

Peckover Primary School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 110652 |
| Local Authority | Cambridgeshire |
| Inspection number | 378141 |
| Inspection dates | 17–18 November 2011 |
| Reporting inspector | Keith Brown |

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 | 326 |
| Appropriate authority | The governing body |
| Chair | David Oliver |
| Headteacher | Sarah Conant |
| Date of previous school inspection | 13 November 2008 |
| School address | Leverington Road Wisbech PE13 1PJ |
| Telephone number | 01945 584741 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons and 12 teachers. Meetings were held with pupils, the headteacher, teachers, representatives of the governing body and support staff. Inspectors observed the school's work and looked at safeguarding arrangements, as well as other information including development planning, schemes of work, policies, procedures and a range of pupils' books. A total of 64 questionnaires from parents and carers were scrutinised, together with 27 from staff and 155 from pupils.

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

- What is the impact of the school's work to promote regular attendance?
- How accurate are the school's assessments of the progress made by pupils?
- Do pupils know how well they are doing in their learning and how to improve further?

Information about the school

Peckover Primary is larger than the average primary school. A major extension to the school's facilities is nearing completion. The large majority of pupils are White British. The rest are from an increasingly wide variety of other heritages. The number of pupils from minority ethnic groups is above average, as is the proportion of pupils who speak English as an additional language. The number of pupils known to be eligible for free school meals is about average. The proportion of pupils with special educational needs and/or disabilities is well-above average, although the number with a statement of special educational needs is below average. The percentage of pupils who join or leave partway through their primary school education is above average.

Among its awards the school has Artsmark Gold, ICT Mark, London 2012 Get Set Network and National Healthy School 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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Peckover Primary is a good school and its leadership team is strong and purposeful. The school provides a very caring and supportive environment for pupils and their families, and is an important part of its local community.

Pupils make good overall progress as they move through the school. By the time pupils leave at the end of Year 6, attainment is average and they have achieved well. Children make satisfactory progress in the Early Years Foundation Stage. On occasions opportunities are missed to use the outside area and to promote child-selected learning. Effective support for those pupils at the early stages of learning English, pupils who enter the school partway through their education, and those with special educational needs and/or disabilities ensures that all groups achieve equally well. The curriculum is imaginative and matched well to pupils' learning needs.

Pupils behave well in lessons and around the school. They are courteous and cooperate well with one another. The very large majority of pupils who responded to the questionnaire felt that they were safe in school. The school provides good care, guidance and support. Pupils know who to turn to for help, and are confident that any concerns they have will be taken seriously and dealt with effectively. Pupils lead active lives and are clear about how to live a healthy lifestyle. They mix well socially and have a clear understanding of what is right and wrong. Close liaison with parents and carers and effective partnership work with other agencies have led to attendance levels in Years 4, 5 and 6 reaching average and sometimes above average levels. However, pupils' attendance is low overall.

The school's leaders and the governing body have a good understanding of the most important areas for improvement and have drawn up appropriate plans to address them. They have rightly focused on improving the quality of teaching, which is now good overall and sometimes outstanding. In the best lessons, expectations are high and pupils experience imaginative and challenging tasks that fully engage their interest and quickly develop their understanding. Where teaching is satisfactory, teachers explain concepts clearly and plan activities carefully, but do not always use assessment information to match work closely to pupils' needs and abilities.

The school has good capacity for sustained improvement. It has made good progress since it was last inspected. School leaders carefully and accurately monitor the progress of all groups of pupils and this contributes to the clear, upward pattern of improvement.

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What does the school need to do to improve further?

- Use the good links with parents and carers to intensify efforts to raise levels of attendance.
- Accelerate the progress made by pupils and raise attainment by ensuring that teachers consistently use assessment information to set work that is closely matched to pupils' needs and abilities.
- Make full use of the new facilities to accelerate progress in the Early Years Foundation Stage by:
 - providing opportunities for children to become more involved in activities they have chosen for themselves, with support from staff
 - improving the flow of activities from inside to outdoors, so that children take part in more imaginative learning.

Outcomes for individuals and groups of pupils

2

Many pupils enter Year 1 with attainment below the levels expected for their age, including some at the very early stages of language acquisition. Boys have performed less well than girls in the past, but the school's strategies narrowed the gender gap in the Key Stage 2 test results in 2011. The work seen in Year 6 and the school's assessment records show that pupils are on track to maintain average levels of attainment. Pupils have a clear understanding of what they need to do next to improve. Pupils with special educational needs and/or disabilities make good progress, as do pupils from minority ethnic heritages and those who speak English as an additional language. This is because tasks are closely matched to pupils' prior attainment and teaching assistants are deployed well to help pupils by providing appropriate challenge and encouragement, demonstrating skills precisely and teaching specialist vocabulary.

The learning observed in lessons was good overall. Pupils enjoy positive relationships with adults and respond promptly to their guidance. They say they enjoy lessons and demonstrate confidence in their ability to learn well when they are clear about exactly what is expected. They work together effectively, readily pooling their thoughts and developing ideas with the rest of their group. Pupils' interest waned however, and the pace of learning slowed, where parts of the lesson were not well matched to their needs. Once in their ability groups, their enthusiasm for learning was more evident. They worked quickly, and were keen to solve problems or get to the end of their task. Where learning was best, for example in an outstanding Year 6 mathematics lesson, the teacher's brisk and probing questioning ensured that a very close check was kept on pupils' understanding of prime numbers and prime factors. Any misunderstanding was corrected quickly.

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Pupils make good progress in their spiritual, moral, social and cultural development. Assemblies encourage regular school attendance and promote a strong sense of pride in the school community. This contributes well to pupils’ good understanding of their rights and responsibilities, and they are keenly aware of how their actions can affect others. Pupils enjoy taking on extra responsibility, for example by joining the school council or by becoming interpreters or playground buddies. They are becoming increasingly influential in issues that affect the wider local area, such as in the positioning of road crossings and car parking spaces. Pupils’ good understanding of how to lead healthy lifestyles is reflected in the school’s Healthy School status. Pupils’ good progress in developing their basic skills and improving attendance ensure that they have a sound knowledge of the world of work and of their future economic role in society by the time they reach Year 6.

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 | 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 | 4 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The common features that contribute to good and sometimes exceptional learning are underpinned by teachers’ high expectations and detailed planning to take account of the pupils’ individual learning needs. In the best lessons, challenge and pace are well matched to pupils’ abilities and the range of activities ensures that they make rapid progress. Teachers and teaching assistants work well together to meet pupils’ needs, including those who find learning difficult or who have been identified as having special educational needs and/or disabilities.

The school’s good curriculum builds well on pupils’ previous learning. Themed days

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

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

and weeks are a regular feature of the curriculum and these enhance pupils’ enjoyment. For example, an International Easter day helped pupils learn much more about the world and its communities. Interactive whiteboards are used well in many lessons to engage pupils’ interest. The good-quality provision for visual arts, drama, dance and music, and effective use of information and communication technology to support learning has resulted in the school achieving the Artsmark Gold and ICT Mark awards. Opportunities for pupils to use their numeracy and literacy skills across the curriculum are good. The curriculum is further extended by a good range of sport activities, as well as by visits and visitors.

Pupils are confident that they will be well looked after, a view which is supported by parents and carers. Pupils’ needs are well known, and they receive good, individual support. As one Year 4 pupil noted: ‘The school has really helped me to become more confident to talk to other pupils and grown ups.’ Pupils are helped to settle in when they join the school and there is sensitively targeted support for pupils whose circumstances make them vulnerable. The school can point to clear examples of where it helps pupils to manage their own behaviour better, so that their progress in lessons is improving. Strong multi-agency work is improving attendance.

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 | 2 |

How effective are leadership and management?

The headteacher is well supported by the deputy headteacher, assistant headteacher and other leaders. Together, they have taken effective action to improve provision and so raise attainment for all groups of pupils. The headteacher and other leaders effectively monitor the quality of lessons, scrutinise pupils’ work and review teachers’ planning. The school promotes equality of opportunity and tackles discrimination well and is tracking each pupil’s progress towards appropriately challenging targets. The headteacher’s informative reports, together with other pertinent information, enable the governing body to monitor and challenge the school’s leaders effectively and provide good strategic direction. Financial management is effective and the school provides good value for money.

The school works closely with parents and carers, whose views are regularly sought and acted upon. This has helped raise attendance levels and has the potential to improve attendance still further. Regular newsletters keep them abreast of activities in the school. Partnership activities make an effective contribution to curricular provision and to the good progress of many pupils, especially those who have

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specific needs, and have contributed significantly to the improvements in attendance and reduction in persistent absence.

Safeguarding policies and procedures are robust and regularly reviewed, so that adults and pupils have a strong understanding of safety issues. Risk assessments are good and careful checks are made of the suitability of adults to work with children. Community cohesion is promoted well. Pupils have a good understanding of people from different backgrounds, and the school has successful links with contrasting schools in this country and abroad.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| 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 | 2 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| 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

The leadership and management of the Early Years Foundation Stage are satisfactory. Children are well cared for, and are happy and safe. They make satisfactory progress across all areas of learning. The school has recently introduced a detailed scheme to enable adults to assess children’s progress regularly. However, at present the work set is not always closely matched to the children’s needs. An appropriate emphasis on supporting communication skills helps those learning English as an additional language. Children enjoy singing welcoming songs and this helps their recognition of each other’s names. Children behave well and enjoy good relationships with adults and with other children from a range of different backgrounds. Children are developing satisfactory independent skills, but at times activities are directed too much by adults. Major building works are reaching completion and the school development plan rightly includes extending the use of the outside area to enable more creative learning opportunities. The school has sound relationships with several neighbouring nurseries and is working with them to strengthen practice and provision at the school.

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

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

There was a lower than usual level of response to the parental questionnaire, but those who did respond expressed strong support for the school and most said that their children are safe at school.

A few parents and carers felt that the school did not take full account of their suggestions and concerns, and did not deal effectively with unacceptable behaviour. A small minority did not feel that the school is led and managed effectively. The inspectors investigated these issues carefully. They judged that the school works closely with parents and carers and seeks their views. Behaviour is managed well and during the inspection it was good both in lessons and around the school. Leadership and management are good.

A small minority of parents and carers expressed individual written concerns, but there was no common theme among them.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peckover 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 35 | 55 | 20 | 31 | 4 | 6 | 2 | 3 |
| The school keeps my child safe | 38 | 59 | 20 | 31 | 2 | 3 | 3 | 5 |
| The school informs me about my child’s progress | 31 | 48 | 21 | 33 | 9 | 14 | 2 | 3 |
| My child is making enough progress at this school | 31 | 48 | 24 | 38 | 4 | 6 | 4 | 6 |
| The teaching is good at this school | 36 | 56 | 21 | 33 | 5 | 8 | 1 | 2 |
| The school helps me to support my child’s learning | 32 | 50 | 21 | 33 | 7 | 11 | 3 | 5 |
| The school helps my child to have a healthy lifestyle | 32 | 50 | 22 | 34 | 9 | 14 | 1 | 2 |
| 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) | 27 | 42 | 29 | 45 | 7 | 11 | 0 | 0 |
| The school meets my child’s particular needs | 31 | 48 | 23 | 36 | 5 | 8 | 3 | 5 |
| The school deals effectively with unacceptable behaviour | 32 | 50 | 19 | 30 | 4 | 6 | 8 | 13 |
| The school takes account of my suggestions and concerns | 27 | 42 | 24 | 38 | 5 | 8 | 7 | 11 |
| The school is led and managed effectively | 27 | 42 | 20 | 31 | 6 | 9 | 8 | 13 |
| Overall, I am happy with my child’s experience at this school | 33 | 52 | 21 | 33 | 3 | 5 | 6 | 9 |

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.



21 November 2011

Dear Pupils

Inspection of Peckover Primary School, Wisbech, PE13 1PJ

Thank you very much for the friendly welcome you gave us when we visited your school recently. A special thank you goes to those who met with us. Your views have been very helpful.

The school is providing a good education for you. Teaching is good and this leads to you making good progress. You are happy and feel safe at school. Pupils behaved well in the lessons we visited. Your headteacher, staff and the governing body are determined for the school to become better. We have asked the teachers to use their knowledge of how well you are doing to always give you work that makes you think and is just at the right level of difficulty. We have also asked the school to make sure that children in Reception are encouraged to choose more activities for themselves, particularly in the outside area.

You can help the school to improve by doing your very best to come to school every day. You can also help by continuing to check your work carefully and by telling your teachers if you need them to explain some of the work in more detail.

I wish you all well for the future.

Yours sincerely

Keith Brown
Lead inspector

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