

# Ofsted Self Evaluation Form

**Draft**

**St Peter's CofE Academy**

URN: 141274

## School Context

St. Peter's Academy is an average sized primary school (7 classes with 167 pupils) serving the community on the west side of Chippenham town. We serve a mixed catchment area of Chippenham with both owner occupied and social housing.

We currently have the following notable demographic information about our children:

- Children who are SEND is 18.6% and is similar to the national average (18.4%).
- Children with an EHCP is 6% and is above the national average (4.8%).
- Children in receipt of Pupil Premium is 19%.
- Children who have English as an additional language (EAL) is 10.8%.
- The largest ethnic group is White British: 72.2%.

Children start school in Early Years at a level that is 'Broadly Typical' for their age. On entry data for EYFS cohorts varies from year to year, however we consistently have a high number of children from the local pre-school and a high number of siblings. Due to our strong links and accessibility to the school site, these children are often orally confident and keen to start school. On-entry baseline confirms that pupils join our school confident in Communication and Language but weaker in Physical Development. Some children struggle with fine motor skills which impacts their ability to access our writing curriculum as the year develops. We, therefore structure our early morning soft start with 'Funky Fingers' activities designed to develop hand strength, dexterity and co-ordination. This, alongside daily Dough Disco has had notable impact and has meant children, especially boys, are more ready for formally recording their learning. In line with our SEND profile, Personal, Social and Emotional development is another area that is challenging for some of our youngest children, particularly sharing and emotional regulation. Staff model calm, consistent behaviours and narrate the emotional situations through Emotion Coaching sentence stems and circle time discussions. We explicitly teach turn taking, sharing and respect through our focus on relentless routines and school rules.

We have strong links with the adjoined St. Peter's Church. The school was judged to be 'Good' in its SIAMS inspection in January 2023 and standards have been maintained. The inspection report stated: 'St Peter's is a happy and welcoming school with a compelling and distinctive Christian vision. Leaders at all levels have worked hard to develop this inclusive vision that is firmly rooted in the Bible and the symbols associated with St Peter.'

Our school vision ('Giving children the keys to unlock their future') is built around St Peter's keys which we have articulated as Strong Values, Inspiring Learning, Positive Behaviour, Nurturing Relationships and Inclusion for All. This is how our values work in practice:

- Strong values – we promote caring, sharing, forgiveness, respect and questioning. In addition, every term we have a focus worship 'Value for Life', so that children leave St Peter's with our values instilled and ready for their next phase of education.
- Inspiring Learning – we are determined that all children achieve well from their individual starting points and access a wide range of educational experiences. Our curriculum and lessons are designed to inspire, motivate and engage learners.
- Positive Behaviour – our school rules of 'Ready, Respectful, Safe' are known and understood across the school and can be applied to all aspects of school life. Children are taught have to be responsible, conscientious members of our school, who are able to contribute positively to the school and wider community.
- Nurturing Relationships – we know our children really well and provide a caring and supportive environment for them at school. We encourage and nurture positive relationships between each other across the school. Our provision for pastoral support is strong and we are relentless in our commitment to support our children's social, emotional and mental health needs.
- Inclusion for All - we are committed to providing a safe learning environment to all learners, regardless of ability or background.

The school was part of the Diocese of Bristol Academies Trust (DBAT) until December 2024. DBAT ceased to exist after becoming unsustainable as an organisation. After a re-brokering process, we joined Blue Kite Academy Trust in January 2025. We have felt the benefit of this through the professional networks, support and challenge they provide.

St Peter's has been on a sustained journey of improvement and continues to develop at pace. Following the Ofsted inspection in November 2022, staff worked diligently to address key curriculum priorities, resulting in notable impact that was recognised by Ofsted in 2025. The curriculum has been refined and rewritten to provide greater detail and demonstrates clear ambition

across all subjects. It is sequenced and structured to build on prior learning, breaking down objectives and specifying the knowledge and skills pupils are expected to acquire at each stage. Knowledge organisers are fully embedded, identifying key concepts and subject-specific vocabulary for each unit and supporting consistent teaching and learning. Ongoing monitoring shows that subject leaders and teachers use the plans and knowledge organisers effectively to deliver quality first teaching. Evidence of progression is clear in pupils' books, and the monitoring and evaluation cycle continues to drive ongoing development and refinement across the curriculum.

Learning in each area is clearly identified within all curriculum subjects. Subject leaders identify where gaps have historically occurred in pupils' knowledge and have acted on this, e.g. Y4 History in 2023/2024 covered Romans to cover a gap caused by mixed year groups and the rewritten curriculum. Pupil voice shows that many children are able to talk about previous learning (e.g. History and MFL monitoring March 2025) and can confidently share the key learning.

Formative assessment for specific foundation subjects takes place through a range of activities including 'thinking grids' to elicit known knowledge at the start of a new topic, with three questions linked to future learning and one concept question, these are then revisited at the end of the topic. Double page spreads and low stake quizzes are also used. The impact of this is that teachers have much more clarity on pupils' knowledge.

There is an established cycle of subject leader monitoring which informs leaders with both what is going well as well as areas for further development. These are addressed by subsequent CPD meetings led by subject leaders, e.g. Art monitoring found that teachers needed more input on the progression of drawing skills. Following this, a CPD meeting was dedicated to this (Jan 25).

Pupil outcomes across the school are improving. Our significantly above national levels of SEND and EHCP children in Y6 in 2025/2026 meant our End of Key Stage 2 results were below national average. Our 2026 results in Y4 Multiplication Check, Y1 Phonics Screening and EYFS GLD are all above national average. These outcomes rose in 2026 following a renewed focus on Reading, Phonics and times tables.

Daily, discrete phonics lessons, which start as soon as children are full time in school, support the children's early reading development to ensure all children make progress from their starting points. The systematic approach to the teaching of phonics is developed through explicit teaching, followed up by using decodable books matched to the child's current level of understanding. Results for ELG Reading in 2026 showed that 89% of children achieved the expected level of development at the end of Reception.

Formative assessment is tracked through Sonar's data system to identify gaps in children's learning. Data is discussed regularly to ensure pupils are making good progress and this consistent monitoring ensures that next steps for the children are quickly highlighted. Provision and planning is reviewed and early recognition of needs and further support is put into place for vulnerable learners promptly.

The school has wrap around care provision on site which includes before and after school childcare, these serve between 10-20 children each day. After school sports clubs and choir are also offered and take place on the school site weekly.

The school is led in 2026-2027 by Headteacher Mr Gordon Nunn and Deputy Headteacher Mrs Megan Kersey, supported by our SENCO Mrs Tamsyn Wallis, and Mrs Emma Gibbons who are also on the Senior Leadership Team.

# Safeguarding

Safeguarding is a strength of our school, and we judge this area to be effective and securely meeting the expected standard. There is a strong, embedded culture of safeguarding that is understood and enacted by all staff. Leaders ensure that safeguarding arrangements are effective, robust, and fully compliant with statutory requirements.

Our school has a robust risk assessment in place for Prevent, ensuring we carefully consider any potential risks to pupils and put strong measures in place to keep them safe. All staff receive regular Prevent and safeguarding training, which helps them confidently recognise early signs of concern and know how to respond appropriately. This joined-up approach ensures that children learn in a safe, supportive environment where their wellbeing is always the highest priority.

We work closely with the trust's Lighthouse Safeguarding and Inclusion Team, as well as with safeguarding and health professionals across the county. The school uses the escalation policy appropriately and effectively when concerns arise, ensuring that pupils receive timely and coordinated support. Our annual safeguarding audit, carried out by Sarah Turner in November 2025, identified strong practice. Recent feedback highlighted pupils' knowledge and confidence in recognising how to keep themselves safe, as evidenced through their survey responses (95% in October 25).

Safeguarding knowledge and practice are continually reinforced across the staff team. Regular knowledge checks take place within teacher and TA meetings, and safeguarding is a standing agenda item for all staff meetings. Our annual safeguarding map plans out regular staff training which includes mini-quizzes and scenario-based reflections. This ensures staff remain confident, vigilant, and well informed about current guidance and emerging risks.

Safeguarding is also prominent within the curriculum. Whole-school safeguarding assemblies are delivered regularly, and pupils are explicitly taught how to keep themselves safe through our PSHE and online safety curriculum. Pupils demonstrate a secure understanding of key safeguarding themes through classroom discussions and survey responses. They consistently report that they feel safe and know whom to talk to if they are worried. In the November 2025 'Feeling Safe' survey, 91% of pupils reported that they feel happy in school.

Leaders maintain detailed, accurate, and secure records of concerns and actions. All staff receive regular and up-to-date training and demonstrate a secure understanding of how to identify pupils who may require early help or who may be at risk of harm. They know how to act swiftly and appropriately. The DSL and deputy DSLs are confident to make referrals when necessary. Leaders respond promptly to concerns and work proactively with external agencies to secure the right help and protection for pupils.

The school follows trust expectations for safer recruitment, record keeping and risk assessing. We fulfil statutory responsibilities. Our Prevent risk assessment has been updated to reflect growing challenges at both a national and local level. This is used to support staff training.

Leaders engage annually with the Wiltshire Section 175 audit. Strengths are identified and any next steps acted upon. Furthermore, the school completes an external safeguarding audit, commissioned by Blue Kite Trust and led by an external consultant. Most recently completed in November 2025, the audit identified strengths in practice. Where recommendations for further development were identified, an action plan was developed and progress against actions continue to be monitored.

As a result, safeguarding is not only compliant but deeply embedded in the life of the school. Pupils are kept safe, feel safe, and understand how to stay safe beyond school. Staff at all levels share a collective responsibility and high level of confidence in maintaining a safe, nurturing environment for every member of the school community.

## Areas for Development:

- In line with statutory guidance and trust expectations, a particular focus will be placed on the identification and management of low-level concerns and allegations. Ensuring that these are understood, consistently recorded, and appropriately addressed is vital to maintaining a transparent, open, and protective culture.
- In addition, the school is committed to developing pupils' own understanding of how to keep themselves safe. The introduction and delivery of the new PSHE Jigsaw curriculum will provide age-appropriate opportunities for pupils to learn about topics such as personal safety, online safety, healthy relationships, and how to seek help.

# Inclusion

Inclusion is a cornerstone of our school's ethos. We are deeply committed to supporting all staff in their work with vulnerable pupils, ensuring that every child has the opportunity to thrive. Where appropriate, we co-produce individual behaviour plans and risk assessments to meet pupils' specific needs, placing a strong emphasis on professional development and collaborative practice. We work with our Trust Lighthouse team to support staff and ensure strong practice. Staff meetings frequently focus on topics such as pupil well-being, effective communication strategies, and the value of relational approaches in supporting positive outcomes. In response to complex pupil needs in the school and growing levels of challenge, in November 2025, support staff benefitted from Lighthouse training with a focus on communication and relationships.

Our school benefits from close links with the Trust's Lighthouse Team, making effective use of their referral system to deliver targeted support for children and families. We also work proactively with a range of external agencies, including the Oxford Mental Health Support Team and the Rise Trust in Chippenham, to provide additional well-being and mentoring opportunities to support children.

Leaders identify pupils' needs swiftly and accurately, whether they are disadvantaged, have SEND, are known (or previously known) to children's social care, or face other barriers to learning and well-being. Following Trust-led training, we now map children's vulnerabilities against our 'Learners Experiencing Disadvantage' tool, ensuring that individual pupil profiles accurately identify barriers to learning. This means leaders have a secure understanding of pupils' needs, facilitates the strategic allocation of resources to effectively address pupils' diverse needs and ensures that staff possess a thorough understanding of the interplay and intersectionality of these needs.

Leaders and staff work collaboratively to design and evaluate strategies that enhance opportunities and experiences for all vulnerable pupils. Decisions are informed by both quantitative and qualitative evidence, ensuring a holistic understanding of each child's needs. High expectations are maintained for all pupils, and the curriculum, along with wider school provision, is designed to enable every learner to participate fully and confidently in school life.

A graduated approach ensures that tailored strategies are implemented and reviewed regularly, and that staff are well equipped to deliver effective support. Specialist advice is sought when needed, helping to reduce barriers to learning and promote both academic and personal development. We work closely with our trust lead for SEND to enhance provision for pupils at both a quality first teach level and Tier 2 support, deliver staff training and track the impact and effectiveness of additional support.

The SENCO fulfils her statutory role. As identified within the current school development plan, trust engagement is supporting the effective monitoring of provision for SEND children including through learning walks, book looks, pupil voice and staff training. Children with additional needs are well supported by the SENCO, who is a member of the senior leadership team, and teaching teams across the school who ensure that the quality of provision is adapted to meet individual needs. The staff follow the APDR cycle and short-term targets are recorded and monitored regularly on the school paperwork (communication passports, SEN Support Plans and EHCPs). Parents are fully included in the plan and review processes.

No children currently access alternative provision or have reduced timetables. When they are required, this provision is commissioned appropriately and is always used in the pupil's best interest. Parents are fully engaged in this process and decision making. Leaders, including the Headteacher and SENCO, maintain responsibility for the education and welfare of children accessing alternative provision.

Feedback from parents highlights that St Peter's is chosen because of its nurturing and caring nature. On-entry to St Peter's, many of the children arrive with unidentified complex and additional needs. Through the timely and effective leadership of our school SENCO and her ongoing engagement with families and professionals, the school is determined to secure the support children need, which often results in pupils being awarded an EHCP. This ensures the school secures the help needed for these pupils and is able to put appropriate support in place. As a result, our pupils with SEND make good progress from their starting points. Our SENCO closely monitors the progress of SEND children through meetings with staff - these are documented robustly and precisely to track progress and highlight areas to improve and to celebrate.

## Areas for Development:

While some staff demonstrate inclusive practice, monitoring has highlighted inconsistency in how adaptations are planned for and delivered by class teachers. Ensuring that class teachers take full responsibility for inclusive classroom provision is a central priority, supported by clear expectations, training, and coaching. In addition, greater attention will be given to SEND

adaptations across the wider curriculum, where subject leaders will play a more active role in monitoring, supporting, and improving inclusive practice within their subjects. This joined-up approach will help ensure that all pupils with SEND can access the full curriculum and make strong progress across all areas of learning.



## Curriculum & Teaching

Our curriculum is carefully planned and designed to develop pupils' knowledge and skills so that they are provided with every opportunity to achieve, to make progress and reach the highest levels of attainment of which they are capable. This links with the school vision of 'Giving children the keys to unlock their future'. All pupils access a rich, broad and balanced curriculum and staff are highly ambitious for them irrespective of different starting points.

We are committed to ensuring all staff have the expertise required to deliver our curriculum effectively and we are proactive in securing high-quality CPD to support this. In 2026/2027, we are continuing to work in partnership with Ramsbury English Hub to further strengthen our phonics and early reading provision, and with our Trust Leaders of Education to enhance practice in KS2 reading. Alongside this, we are collaborating with our Trust Lighthouse Team to develop the skills and confidence of our support staff. Through these carefully targeted professional development opportunities, we ensure all staff are equipped to meet the needs of our children and deliver consistently high-quality learning experiences.

Our core principles of teaching and learning provide a consistent framework that underpins high-quality practice across the school. These principles emphasise an understanding of cognitive load, clarity of intended learning outcomes, engaging lesson openings, and explicit teacher modelling of metacognitive thinking and strategies. Staff plan purposeful activities with appropriate adaptations, including scaffolding, to ensure all pupils can access and succeed in their learning. Adults work with focused groups to offer targeted support or challenge, while carefully structured questioning promotes the use of subject-specific vocabulary. Regular retrieval practice and the effective use of assessment strengthen pupils' long-term understanding, and high expectations of engagement are maintained throughout lessons through strong behaviour management. These shared principles drive our CPD programme and provide a clear, strategic focus for monitoring by senior and curriculum leaders, ensuring consistency, ambition and continuous improvement across the curriculum.

Typically, standards in core subjects at the end of KS2 have been broadly in line with national averages. Specific factors affected the results in 2026; pen portraits and case studies explain the lower than expected outcome. Other statutory outcomes at the end of 2025/2026 were above national averages, showing an upward trend.

School leaders accurately identify priorities for development and ensure progress is made. For example, in recent years the school prioritised English for further school improvement. We brokered the support of an external consultant to further develop the school writing curriculum, defining end of unit outcomes, a rich reading spine, sequenced grammar progression and wider curriculum links. The structural three phase teaching sequence for writing has been embedded - text immersion, skills practice and opportunities for independent writing.

Our school prioritises reading to enable pupils to access the full curriculum offer. A consistent systematic approach to the teaching of phonics is used to develop children's early reading skills, which are practised using decodable books matched to their current level of understanding. Unlocking Letters and Sounds is used as the phonics scheme, introduced in September 2025. Results in phonics screening for 2026 showed that 88% of Y1 children achieved the expected standard. Leaders remain highly ambitious for children's attainment and are determined that outcomes for children improve. Children's phonic and reading knowledge is assessed regularly, enabling timely and appropriate action to be taken, ensuring children receive additional support. In EYFS ongoing formative assessment identifies children who need daily practice. Leaders are relentless in their focus on phonics and early reading and are determined that every child becomes a reader. Ramsbury English Hub are continuing to support the school with Reading and Phonics on their partner school programme in 2026/2027.

The school's KS2 reading curriculum is built around the use of high-quality class novels, which provide a rich and engaging foundation for reading exploration. These core texts are carefully selected to inspire pupils, broaden their reading experience and create consistent opportunities for language development. Specific extracts from these novels are chosen to match the intended learning outcomes, ensuring that each lesson focuses tightly on a particular reading skill or objective.

A strong emphasis is placed on the explicit teaching of reading skills, guided by the VIPERS framework (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising). This structured approach ensures that pupils develop a deep understanding of the different components of reading comprehension and can apply these skills confidently across a range of texts. Reading fluency is viewed by the school as the essential bridge between decoding and full comprehension. To support this, the KS2 reading curriculum places sustained emphasis on the three key components of fluency: accuracy, automaticity and prosody. These elements are not treated as isolated skills but as interconnected process that enable pupils to read with confidence, expression and understanding. The approach in KS2 builds directly on the strong foundations established in FS2 and KS1, where high-quality early reading and phonics teaching ensure that pupils enter Key Stage 2 with secure decoding

skills. Throughout KS2, teachers continue to reinforce and develop these three aspects of fluency, recognising that strong, fluent reading is a prerequisite for deep comprehension and successful engagement with increasingly challenging texts.

Alongside comprehension, the school has a coherent and progressive plan for developing reading fluency. Techniques such as echo reading, choral reading and readers' theatre are planned into our CPD schedule which will build pupils' accuracy, expression, pace and confidence as readers. These strategies enable pupils to rehearse fluent reading in supportive, collaborative ways. Lessons are carefully designed to promote high levels of active pupil participation. Talk partners, targeted questioning, and collaborative reading activities ensure that every child is engaged in the learning process. Assessment opportunities are embedded throughout each session, allowing teachers to identify misconceptions swiftly and adapt teaching to meet pupils' needs.

Overall, the school's reading approach combines rich, motivating texts with systematic skill development and high-quality pedagogy to ensure that all pupils become confident, fluent and thoughtful readers.

In Maths, the school has adopted the Oak Academy resources to be used through the school to support mapping, ensuring pupils access an appropriately pitched curriculum. This ensures that previous learning is built upon within lessons, underpinned through concrete, pictorial and abstract opportunities. Children demonstrate a depth of understanding through questions presented in different ways, allowing them to share reasoned responses, justify their answers and demonstrate clear conceptual understanding. School leaders proactively engage with Blue Kite Trust Leaders of Education for maths to support ongoing professional development for the maths curriculum leader and classroom teachers. Trust Notes of Visits show progress towards agreed priorities.

The wider curriculum has been planned carefully and systematically to provide a broad and balanced curriculum that is coherently planned and sequenced providing opportunities for personal and academic development. New learning builds on prior teaching and learning. Long term curriculum planning breaks down learning objectives and details the knowledge and skills that the children will learn at different points. The use of knowledge organisers is embedded to ensure this happens.

Monitoring confirms that subject leaders and teachers use the plans and knowledge organisers to ensure that quality teaching takes place. Progression is clear in books and recent pupil voice confirms that children enjoy the curriculum and are able to recall prior learning. The monitoring and evaluation cycle has supported continuous development in foundation subjects. CPD is currently in place to support curriculum leaders in further refining practice in their areas of responsibility.

As a church school, RE is taught as a core subject. It is taught consistently using a carefully sequenced curriculum. As a result of this, pupils show a developing knowledge of world religions and world views. SIAMS (2023) noted that pupils 'delight in explaining their ideas about the world and they listen sensitively to the ideas of others.' Teachers are confident in the way they present key ideas and pupils are encouraged to discuss them and use their knowledge to support or challenge these in debate. Pupils with SEND succeed because teachers think carefully about what the most important thing is they need to know and remember. Teachers use a thorough assessment system to identify where pupils have knowledge and skills and this is used to plan for the next steps in learning.

When assessing children, teachers use a variety of formative and summative techniques. In Key Stage 2, NFER tests are used to measure attainment and identify gaps in learning. The school uses Sonar to track progress in all year groups, with data regularly updated. Pupil attainment meetings are held to examine tailored provision for disadvantaged and SEND children with detailed notes made. In 2026/2027, leaders are ensuring that focused pupil attainment meetings support strong pupil outcomes, particularly for children experiencing barriers to learning and for those who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and maths.

### **Areas for Development:**

Phonics and reading outcomes across the school are priorities for further improvement. Reading continues to be a whole-school priority, with a renewed focus this year on embedding a consistent and effective approach from Early Years through to Key Stage 2. Targeted staff CPD is delivered to secure quality first teaching, alongside robust assessment and timely intervention for pupils who are not meeting phonics milestones. In Key Stage 2, the priority is to establish a consistent model for reading lessons, underpinned by the VIPERS framework (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising). Careful attention is given to text selection, ensuring texts are appropriately challenging, diverse, and supportive of vocabulary development and comprehension skills. This combined approach aims to ensure that every child is supported to become a confident, fluent reader, with strong foundations in decoding and the skills needed for deeper understanding and enjoyment of texts across the curriculum.



The leadership of writing across the school was strengthened last year and addressed identified inconsistencies in progression and pupil outcomes. A key priority was the refinement of the writing curriculum, with a focus on mapping the progression of skills within specific genres. Ensuring that pupils build on prior knowledge and develop greater sophistication in grammar, vocabulary, structure and purpose over time remains essential. Additionally, there is a need to embed the consistent use of clear and precise success criteria to support pupils in understanding what high-quality writing looks like and how to achieve it. The use of modelled writing will also be a core focus, ensuring that teachers explicitly demonstrate the writing process, making their thinking visible and enabling pupils to apply taught skills more confidently. These developments aim to improve the quality and consistency of writing teaching, leading to stronger outcomes across all key stages.

The Maths curriculum is a further focus for development this year, following changes to the maths curriculum to ensure it is coherently sequenced and consistently delivered across all year groups. Leadership and curriculum monitoring, including from external perspectives, has highlighted variability in how well mathematical knowledge is built over time, with some gaps in progression and conceptual understanding. To address this, there will be a strong emphasis on ensuring that teaching is underpinned by effective metacognitive modelling, helping pupils understand not just what to do, but how to think mathematically. Additionally, the consistent and purposeful use of manipulatives will be prioritised to strengthen pupils' conceptual understanding and support all learners in accessing abstract concepts. Improving the quality and consistency of maths teaching through strong curriculum leadership, high quality professional development, and well-planned pedagogy will be central to raising standards and deepening mathematical understanding across the school.

# Achievement

Overall, pupils at St Peter’s achieve well, with the 2025/2026 academic year seeing improvement in children achieving GLOD, passing the Phonics Screening Check and learning their times tables effectively as assessed in the Multiplication Tables Check. This has meant attainment is broadly in line and above national figures, with most pupils well prepared for the next stage of their education. Pupils develop secure foundational knowledge and skills across key areas - including language, communication, reading, spelling, handwriting, number facts and fluency. Where gaps do emerge, these are identified swiftly and addressed effectively to prevent them from becoming barriers to learning.

The ‘Learners Experiencing Disadvantage’ mapping tool enables us to systematically identify and address barriers to learning for all pupils, including those who are vulnerable, disadvantaged, or experiencing contextual challenges. By drawing together academic, pastoral and contextual information, leaders and teachers gain a holistic understanding of each child’s needs and are able to implement timely, targeted actions such as tailored interventions, adaptations to classroom practice or additional pastoral support. Regular reviews ensure provision remains responsive and effective, resulting in improved progress, stronger outcomes and greater equity across the school.

Disadvantaged pupils, those with SEND, pupils known (or previously known) to children’s social care and those facing additional challenges typically make good progress from their starting points. Targeted support, carefully selected interventions and well-sequenced teaching ensure that their needs are met and that gaps in knowledge and skills close rapidly.

Achievement and progress are monitored rigorously using Sonar, which provides reliable data to inform teaching, intervention and curriculum planning. This is strengthened through regular pupil attainment meetings, where leaders and teachers analyse outcomes, evaluate the impact of provision and plan precise next steps for individual pupils or groups. Leaders use this information to maintain a sharp focus on pupils at risk of underachievement, ensuring that support is timely, evidence-based and effective.

## Area for Development:

- Through ongoing analysis of Sonar data and Pupil Progress discussions, leaders have identified that some teachers would benefit from further support in making accurate attainment judgements. Strengthening consistency and accuracy in teacher assessment will enhance the reliability of data, refine planning, and further improve outcomes for all pupils.

| KS2 (2025)  | Expected +         | GDS                | Average Point Score    |
|-------------|--------------------|--------------------|------------------------|
| Reading     | 70% (National 75%) | 30% (National 33%) | 106.5 (National 106.0) |
| GPS         | 67% (National 73%) | 19% (National 30%) | 105.7 (National 105.0) |
| Writing     | 70% (National 72%) | 7% (National 13%)  | N/A                    |
| Mathematics | 70% (National 74%) | 15% (National 26%) | 103.5 (National 105.0) |

| Year 6 Groups (2025) | Pupil Number | Reading EXS+ | Writing EXS+ | Maths EXS+ |
|----------------------|--------------|--------------|--------------|------------|
| All children         | 28           | 70           | 70           | 70         |
| Pupil Premium        | 6            | 66           | 33           | 50         |
| Boys                 | 10           | 80           | 40           | 60         |
| Girls                | 17           | 65           | 82           | 71         |
| SEND                 | 5            | 40           | 40           | 20         |

|                       |     |
|-----------------------|-----|
| Year 1 Phonics (2026) | 88% |
| Year 2 Phonics (2026) | 91% |

|                                               |      |
|-----------------------------------------------|------|
| <b>FS2 - Good Level of Development (2026)</b> | 78%  |
|                                               |      |
| <b>Multiplication Tables Check (2026)</b>     |      |
| <b>20/25 %</b>                                | 86%  |
| <b>25/25%</b>                                 | 38%  |
| <b>Average Point Score</b>                    | 22.4 |

## Attendance & Behaviour

St Peter's Academy provides a calm, supportive and caring environment where our school vision, 5 core values and 3 school rules underpin everything we do. Our school's vision, 'Giving children the keys to unlock their future.' and its Christian foundation is fundamental to our whole school ethos.

The school has adopted the Pivotal approach with its focus on 3 simple rules (Ready, Respectful, Safe). This is demonstrated through our commitment to relentless routines and calm, kind, consistent adult behaviour. We revisit these rules and their meaning regularly which is effective in supporting new staff in reinforcing consistent expectations. The school has a calm and purposeful environment and visiting adults often comment on the friendly, relaxed atmosphere. Ofsted (2025) commented that 'pupils behave well'.

Following staff training, staff have a good understanding of the effect of early childhood trauma, attachment theory and nurture principles. We follow a trauma-informed approach and understand behaviour as a form of communication. As a result, the school provides a supportive and nurturing environment for all pupils and especially our SEND pupils. This has been acknowledged and praised by outside agencies supporting the school.

Pupil voice (survey in November 2025) confirms that children feel happy and safe in school. They value the role of the adults in school and the contribution adults make to keeping children safe. Relationships between children and between children and staff are positive and respectful and create a peaceful and inclusive environment where everyone is valued and respected. Incidents of bullying and intolerance are very rare; the majority of pupils can manage their own emotions and behaviour well.

Bullying is not tolerated at St Peter's. There are very few incidents of persistent and targeted bullying, which are dealt with robustly and in a timely manner when they do occur (2 recorded incidents of bullying in 2025/2026). A primary focus after incidents is on restorative action with support for victims and perpetrators and engagement with parents.

A small minority of pupils find it difficult to engage with their learning and receive support to make good choices. Where children need additional support, teachers work alongside each other and other professionals to provide a safe, structured learning environment in a consistent and calm way. Zones of Regulation are used to support these pupils to understand and regulate their emotions. Risk assessments and de-escalation plans are in place where necessary. ELSAs work with children on dedicated programmes to support a variety of SEMH needs, we also use a Parent Support Adviser to support families.

Good outdoor provision, including play equipment, Young Leader training and staff training result in good behaviour at breaktimes/lunchtimes.

Fixed term suspensions and internal exclusions are used only when essential and as appropriate, with reintegration meetings supporting parents and making appropriate amendments to behaviour plans. In 2025/2026 there were six fixed-term suspensions (three of these for the same child over a short period of time) and no permanent exclusions.

Our overall school attendance is slightly above national average. The Headteacher is committed to ensuring that children attend school regularly. Attendance data is reviewed fortnightly to quickly identify attendance trends and act upon them. We follow the trust graduated response for attendance, taking action as appropriate and in a timely manner. When children are absent, reasons for absence are always immediately chased if the school has not been notified. Where concerns are more significant, the Headteacher will meet with parents to understand barriers to attendance and make plans going forward. The attendance of disadvantaged learners and children with SEND is below that for non-SEND and disadvantaged children, there is a clear reason for this with a very small number of children on reduced attendance for medical reasons so it is not a theme that runs through the school. The main theme for children with unauthorised absence is term time holidays. Where this is the case, the school will forward the case to the local authority to implement a fixed penalty notice. Reduced Education Plans have been used effectively for pupils with particular needs to support them back into full-time education this year.

The trust's Quality Assurance Review (Feb 2025) commented that 'children generally demonstrate positive conduct around the school. Within lessons, many children show strong engagement and positive attitudes towards their learning. In the most effective lessons, good behaviour for learning is sustained throughout all phases of the lesson, supported by well-structured delivery, appropriate pacing, and carefully considered pedagogical choices.'

### Areas for development:

- Behaviour for Learning is an area for development this year, with a focus on ensuring a consistent whole-school approach that supports a calm, respectful, and purposeful learning environment. While behaviour is generally positive,

inconsistency in expectations and approaches between classes and staff has been identified as a barrier to further improvement. This sits alongside the appointment of two new members of staff and is being addressed with focused CPD. A priority is ensuring that the school's behaviour policy is consistently applied to ensure pupils' focus and engagement in lessons.

- The embedding of 'relentless routines' - simple, repeated actions that reinforce positive behaviour, is a key part of this work. This includes establishing clear, agreed approaches to gaining pupils' attention, transitioning between tasks, lining up, and movement around school. These routines will support consistency for pupils, reduce low level disruption, and maximise learning time. This work aims to build a school culture where expectations are high, behaviour supports learning, and staff and pupils feel confident, safe and respected.



## Personal Development & Well-being

In line with its Christian tradition, the school is a place of welcome and community where we seek to 'live well together'. Times of collective worship explore values with an emphasis on putting positive values into practice to produce good character. As a result, the vast majority of pupils learn to make good choices, control their emotions and live well together.

The school has a strong pastoral team including two ELSA trained staff and a Parent Support Advisor. We also access support from the Oxford Mental Health Support Team. This team have a positive impact on helping children and families who require extra support to overcome personal challenges. The QAR in Feb 25 stated 'it was evident that personal development is a strong and embedded aspect of school life. There is a wealth of opportunities available to children, enriching their experiences beyond the classroom. These include The Nest, Gardening Club (seasonal), outdoor learning in the woodland area and chat and chill sessions. Each of these initiatives is thoughtfully designed to support children's well-being and development.'

Pupils enjoy coming to school and have positive relationships with staff. Parents and children tell us that they feel safe and valued – 90% of parents reported in a parental survey (Oct 24) that their children felt safe and happy at school. A trauma informed approach underpins the school approach to inclusion. The staff have a good understanding of the effect of Adverse Childhood Experiences. Pupils are treated as individuals and every effort is made to restore friendships if things go wrong.

As pupils progress up the school they are increasingly expected to take responsibility for their own actions, e.g. through the use of 'I statements' if they have fallen out with their peers or have not followed the school rules and expectations. Pupils are also involved in school life through the School Council and Worship Council. Year 6 pupils are expected to be good role-models and help lead activities through the year. (e.g. charity events and supporting with worship).

The school curriculum provides a range of opportunities to promote spiritual, moral, social and cultural development. This is evident through our school ethos, our inspiring curriculum and wider school life. Children have opportunities to participate in sports tournaments, as playground leaders, experiencing a residential trip, school council debates, fundraising ideas and through engaging, thought provoking assemblies. The children learn about healthy lifestyles and have an age-appropriate understanding of healthy relationships as a result of a well-planned RSE and PSHE curriculum.

As part of Blue Kite Trust, our pupils have wider opportunities which move beyond the school including participation in The Blue Kite Games (for our talented Upper KS2 athletes), a debating competition (for our talented Upper KS2 speakers) and as representatives on the Trust's Pupil Parliament with visits to The Houses of Parliament.

The school actively promotes British Values to prepare the children for life in Modern Britain. We embed the values of democracy, the rule of law, individual liberty, mutual respect and tolerance through cross curricular links, school rules and assemblies. We promote diversity and understanding through a wide range of books available in the library.

How we promote British Values:

- Democracy: We have an elected school council where pupils' voices are heard, and they contribute their views through discussions and meetings.
- Rule of Law: Pupils are taught the importance of laws—how they govern and protect us, the responsibilities they entail, and the consequences of breaking them. Visits from authorities such as the Police and Fire Service reinforce this message.
- Individual Liberty: Pupils are supported to make informed choices and exercise their rights and personal freedoms safely, such as through our online safety lessons.
- Mutual Respect: Our positive behaviour policy encourages tolerance and respect. We embed these values across school life, fostering an environment where pupils treat each other with kindness and consideration.
- Tolerance of different faiths and beliefs: We provide opportunities for pupils to visit places of worship and welcome visitors from various faiths. Our local vicars lead worship regularly, strengthening our community links.

The school promotes high levels of activity and exercise and participation in sport. Pupils use the school running track every day in addition to PE lessons. Children in Key Stage 2 also have the opportunity to have specialist swimming lessons. Our school clubs provide a range of sports, with funded places for targeted children. The school also encourages all pupils to take part in competitive sports such as Football, Netball, Cross-Country and Tag Rugby tournaments. We work closely with teachers to promote opportunities for children at local secondary schools through our involvement in the Chippenham Sports Partnership. We have focused opportunities on particular groups of children, including girls and SEND pupils.

School leaders closely monitor the attendance and participation of key pupil groups in after-school clubs, extra-curricular activities, and wider enrichment opportunities. This tracking ensures that all pupils, including those who are disadvantaged or face barriers to learning, have equitable access to experiences that enhance learning, wellbeing, and personal development. Where gaps in participation are identified, targeted actions are taken to remove barriers, encourage engagement, and ensure that every pupil can benefit from the full range of opportunities the school offers.

**Area for Development:**

- Map the provision for personal development more comprehensively across the school. This will ensure that personal development opportunities available to children are clearly defined and consistently available, and that all areas of their emotional, social and academic growth are effectively supported.

## Early Years

At St Peter's we understand the statutory requirements of the EYFS and ensure these are met.

A carefully organised transition programme for children starting school in EYFS is in place. The EYFS Lead visits local preschools and nurseries for up-to-date information and assessments, particularly for pupils identified with SEND. A strong timetable of summer induction visits and engagement with parents means that children are well supported on entry to the EYFS class.

This is continued in September with every family being offered a home visit with the teaching staff. This is essential in building key partnerships in supporting parents and establishing clear school expectations. The school continue this strong parental connection using the online platform Class Dojo. School and parents upload and share the children's learning, creating a full picture of the individual child.

Teaching staff in the EYFS class complete the formal Government Reception Baseline Assessment in conjunction with our own assessment of the children's attainment in all areas of the EYFS curriculum. We use the Development Matters statements to guide our initial observations. This information is used to effectively to inform provision which is carefully planned and tailored to the needs of the children. Progress is good and typically our end of EYFS GLD results were broadly in-line with national averages – 72% (2024) and 69% (2025), with 78% in 2026.

Our curriculum begins with a focus of the prime areas of the EYFS curriculum. We have designed the children's learning around topics, which are used to promote the children's knowledge and engage their interests. The topics are based around carefully chosen books and ensure there are opportunities throughout the day for children to listen and interact with stories. All EYFS staff share a love for reading and model this enthusiasm and passion to the children. In the Autumn term, Helicopter Stories are used to inspire children's imaginations, encourage storytelling and performance of stories which is a precursor to story writing. The Poetry Basket is used alongside to encourage a rich use of language. Staff have high expectations of vocabulary and model their use to the children.

This is further developed with the Drawing Club approach to literacy sessions from Term 2 onwards. Drawing Club is an immersive adventure into the magical world of stories. Through sharing our joy in books, traditional tales and animations, Drawing Club encourages our children into acquiring a wide vocabulary and bringing their imaginations to life. Words and sentences are modelled by the teacher and children write at the cusp of their confidence, fully encouraged and supported by the class adults.

Staff are knowledgeable about teaching early mathematics. We focus on building strong understanding through hands on learning with real life play experiences. We use White Rose Maths as a basis for our curriculum and we adapted learning to suit the needs of our cohort. We recognise the importance of subitising and use simple tools like ten frames to visualise numbers and understand relationships between numbers.

Staff are skilled in planning strong and effective cross-curricular links whilst ensuring a clear progression with specific skills and subject knowledge throughout the seven areas of development. Teaching is responsive to 'in the moment' gaps but maintains high expectations for all children. Tapestry is accessible to parents to see their child's learning and share any development from home.

Children have regular free-flow access to their dedicated outside area. Exploring time is essential in promoting young children's physical health and mental wellbeing. We believe that children flourish outdoors, with staff fostering their curiosity and interest in the natural world. The children also have access to the on-site wildlife area, further developing their confidence as they learn to explore their understanding of the world.

The EYFS lead has worked hard to develop consistency among new staff. The outcome of this can be seen in that routines are firmly established which ensure that children and staff are clear about what is expected of them.

At the end of FS2, well-established transition arrangements and effective information sharing ensure that the receiving Year 1 teacher has a clear understanding of each child's knowledge, skills, and any gaps in learning. This practice maintains a strong focus on securing firm foundations for future learning, enabling targeted, timely, and highly effective support from the start of Key Stage 1.

**Area for development:**

- At St Peter's School, ensuring a strong and consistent start to children's education is essential, particularly as current provision varies. To address this, a clear focus on Quality First Teaching is vital, ensuring that all pupils benefit from high-quality, inclusive teaching from the very beginning. Embedding relentless routines across with all staff consistently following this will provide the structure and security young children need to thrive. Effective baseline assessment will help staff accurately identify each child's starting point, enabling targeted support and progression. Equally important are high-quality interactions between adults and children, which are central to developing communication, confidence, and thinking skills. Strengthening continuous provision will allow for purposeful play and independent learning across the curriculum.

## Leadership & Governance

Leaders at St Peter's are ambitious for every child, regardless of need or starting point. They act consistently in the best interests of all pupils, ensuring that each child is supported to achieve well academically, socially, and personally. Children are guided to develop a strong sense of identity and to cultivate key personal qualities, including confidence, resilience, determination, and perseverance, equipping them for future success.

The school runs well on a day-to-day basis, as evidenced from parent surveys (October 2025) and staff surveys (March 2026). This leads to a calm, orderly environment which is conducive to good teaching and learning. Leaders are committed to improving the school and are well regarded by staff. Ofsted (2025) commented that 'staff morale is high' and 'staff appreciate the school's consideration of their wellbeing and workload'.

School and trust leaders have a clear understanding of the school's context, strengths, and development priorities. Identified priorities are underpinned by a clear rationale, drawn from ongoing monitoring, evaluation of practice and analysis of data. These priorities are communicated to the Local Governing Body and are well understood across the wider staff team. School leaders benefit from support from the trust and governors while being held to account through regular progress reviews; for example, a Trust-led review in November 2025 confirmed clear progress against identified priorities.

Leaders have moved swiftly to address the areas for improvement highlighted in the Ofsted report in June 2025 and have put clear actions in place on a comprehensive School Development Plan, which have had a positive impact on the quality of teaching and learning.

Leadership was identified as a key focus area for development in 2025/2026 due to significant changes in the school's leadership structure. A new Deputy Headteacher and senior leader in Key Stage 2 were appointed, these leaders took responsibility as new subject leaders for both English and Maths. These appointments brought fresh energy and expertise, resulting in greater consistency, clarity of roles, and strategic impact across the school. The whole school curriculum in 2026/2027 will be reviewed and managed by curriculum teams, led by senior leaders.

School leaders, supported by wider trust mechanisms, take deliberate action to ensure that staff and governors feel valued and actively involved in the strategic direction of the school. Staff wellbeing is a key priority, with careful attention given to managing workload through effective systems and processes. For example, key events such as assessment points, pupil attainment meetings, and reporting to parents are carefully diarised and coordinated to support staff efficiency and maintain a manageable workload.

The school works diligently to be at the heart of the community, including through close links with the local church. Building positive, open, and supportive relationships with parents and families is central to this approach. On the rare occasions when concerns are raised, leaders respond promptly and effectively, meaning the formal complaints process is seldom required. Feedback from the most recent parent survey was highly positive, reflecting strong levels of satisfaction within the wider community and reinforcing the school's positive reputation.

The school leadership team has ensured that there is a strong culture of safeguarding throughout the school. External audits were carried out in October 2024 by Wiltshire Council and in November 2024 and 2025 by Sarah Turner Consulting (external safeguarding consultant). Following these, actions were identified to further strengthen the culture of safeguarding. The Wiltshire Council note of visit highlighted that staff are vigilant due to effective training. Actions from the audit have been completed with quality assurance by Blue Kite Academy Trust.

Safeguarding Leads (DSL and 2 DDSLs) are fully trained. An annual cycle of training is implemented, for senior staff this includes Level 3 Safeguarding training and Prevent training. Trust led safeguarding and attendance network meetings ensure the Designated Safeguarding Lead is confident in this role. As a result, safeguarding is effective and children are appropriately safeguarded at St Peter's.

### Areas for development:

- Whilst long-term curriculum mapping underpinned by knowledge and skill progression is in place, there is a need to strengthen confidence and capacity in monitoring, evaluating, and driving improvements within foundation subjects. As the school continues to embed a broad and balanced curriculum, ensuring that leaders at all levels understand how to sequence learning, assess impact, and support teaching is critical to securing high-quality outcomes for all pupils. Developing cohesive curriculum leadership teams, will be central to driving school improvement, sustaining momentum, and delivering long-term impact in teaching, learning, and pupil progress.

