

St Botolph's Church of England Primary School

Inspection report

Unique Reference Number	110822
Local Authority	Peterborough
Inspection number	378182
Inspection dates	13–14 September 2011
Reporting inspector	Steven Hill

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	380
Appropriate authority	The governing body
Chair	Bob Smith
Headteacher	Jenny Daniels
Date of previous school inspection	10 December 2008
School address	Oundle Road Orton Longueville Peterborough PE2 7EA
Telephone number	01733 231313
Fax number	01733 230620
Email address	office@st-botolphs.peterborough.sch.uk

Age group	4–11
Inspection date(s)	13–14 September 2011
Inspection number	378182

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors, who observed 21 lessons taught by 18 teachers. Meetings were held with staff, groups of pupils and members of the governing body, as well as a representative of the local authority. The team observed the school's work, and looked at a variety of documentation, particularly that relating to pupils' progress and to safeguarding. Samples of pupils' work were examined and questionnaires analysed from staff, pupils in Key Stage 2 and from 145 parents and carers.

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

- Inspectors focused on whether pupils were making better progress since the previous inspection, particularly in writing at Key Stage 2.
- The team investigated the extent to which provision and outcomes are monitored, and the impact of this on improving practice.
- The use of outside agencies to support pupils' well-being was analysed, particularly in supporting those pupils who have particular needs.

Information about the school

This is an above-average sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. Most pupils are of White British heritage, but in the last few years the proportion coming from a wide variety of minority ethnic backgrounds, including many who speak English as an additional language, has increased. Both these figures are now higher than in most schools. Many of these pupils arrive at the school partway through their primary education years speaking little English. The proportion of pupils identified as having special educational needs and/or disabilities is slightly below average.

The school runs a club, Kidz Biz, which provides childcare for up to 40 of its pupils both before and after the school day.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school has made great strides in many aspects of provision since its previous inspection, and now provides a good education for its pupils. Pupils' achievement and progress have improved and are now good. Attainment is rising throughout the school as a result. Progress is particularly good in mathematics after a focus on this subject by all teachers in the last year. As the school has accurately identified, progress in writing lags behind that in mathematics and reading. A good start has been made on addressing this, particularly through a thematic approach that generates enthusiasm and interest, and gives pupils meaningful contexts for writing. This good curriculum is complemented by good teaching at each key stage, based on thorough assessments that enable tasks to be matched well to pupils' different needs. However, pupils are relatively late in using a joined handwriting style to improve their fluency, and many still do not do this consistently by Year 6.

The care, guidance and support for pupils are outstanding. The school makes exceptionally good use of partnerships with outside agencies to support the skills of its own staff in ensuring pupils' particular needs are met socially and emotionally, as well as academically. Excellent links with parents and carers complement this provision. Safeguarding procedures are excellent. As a result, pupils feel extremely safe in school. They behave well and their attendance is high. Pupils have good relationships with each other and with staff, and make an outstanding contribution to the community. Their spiritual and moral development is a particular strength.

The excellent leadership of the headteacher, governing body and senior managers has contributed to the many improvements since the last inspection. All staff share a common vision and their efforts are focused on improving achievement for pupils. The progress of individual pupils is monitored rigorously and effective action taken to address any issues. Monitoring of teaching and learning by senior leaders has resulted in feedback that has lifted the quality from previously satisfactory levels, with elements of outstanding practice now seen regularly. Self-evaluation is thorough and accurate and this, along with the school's recent track record, shows it has a good capacity to improve further. The school is a thriving community where pupils enjoy learning. It promotes community cohesion extremely well within the school and locally, and has some good links with communities abroad. However, pupils have relatively few opportunities to interact with, and learn more about, other communities in the United Kingdom.

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

What does the school need to do to improve further?

- Raise achievement in writing to match that in reading and mathematics by:
 - consolidating the improvements already initiated to provide pupils with more meaningful contexts for writing, building on their good speaking and listening skills and providing more opportunities to write for a purpose
 - ensuring that the marking policy is implemented more consistently, particularly in showing pupils how they can improve their writing, and relating this to their targets
 - helping pupils to develop a fluent, joined handwriting style from an earlier age.
- Provide pupils with better opportunities to learn about and interact with contrasting communities in the United Kingdom.

Outcomes for individuals and groups of pupils

2

All groups of pupils make good progress, and do particularly well in mathematics. In the last two years attainment was above average at the end of Reception and at the end of Key Stage 1. Recent attainment at the end of Key Stage 2 has been broadly average but represents good progress for these pupils, who started the key stage with standards that were significantly below average. Attainment is rising. Pupils' good behaviour and concentration contribute significantly to their learning in lessons. Pupils try hard and work very well collaboratively. Pupils discuss ideas together animatedly and listen to each other attentively, improving their speaking and listening skills as well as their understanding. All this contributes to pupils' improved progress in writing. For example, groups of pupils in Year 6 showed flair and imagination as they acted out different scenes for their classmates to identify. They developed their vocabulary well, and were well prepared to write a vivid account of a story setting as a result of their enthusiasm and high involvement. Pupils in Year 2 made good progress in their understanding of place value as they used 100 squares patiently to add or subtract 10 from a variety of numbers. Pupils with special educational needs and/or disabilities make the same good progress as their classmates. Tasks are provided in class that closely match their needs, and specific intervention programmes provide back up. They are given a good balance of support and challenge that helps them achieve well. Pupils who speak English as an additional language benefit from detailed assessment followed by specialist support that quickly ensures they settle in socially and make good progress academically.

Pupils have an excellent understanding of keeping safe, particularly in relation to modern technology and e-safety. They have great trust in their teachers, but also learn to sort out their own differences sensibly. They reflect thoughtfully on important issues and are respectful of others' beliefs. They have a good understanding of healthy lifestyles, including the importance of eating properly, and join enthusiastically in exercise. Pupils have a very strong 'voice' in the community

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

and are confident that adults value their ideas. They willingly take on a host of significant responsibilities, notably the 'Young Leaders' who contribute conscientiously to the management of the school. One of them reported, 'It gets you ready for the life ahead of you.' This epitomises pupils' excellent contribution to the community and, with their high attendance and good progress, ensures that they are well prepared for the future.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers make good use of rigorous assessment procedures to ensure that work is matched well to different needs. They generally monitor pupils' ongoing progress well in lessons, intervening quickly and effectively if anyone is confused, but also challenging pupils to extend and refine their work. Teachers make excellent use of strategies such as discussion in pairs to involve all pupils in the lessons, and make good use of information and communication technology (ICT) to enhance pupils' understanding. For example, teachers' clear explanations of work are often illustrated well by the use of interactive whiteboards. Relationships are good and expectations of both work and behaviour are clear and consistent. As a result, pupils behave well, work hard and are keen to succeed. Pupils are given clear targets for their learning in mathematics and English. However, when marking written work, teachers sometimes miss opportunities to show pupils how they can improve in future, particularly in writing.

Learning is enhanced by a lively and stimulating curriculum that makes good use of a

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

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

thematic approach to make lessons more meaningful. It increasingly takes into account pupils' own ideas and interests in planning lessons, so that their enjoyment and learning are steadily improving. A variety of events are used to stimulate interest, such as the 'Mischief Day' during the inspection, when staff and pupils in Year 2 dressed up as characters from children's stories. A range of extra-curricular clubs are well attended.

The school is prepared to 'go the extra mile' to ensure individuals' needs are met. Pupils are systematically taught how to resolve conflicts for themselves, and close links with a range of agencies ensure high quality support for any pupils whose circumstances might make them vulnerable. The learning mentor makes a strong contribution to helping such pupils develop well emotionally and socially, contributing to their enjoyment of school and their progress. The provision for pupils with special educational needs and/or disabilities is exceptionally well managed, and some of these pupils make much better progress than might be expected in the light of their difficulties. Transition into and out of school is handled very well, particularly for pupils who arrive from abroad with little knowledge of English. The Kidz Biz club is well run and makes a good contribution to pupils' well-being. Staff provide several activities that help to develop healthy lifestyles through interesting opportunities for exercise. Older pupils get on well with younger ones, and all behave well. A good range of healthy snacks is provided.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides outstanding educational direction to the school community. Consequently, excellent teamwork from leaders and the governing body has driven up progress consistently since the last inspection and continues to do so. Existing strengths in pastoral care were built upon, so that this aspect is now outstanding. Staff are supported well but also held rigorously to account for their practice. They willingly take full responsibility for the progress of pupils they work with, using the school's rigorous tracking to monitor all individuals' progress and responding effectively to address any shortcomings. This contributes to the school's good provision to ensure equal opportunity. A gap between the progress of boys and girls has been addressed and is much narrower than in the past. Good monitoring together with subsequent feedback and support, has raised the quality and consistency of teaching.

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

Governance is excellent, drawing a consistent balance between insightful challenge and sensitive support to the school. The governing body is very proactive in analysing the school’s effectiveness and quick to address issues that arise. Its work contributes very well to the school’s outstanding provision to safeguard pupils. Extensive and frequent training for all staff helps them to show exemplary practice in identifying and following up any issues, monitoring any concerns about individuals rigorously. Excellent integration of safeguarding issues into different elements of the curriculum, for example e-safety, helps pupils contribute to their own safety and that of their classmates. Close links with a wide range of partners make an excellent contribution to safeguarding and to the outstanding pastoral care provided for individuals. Strong support for the curriculum comes from links with other schools, and this school has been effective in sharing its own expertise to support other local schools. Strong links with parents and carers support both the progress and well-being of pupils. Parents and carers are given very good information and their views are regularly sought and acted upon. Community cohesion is excellent in school, and there are good links with communities overseas, but links with other communities in the United Kingdom are limited.

These are the grades for leadership and management

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

Early Years Foundation Stage

Good provision ensures that children make good progress from starting points that are variable but are broadly in line with those expected. Attainment is rising year on year, and was significantly above average by the end of Reception last year. Children behave well and all get along well with staff and each other, regardless of their background. The provision is good and excellent systems to care for children ensure that they settle quickly and happily when they start Reception. Teaching is good, based on a good knowledge of how young children develop, and regular and

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

frequent assessment is used well to match work to children’s interests and needs. Positive relationships are established with children, and adults intervene well in children’s play to enhance their learning and extend their thinking and vocabulary. The many interesting activities both inside and out contribute to children’s learning and enjoyment. Good leadership and management have led to better systems to liaise with and involve parents and carers. A focus on improving provision and outcomes has been successful in ensuring that both are significantly better than at the previous inspection. Work with the Year 1 classes has contributed well to a smoother transition in practice when children join Key Stage 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers are overwhelmingly positive about the school and what it does for their children. They particularly value that their children are safe and happy in school, and that the teaching is good. A very small minority are not happy about the extent to which the school responds to parents and carers’ concerns. However, inspection evidence indicates that the school has good systems to seek and act upon parents and carers’ views, for example in modifying the format of pupils’ target cards so that parents and carers found them more useful.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Botolph's Church of England 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	53	64	44	3	2	1	1
The school keeps my child safe	83	57	58	40	1	1	1	1
The school informs me about my child’s progress	49	34	87	60	5	3	1	1
My child is making enough progress at this school	53	37	73	50	9	6	2	1
The teaching is good at this school	63	43	72	50	3	2	1	1
The school helps me to support my child’s learning	55	38	86	59	3	2	1	1
The school helps my child to have a healthy lifestyle	60	41	78	54	5	3	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)	54	37	79	54	5	3	0	0
The school meets my child’s particular needs	55	38	76	52	10	7	0	0
The school deals effectively with unacceptable behaviour	39	27	87	60	8	6	0	0
The school takes account of my suggestions and concerns	34	23	84	58	12	8	3	2
The school is led and managed effectively	56	39	75	52	6	4	1	1
Overall, I am happy with my child’s experience at this school	71	49	62	43	5	3	3	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 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 2010/11 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.



15 September 2011

Dear Pupils

**Inspection of St Botolph's Church of England Primary School,
Peterborough, PE2 7EA**

Thank you for your warm welcome when we inspected your school. We found that your school has improved a lot since inspectors last visited, and is now good. This is because your headteacher and all the other adults have worked very hard to make it better. You are learning a lot because your teachers are good at helping you to learn, and give you interesting things to do. You are making much better progress than you used to, especially in mathematics. You don't do quite as well in writing, and we have agreed with your teachers that they will concentrate on improving your writing this year.

We were pleased to see how well you all get on with each other, and that your behaviour is good. You make an excellent contribution to the school through all the jobs you do. You told us that you enjoy school, and I expect this is why your attendance is so good. The school is a very happy community. You enjoy learning about other people around the world, and we have asked the teachers to give you more opportunities to learn about different communities in this country outside Peterborough.

The adults are extremely good at looking after you and keeping you safe, and you know a lot about how to keep safe yourselves and to help others. The headteacher, other staff and governors are very good at managing the school. They are keen to make the school even better, and you can help by keeping up your good behaviour and hard work, and trying especially hard with your writing.

We hope you carry on enjoying school for the rest of this year.

Yours sincerely

Steven Hill
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**