

# Kings Cliffe Endowed Primary School

## Inspection report

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<b>Unique Reference Number</b>	122012
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359144
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	Joseph Peacock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen White
<b>Headteacher</b>	Rachel Dempster
<b>Date of previous school inspection</b>	12 December 2007
<b>School address</b>	Park Street Peterborough PE8 6XN
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons, taught by five teachers were observed. Meetings were held with the headteacher, Chair of the Governing Body and staff. Inspectors talked to parents and children, looked at school planning, samples of pupils work and records of their progress. They observed the school's work and looked at documentation including minutes of governors' meetings, improvement planning and that relating to safeguarding and children's welfare. Questionnaire responses from staff, pupils and 65 parents and carers were analysed. The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

How effective the school has been in raising attainment in mathematics, particularly for girls in Key Stage 1 and in maintaining pupils' good progress in Key Stage 2.

- How effectively the curriculum promotes literacy and numeracy skills, pupils' enjoyment of learning and their cultural awareness.
- How robust the Governing Body is in holding the school to account and how effectively staff with management responsibilities are tackling the priorities identified for improvement.

## Information about the school

This is much smaller than typical primary schools. Pupils are taught in five classes. The overwhelming majority are from White British backgrounds. The proportion with special educational needs and/or disabilities is broadly average. The school has gained National Healthy School Status and has a number of other awards including an Eco Award, Quality Mark for its sustained high standards and an International Schools Award.

Privately run day care is available on the same site and consists of a breakfast club, pre-school nursery and after-school club. These are inspected and reported on separately.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Over the last few years it has made sustained improvements. The exceptional curriculum, combined with excellent care, guidance and support and teaching that is consistently good, has resulted in most pupils making excellent progress from their starting points in Reception. As a result, attainment is significantly above average at the end of Year 4 when pupils leave.

The improvements have been achieved through the headteacher's determined leadership of the staff, who share her desire to provide all of the pupils with a wide range of opportunities to make rapid progress. An excellent and very productive partnership with local schools has also played an important role in supporting changes. Shared priorities for improvement have allowed the school to participate in training and development that would have been difficult to achieve on its own. The positive impact of the partnership is evident in many aspects of the school's work such as governance, subject leadership and teacher training.

The children in the Reception class make good progress through a wide range of activities, both ones that are led by adults and those that they choose themselves. Activities flow freely from indoors to the outside area. Occasionally, some of the planned activities do not fully challenge or engage children.

The pupils say they greatly enjoy school and, as a result, levels of attendance are above average. They are gaining a good understanding of the world beyond the rural location of the school through their work to gain International Schools status and links with their sister school in Ghana. The pupils say they feel extremely safe at school, and their parents unanimously agree that the school keeps them as safe as possible.

The school responded very positively to the last inspection and has raised attainment in writing, improved the quality of teaching, and ensured that the more-able pupils are challenged in lessons. On a few occasions, however, during introductions to the whole class, the pace of learning drops for more-able pupils. The governing body has used self-evaluation of its own performance to give a sharper focus to its work and to ensure that it holds the school to account robustly. The headteacher and governing body have a clear ambition to bring further improvement to the school. Their self-evaluation of the school's effectiveness is accurate, and their action plans place them in an extremely strong position to continue to improve.

## What does the school need to do to improve further?

- Fine tune teaching by;

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- Ensuring all activities in the Early Years Foundation Stage are sufficiently challenging
- Developing alternative activities when whole class introductions and tasks would be too easy for some pupils.

## **Outcomes for individuals and groups of pupils**

**1**

The school very successfully develops pupils' knowledge and skills as they move through it. In the vast majority of lessons, pupils achieve well and make good progress because they listen attentively and are keen to answer questions. Their concentration rarely wavers, even when they find some of the work they are given to do easy. They always try their best to complete whatever they are asked to do by their teachers. By the end of Year 4, all pupils make outstanding progress from their various starting points.

Children's skills on entry vary from year to year, but in most year groups are broadly average. By Year 2, attainment is significantly above average in reading, writing and mathematics. This high level has been maintained for the past three years. By the end of Year 4 when pupils leave, over half are achieving the level expected of pupils two years older than them in reading. The proportion is slightly less in writing and mathematics. Staff have employed a range of effective strategies such as a mathematics club and individual tuition to raise attainment to the same high level of that in English. Particular attention has been focused on girls because a significant proportion did not do as well in mathematics tests at the end of Year 2 last year. Already, these measures have brought about an improvement and closed the gap between girls and boys attainment.

Pupils with special educational needs and/or disabilities are well supported by teachers and teaching assistants. This results in most of them making the same outstanding progress as their peers. Initiatives such as the One To One Tuition Programme supplement staff efforts to ensure that their learning needs are being successfully met.

Pupils thoroughly enjoy school and take full advantage of the many opportunities offered to them by, for example, attending many of the clubs and sporting activities that the school organises. Most have an excellent understanding of staying fit and healthy, and keeping themselves and others safe. They develop a good understanding of responsibility, both to their school and the wider community, notably through recycling. The older pupils value their roles as school councillors and buddies, looking after others at playtimes. Taking on other responsibilities in school such as looking after the library considerably extends their personal development. Outstanding behaviour and attitudes to learning and competent skills when using computers further enhance skills that will be of benefit for themselves in later life. Many of the themed topics include lessons about different cultures and faiths giving pupils a sound knowledge and understanding of world religions such as Hinduism and Judaism.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The cumulative effect of consistently good teaching and learning strongly supports pupils' enjoyment of school and their excellent progress. Most lessons are lively and interesting, and make good use of technology. Teachers use the interactive whiteboards well, making particularly good use of film clips and photographs such as the VE Day celebrations to motivate and capture pupils' interest. In the best lessons, learning is at a brisk pace and tailored to accurately meet the needs of pupils of all abilities. Most importantly, the teacher has high expectations of all and so sets challenging tasks for each group of pupils. However, on occasions, some introductions are directed at the whole class, when the content is not applicable to the needs of some groups. Consequently, some pupils mark time listening to the teacher when they could be working and learning independently. Pupils' work is carefully marked, and teachers make helpful comments about how the work can be improved upon.

Developing the curriculum has been a priority for all staff and their efforts have resulted in a highly effective curriculum that is not only ensuring consistently high standards in literacy and numeracy but also that pupils are excited about their learning. The themed curriculum links skills from a range of subjects. One theme, for example is 'hot and cold' where topics such as the fire of London are used to develop their information and communications technology, history, science and literacy skills. Year 3 used their persuasive writing skills to try and encourage people to purchase Roman goods in their

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term's theme about the lifestyle and culture of the Romans. The curriculum is also greatly enhanced by visits, visitors, extra-curricular clubs such as knitting and sporting activities.

Pupils are exceptionally well cared for, guided and supported in a very positive atmosphere that enables them to feel safe and confident. 'When you wake up each morning, you never, ever do not feel like coming to school' is the way one pupil expressed his feelings about school. Parents are equally positive. 'Staff care deeply about pupils welfare' being a typical comment. Provision to help the few pupils whose circumstances may make them more vulnerable is outstanding, ensuring that they successfully overcome barriers to learning, improve their behaviour, and achieve their true potential.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The effectiveness of the headteacher is well illustrated by the improvements in attainment, progress and the curriculum. Staff work as a team to give their full support and their drive and determination underpins the smooth running of the school. The team approach to developing the curriculum has been highly effective and largely responsible for advancing improvement. The headteacher comprehensively monitors all aspects of the school's performance and presents the outcomes to governors. As a result, the governing body is very well informed and has a very clear view of the school's strengths and where improvements can be made. The governing body is developing ways to become more involved in helping the school evaluate how effectively it is meeting its targets for improvement.

The tracking of the pupils' progress is thorough, and analysis of provision is detailed. This provides valuable background for the headteacher's discussions with her staff and a clear insight into what the school needs to focus on to improve further. Detailed evaluations of how well boys, girls and those pupils with special educational needs and/or disabilities are doing illustrate well the school's successful work to promote equality of opportunity. The school has excellent relationships with parents and carers, who appreciate all that the school is doing for their children. Parents' views are regularly sought and acted upon.

The school has good arrangements for making sure that the pupils are as safe as possible. The teachers develop the pupils' knowledge of staying safe by using the specialist knowledge of visitors such as the local police and school nurse. The size and location of the school presents challenges in developing the pupils' understanding of communities beyond their own. To counter this, the school has carried out an audit and is implementing an action plan to strengthen its promotion of community cohesion locally and in the national context.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage are taught in the Reception class. An analysis of children's performance over the last year shows that most made good progress from their starting points. Overall, standards are above average in all areas of learning when children enter Year 1. The latest assessment on entry shows that children's creative development and their skills in writing and calculating are not as well developed as other aspects. Staff plan carefully to increase children's opportunities to improve on their skills in these areas with a designated, well-equipped creative area and a strong emphasis on promoting writing in all areas.

The children play and work well together, displaying independence that allows them to pursue their own learning through the activities that are led by adults and those they choose themselves. The children are also gaining confidence and are increasingly able to concentrate on a task until it is complete. Teachers' expectations for some activities such as making paper chains or building with construction sets are not always specific or challenging enough and although children enjoy what they are doing, there are missed opportunities to further develop learning.

There is a free flow of activities from inside the classroom to the outdoor area, where there are many opportunities for learning key skills in literacy and numeracy. Children enjoyed hunting for cubes or cuboids and creating repeating patterns with large two and three dimensional shapes for example, complementing their learning in the creative area when they printed patterns. Adults are constantly developing conversation, encouraging and helping the children to develop their skills. The choices the children make are carefully monitored and the adults routinely record their progress.



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The classroom is well managed and organised. Staff are well deployed and particularly effective in promoting the children's communication skills and their knowledge of letters and sounds.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The high proportion of parents and carers who returned their questionnaires clearly hold the school in high regard. Almost all of those who made additional comments were very pleased with the work of the school, particularly the quality of teaching and the way the school involves them in supporting their children's learning. Others commented on how much their children enjoy school. 'All a child could want or need' is a typical comment. Inspectors endorse parents' and carers' positive views. They also agree with the very few parents and carers who felt that, in some lessons, teachers could expect more of pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings Cliffe Endowed Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	86	9	14	0	0	0	0
The school keeps my child safe	55	85	9	14	0	0	0	0
My school informs me about my child's progress	40	62	24	37	0	0	0	0
My child is making enough progress at this school	44	68	19	29	0	0	0	0
The teaching is good at this school	49	75	16	25	0	0	0	0
The school helps me to support my child's learning	43	66	22	34	0	0	0	0
The school helps my child to have a healthy lifestyle	47	72	16	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	72	14	22	0	0	0	0
The school meets my child's particular needs	45	69	19	29	0	0	0	0
The school deals effectively with unacceptable behaviour	42	65	19	29	1	2	0	0
The school takes account of my suggestions and concerns	36	55	27	42	2	3	0	0
The school is led and managed effectively	54	83	10	15	0	0	0	0
Overall, I am happy with my child's experience at this school	55	85	9	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



9 December 2010

Dear Pupils,

**Inspection of Kings Cliffe Endowed Primary School, Peterborough, PE8 6XN**

I really enjoyed my visit to your school - thank you for your help. You go to an outstanding school. Seeing you at work in lessons, and looking at your work and the information the teachers collect, it is clear that you are all making excellent progress. Your headteacher and teachers have worked very hard since the last inspection and made many improvements. The themed curriculum, for example, is providing you with really interesting things to learn. Year 4 surprised me when they were able to repeat Winston Churchill's famous speech about fighting on the beaches word perfectly from memory. All the extra time you are spending doing mathematics seems to be paying dividends and standards are almost as high as those in English already.

The youngest children do well in the Reception class and have many opportunities to learn in the classroom and outside under their new, stylish canopy. I enjoyed helping in the hunt for cubes and cuboids. I did not expect to see so many outdoors with the ice and snow but you did not seem to notice the cold weather as you were totally absorbed in your work. Although you clearly enjoy your activities, I have asked your teacher to make sure you have to concentrate more on learning new skills in every one of them.

All of you get on superbly well at your school. Those of you I spoke to told me that you feel safe at school, and that where there are instances of thoughtless behaviour, they are dealt with quickly and do not spoil your enjoyment of school or interrupt your learning. In the lessons I visited, everyone behaved brilliantly, even when you found the work during lesson introductions easy. I have asked teachers to make sure that those of you who find learning easy move on to new things quickly. Most of you were quick to tell me how patient and helpful your teachers are.

Congratulations on your recent International School Award. I do hope you continue to enjoy school. You can help it to stay outstanding by carrying on working hard in all your lessons.

Yours sincerely

Joseph Peacock

Lead inspector

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