

# Inspection of a good school: St Peter's Church of England First School

Doniford Road, Williton, Taunton, Somerset TA4 4SF

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Inspection date:

8 December 2022

## 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 next inspection will therefore be a graded inspection.

## What is it like to attend this school?

St Peter's Church of England First School is a small, community-focused school. Pupils and staff value strong community links. There have been many recent changes at school and trust level which have slowed improvement at the school.

Pupils do not always behave well. They do not always listen respectfully to one another. This disrupts learning. Staff do not support pupils effectively to improve their behaviour.

Pupils feel safe. They know what bullying is and how to report it. However, pupils are frustrated when staff do not deal with bullying effectively.

Pupils enjoy a range of extra-curricular activities that develop their interests. Pupils have opportunities to take on responsibilities, such as being mini police and house captains. Pupils delight in the opportunity to read or sing with the local dementia group. They recognise the contribution this makes to the lives of other people.

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

Leaders are committed to improving the quality of education at the school. However, their improvement work has been hampered by staffing issues. Leaders are now benefiting from additional support from the trust. However, this is too new to have an impact on pupils' education.

The curriculum is further developed in some subjects than it is in others. The curriculum is strongest where leaders have identified the important knowledge they want pupils to learn. In some subjects, it is well sequenced from Reception to Year 4. Teachers use carefully designed resources that support their subject knowledge. Learning is designed so that pupils build on what they already know. However, subject leaders do not always

check whether the curriculum is having the desired impact on pupils' learning. As a result, teaching does not always ensure pupils know more and remember more over time.

In some subjects, such as mathematics, teaching does not support pupils well enough to secure basic concepts. Pupils have misconceptions that are not addressed. This means that pupils continue to make the same mistakes. Pupils do not apply their knowledge to reasoning activities. Leaders do not have an accurate enough picture of the teaching of mathematics across the school.

Leaders have prioritised reading. Staff follow the phonics programme carefully. Teachers use assessment effectively in phonics, which means pupils learn the right sounds at the right time. However, too many pupils are not at the expected level in their early reading. For these pupils, the early years curriculum has not helped them to secure the knowledge they need to develop accuracy and fluency. Pupils who need to catch up receive effective support. They read books that match the sounds they know.

The provision for pupils with special educational needs and/or disabilities (SEND) is variable across the school. Leaders have a good understanding of pupils' needs. However, while some teaching ensures pupils have their needs met, this is not consistently seen across the curriculum. As a result, others do not learn as well. This is because some teaching is not based on a clear understanding of these pupils' needs.

Trust leaders recognise that there are still improvements needed at the school. They are beginning to evaluate the quality of education more rigorously. The restructuring of governance means that the trust evaluates the information shared by school leaders more robustly. Staff are positive about working with other schools in the trust. They appreciate the positive impact this has on their workload and well-being.

Pupils learn a broad curriculum that develops their understanding of difference. They know some of the ways people might be discriminated against and why it is important to be tolerant of others. They learn about different relationships and understand how some friendships can be negative and others positive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have detailed knowledge of any pupils who are vulnerable or at risk. Leaders work with external agencies to get the right help for pupils and families. Staff follow the school's processes to record and report any concerns. Leaders regularly check these reports to ensure high-quality recording by all staff. This means leaders have the detailed information they need in a timely manner.

Pupils learn about a range of ways to keep themselves safe, including when using the internet. They know they can talk to any adult if they feel worried about anything.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Teachers' subject knowledge in some subject curriculums is not secure. This means that pupils do not learn as well in these subjects. Leaders must ensure that teachers have secure subject knowledge and an understanding of pupils' needs, so that pupils, including those with SEND, know more and remember more over time.
- Leaders do not have an accurate picture of how well the curriculum is implemented. This means that pupils experience too much variability in the way learning is delivered. Senior leaders must support subject leaders to accurately evaluate the implementation of their subject so that training and support for teachers are more precise.
- Behaviour is not always well managed. As a consequence, learning is often disrupted. Leaders must make sure that all staff have a secure understanding of effective behaviour management strategies and understand their responsibility for using them.

## 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 second ungraded inspection since we judged the predecessor school, St Peter's Church of England First School, to be good in January 2011.

## 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

<b>Unique reference number</b>	140645
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10226948
<b>Type of school</b>	First school
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andy Giles
<b>Headteacher</b>	Maida White
<b>Website</b>	<a href="http://www.stpeterscofefirstschool.co.uk">www.stpeterscofefirstschool.co.uk</a>
<b>Date of previous inspection</b>	7 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Beacon Education multi-academy trust, which is responsible for six schools and two nurseries in north-west Somerset.
- The school is a Church of England first school in the Diocese of Bath and Wells.
- The previous section 48 inspection took place in February 2016, where the school was judged to be good.

## Information about this inspection

- 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 carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the 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 held meetings with the headteacher, curriculum leaders and teaching and support staff.

- The lead inspector met with representatives from the trust, including the CEO.
- The lead inspector met with the designated safeguarding leads to discuss how they keep pupils safe in school. She considered the school's recruitment procedures, staff induction and training, records of concerns and the school's engagement with external agencies. Inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. They also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector

His Majesty's Inspector

Laura Bennett

Ofsted Inspector

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