

Eye CofE Primary School

Inspection report

Unique Reference Number	110825
Local Authority	Peterborough
Inspection number	356821
Inspection dates	19–20 January 2011
Reporting inspector	Joanne Harvey HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair	Andrew Goodsell
Headteacher	Clare Clark
Date of previous school inspection	27 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twenty lessons were observed and 11 teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, parents, leaders at all levels, the special educational needs coordinator and Early Years Foundation Stage coordinator. They observed the school's work, looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans, school policies, 113 questionnaires from parents, and questionnaires from staff and a representative sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have measures taken to improve attainment in mathematics been effective enough?
- Are all groups of pupils making at least satisfactory progress?
- Are teachers planning appropriately to meet the needs of all pupils and modifying their plans quickly enough in lessons to meet pupils' changing needs?
- Are senior and middle leaders driving improvements in the quality of teaching and learning quickly enough?

Information about the school

This is a larger than average primary school. Most pupils are White British and almost all pupils speak English as their first language. A very few pupils come from Traveller communities. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than average. Some pupils are taught in mixed-age classes. There have been significant changes to staffing since the last inspection. After the retirement of a longstanding headteacher, the deputy headteacher spent one year as acting headteacher until a new headteacher took up post in September 2010. A children's centre, a pre-school and other care providers share the school site but are inspected separately. The school has achieved Healthy Schools status, has a Basic Skills Quality Mark and a silver Eco-Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education and a positive and welcoming environment. Staff form strong and trusting relationships with pupils. As a result, pupils feel safe, develop good attitudes to learning and behave well. They are proud to take on responsibilities, such as membership of the school council, eco club or as play leaders. They show empathy and are thoughtful of others, for example, in putting on a performance for senior members of the local community and raising funds for those less fortunate than themselves. Pupils enjoy school and demonstrate this through their average but improved levels of attendance. They particularly enjoy the first-hand experiences they are offered through educational visits and investigations. The school is at the forefront of promoting sustainability awareness and pupil-led projects have won national competitions.

The new senior leadership team have quickly established a strong shared ethos. This is rightly focused on driving improvements, including most importantly, raising attainment in mathematics and accelerating pupils' progress by improving the quality of teaching and learning. By the end of Year 6, pupils' attainment is above average in English and broadly average in mathematics. This represents satisfactory achievement from the pupils' starting points. While teaching is satisfactory and some good teaching was seen, there is not enough of this good practice to ensure that pupils make consistently good progress. This inconsistency is particularly evident among pupils who have been identified as having special educational needs or who require additional support to keep them on track with their learning. This is because systems to manage and monitor the additional provision have not been rigorous enough. Systems to assess and check on pupils' progress have been improving. In English, the good leadership of initiatives to improve pupils' writing skills, identified as an issue at the last inspection, have been well focused. They have improved teaching and resulted in a trend of rising attainment. This same level of success has not been enjoyed in mathematics.

Since the last inspection, a succession of staff changes has slowed school improvement. The governing body fulfils their statutory duties but has not improved their capacity to hold leaders to account for the school's performance. However, self-evaluation is now accurate and plans reflect what needs to be done to consolidate success and improve further. As a result, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase and bring consistency to the rate at which all pupils make progress by:

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- matching work to pupils' needs so that all are suitably challenged
 - ensuring pupils' misconceptions are picked up and dealt with
 - ensuring pupils are clear about what they need to do to improve
 - allowing pupils time to learn independently and do things for themselves
 - ensuring the pace of learning is quick enough and pupils have time to apply their skills.
- Raise attainment in mathematics by:
 - improving teachers' subject knowledge
 - bringing more accuracy and rigour to assessment
 - giving pupils more opportunities to apply their skills to solve problems for themselves.
 - Improve the impact of leadership and management by:
 - bringing rigour to the leadership of provision for pupils with special educational needs and/or disabilities
 - developing the skills of the governing body in monitoring and evaluating the work of the school
 - developing the skills, and making the best use, of additional adults, and other resources, so that they have their full impact on pupils' learning.

Outcomes for individuals and groups of pupils**3**

Observations by inspectors and evidence presented by the school show that pupils enter the school with a range of levels of attainment but they are often broadly average. When they leave the school their attainment is above average in English and broadly average in mathematics. Pupils were seen to be making satisfactory progress in the majority of lessons and in some lessons their progress is good. For example, in a mathematics lesson in Year 4, pupils made satisfactory progress in their ability to read temperature scales. The subject was made engaging through the use of information and communication technology and pupils were taught mathematical vocabulary accurately. However, the misconceptions of some pupils were not picked up and addressed quickly enough to move all pupils' learning on at a good pace. In contrast, in a Year 1 lesson, learning about the collection and interpretation of data moved on at a good pace because of ongoing targeted questioning to check understanding and extend thinking by the teacher and the teaching assistant. Although most pupils with special educational needs and/or disabilities are supported to learn appropriately and make satisfactory progress, this is not consistently the case. For example, work is not always planned well enough to address their needs or their targets do not identify clearly enough the next small steps of learning. In good lessons, where the teacher uses assessment well and the teaching assistant is well prepared or highly skilled in supporting a specific need, these pupils were seen to do well. More rigorous tracking systems have identified gaps in the performance of groups and these are beginning to be addressed. School data also show that the progress pupils make is uneven as they move through the school and is often at its best in Years 1 and 2 and Years 5 and 6.

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Pupils show curiosity and interest in their activities. They contribute to class discussions and appreciate and respect the ideas of others. Good manners predominate. Their efforts to improve the environment have resulted in an Eco Award and include recycling and gardening. Pupils' spiritual, moral, social and cultural development is good, and visits to different places of worship help them to reflect and comment maturely on their place in a multi-cultural and multi-faith society. They have a good knowledge of how to keep healthy and they embrace physical activities with enthusiasm. The uptake of healthy school lunches is much higher than is seen in most schools. Pupils talk convincingly about safety. Pupils' confidence with new technologies and ability to apply their satisfactory basic and good personal skills ensures they are prepared suitably for the next stage of their education and lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers manage pupils well and engender a good work ethic. The best lessons are lively and move at a brisk pace. These lessons are well planned, using good subject knowledge to build small steps of learning, with staff responding to pupils' learning needs throughout. Open and challenging questions are asked that make pupils think and work things out. However, these features are not evident across all classes and, as a consequence, learning slows. Too often activities are planned which do not take account of accurate assessments of pupils' prior learning and result in tasks which may be too easy or too hard. Sometimes,

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teachers talk for too long without giving pupils the opportunity to test their own ideas or find things out for themselves. Opportunities are missed to check understanding and additional adults are underused. Some good examples of marking were seen which help pupils to improve, but elsewhere, marking reinforces mistakes and pupils are not always clear about what they need to do to improve.

Pupils enjoy studying a range of subjects through interesting and creative topics, such as 'Inventors' and 'All the World's a Stage'. The curriculum is extended by a variety of out-of-school activities, including sports and creative arts. A newspaper club is very popular. Links with local schools enhance pupils' development, particularly in physical education. The curriculum has yet to be modified suitably by all teachers to fully meet the needs and interest of all pupils so that everyone can consistently progress equally well. This is particularly in mathematics where, for example, subject knowledge is not as strong as in English.

Most parents and carers appreciate the open door policy in school and the way that care is taken to ensure a smooth transition for pupils through the year groups and on to their next school. Pupils with special educational needs and/or disabilities or whose circumstances make them particularly vulnerable are cared for suitably, sometimes in partnership with other agencies.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

During a period of challenge and staff turbulence, the deputy headteacher has worked hard with the support of staff to maintain outcomes for pupils. The new headteacher has quickly set about establishing an accurate view of the school's strengths and weaknesses and brought a renewed vigour to the leadership focus on the key priorities for improvement. Expectations have risen. A new leadership structure has been established, devolving responsibilities and giving staff greater accountability for the performance of pupils. Leaders have a clearer picture of where teaching is less effective, and where to focus additional interventions and set more challenging targets for pupils' attainment. There is still work to be done. For example, leadership of provision for special educational needs and of mathematics lacks sufficient rigour to secure the same quality and consistency of outcomes as has been achieved in English. The governing body is not confident or knowledgeable enough to play their full part in ensuring and measuring the school's success. However, it fulfils its duty to ensure health and safety well so that at the time of the inspection requirements for safeguarding were well met. Procedures for ensuring site security are particularly rigorous.

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Some improvements to the quality of teaching have been secured. Good teaching practice, which secures good progress for pupils, is being shared. However, not all staff are secure in their understanding of what this should look like in classrooms and do not focus enough on the quality of learning taking place. Best use is not made of all additional adults so that they can help to ensure good progress for pupils.

Leaders demonstrate a satisfactory commitment to promoting equality and tackling discrimination, though data presented does not always make it clear enough how well pupils from different groups are performing and participating relative to their peers. The school is a harmonious community and promotes links within its immediate locality and a primary school in Uganda. There is more work to be done exploring contrasting communities nationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children behave well and feel secure because staff are kind, friendly and supportive in the safe environment provided. They make satisfactory progress overall and good progress in developing their early writing skills because of a well planned programme to overcome identified weaknesses. By the time they start in Year 1, children's knowledge and skills are in line with those expected for their age.

Progress is at its best when children are working at tasks closely planned and directed by adults and then followed up through play activities with adults on hand to intervene with well directed questions and prompts which encourage children to think and solve problems for themselves. Progress slows when children initiate their own activities because these are not always planned or structured carefully enough to support learning or adults miss opportunities to promote discussion to extend learning further. Children are offered exciting activities which secure their enjoyment. For example, they made wolf traps based

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on a story they had shared, and they improved their writing skills when they made labels for them. Children are encouraged to be active and have lots of practical hands-on opportunities. They cooperate and take care of resources. Adults successfully encourage children to learn how to keep themselves safe, for example, by not running on the muddy field.

Detailed information is conscientiously collected daily about how well children are achieving. Planning for learning based on this information is detailed. However, systems to collate, present and analyse this information to see how well everyone is doing are not clear and are under review. Adults work hard to make the best use of the outdoor learning environment, which is limited by lack of variation.

The new leader is focused on improvement, and early initiatives, for example, to improve writing and the teaching of the sound that letters make, are showing positive results. Monitoring has resulted in the identification of gaps in learning and the measures required to close them, although action plans for improvement lack measurable outcomes to enable the school to evaluate their success.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A similar number of parents to that expected responded to the questionnaire. The very large majority of parents and carers are happy with their children's experience of school and express positive views on all aspects of the school. A significant minority of parents expressed the view that the school does not deal effectively with unacceptable behaviour but inspectors found behaviour to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eye CofE 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	42	58	52	5	4	2	2
The school keeps my child safe	53	47	54	48	3	3	1	1
My school informs me about my child's progress	31	28	63	56	14	13	2	2
My child is making enough progress at this school	38	34	58	52	7	6	5	4
The teaching is good at this school	42	38	61	54	4	4	1	1
The school helps me to support my child's learning	30	27	69	62	8	7	4	4
The school helps my child to have a healthy lifestyle	32	29	70	63	4	4	5	4
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)	30	27	57	51	9	8	2	2
The school meets my child's particular needs	36	32	60	54	9	8	4	4
The school deals effectively with unacceptable behaviour	30	27	62	55	14	13	3	3
The school takes account of my suggestions and concerns	27	24	59	53	11	10	3	3
The school is led and managed effectively	34	30	66	59	6	5	1	1
Overall, I am happy with my child's experience at this school	45	40	53	47	6	5	3	3

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



21 January 2011

Dear Pupils

Inspection of Eye CofE Primary School, Peterborough, PE6 7TD

Thank you for the warm welcome you gave us when we came to inspect your school recently. I also wish to thank those of you who took time to talk with us and tell us about your school.

These are some of the things we have said about your school.

Yours is a satisfactory school where you make satisfactory progress and reach above average standards in English and broadly average standards in mathematics.

Your school takes care to keep you safe.

There are many things planned for you to do which make your learning more interesting and fun.

You behave well in school, say you feel safe and know how to stay healthy.

The teaching you receive and the way your school is led and managed are both satisfactory.

We have asked your headteacher, staff and governing body to make lessons even better by:

- helping you to make faster progress by assessing your work and monitoring your progress even more carefully, especially in mathematics
- ensuring that you work at a fast enough pace
- making sure that the work is not too hard or too easy for you
- making sure that teachers notice and correct your mistakes and misunderstandings
- making sure you are clear about what you need to do to improve your work
- giving you more chances to work on your own and do things for yourselves
- making sure that the extra help that some of you need to support you in your learning is very well organised
- making sure that all of the adults who lead your school play their part in helping it to improve.

You can help your school by continuing to behave well, coming to school every day and working with your teachers to achieve the very best you can.

Yours sincerely

Joanne Harvey

Her Majesty's Inspector

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