

St Peter's Church of England Primary School, Chippenham

Inspection report

Unique Reference Number	126398
Local Authority	Wiltshire
Inspection number	340973
Inspection dates	13–14 July 2010
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Michaela Wilson
Headteacher	Julia Harle
Date of previous school inspection	12 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 12 teachers and visited 15 lessons. They held meetings with members of the governing body, staff and pupils, and looked at the school development plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They analysed 93 parental questionnaires

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all groups of pupils make at least satisfactory progress throughout the school, with particular focus on the achievement of boys and pupils with special educational needs, and attainment in writing and mathematics
- the sustainability of pupils' improved attainment and achievement in national tests
- how successfully staff use assessment information to meet the various learning needs of all pupils in mixed-aged classes
- the quality of the indoor and outdoor learning experiences for children in the Early Years Foundation Stage.

Information about the school

This is a slightly larger than average primary school. There are nine classes in the school and children in the Early Years Foundation Stage are taught in two mixed-age Reception and Year 1 classes. A below average proportion of pupils have special educational needs and/or disabilities, although an above average number of pupils have a statement of special educational needs. The main areas of need are speech, language and communication, and behaviour and learning difficulties. A few of the pupils are from minority ethnic backgrounds. No pupils are at an early stage of speaking English. A below average number of pupils are known to be eligible for free school meals. The school is attached to St Peter's Church which has independent childcare provision. This is not managed by the school's governing body and is not part of this inspection. A new headteacher was appointed in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

St Peter's Church of England Primary School provides a satisfactory standard of education. It is a rapidly improving school and has made significant strides forward since its last inspection and the arrival of its new headteacher. The impact of her good leadership can be seen in improved teaching, faster progress and higher attainment, all of which demonstrate a good capacity for further improvement. The unvalidated 2010 test results for Year 6 pupils show that attainment has risen compared to previous years and is high in reading and above average in mathematics and writing. Assessment data for the current Year 5 pupils show that they make good progress and are predicted to attain above average standards in 2011. Boys' achievement has improved and most make similar progress to girls. Pupils' attainment in most year groups is in line with the expectations for their age. Pupils' progress over time and their learning is always at least satisfactory, and increasingly good, especially in the Year 5 and 6 classes. Staff, the governing body and leaders at all levels have an improved capacity to measure pupils' attainment and achievement and to track their progress in all subjects. Leaders and the governing body carry out detailed and reflective evaluations to improve all subjects and aspects. Self-evaluation is accurate.

Children in the Early Years Foundation Stage have a good start to school life. The warm and caring relationships in the school help pupils feel safe and secure. The school works effectively with outside agencies to ensure that all pupils, especially the most vulnerable, are cared for well. Virtually all parents and carers who replied to the inspection questionnaire said they held the school in high regard. One parent commented, 'St Peter's is a fantastically supportive school where every child matters and is given a chance to shine.'

Effective support and guidance help ensure that pupils with special educational needs and/or disabilities make sound progress. Pupils attend regularly, behave well and are eager to learn. On a few occasions, when activities fail to engage pupils' interest and they are required to sit still for too long, a small number of pupils become restless and inattentive. Pupils' spiritual, moral and social development is good overall, although pupils' understanding of the diversity cultures in the United Kingdom and globally is comparatively weak. There is an increasing amount of good teaching but some lessons are only satisfactory and so pupils do not make consistently good progress. In some lessons observed, activities provided were not sufficiently interesting or exciting and consequently did not engage all pupils. In a small number of lessons, pupils received the same work to do, which did not challenge the more able or support the least able pupils. The quality of marking varies and does not always tell pupils how they can improve their work. Leaders accept that they are not focusing sufficiently on pupils' learning when

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checking the quality of lessons.

What does the school need to do to improve further?

- Improve the quality of learning in lessons and accelerate pupils' progress by:
 - ensuring that work given to all groups of pupils is sufficiently challenging and exciting and engaging
 - ensuring that planned activities are focused sharply on meeting the learning needs of all pupils
 - improving the quality of marking so pupils know how to improve their work
 - ensuring that leaders focus on pupils' learning when checking the quality of lessons.
- Devise and implement plans to improve pupils' knowledge and understanding of being part of the United Kingdom and wider global communities.

Outcomes for individuals and groups of pupils

3

Over the last few years, the school's track record shows that by the time pupils leave Year 6 their attainment is broadly average. However, because of improved teaching and better use of assessment information in several classes, pupils' attainment has risen steadily to above average levels in 2010. Observations during the inspection show that pupils work hard and behave well in lessons where the teacher has high expectations and keeps them actively engaged in their learning. For example Year 5 and 6 pupils were inspired to write descriptively as a result of interviewing their teacher who successfully role-played a character. However, pupils' learning in some lessons is only satisfactory because the learning intentions are not planned carefully enough and activities are not exciting enough. Pupils with special educational needs and/or disabilities make satisfactory progress because staff know and meet their individual needs appropriately. Teaching assistants provide particularly effective support to pupils with complex learning difficulties. All pupils spoke very positively about their teachers and teaching assistants, although a very small number said they would like more fun in their lessons.

Pupils say they feel safe in school and they develop a good knowledge of how to eat healthily and keep fit. During the inspection, they happily participated in diverse sports, such as tennis and athletics led by a sports coach. Pupils' attendance is good and they take on many responsibilities in school, such as leading 'Wake and Shake' sessions and being 'Playground Knights' and 'Friday Friends' where they help younger children with their play and learning. They work closely with their local community through activities such as litter clearance and by suggesting traffic calming measures. Pupils relate well across different groups and have strong anti-racist views but have insufficient experiences of different communities not represented in their school. Their satisfactory academic skills and good personal skills mean they are soundly prepared for later life and learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships between teachers and pupils are respectful and caring which helps to create calm classrooms. Good teaching was observed in several classes where lessons are conducted at a smart pace and teachers have high expectations for all groups of pupils. Assessment information is used well to plan the next steps in learning and, consequently, pupils make good progress in these lessons. However, this high quality is not seen consistently throughout the school. Although teachers' plans detail the activities pupils are to undertake, they do not always make it clear what pupils are expected to learn during the lesson. Consequently, activities are not focused precisely enough on pupils' learning. Because expectations are occasionally insufficiently high, work given to pupils sometimes fails to provide enough challenge. In some lessons, there is too much teacher talk and insufficient time for pupils to engage in practical or exciting activities.

The headteacher and staff have worked hard to successfully improve the curriculum. This is manifest in the way pupils are increasingly exploring curriculum areas and make meaningful links between subjects. For example, Year 4 and 5 pupils are enjoying

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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creating a multimedia presentation as part of their recent learning about rainforests. The school works well with other local schools to provide extensive and curriculum enhancement activities in many subjects, including mathematics, French, information and communication technology (ICT) and science. Year 6 all go on an interesting outdoor residential visit where they learn teamwork in exciting and challenging situations.

Pupils receive good care because each child is known and valued. Effective induction arrangements, such as home visits, enable Reception children to settle quickly. Older pupils have many chances to visit their local secondary schools. Staff provide good support to pupils with additional needs. Good partnerships with outside agencies ensure that any pupil requiring additional support, for whatever reason, quickly gets it. One parent commented, 'My child has additional needs and staff have been very approachable and helpful in keeping me up to date with progress. I am very glad I chose this school.'

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's skilled and enthusiastic leadership has been instrumental in creating an increasingly ambitious staff team who want to improve the outcomes for all pupils. Staff morale is good and there is a strong sense of commitment from staff and governors. By building on and developing the good work started by her predecessor the headteacher has instigated a number of successful measures to raise pupils' achievement and attainment. However, while these initiatives have been successful in improving teaching and learning in some classes, there is not enough consistently good teaching throughout the school. Precise information on pupils' progress is increasingly being used more rigorously to hold teachers to account for the progress made by their pupils and to provide support for those pupils who are not making enough progress. The governing body provides good support and challenge to the school. Governors evaluate their work carefully and are constantly looking for ways to improve. They have set up a 'Standards Committee' so they can support the headteacher in evaluating pupils' attainment and achievement. They are not afraid to ask challenging questions if tracking indicates underachievement.

The strong links with external agencies to provide support for potentially vulnerable pupils show the school's strong commitment to equality of opportunity and tackling

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discrimination. Parents and carers have noticed this. A parent who has a child with special educational needs commented, 'This is a compassionate, caring school which embraces diversity and celebrates differences. My child is in excellent hands.' A good partnership has been established with parents and carers who value and appreciate their school. Many parents and carers wrote to praise and thank the school; one mentioned how much they enjoyed a recent mathematics games workshop. The school website provides a myriad of information but, as some parents correctly pointed out, some of the information requires updating.

Community cohesion is successfully promoted at a school and local community level and there are clear plans in place to improve pupils' knowledge and understanding of life for pupils in different parts of the United Kingdom and in wider global communities. At the time of the inspection, the required safeguarding checks had been undertaken effectively by the school; child protection arrangements are secure and risk assessments are completed for all relevant activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills that are slightly below those of other four-year-olds, especially in their language development. Good leadership and management, effective teaching and loving care ensure that most children attain close to the expected levels for their age on entry to Year 1. Children do well in learning to read and write because of skilful teaching. Staff make learning fun and very enjoyable, and really challenge children to think and work together well. For instance, during the inspection, children were engrossed in their topic about 'Pirates'. They have

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helped design and make pirate ships indoors and outdoors, and enjoy dressing up as pirates and following treasure maps to find treasure! Although Reception children learn in mixed-age classes, with a small number of Year1 pupils, they experience an interesting and highly appropriate curriculum which provides constant pleasure, excitement and adventure. There is a superb mix of carefully planned adult-led and child-selected learning. The outdoor area has been covered and provides good outdoor learning opportunities in all winds and weathers. There are good plans in place to extend this so children can explore and investigate in a larger space. Reception staff work as an effective team and have good knowledge and understanding of the personal and learning needs of young children. This ensures that children make particularly good progress in their personal, social and emotional development and are well equipped for future learning. A strong partnership is quickly formed with parents and carers who feel their children have a 'great start' and appreciate the endless patience and enthusiasm of all the staff. One parent commented, 'My child has been very happy during this first year and we love the story sacks we can share at home.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over a third of the parents and carers responded to the Ofsted questionnaire. All of these parents and carers feel that their children enjoy school and that the school keeps pupils safe and helps them to be healthy. They all felt that teaching was good and that the school is well led and managed, and that they are happy with their children's experiences at this school. A few parents and carers raised concerns about progress and behaviour. The inspection team evaluated the progress that all pupils are making both in lessons and over time by looking closely at pupils' books. They discovered that all groups of pupils make at least satisfactory progress. Inspectors looked closely at pupils' behaviour in lessons and at playtimes, and found it to be good. Pupils themselves say that most pupils behave well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Church of England Primary School, Chippenham to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	70	28	30	0	0	0	0
The school keeps my child safe	69	74	24	26	0	0	0	0
The school informs me about my child's progress	58	62	32	34	0	0	0	0
My child is making enough progress at this school	59	63	28	30	6	6	0	0
The teaching is good at this school	58	62	35	38	0	0	0	0
The school helps me to support my child's learning	69	74	23	25	0	0	0	0
The school helps my child to have a healthy lifestyle	66	71	27	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	69	24	26	3	3	0	0
The school meets my child's particular needs	56	60	29	31	2	2	0	0
The school deals effectively with unacceptable behaviour	49	53	37	40	2	2	0	0
The school takes account of my suggestions and concerns	45	48	37	40	5	5	0	0
The school is led and managed effectively	62	67	27	29	0	0	0	0
Overall, I am happy with my child's experience at this school	70	75	22	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of St Peter's Church of England Primary School, Chippenham, SN14 0LL

Thank you for the warm welcome you gave us when we visited your school. We enjoyed coming into lessons and talking with you about school life. We have judged your school to be giving you a satisfactory standard of education.

These are the things we found out.

- You enjoy school, feel safe and your behaviour is good.
- Teachers help you to make satisfactory progress in your work.
- Reception children have a happy and successful start to school life.
- Your headteacher is a good leader and many of you said how much you liked her and how she always sorted things out for you.
- You have good relationships with your teachers and you work hard for them.
- You go to a caring school. Everyone has your best interests at heart and wants you to be safe and happy, and to do as well as you can.

We have asked the headteacher, staff and governors to do two main things to help the school improve further:

- help teachers to make sure you always have good lessons, and to always take care to tell you how to make your work better, and so make even more progress in all subjects
 - help you to learn more about other pupils' lives in the United Kingdom and abroad.
- You can help by always working hard and continuing to behave well.

We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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