

Eyrescroft Primary School

Inspection report

Unique reference number	110767
Local authority	Peterborough
Inspection number	378163
Inspection dates	9–10 February 2012
Lead inspector	Roderick Passant

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Judith Arnold
Headteacher	Catherine Hainsworth
Date of previous school inspection	16 September 2008
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Age group	4–11
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Introduction

Inspection team

Roderick Passant

Additional inspector

Patrick Finegan

Additional inspector

Elizabeth Needham

Additional inspector

This inspection was carried out with two days' notice. Inspectors saw 14 staff teaching 16 lessons. In addition, inspectors made a number of shorter visits to classrooms and observed a range of small group work. They heard a small group of pupils from Year 2 and Year 6 reading and looked at their writing. They held many informal conversations with pupils across the school. They held meetings with the school's senior leadership team and middle managers, including the leaders of the Early Years Foundation Stage. They met with the Chair, vice-chair and representatives of the Governing Body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at a range of school documentation including the school development plan and policies associated with safeguarding. They scrutinised the questionnaire responses from 100 pupils, 26 staff and 70 parents and carers.

Information about the school

The school is much larger than average compared to other primary schools. The proportion of pupils known to be eligible for free school meals is above average. The large majority of pupils are White British; other pupils come from a wide range of ethnic backgrounds. There is a higher proportion of who speak English as an additional language than is seen in most primary schools. These include a few pupils who are recent arrivals to this country who are at an early stage of learning English. The proportion of disabled pupils and those with special educational needs is much higher than is typically seen, although those pupils with more pronounced needs, including pupils with statements detailing their educational needs is broadly average. The number of pupils joining or leaving the school at other than normal times is far higher than in most primary schools.

The school met government floor targets in two out of the last three years.

The school has gained Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is a good school. Pupils' achievement is good and improving rapidly. This is because there is a relentless drive by the school's outstanding leadership to improve pupils' attainment and progress. Leaders and managers have increased the school's momentum for improvement and so has an outstanding capacity to sustain it.
- The Early Years Foundation Stage is outstanding. Excellent leadership has brought about year-on-year improvement so that children's achievement is now outstanding. This is because very high quality of teaching provides exceptionally rich learning experiences within a stimulating, well-resourced provision.
- Attainment at the end of Year 6 is broadly average. This represents good achievement because the starting point for these pupils at the end of Year 2 was low.
- Behaviour across the school is good. The school has a calm, purposeful ethos. Pupils are engaged and enthusiastic in lessons. They are keen to learn and do well.
- Teaching is good. Pupils make rapid progress because of the consistency of good quality teaching. There is outstanding teaching in the Early Years Foundation Stage and in Key Stage 1 classes. Across the school teachers use creative approaches to provide challenge for pupils. Outstanding teaching is evidenced in the flair and confidence that teachers use in their creative approaches to deepen pupils' responses and their learning. Pupils receive good quality feedback to help them improve their work. There are missed opportunities to help pupils develop the skills of judging for themselves the quality of their work.

What does the school need to do to improve further?

- In order to help pupils make even faster progress:
 - develop the skills and confidence of all staff to use open-ended creative teaching strategies to extend and add additional depth to pupils' learning;
 - consistently help pupils judge for themselves what they need to do in

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order to improve their work.

Main report

Achievement of pupils

Most children start school in Reception at a much earlier stage of development than is typical for their age. Children have very low social and early literacy skills. Adults value children as individuals and are highly skilled at using their interests to extend learning, foster their curiosity, enjoyment, and nurture their independence as learners. Children make extremely good progress to attain broadly average standards by the end of their Reception year.

Pupils make rapid and consistent progress. This is eroding historically low attainment at the end of Year 2 and raising standards across the school. Pupils in Year 2 make good progress in their reading. They have good and consistent phonic knowledge. Year 6 pupils made particularly good progress from their historically very low starting points to lift attainment to average. Pupils are working at a level appropriate for their age and standards are rising and across the school. Most parents say that their children make good progress.

In 2010, Year 6 pupils did poorly in their writing test, and attainment dipped below government floor targets. These results differed widely from externally moderated teacher assessments and pupils' reading scores. The school initiated a successful, sharply focused action plan to consolidate older pupils' writing skills. The large majority of Year 6 pupils are competent readers.

Pupils work independently and together equally well, creating their adverts or building their electrical circuits with great concentration. In lessons, they demonstrate curiosity and enjoyment in their learning. Pupils make good use of their talk partners to rehearse and try out ideas. There is a strong focus on developing vocabulary so that, for example, pupils used 'bossy' words for their instructions. Pupils pose challenging questions that they pursue in their topic work. Across the school, pupils respond extremely well to the imaginative, creative and practical nature of the work.

Teachers use assessment data effectively to ensure that all pupils make good progress. They know in detail where pupils are in their learning; they identify gaps in pupils' knowledge and performance and plan their lessons very effectively to meet individual needs.

Pupils who speak English as an additional language make good progress. New arrivals have a brief induction and skilled support. There are rich formal language opportunities in lessons, which complement the informal language support of their classmates.

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Disabled pupils and those with special educational needs also make good progress. Expectations of them are high. Teaching assistants are skilled; work is broken down into small steps, often using practical approaches and resources. They encourage, explain and foster pupils' independence. The school makes good use of specialist agencies to support individuals.

Pupils who have been in school for a significant period tend to make faster progress and attain higher than pupils who join the school at other than normal times. There is careful induction for these pupils and 'buddying up' with a classmate to help them settle quickly.

A particular strength of the school is the quality of care guidance and support it provides for pupils. Pupils, who might be vulnerable to underachievement because of family or other circumstances, are supported very effectively. There is little difference in overall attainment and progress between pupils from who may be eligible for free school and their peers. Teachers' open-ended creative approaches challenge higher attaining pupils effectively. There was little discernible difference in the attitudes or progress of boys and girls in lessons.

Quality of teaching

Most parents and carers and nearly all pupils say that teaching is good in the school.

Teachers have high expectations, good subject knowledge and are enthusiastic. They ensure that the curriculum and approaches they use meet pupils' needs. This is a particular strength in classes of younger pupils. Across the school teachers plan creative, open-ended, practical tasks well. Older pupils interviewed 'Mr Churchill' or puzzled about how they could systematically tackle a mathematics problem concerning doughnuts and toppings. Although lessons are always effective, not all staff demonstrate the confidence and flair shown by those teachers in outstanding lessons.

Teaching assistants are very effective. They support pupils' independence well. 'I'll hold it, you cut.' Across the school, there are consistent and shared values, so that adults respect pupils. Staff change their lesson planning promptly in the light of pupils' learning. Teamwork and joint planning ensure that parallel classes have similar experiences. Teachers' questioning is skilled, both to check on learning and to extend pupils' thinking. Teaching of reading is good; pupils' can tackle unfamiliar words with confidence and there is a rich story culture in the lower part of the school. Marking and feedback to pupils are good because teachers identify what has done well and give points for improvement. There are missed opportunities for pupils' to assess, their own work and to gain further independence as learners by identifying, what they need to do to improve.

Lessons provide very effectively for pupils' spiritual, moral, social and cultural development. Adults raise pupils' confidence and self-esteem particularly well because they recognise and foster pupils' sense of self-value. The school provides for

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and values wide-ranging opportunities for pupils to be successful both in-and-out-of-school. There are very good opportunities in lessons for pupils to reflect on their own and others' lives and beliefs and work together.

Behaviour and safety of pupils

The school is cohesive and inclusive. It encourages pupils to develop self-discipline. Pupils typically conduct themselves well around the school. In lessons, they are keen, enthusiastic and want to achieve. Adults manage behaviour in a consistent manner. The school is friendly and pupils get on well with each other. There are occasional incidents when pupils fall out with each other but pupils say they are confident that their class teacher 'sorts it out'. Racist incidents, historically more frequent, are now rare, reflecting the school's strong stance against discrimination.

The school has a strong anti-bullying policy. School records show that incidents of systematic bullying are rare. The large majority of parents and carers and pupils in their questionnaires, and pupils spoken to, judged that the school manages any incident well.

As one pupil put it, 'there are a few pupils with problems.' Staff manage them very well, anticipating rather than simply responding to any incident. The consistency of their approach ensures that over time these pupils have learned to manage their behaviour more effectively.

Most parents and carers judge behaviour as good and that the school keeps their child safe. Attendance in 2010/11 was broadly average. It has improved and is currently above average. This is because the school's leadership has adopted a relentless approach and has worked closely with the local authority including the issuing of penalty notices and start of court proceedings. Just under a third of the school have received medals for 100% attendance.

Leadership and management

The headteacher is tenacious and ambitious; she has a clear vision for the school and provides outstanding leadership. She has developed a very strong team of staff to work with her; their combined leadership across the school is outstanding. Staff know what they are trying to achieve and have a very accurate understanding of the school's strengths. Consequently, there is an unrelenting focus on pupils' progress, which is propelling ongoing improvement in pupils' achievement and gives the school its dynamic, forward momentum.

There is very strong professional support for teachers to identify and develop their leadership and management skills through shadowing and involvement in middle management training. Teachers are held rigorously to account for the progress their pupils make. The school responds quickly to any issues. Improvements since the last inspection stem from the high priority given to improving the quality of teaching. Performance management for teachers and teaching assistants sets clear targets for

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improvement, which are closely followed up. Governance has improved and now provides a more confident strategic leadership; they challenge the school's performance and have close involvement in improving attendance.

The curriculum is very effective, particularly so, for younger pupils and provides a broad, rich and memorable range of experiences, rooted in practical approaches and including residential opportunities and a rich language environment. There is very strong provision for pupils' spiritual, moral, social and cultural development, reflected in all lessons, themed days and links with overseas schools. Staff are very vigilant with regard to the safeguarding of pupils. The school has a large caseload but there are very robust systems and processes in place to ensure that all pupils are safe. The marked rising trend in attendance, attainment and acceleration of progress of all groups of pupils reflects the school's commitment to ensuring equal opportunities and tackling any discrimination.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 February 2012

Dear Pupils

Inspection of Eyrescroft Primary School, Peterborough, PE3 8EZ

Thank you making us so welcome in your school. I would particularly like to thank those pupils who completed the questionnaire and gave up their time to talk and read to us. What you had to say was extremely helpful.

You all attend a good school. The work in the Reception class is outstanding. You are making good progress across the school and working at a level appropriate for your age. Your achievement is good. Your attainment is similar to most school's but is improving. You have skilled teachers who plan interesting, creative lessons in which you are expected to use your skills. I have asked the headteacher to ensure that all staff are helped to become even more confident to use imaginative, practical approaches to make lessons even more exciting and to help you learn even more effectively. I also asked her to help you learn to check your own work and recognise what you need to do to improve.

You behave well in school and in lessons. It is a friendly school and you get on well with each other. Occasionally friends fall out with each other but you told us that when this happens you teachers quickly help to sort it out.

Your school continues to improve. This is because school leadership is outstanding. Teachers keep a very close eye on the progress you are making and want you all to do extremely well. They, therefore, constantly look, for ways to do things better.

You have all played a strong part in making this a good school. You clearly enjoy learning and you work hard in lessons. You also take your various roles and responsibilities very seriously. I am sure that with your continued help the school will carry on improving.

Yours sincerely

Roderick Passant
Lead inspector

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