

Self Evaluation Report (SER)

School:	St Peter's C of E Academy	Headteacher:	Gordon Nunn (Mark Everett)	Date:	24/01/2025
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Context of the academy

St. Peter's Academy is an average sized primary school (7 classes with 197 pupils) serving the community on the west side of Chippenham. It has strong links with the adjoined St. Peter's Church. The school was judged to be 'Good' in its SIAMS inspection in January 2023 and 'Requires Improvement' in its OFSTED inspection in November 2022. The OFSTED actions since the inspection have focused on curriculum development and supporting subject leaders. Pupil outcomes across the school have historically been in line with national levels, although Y6 results in 2024 were below national averages due to a number of specific factors. School monitoring shows that this is expected to improve in 2025. The school has a well above average number of SEN pupils with EHCPs and an average amount of pupil premium children (20%) with an increasing number of EAL children (9%).

The school was led in 2023-2024 by 2 co-Headteachers, Mr Gordon Nunn and Mr Mark Everett who shared the Headteacher and Assistant Headteacher roles within the school. It is currently led by Mr Nunn as Headteacher with Mrs Tamsyn Wallis as Acting Assistant Headteacher; Mr Everett is currently on a long-term ill health absence.

Progress made against key inspection priorities:

Areas identified for improvement are:

- Leaders have not yet identified the knowledge that they want pupils to learn in all subjects. Consequently, pupils are not able to build on what they already know. Leaders must identify the important knowledge and skills they expect pupils to learn so that, in all subjects, they consistently know and remember more over time.
- Leaders and teachers do not always identify when pupils have not learned what they need to know. As a result, some gaps in pupils' knowledge persist. Leaders must ensure that teachers check that pupils are successfully learning the curriculum as intended.
- Some leaders have not yet identified precisely what needs to improve in the area they are responsible for. As a result, action is not being taken to bring about change where it is needed. Leaders must ensure that there is an accurate overview of the effectiveness of their work, so that they can act swiftly on this information.

We know that we have made effective progress since the previous inspection. This is because:	Evidenced in:
July 2023 <ul style="list-style-type: none"> • The curriculum mapping document is now sequenced and ready to use for the 2023/2024 academic year. • The school leaders know the school and understand the strengths and areas for development. • Knowledge organisers and end of unit quizzes are used and have been highlighted as good practice – their use now needs to be embedded. • Subject leadership roles have been developed and subject leaders have worked on curriculum development since the Ofsted inspection. • External sports providers changed 	Curriculum mapping documents. T4 DBAT Review T6 DBAT Review
July 2024	

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<ul style="list-style-type: none"> • Accessed external support to enhance our curriculum development, so that there is a clearly mapped out curriculum in each of the foundation subjects, which has been further amended for single year groups for September 2024. • Due to the continuing absence of the school's English lead, the school have accessed and will continue to work with an external English consultant to further develop the school's reading and writing curriculum and provision – these have been identified as priority areas for 2024/2025. • Improved the wider curriculum in terms of skills progression, so that it is clearer and better sequenced for children to learn and remember more. • Developed our subject leadership roles within the school, giving newer staff the opportunity to shadow subject leaders and be involved in monitoring activities, as well as giving existing more experienced subject leaders further professional development. • Governors regularly monitor the curriculum. • Subject leaders have attended subject specific training and cascaded this to staff. This academic year teachers have had in-house CPD in SEND, Maths, English, Art and Music. • Subject leaders have a greater awareness and knowledge of what needs to improve in their subjects and how to effectively monitor their subjects to bring about improvement. At a TD Day in July 2024 teachers had the opportunity to contribute to subject action plans for 2024/2025 in all subjects. • Governors & SLT have monitored provision. 	
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The Overall Effectiveness of the School

Strengths:

<ul style="list-style-type: none"> • Personal development – support for emotional and pastoral needs of the children is evident with the care and warmth of the school environment. • Parents speak highly of the school, the parents survey recorded that 88% of parents were happy with the school. The Ofsted report documented one parent's view that 'our children are looked after and nurtured brilliantly' as representative of many. • Safeguarding systems are robust and have been monitored both internally and externally over 2023/2024. An external audit from November 2024 has been acted on and monitored closely. • Development of new and inexperienced staff into potential subject leadership roles, ECT support.

Next steps (areas for development):

<ul style="list-style-type: none"> • Continue the curriculum focus with a particular emphasis on Geography and DT as subjects for development. • Develop further assessment in foundation subjects • Improve English planning and progression, ensuring consistency through the school and improved outcomes. • Transition to a new MAT. • Improve outcomes at end of KS2.

Leadership and Management

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Strengths	Evidenced in:
<ul style="list-style-type: none"> The school leadership team and Governing body lead the school well. Governors regularly liaise with subject leaders and monitor the school through curriculum visits. Feedback from MAT leaders and directors reinforce the view that governors support, challenge and monitor the school well. The co-Headteachers moved swiftly to address the areas for improvement highlighted in the Ofsted report in November 2022 and put clear actions in place which were completed by the July 2023. When areas for further development have been identified or occur (e.g in English leadership due to long-term absence) rapid improvement plans have been put in place. The school runs well on a day-to-day basis, as evidenced from parent surveys. This leads to a calm, orderly environment which is conducive to good teaching and learning. The school responds well to concerns from parents leading to the formal complaints procedure being rarely needed, taking up unnecessary leadership and teaching time. It has also resulted in high levels of satisfaction from the community and a good reputation. Leaders 'are committed to improving the school and are well regarded by staff'. (Ofsted) The school leadership team has ensured that there is a strong culture of safeguarding throughout the school. Policies and procedures have ensured that concerns are reported and recorded so that they are appropriately investigated and responded to. The school works effectively with external agencies to support children at risk of harm. Staff safeguarding training is effective. (OFSTED, DBAT) There is planned professional development for all teachers to drive improvement in teaching and learning in English. The school regularly hosts trainee teachers on placement very successfully. These trainees report extremely positive experiences at the school, and over the past two years all of our trainees gained employment after their placements. In their feedback to their training providers, the trainees have been very complementary about their time at St Peter's and the welcome they had from all staff. 	<p>DBAT Review T6</p> <p>Parent Survey Oct 2023</p> <p>Ofsted report Nov 2022</p> <p>Y6 exit interviews</p> <p>Safeguarding audit/review 2022/23</p>
Next steps (areas for development):	
<ul style="list-style-type: none"> Induct ECTs into subject leadership successfully. Develop a long-term/succession plan for subject leadership (English leader was long-term absent before resigning and consider core subject leaders in the future) Review school leadership structure in light of the long-term illness of one of the co-Headteachers. 	

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Strengths

- The curriculum aims to ensure children acquire the necessary knowledge and skills to succeed in life, and this is reflected in our vision of 'Giving children the keys to unlock their future.' As a church school, St. Peter's puts a strong emphasis on our vision and values. Our aim is that children leave St. Peter's knowing that they are valuable and valued and that they are confident, caring and competent young people, prepared for the next phase of their lives.
- Leaders and teachers understand that developing a wide vocabulary is fundamental to children's educational success, particularly those from disadvantaged backgrounds.
- The SENCo ensures that pupils with SEND are able to access the full curriculum. It is the academy's clear intent to make sure that the majority of support provided for SEND pupils is delivered within class. The most vulnerable pupils, including those with education, health and care plans (EHCPs), are known, cared for and supported well.
- Foundation subjects are planned and sequenced with clear end of unit outcomes leading to high levels of engagement and coherence in learning.
- Pupils are provided with outdoor learning opportunities and good quality PE provision leading to high levels of enjoyment.
- There are a range of activities and experiences, including sports clubs, sessions at local secondary schools, enrichment activities such as outdoor learning and class trips linked to areas of learning. We utilise the local area whenever possible as well as giving children a wider experience through day visits and a Year 6 residential trip to North Devon.
- 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. Twinkl phonics has been used as the phonics scheme since September 2022.
- Pupils are supported well in their learning by teachers providing effective feedback in lessons (live marking). Pupils with specific SEND needs are well catered for with adapted learning where necessary. Teachers have high expectations for presentation and effort which leads to most pupils developing a good work ethic.
- Classroom environments support learning through a mixture of working walls, learning prompts and celebrations of achievements.
- Effective use of an outdoor learning specialist provides a great outdoor experience and models good practice for staff.

Impact

- Pastorally pupils are known as individuals and are well-cared for.
- Large numbers of pupils participate in PE and have performed well in local sports tournaments in the recent past. (e.g. football, rugby and cricket tournaments, cross country events and curling)
- During Pupil Progress meetings, teachers are able to demonstrate their knowledge of Pupil Premium Children, the lowest 20% of pupils and those with SEND. They are able to identify their barriers to future learning and explain how they have supported pupils. SEND pupils are well supported through the work of teachers, teaching assistants, our ELSAs and SENCo.
- Phonics and Reading attainment are on track to improve in 2025.

Next steps (areas for development):

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<p>Quality of Education</p> <ul style="list-style-type: none"> • Embed whole school handwriting scheme • Improve reading and writing outcomes for children across the school. • Support SEND children to be more independent in their learning. • Continue to develop and improve the curriculum by reviewing foundation subject planning and releasing subject leaders; update subject progression documents. • Continue to improve the subject knowledge of foundation subjects of all staff through CPD and effective subject leadership. 	
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Behaviour and Attitudes Good

Strengths:	Evidenced in:
<ul style="list-style-type: none"> • 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 experienced 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. • Ofsted commented that 'pupils behave well and enjoy learning'. The school has adopted the Pivotal approach with its focus on 3 simple rules (Ready, Respectful, Safe), relentless routines and calm, kind, consistent adult behaviour. As a result, the children are respectful and polite, and the school has a calm and purposeful environment. A small minority of pupils find it difficult to engage with their learning and receive support to make good choices. Visiting adults often comment on the friendly, relaxed atmosphere. • 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. • Good outdoor provision, including play equipment and Young Leader training and staff training result in generally good behaviour at breaktimes/lunchtimes. • Fixed term suspensions are used only when essential and we keep the length of time pupils are out of school to a minimum. Internal exclusions are used rarely and as appropriate. In 2024/25 there has only been one fixed-term suspension and no exclusions as of January 2025. 	<p>Ofsted report Nov 2022.</p> <p>DBAT Reviews 2022-2023.</p> <p>Parent surveys</p> <p>Photos in the school gallery showing activities.</p> <p>School council and worship council meeting notes.</p> <p>Comments from visitors and parents.</p> <p>Notes of visit from DBAT central staff.</p>

Next steps (areas for development):

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- Continue WAVE 4 mental health intervention for most vulnerable pupils.
- Revisit Pivotal behavior approach for new and existing staff.
- Focus on the small minority (5%) of children who find it difficult to regulate their behaviour consistently.
- Investigate the offer from Lighthouse (Blue Kite Academy Trust)

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Personal Development Good	
Strengths:	Evidenced in:
<ul style="list-style-type: none"> 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 good 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. Pupils enjoy coming to school and have positive relationships with staff. Parents and children tell us that they feel safe and valued. 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 talent shows) The school curriculum provides a wide range of opportunities to promote spiritual, moral, social and cultural development, e.g. sports tournaments, playground leaders, residential trip, engaging assemblies. The school promotes British Values effectively. It puts emphasis on promoting equality and diversity, and tolerance and respect. We promote diversity and respect through our curriculum, books in the library (spear-headed by our academy council) and through assemblies. The school promotes high levels of activity and exercise and participation in sport. Pupils use the school running track every day as well as PE lessons. Children in Key Stage 2 also have the opportunity to have specialist swimming lessons. After 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. The PE coordinator works 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. 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. 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. 	<p>Ofsted report.</p> <p>Parent surveys</p> <p>Photos on school gallery showing activities.</p> <p>School council and worship council meeting notes.</p> <p>Comments from visitors and parents.</p> <p>Notes of visit from DBAT central staff.</p>

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Next steps (areas for development):

- Develop the role of the school council to support initiatives around school.
- Strengthen role of the Worship Council (children) in planning and delivering whole school worship.
- Develop further extra-curricular clubs/activities.

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Early Years Good	
Strengths:	Evidenced in:
<ul style="list-style-type: none"> The curriculum is carefully planned and tailored to the needs of the children. This leads to Good levels of development (GLOD) broadly in line with national figures – 72% in 2024 A consistent, systematic and progressive phonics teaching is used that ensures that all children make progress from their starting points. EYFS staff use Tapestry to track and monitor the progress made by the children. EYFS staff have access to devices that enable the teachers to capture evidence either in or out of the classroom that link to the early learning goals. The information is reviewed regularly and discussed to ensure pupils are making good progress and next steps for learning are identified. Staff base topics around carefully chosen books and ensure there are opportunities throughout the day for children to listen and interact with stories. Staff have a love for reading and model this enthusiasm and passion to the children. Helicopter Stories are used to inspire children's imaginations, encourage storytelling and performance of stories which is a precursor to Drawing Club. The 'Poetry Basket' is also used to promote rich language. Staff have high expectations of vocabulary and model their use to the children. Following a change over of staff in EYFS, the EYFS lead has been working to develop consistency among the newer members of the team: Routines are firmly established which ensure that children are now clear about what is expected of them, and this helps them to feel secure. The Early Years follow the school rules of ready, respectful, safe to give the children a consistent firm foundation of behaviour expectations. Pupils that struggle to follow these rules are supported by staff in a consistent way. Zones of regulation will be used to support these pupils as they move into Year 1. Children have regular free-flow access to their dedicated outside area. This area has been developed this year to ensure provision can be set up before the start of the school day. Additional funding has been acquired from local community grants including parent contributions. Weekly visits to the wildlife area enable children to appreciate the outdoors and opportunities are used to develop vocabulary. The sessions develop confidence and well-being in the children, as they learn to explore the natural world around them and to develop their understanding of the world. Children with additional needs are well supported by the teaching team who ensure that the quality of provision is adapted to fully meet their needs. The school ensures an inclusive environment for all our children. Staff have attended EYFS training. 	<p>Ofsted report Nov 2022</p> <p>Academy Council monitoring visits</p> <p>DBAT Review T4</p>
Next steps (areas for development):	

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<ul style="list-style-type: none">• Ensure a consistency of adult approach across the week by training new staff effectively and continuing to develop the skills of existing staff.• Continue to develop the classroom and outdoor environment to ensure it is conducive to learning.	
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Estates and Facilities	Overall judgement	Good
We know this because (strengths):	Evidenced in:	
<ul style="list-style-type: none"> Improvements to classrooms and the school environment are planned and delivered regularly. (E.g. Removed bank outside EYFS classroom to improve the environment and access to the school, Improve internet connection throughout school, continued to replace old furniture in classrooms. 		Termly meetings
Next steps (areas for development):	Priority:	High / Medium / Low
<ul style="list-style-type: none"> 		High Low
Finance	Overall judgement	Choose an item.
We know this because (strengths):	Evidenced in:	
Next steps (areas for development):	Priority:	High / Medium / Low
<ul style="list-style-type: none"> Review school structure for any possible cost savings to reduce deficit. 		Medium
People	Overall judgement	Good
We know this because (strengths):	Evidenced in:	
<ul style="list-style-type: none"> Senior leadership is resilient and supportive 		School Review June 2022
Next steps (areas for development):	Priority:	High / Medium / Low
<ul style="list-style-type: none"> Improve subject knowledge of foundation subjects of all staff through CPD and effective subject leadership. ECTs to complete induction in 2025. Review staffing structure for 2025-2026. 		High

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