

Peatmoor Community Primary School

Inspection report

Unique Reference Number	131572
Local Authority	Swindon
Inspection number	328616
Inspection date	7 July 2009
Reporting inspector	Peter Clifton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Andrew Bourne
Headteacher	Fiona Thomson
Date of previous school inspection	16 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pepperbox Hill Peatmoor Swindon SN5 5DP

Age group	4–11
Inspection date	7 July 2009
Inspection number	328616

Telephone number
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Age group	4-11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the progress made by pupils in different years and groups
- how well teaching and the curriculum meet the needs of different groups of pupils.
- how well leaders are helping pupils to learn better, particularly in writing.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

The school is slightly smaller than average. Some parts of the school are used by community groups. The proportion of pupils with learning difficulties and/or disabilities is above average. Most pupils are of White British origin. Nearly all pupils attend from the local community.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils' achievement is good, and pupils' personal development and well-being are outstanding. Good provision in Reception ensures that the children settle quickly. The high level of care provided can be seen in the way the adults value every pupil in the school. Strong leadership by the headteacher ensures that new ideas to move the school forward are fully embraced. She is supported well by other staff. Nearly all parents are rightly pleased with what the school offers their children. Pupils greatly enjoy school, especially the very broad range of exciting activities that are offered through the outstanding curriculum. They attend well and comment that they really like coming to school. 'It's so inviting, when you walk in, it's so colourful, there's so much to see it makes you proud.' Parents typically comment, 'Since joining the school, my son has grown massively in confidence.' Another parent commented about the inclusive nature of the school: 'All views are listened to, whether from the children at school council level or from parents.' Leaders have worked successfully to gain many awards for the school which have made a difference to the pupils, helping them to become part of a cohesive community.

Pupils' enjoyment is greatly enhanced by the wide range of after-school clubs, trips and visits. They are proud of the school's achievements for example the 'green flag' for eco-friendly status and success in sports competitions and tournaments. They have an acute understanding of what constitutes a healthy lifestyle, eagerly taking part in the 'healthy lunchbox' competition and walking to school on 'trekking Tuesdays'. They turn up regularly to take advantage of the expertise provided by external coaches, for sports such as football and hockey. Pupils' outstanding behaviour and very positive attitudes make a considerable contribution to their learning. They are thoughtful, caring and considerate because of the plentiful opportunities for them to reflect on their own and other people's lives through the pastoral curriculum and coverage of global issues. The pupils say that it is 'important to treat others as you would like to be treated'. They value the cultural links they have made with other schools locally and in Europe and are proud of the school's international award. Pupils have an excellent understanding about keeping themselves safe. They say they feel safe because any bullying is rare and the 'teachers are always around you'. This reflects the good care, support and guidance provided. Pupils appreciate the peer mediation scheme which has helped them to sort out any disputes. They take an active part in the school community as members of the school council which provides the pupils with a strong voice in the school. Older pupils express their views very confidently, show strong leadership skills and initiative. They are exceptionally well prepared for their next stage of education.

Standards are above average. Standards vary in some years because of the higher than usual proportion of pupils with learning difficulties and/or disabilities, such as the current Year 2 where standards are broadly average. Standards are set to rise again next year because the Year 1 pupils are currently working at above average standards. In Year 6, standards in 2008 were above average. The school performance information shows that most pupils in the current Year 6 are broadly on track to reach their targets in English. Pupils are working at above average standards in Years 4 and 5. The school's tracking information and samples of work show that most learners, including those with learning difficulties and/or disabilities, make good progress. In writing, leaders have established effective strategies to help pupils, particularly boys, to improve. As a result, progress in writing is strengthening across the school. However, there

remains some inconsistency in progress made in mathematics because pupils' skills in using and applying what they have learned are not fully developed.

Teaching and learning are good because lessons are carefully planned to meet the pupils' needs. Creative approaches are used, for example in linking the mood created in music to develop ideas for a story. Teachers are enthusiastic and their encouragement helps the pupils make considerable gains in confidence. There are good strategies in place to develop writing skills through speaking and listening activities. Pupils have targets for improvement which they know but these are not always used regularly enough in lessons, and strategies used to help pupils decide on goals for themselves are in place but not yet fully developed. Teaching assistants give good support to pupils with learning difficulties and/or disabilities. Guidance through marking to help pupils understand how well they are doing does not consistently set next steps for learning, particularly in mathematics.

Good leadership and management have ensured that there is strong focus on tackling areas of weakness and improving standards. Development is greatly enhanced because leaders know what needs to be improved. Self-evaluation is both accurate and thorough and involves all staff. Leaders have identified that the needs of a small group of potentially underachieving pupils have not always been identified early enough and have adopted appropriate strategies to tackle this. Planning includes the development of problem-solving skills in mathematics as a key focus. Governors provide good support and challenge to leaders and have detailed plans in place to strengthen pupils' understanding of living in a multicultural society. Leaders ensure that risks are fully assessed prior to visits and trips. At the time of the inspection, child protection and safeguarding arrangements met current government requirements. Leaders carefully track the progress of pupils with learning difficulties and/or disabilities and evaluate the success of specific programmes to help them to learn. Issues identified in the previous report have been addressed and new initiatives are improving pupils' progress. Therefore, the school is well placed to get even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children come into school with skills and knowledge that are in line with expectations. They make good progress across all areas of learning. By the time they enter Year 1 nearly all meet or exceed the goals expected. Their personal development is outstanding and contributes well to their good learning and development. They work and play together very harmoniously. Staff have a good understanding of the children's needs and provide a safe, spacious and stimulating indoor learning environment. The children show good self-confidence. Children enjoy choosing activities such as those related to the current topic on transport, where they have made models of trains, and plan their 'Summer holiday' in the international airport role play area. While activities in the indoors area cover all the areas of learning, the range of planned learning activities on offer outdoors for the children to explore is more limited. This is restricting the children's choices. Assessment of the children's progress is good and provides a clear record of development. The setting is well led and managed and parents are very happy with how well their children are doing. One parent commented, 'My child comes home keen to share with us the activities he enjoyed. We are very pleased with his progress.'

What the school should do to improve further

- improve problem solving and how pupils apply their skills in mathematics.

- develop the use of the outdoor area so that children are free to choose whether to learn inside or outdoors.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

8 July 2009

Dear Pupils

Inspection of Peatmoor Community Primary, Swindon SN5 5DP

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were highly impressed with your friendliness and how confidently you expressed your opinions. The valuable information you gave us was a great help. Your school cares for you exceptionally well and you have an excellent curriculum. Teaching is good and helps you to learn and achieve well. The leadership of your school is good and the changes being made are now helping you to make even better progress. We were impressed by your very positive attitudes to learning. Your behaviour is outstanding and you attend well.

This is what we found:

- You get off to a good start in Reception.
- Your headteacher, other adults and your considerate behaviour ensure that the school is a happy and welcoming place which you are rightly proud of.
- Your teachers provide you with many interesting and stimulating activities to help you to learn.
- You have an excellent understanding about how to keep healthy and safe.
- You have told us that you enjoy school greatly and we agree that you have a superb range of learning activities and experiences in school.
- Your teachers have introduced changes to help you to improve your writing. These are making a difference in the standards of your work.
- You develop skills which provide you with an excellent start to your future life.

We have asked your headteacher and the other adults to do the following things:

- Improve how you use your skills in mathematics to solve problems.
- Develop the use of the outdoor area by the youngest children, so that they choose for themselves whether to learn inside or outdoors.

You can help your school to improve even further by continuing to always do your best.

Yours faithfully

Peter Clifton

Lead Inspector