. In a small minority of lessons, although pupils make satisfactory progress, pupils' learning is slower. In these activities, not all pupils are as actively involved or challenged. Pupils' past work in Years 3 to 6 also indicates that not all teachers insist upon high standards of presentation or recording of work.

Classrooms are vibrant and stimulating places. Teachers make good use of audio-visual technology to enhance pupils' learning and progress. Teachers assess pupils' progress very well. Their effective marking in books helps pupils to improve. The teaching for pupils with learning difficulties is of high quality. It is well matched to their abilities, but is also challenging. Pupils from minority ethnic groups are included effectively and they make good progress.

Curriculum and other activities

Grade: 1

The curriculum is extremely stimulating and exciting, and contributes considerably to pupils' achievement and enjoyment. There is a strong focus on promoting creativity and imaginative approaches to learning, while promoting important literacy and numeracy skills. Vibrant classroom and corridor displays reflect an innovative approach to planning and very effective links between subjects. Initiatives, such as the Global Schools Partnership, the Healthy Schools award and the Eco-Schools Challenge have greatly enriched pupils' knowledge of social, environmental, economic and health issues. The 'Swindon Our Town' project significantly enhanced Year 6 pupils' appreciation of living in a multicultural society. An outstanding range of visitors, visits, clubs, and links with other schools and local businesses enriches the curriculum significantly. Pupils learn French and all older pupils have free instrumental tuition. The most able pupils participate in termly challenge projects and benefit from links with a local secondary school. Very carefully planned support for pupils with learning difficulties ensures they make good progress and participate fully in school life.

Care, guidance and support

Grade: 2

The good levels of care and support for all pupils contribute well to their enjoyment of school and their eagerness to learn.

Very good attention to security and on school trips ensures that they feel well cared for. There are rigorous procedures for the protection of vulnerable children. Excellent opportunities for personal development enhance pupils' learning and boost their confidence and self-esteem. Teachers and assistants provide valuable support and guidance for pupils in lessons and through the helpful comments they make when marking pupils' work. The school is changing how pupils record their personal goals, and their growing involvement in working towards their own targets is helping them improve. In discussion, some were less sure what they were, but knew they were important. Parents also have a chance to write comments about their child's progress in contact books, although few do. Close attention to assessing individual pupils' progress enables teachers to act quickly to tackle any signs of underachievement.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is an innovative leader with a clear focus on making learning fun and effective for all members of the school and wider community. Good teamwork is a distinctive feature of the school. The links with other schools locally and internationally are outstanding features. The school has improved well since its last inspection and is well placed to improve further.

The school analyses its strengths and weaker areas rigorously and effectively. The school improvement plan uses information from pupils, parents and governors effectively to determine priorities. Teaching is monitored regularly, and has highlighted that the quality of teaching is sometimes uneven across classes. The school gives helpful feedback to staff and is determined to raise the quality of teaching up to a consistently high level across the school. The governing body knows the school well and is effective in its role as a 'critical friend'. Its high profile and willingness to listen to others means that it knows and responds to the views of parents. Children's needs are met well by a good range of staff, particularly to support pupils with additional learning needs and with particular gifts or talents. Resources are used very skillfully to promote pupils' learning and enjoyment. The headteacher has been adept in finding significant extra income to support additional activities. The school's finances are used to very good effect and are managed carefully.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Peatmoor Community Primary School Pepperbox Hill Peatmoor SN5 5DP

18 November 2005

Dear Children,

We really liked visiting your school and both Mrs Skinner and I were impressed with the way you welcomed us and spoke enthusiastically about what you do and like most. Here are some of the things we found out while we were with you.

What we liked most about your school

you make visitors feel very welcome and you are so proud of your school

you reach good standards in your work, and like your science and computer work

you learn about children from other countries

there are very good displays in classrooms and corridors

you behave very well in class and around the school

the headteacher, governors and staff help you to develop

you do exciting activities in lessons and in clubs

you understand about the best things to eat and why it's good to take exercise

you like taking responsibility for things like fund-raising to help others

your parents or carers think it's a good school and helps you to learn

What we have asked the school to do now

keep helping staff to improve how they teach you, even though most of the time they do it well

make sure that you take a bit more care in the way you present your work

We hope that the school continues to get even better and that you enjoy all the activities it provides for you.

Yours sincerely,

Kevin Hodge Lead inspector