

Inspection of St Peter's Church of England First School

Doniford Road, Williton, Taunton, Somerset TA4 4SF

Inspection dates: 16 and 17 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade 8 December 2022

The headteacher of this school is Maida White. This school is part of Beacon Education multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rob Lakin, and overseen by a board of trustees, chaired by Andy Giles.

What is it like to attend this school?

The school values of 'love, learn, flourish' are at the heart of all that St Peter's First School offers its pupils. Care and nurture are clearly evident in the strong relationships between staff and pupils. This ensures that pupils are ready to learn, both academically and emotionally. As a result, pupils thrive. They become confident and determined individuals who are well prepared for their next steps. Pupils are active participants of any community they are part of.

Pupils are enthusiastic about their school and what they learn. They strive to meet the high expectations staff have of them in their learning and their conduct. Pupils behave well. They are polite and welcoming. They support and encourage each other across age groups. Pupils know how staff encourage them to 'make better choices' if needed. They know what the school puts in place to help them if they find things challenging. For example, being part of 'Happy Stars' nurture group and taking part in outdoor learning.

Pupils talk with pride about the roles of responsibility they hold. These include sports leaders, school council representatives, forest school ambassadors and school chaplains. They value the difference that they can make in these roles. They know that the school places importance on their views and opinions and pupils express these well.

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

There has been a considerable period of positive change since the school was last inspected. The school is now in a position of much greater stability. Appropriate and well-considered actions have led to improvement in the learning and behaviour of pupils.

The school has designed an ambitious and well-sequenced curriculum. It begins in early years where children starting their education in Reception get off to a strong start. Staff in early years are skilled in encouraging children's independence and problem solving. As a result, children are curious and enthusiastic about their learning. The effective early years provision ensures that children are provided with what they need to be successful in key stage 1 and beyond.

Middle leaders know their subjects well. They monitor the effectiveness of the curriculum and ensure that the curriculum progression is closely followed. This ensures that pupils build new learning with increasing success. Some of the subjects in the curriculum are not as far along as those which are more well-established. There are some aspects that are not yet as well-embedded. The school has an accurate view of this. However, in these subjects, pupils do not retain as much of their learning over time and make the strong progress that they do elsewhere.

Reading is a priority. The school promotes a culture of a love of reading. Children in Reception develop their phonic knowledge very well. Teachers identify

misconceptions quickly. When pupils fall behind the pace of the programme, they quickly get the support they need to help them to catch up. As a result, pupils become fluent and confident readers. Pupils read regularly and know how the school teaches them to improve their reading. They enjoy the school library and the range of books it contains.

The school's provision for pupils with special educational needs and/or disabilities (SEND) is a strength. Pupils' needs are well understood and met effectively. Staff have the expertise to provide the support that pupils need. The school closely monitors how well pupils with SEND learn academically and in their wider development so that staff can make the most difference to pupils' experience of school.

The school knows its pupils well. It uses this information to ensure that pupils feel safe and have staff to talk to if they are finding things tricky. The school has reduced levels of significant behaviour. Furthermore, it is making a positive impact on the behaviours that pupils demonstrate when they do struggle. Despite this, not all members of the school community fully understand and commit to the school's approach to managing behaviour and bullying. Pupils enjoy school and attend well. The school takes appropriate action to increase pupils' attendance.

Pupils learn to be risk aware and how to keep themselves safe. They are particularly secure in their learning about online safety. Pupils understand the concepts of fundamental British Values and embody these through daily school life. Pupils appreciate the need for equality, respect and tolerance of others' beliefs and differences. They know why this is an important quality.

Most staff hold positive views of the recent improvements to the school. They value the support from leaders and the wider trust. This has strengthened the quality of education and the overall experiences of pupils. Those in governance roles have an in-depth knowledge of the school. They use this to provide a balance of support and challenge to empower the school to achieve its current success.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not as well-embedded as others. This is because, in some areas, it is not as far along in its development. As a result, pupils do not retain as much of their learning over time and make the strong progress that they do where the curriculum is securely embedded and implementation is at its strongest. The trust should ensure that it works to embed

all subjects in the curriculum so that they are as secure as where the curriculum is at its strongest.

- There is a disparity in the views and understanding of how the school manages pupils' behaviour and responds to reports of bullying. Although pupils' behaviour is typically good, there is not always a well-understood approach to support pupils towards the most successful outcome and resolution. The trust needs to work with its community, pupils, staff and parents, to ensure that all understand the policy for managing behaviour and bullying so that it can have the most successful impact on pupils.

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	140645
Local authority	Somerset
Inspection number	10298019
Type of school	First
School category	Academy converter
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	Board of trustees
Chair of trust	Andy Giles
CEO of the trust	Rob Lakin
Headteacher	Maida White
Website	www.stpeterscofefirstschool.co.uk
Date(s) of previous inspection	8 December 2022, 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 smaller than average first school with higher than average disadvantaged pupils and pupils with SEND.
- The school makes use of one unregistered alternative provision.
- The school is a Church of England first school in the Diocese of Bath and Wells.
- The previous section 48 inspection took place in March 2024. The school's next section 48 inspection is due to take place in 2029.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator, middle leaders from the school and leaders from the trust. In addition, an inspector met with the chair of the academic improvement board, the school improvement partner, a representative from the diocese and the CEO of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND, safeguarding and behaviour.
- An inspector listened to the views of parents at the beginning of the second day of the inspection. Inspectors considered responses to Ofsted Parent View and the free-text comments.
- Inspectors evaluated responses to Ofsted's staff survey.

Inspection team

Leanne Thirlby, lead inspector

His Majesty's Inspector

Marcus West

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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