

Academy Self-evaluation Report

School:	St Peter's Academy	Headteacher:	Mark Everett	Date:	01/09/2019
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Context of the academy:

St. Peter's is an average sized primary (6 classes with 172 pupils) serving the community on the west side of Chippenham. It has strong links with adjoined St. Peter's Church and its vicar. It maintained its good OFSTED rating in 2017 and was judged to be 'Outstanding' in its last SIAMS inspection (2015). The school provides a good quality of education with a broad and balanced curriculum. Pupil outcomes across the school are in line with national levels. The school has a greater than average number of SEN pupils and a lower level of pupil premium children.

Progress made against key inspection priorities:

Areas identified for improvement were:

- Challenge to pupils across the school, especially the most able, so that more reach greater depth in mathematics.
- Raise boys' achievement in writing by continuing to create more opportunities to develop and encourage their writing skills, in the early years and key stage 1.

We know that we have made effective progress since the previous inspection. This is because:

- Higher percentage of pupils at KS2 are reaching Greater Depth in Maths
- Phonics is improving in KS1 (88% in 2019) and this is leading to higher achievement in writing. For boys without SEND, 2018 – 50%; 2019- 60%; 2020 – expected to be 75%.
- For boys now in KS2, percentage that are now at expectation has risen, as pupils have made accelerated progress in KS2. (E.g. In Year 4, was 33% (KS1), now 60%.)

Evidenced in:

Raise school data

KEY AREAS IDENTIFIED FOR SCHOOL IMPROVEMENT (from self-evaluation) [2018-19]

PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4
Ensure more pupils reach greater depth in Maths.	Ensure that girls achieve well in maths compared to boys.	Raise boys' achievement in writing.	Improve phonics teaching in KS1 to ensure higher percentage of pupils pass the phonics screening test at the end of Year 1.

The Overall Effectiveness of the School:

Overall judgement

Good

- More pupils achieving greater in maths(although still slightly below national level)
- Gap narrowed over last 3 years and now girls achieving higher than boys in maths (2019)
- KS1 writing: For boys without SEND 2018 – 50%; 2019- 60%; 2020 – expected to be 75%.
- Phonics has risen to 88% passing the phonics screening test in Year 1 (2019)

The Quality of Education:

Overall judgement

Good

We know this because (strengths):

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Intent <ul style="list-style-type: none"> • Units of work are planned in blocks with clear end of unit outcomes. • Pupils are provided with outdoor learning opportunities. • Pupils are provided with high-quality PE provision. • Range of extra-curricular activities. 		
Implementation <ul style="list-style-type: none"> • Teachers have necessary resources and range of expertise to teach broad and balanced curriculum. • Effective use of outdoor learning specialist • Effective use of sports coaches to teach children and train staff in dance and alternative sports. • Committed local board with high skill levels • Staff accessing high quality training 		
Impact <ul style="list-style-type: none"> • Pupils enjoy learning outside and this is being expanded this year. • Large numbers of pupils participate in PE and perform well in local sports tournaments. • KS2 levels in line with national levels. • High percentage of pupils achieving Phonics screening test in year 1 (2019 - 88%) 		
Next steps (areas for development):	Priority:	High / Medium / Low
<ul style="list-style-type: none"> • Improved outcomes in writing for KS1 pupils, especially boys. • In reading, ensure that more children reach expected level by securing those who are borderline to make expectation in Year 6. • In Maths, ensure higher percentage of pupils achieve GD in all years groups. • In Maths, ensure higher percentage of girls achieve the expected level at Y5 and Y6. 		High
Behaviour and Attitudes:	Overall judgement	Good
We know this because (strengths):		Evidenced in:
<ul style="list-style-type: none"> • Good behaviour in classes and on the playground • Vast majority of pupils feel safe and enjoy school 		
Next steps (areas for development):	Priority:	High / Medium / Low
<ul style="list-style-type: none"> • Help the children to become more aware of their emotions and how to deal with them. • Provide Alternative provision on site 		High Medium
Personal Development:	Overall judgement	Choose an item.
We know this because (strengths):		Evidenced in:
<ul style="list-style-type: none"> • Needs of pupils are well met by dedicated staff (Teachers and Teaching Assistants) 		Pupils survey

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<ul style="list-style-type: none"> Planned program of PSHE is taught through the school Emotional Literacy Support Assistant (ELSA) supports children who require further support 					
Next steps (areas for development):			Priority:	High / Medium / Low	
<ul style="list-style-type: none"> Pupils have regular times when they have access to outdoors Publicize how the school deals with bullying if it arises. 					High Medium
Leadership and Management:			Overall judgement	Good	
We know this because (strengths):					Evidenced in:
<ul style="list-style-type: none"> The school runs well on a day-to-day basis The school responds well to concerns from parents Senior Leaders are visible around the school and on the playground The school runs effectively within financial constraints The governors (local board) do an effective job at the school The school is well supported by the multi-academy trust (DBAT) Teacher retention is good There is planned professional development for staff to continually improve 					Parent survey Staff survey Feedback from visitors SIP report
Next steps (areas for development):			Priority:	High / Medium / Low	
<ul style="list-style-type: none"> Continually strive to raise standards despite remaining dedicated to inclusive education for all. Training to raise expectations in every year group to ensure better than expected progress 					High
Early Years:			Overall judgement	Good	
We know this because (strengths):					Evidenced in:
<ul style="list-style-type: none"> Good care from staff Good teaching and learning Good levels of development (GLOD) in line with national figures Good phonics teaching (Y1 phonics screening results good) 					Parental comments and feedback
Next steps (areas for development):			Priority:	High / Medium / Low	
<ul style="list-style-type: none"> Higher number of pupils expressing themselves clearly (Speech and language) Develop boys writing 					High High
Stakeholder Evaluation:			Overall judgement	Good	
We know this because (strengths):					Evidenced in:
Parents:					

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<ul style="list-style-type: none"> 97% parents are confident that their children are happy, safe and well looked after. 97% The school responds well to concerns that are raised 100% Parents recognize that their children are taught well and make good progress. 97% Parents would recommend the school to another parent <p>(*of those that responded to a recent survey)</p> <p>Pupils:</p> <ul style="list-style-type: none"> 91% pupils say they learn a lot in lessons 92% pupils feel the adults explain how they can improve 82% pupils enjoy school <p>Community:</p> <ul style="list-style-type: none"> Inclusive school that caters well with pupils with SEND 100% staff are proud to be a member of staff at St. Peter's 100% staff feel pupils are safe at school 94% staff feel that the school is well led 94% staff feel that the governors do an effective job <p>(*of those that responded to a recent survey)</p>		
Next steps (areas for development):	Priority:	High / Medium / Low
<p>Parents:</p> <ul style="list-style-type: none"> Publicize how the school deals with bullying if it arises. <p>Pupils:</p> <ul style="list-style-type: none"> Ensure that higher percentage of pupils know how they are doing at school (currently 75%) Improve pupil understanding and perception of behaviour and consequences (25% said they didn't know if behaviour was good) <p>Community:</p> <ul style="list-style-type: none"> 		<p>Medium</p> <p>High</p>
Business Development:	Overall judgement	Good
Financial Development:	Overall judgement	Good
We know this because (strengths):		Evidenced in:
<p>Business Development:</p> <ul style="list-style-type: none"> Our SBM has supported other local academies. We have successfully marketed the school to ensure numbers stabilize to ensure long-term stability. We have set-up our own wrap-around care. <p>Finance:</p> <ul style="list-style-type: none"> We have met in-year budgets (2018-19) and maintained a positive balance, despite the difficult financial landscape. We have supported other local academies in the area of finance. We have increased the income due to bookings 		<p>DBAT accounts</p> <p>Before/after school club provision</p> <p>Pupil numbers</p>
Next steps (areas for development):	Priority:	High / Medium / Low
<ul style="list-style-type: none"> To have a new set of consistent set of policies and procedures in place. Self-sustaining wrap-around provision in place. Upgrade our heating system and refurbish the toilet facilit Stay within the planned budget for 2019-20 		<p>High</p> <p>High</p> <p>Medium</p> <p>High</p>

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